Agenda
Updated 7/21/2025

July 22, 2025
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 | Ronnie King**
4. **PLEDGE OF ALLEGIANCE**
5. **APPROVAL OF THE AGENDA**
    1. Approval of the Agenda Amendments - added after publishing
6. **APPROVAL OF MINUTES**
    1. Approval of the Minutes of the May 23, 2025, School Board Workshop, May 29, 2025, Special School Board Meeting, June 10, 2025 School Board Meeting and Public Hearing, and June 10, 2025 School Board Workshop
7. **REPORTS AND PRESENTATIONS**
    1. Board Discussion with Florida School Boards Association (FSBA) Regarding Superintendent Search
    2. 2024-2025 FLDOE School and District Grade Updates
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. 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 7/17/2025
2. Approval of the New Agreement Between the School District of Manatee County and Sunnah Smiles for Clinical Experience for Manatee Technical College (MTC) Dental Assisting Students for the 2025-2028 School Years (No Financial Impact)
3. Approval of the New Agreement Between the School District of Manatee County and Stewart Family Orthodontics, PA for Clinical Experience for Manatee Technical College (MTC) Dental Assisting Students for the 2025-2028 School Years (No Financial Impact)
4. 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 2025-2026 School Year in the Amount of $537,120 (Incoming Federal Grant Funds)
5. Approval to Apply, Accept and Expend the 2025-2026 Individuals with Disabilities Education Act (IDEA), Part B, K-12 Entitlement, in the Amount of $15,781,595.25 (Incoming Federal Grant Funds)
6. Approval to Apply, Accept and Expend the Following Federal Grants for the 2025-2026 School Year: Title I, Part A; Title I, Part D; and Title IX, Part A, in the Amount of $13,263,515.67 (Incoming Federal Grant Funds)
7. Approval to Apply, Accept, and Expend the 2025-2026 National Farmworker Jobs Program Discretionary Competitive Grant, Including Ratification of the Memorandum of Understanding Between the School District of Manatee County and the Suncoast Workforce Board, Inc. dba CareerSource Suncoast, in the amount of $237,195.00 (Incoming Federal Grant Funds)
8. Approval of the District and Food Service Petty Cash Funds for Fiscal Year 2025-2026 in the Amount of $900.00 (General Fund and Food Service Funds)
9. Approval of the Food Service and School's Internal Accounts Change Funds for Fiscal Year 2025-2026, in the Amount of $33,675.00 (Food Service and Internal Account Funds)
10. Approval to Renew the Contract Between Pace Center for Girls, Inc., and the School

Board of Manatee County for the 2025-2026 School Year (No Net Financial Impact)

11. Approval to Renew the Agreement Between AMIKids Manatee County, Inc. and the School Board of Manatee County for the 2025-2026 School Year (No Net Financial Impact)
12. Approval of the Memorandum of Understanding (MOU) Between the School Board of Manatee County, Florida and Empath Stratum, Inc. dba Empath Health for the 2025-2026 School Year (No Financial Impact)
13. 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 2025-2026 School Year (No Financial Impact)
14. Approval of the Department of Juvenile Justice (DJJ), Pace Center for Girls, and AMIKIds Manatee, Inc. 2025-2026 School Calendars and Bell Schedules (No Financial Impact)
15. Approval to Renew the Agreement Between Big Brothers Big Sisters of Sun Coast, Inc., and the School Board of Manatee County for the 2025-2026 School Year (No Financial Impact)
16. Approval of the Bid for Park and Playground Equipment, SDMC No. 26-0041-MR, Estimated in the Amount of $1,300,000.00 Annually (Multiple Funding Sources)
17. Approval to Use the Orange County Public Schools Contract for Temporary Staffing Services #ITB2201024, SDMC No. 26-0016-TG, Estimated in the Amount of $2,100,000.00 (Multiple Funding Sources)
18. Approval of the Bid on Irrigation Well and Pump Installation and Repairs, SDMC No. 26-0037-MR, Estimated in the Amount of $150,000.00 Annually (Capital Funds)
19. Approval of the 2025-2026 Uniform Statewide Assessment Calendar (No Financial Impact) - updated 7.21.2025
20. Approval of the Reclassification of Negotiated Select AFSCME Positions and Job Descriptions (General, Capital, and Federal Funds)
21. Approval of Harllee Middle School - Building 4 SOAR in 4 Renovation - Substantial Completion and Certificate of Completion (No Financial Impact)
22. Approval of Tara Elementary School - Campus Renovations and Addition - Agreement Between Owner and Creative Contractors, Inc. - Amendment 6 - Guaranteed Maximum Price, in the Amount of $146,283.65 for a Total Guaranteed Maximum Price of $26,809,043.40 (Capital Funds)
23. Approval of Manatee Technical College Aviation Classroom - Agreement between Owner and Johnson-Laux Construction, LLC - Amendment 1 - Guaranteed Maximum Price in the Amount of $ 6,814,524.00 (MTC/PECO Grant Funds)
24. Approval of Lake Manatee K-8 â€‟ Permanent Non-Exclusive Utility Easement (No Financial Impact)
25. Approval of Request to Declare Surplus and Donate District Property (Outgoing Donation)
26. Approval of Request to Declare Surplus and Dispose of District Tangible Personal Property Greater Than $5,000.00 (Possible Incoming Funds to General Fund)
27. Approval for the Lakewood Ranch High School Boys' Golf Team To Participate in an Out-Of-State Golf Tournament in Scottsdale, Arizona, August 20-24, 2025 (School

Internal Accounts)

28. Approval for Southeast High School Chorus Students to Attend and Perform at Carnegie Hall in New York, New York on March 5-9, 2026 (Multiple Funding Sources)
29. Approval for the Manatee High School Hurricanes Cheer Team to Attend the Out-Of-State Football Game in Valdosta, Georgia, September 5-6, 2025 (School Internal Accounts)
30. Approval of the Revised Job Description of Position for Specialist Choice Program (General Fund)

10. PUBLIC HEARING

1. Public Hearing for Consideration to Adopt and Amend School Board Policies

11. NEW BUSINESS (Discussion Items Pulled from Consent)

12. NEW BUSINESS (Non-Consent Items)

1. Approval to Adopt and Amend School Board Policies (General Fund)
2. Approval of the Budget Amendments for May 2025 (No Financial Impact)
3. Approval of the Parrish Classical Preparatory Academy Application, Sponsored by Charter Schools USA, for the 2027-2028 School Year (No Net Financial Impact)
4. Approval to Publish a Notice of Public Hearing to Adopt Tentative Millage Rates and Tentative Budget for Fiscal Year 2025-2026 (General Fund) -updated 7/21/2025

13. NEW BUSINESS (No Superintendent Recommendation)

1. Approval of Audit Committee Charter Revision to Change the Number of Members
2. Discussion and Decision Regarding Board and District Travel

14. INFORMATION ONLY (No Board Action Required)

1. Year-to-Date Financial Statements Through May 31, 2025 (No Financial Impact)
2. Year-to-Date Charter School Financial Statement Summary Through May 31, 2025
3. Lakewood Ranch Prep Charter Public Charter Schools Program (CSP) Grant Project Application Amendment
4. Hola! Elementary at MSA Charter Public Charter Schools Program (CSP) Grant Project Application Amendment

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

16. SUPERINTENDENT REMARKS

17. BOARD COMMENTS

18. ADJOURNMENT

AGENDA ITEM NO. 5.1

School Board of Manatee County
July 22, 2025 - Regular Board Meeting and Public Hearing
Action Item

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

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

Agenda amended Thursday July 17, 2025, to **remove** agenda section Student Celebrations.

Agenda amended Thursday July 17, 2025, to **add** attachment to Reports and Presentation item *2024-2025 FLDOE School and District Grade Update.*

Agenda amended Thursday July 17, 2025, to **update** attachment of Consent Agenda item *Approval of the Appointments, Change of Assignments, Promotions, Reappointments, Reassignments, Resignations, Retirements, Suspensions, Terminations, and Transfers.*

Agenda amended Thursday July 17, 2025, to **add attachment** to Consent Agenda item *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 2025-2026 School Year.*

Agenda amended Monday, July 21, 2025, to **add attachment** *K12 UniformAssessmentCalendar2526* **to** Consent Agenda item *Approval of the 2025-2026 Uniform Statewide Assessment Calendar*.

Agenda amended Monday, July 21, 2025, to **add** all attachments **to** New Business (Non-consent) item *Approval to Publish a Notice of Public Hearing to Adopt Tentative Millage Rates and Tentative Budget for Fiscal Year 2025-2026 (General Fund).*

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

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

Recommendation
The Superintendent recommends the approval of the agenda amendments.

Financial Impact
No financial Impact

Contact
Submitting Department: School Board

AGENDA ITEM NO. 6.1

School Board of Manatee County
July 22, 2025 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of the Minutes of the May 23, 2025, School Board Workshop, May 29, 2025, Special School Board Meeting, June 10, 2025 School Board Meeting and Public Hearing, and June 10, 2025 School Board Workshop

Executive Summary
Approval of the Minutes of the May 23, 2025, School Board Workshop, May 29, 2025, Special School Board Meeting, June 10, 2025 School Board Meeting and Public Hearing, and June 10, 2025 School Board Workshop.

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

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

Recommendation
Approval of the Minutes of the May 23, 2025, School Board Workshop, May 29, 2025, Special School Board Meeting, June 10, 2025 School Board Meeting and Public Hearing, and June 10, 2025 School Board Workshop.

Financial Impact
No Financial Impact.

Contact
Initiating Department: School Board

Attachments:
May 23, 2025 Workshop Minutes
May 29, 2025 Special Meeting Minutes
June 10, 2025 Board Meeting and Public Hearing Minutes
June 10, 2025-Workshop Minutes

Minutes
May 23, 2025
Workshop - 10:00 AM
Manatee County School District
215 Manatee Avenue West
Bradenton, FL 34205
www.manateeschools.net

Times Indicated Are Approximate

I) CALL TO ORDER

Attendee Name	Status
Kevin Chapman, Interim Superintendent Joseph Ranaldi, Deputy Superintendent of Operations Derek Jensen, Deputy Superintendent of Instructional Services Rachel Sellers, Deputy Superintendent of Business Services Chad Choate, Chairman Cindy Spray, Vice-Chairman Heather Felton, Board Member Charles Kennedy, Board Member Richard Tatem, Board Member Stephen Dye, Board Attorney Kevin Pendley, General Counsel	Present

Chair Choate called the Workshop to order at 10:02 A.M.

II) PUBLIC COMMENTS

Public Comments as follows:

- Danielle Hartley
- Dr. Chuck Fradley
- Addison Hartley
- Karissa Mayer
- Ann Bueso Wilson
- Dr. Laura Eslinger
- Dr. Charles W. Jones
- Stephen Zickafoose
- Jacob Durrance

III) WORKSHOP

1. 2025-2026 Budget: Capital

Ms. Rachel Sellers, Deputy Superintendent of Business Services, and Mr. Joseph Ranaldi, Deputy Superintendent of Operations, presented the presentation of the preliminary Capital Budget. Included in the presentation were the following:

Preliminary Five-Year Capital Plan 2025-2026 through 2029-2030

- Revenues
    - Estimated Revenue
    - Local Revenue Sources and Uses
- Construction
    - New Project Timeline
    - Jacobs Study Report FCI Priorities 2025-2026
- Expenditure
    - Capital Budget Detail Expenditures

The Board asked questions and held discussion throughout the presentation.

Board Member Tatem requested clarification regarding the Rowlett Academy's Charter Elementary School and the District responsibility of Capital expenditures. Mr. Ranaldi provided information and included that because it is a conversion charter, the District is responsible for continued upkeep of the building and is a part of the District work-order system. Mr. Ranaldi pointed out that the District will also be responsible for future upgrades/updates of the campus.

Ms. Spray requested a meeting with Mr. Ranaldi regarding gates at MTC.

Board Member Kennedy requested a discussion to explore Board interest in two topics: solar parking lots in the District and additional shade for elementary Physical Education (PE) classes. The other Board members agreed that they would like to receive information regarding the practicality of such projects. Mr. Ranaldi provided additional information and noted that the startup cost of the solar project may be prohibitive if the District cannot find a vendor to negotiate with the School District. Mr. Ranaldi stated he will follow up regarding this topic in the future.

Vice-Chair Spray expressed her interest in discussing general energy cost-saving measures across the District. However, Chair Choate suggested that this topic would be more appropriately addressed during the presentation of the 'General Fund' budget. Chair Choate requested that Vice-Chair Spray reintroduce the matter at that time for further discussion.

Board Member Kennedy requested information regarding the cost of providing elementary schools additional shade for PE classes. Board Member Kennedy shared examples of measures another elementary school took to provide shade to include adding two portables to 'extend' shaded areas for students. The remaining Board members agreed to have Operations research the request.

Vice-Chair Spray posed questions regarding Braden River High School and stated an additional restroom and storage facility built to accommodate the sports spectators would be beneficial.

Board Member Tatem noted his request for priority be given to the disparity in the cost of State Requirements for Educations Facilities (SREF) for district schools versus the cost of building a charter school, who do not have to abide by SREF. Board members agreed to add this to the list of legislative priorities, with potential discussions ensuing during the summer and fall before the next legislative session.

Chair Choate called for a recess at 12:10 P.M. and reconvened the meeting at 12:23 P.M.

2. Sales Surtax & Charter Schools

A presentation regarding sales surtax and charter schools was presented by the following staff:

- Ms. Rachel Sellers, Deputy Superintendent of Business Services
- Mr. Joseph Ranaldi, Deputy Superintendent of Operations

- Mr. Derek Jensen, Deputy Superintendent of Instruction Services

The presentation included the following:

- School Enrollment - District School District of Manatee County versus Charter Schools
- Student Populations – District operated versus charter schools
- Student Services ESE – Primarily in district operated schools
- Voter Approved School Board Taxes
    - General Fund – 1 mil voted referendum passed vote on November 5, 2024
    - Capital Fund – half cent sales surtax passed vote on November 8, 2016
- Resolution No R-16_03 School Sales Surtax One-Half Cent
- Regular Meeting 10-25-25-2016 | PECO
- What Changed
- Charter Schools Capital Outlay Revenue
    - Historic Revenue
    - Forecast Revenue
- Financial Requirements – General fund reserve percentages per June 30, 2024
- Construction Requirements - State Requirements for Educations Facilities (SREF)
    - Administrative
    - Program
    - Impact

The Board asked questions and held discussion throughout the presentation.

Discussion took place regarding charter schools' self-reporting data versus actual number of students and the consequences of forecasting and budgeting.

Vice-Chair Spray requested information regarding oversight of the charter schools proportionate share of the 1 Mill Voted Referendum. Ms. Sellers provided an overview of the current practice and indicated that, apart from their internal auditing processes, the District lacks the authority to mandate or regulate the expenditures of charter schools. After noting the lack of oversight due to that, Ms. Spray requested access to Charter Link, which is where charter schools are required to enter their audit reports and quarterly reports. Mr. Jensen noted the District was currently working on creating an access point for the Board members to see the information contained in that database.

Dr. Laurie Breslin, Executive Director Student Support & Family Engagement, provided additional information regarding the charter school distribution and noted the reports are required annually, and provided to the School Board by the CPA approved by the respective charter governing board.

Mr. Steven Dye, Board Attorney, added clarification regarding oversight of the millage, and noted that the Citizen Financial Oversight Committee is tasked with, per ballot language, the oversight of all the funds regardless of district or charter school status.

Mr. Joseph Ranaldi Presented the construction requirements, including Administrative, Program and Impact costs. Mr. Ranaldi also provided information regarding the cost of future building plans, and an overview of the SREF which includes state mandates for the District run schools' construction process.

The Board held discussion regarding the difference in required costs for District costs versus charter construction costs.

Following the conclusion of the presentation, Chair Choate requested the Board engage in a discussion concerning the distribution of funds to charter schools. Chair Choate and Ms. Sellers presented several potential options, along with preliminary impacts of each choice. The Board engaged in a thorough

discussion about additional capital outlay revenue options for charter schools, the options include gradually increasing the allocation from 0% to 100% over the next four years.

Board Member Kennedy noted his request for allocating an equitable share immediately. Board Member Felton spoke and noted her main concern is the ability for the District to cover projects already scheduled at schools in which the District is financially responsible. Her concern includes choosing which projects will not be completed. Board Member Tatem provided dialogue with Member Kennedy about the possibility of starting in the current school year. Additional information was provided by Mr. Ranaldi and Ms. Sellers that the amount they are speaking of cannot be allocated in that manner.

Mr. Choate summarized after the Board discussion, the consensus to begin sharing the charter schools beginning the 2025/2026 school year, and noted the breakdown of the plan:

2025/26 50% of what the sales tax proportionate share
2026/27 60% of what the sales tax proportionate share
2027/28 80% of what the sales tax proportionate share
2028/29 100% of what the sales tax proportionate share

Board Member Felton, noted to the Charter School representatives in the audience, that effort is being made to afford the Charter schools the equitable share of the sales surtax, however the priority is doing it in a way that does not damage the students in District run schools.

Chair Choate called a recess for lunch at 3:00 P.M. and reconvened the workshop at 3:22 P.M.

3. Board Discussion Regarding Superintendent Search

Chair Choate expressed his preference to refrain from using a consultant and engaged in a discussion with the Board members. Vice-Chair Spray indicated her willingness to forego the use of a consultant; however, Mr. Tatem emphasized that employing a consultant would ensure the board remains above reproach and protect the staff from any appearance of impropriety.

The Board held discussion regarding the Qualities and Qualifications that they would like to have advertised when posting the job for the Superintendent search. It was noted that the data was relatively current and only adjusted the salary, as well as the experience required/requested regarding the number of students in a previous district.

The Board members expressed their preference for posting the job opening as soon as possible. However, they emphasized that the specific details of the job description, including the recipient of the applications, need to be finalized before advertising the position to ensure complete applications are submitted.

The Board discussed an initial timeframe for having the job posted as short as two weeks, however Board Member Tatem and Felton noted that while a quick turnaround is ideal in theory; employee and public buy-in, as well as transparency, are important and it may be best to slow down a bit and make the search a bit longer. It was also noted that the job would be advertised during the July 4th holiday and there was a chance they would need more time to allow a wider pool of applicants.

Board Member Felton requested a master board / leadership type training as soon as the Board hires a new Superintendent to ensure they and the Board are on the same page. Chair Choate agreed, however, Vice-Chair Spray requested to get quotes in addition to FSBA as some of the Board had already attended that specific training. Board Member Tatem noted he would lean more towards a leadership consultant.

The Board held discussion regarding the 'Qualities of a Superintendent' and 'Qualifications of a Superintendent' lists, where Board Member Kennedy requested additional time to look over the documents

to provide suggestions and / or changes. Board Member Felton noted her request to add 'Florida Experience' to the qualifications list; all Board Members were agreeable to the addition. Board Member Spray requested the district experience be increased from 10,000 students to 30,000 students. Chair Choate noted Board consensus to send a letter requesting costs and timeframes of a Superintendent Search to the three firms that provided quotes during the last search: FSBA, HYA, and McPherson-Jacobson.

Superintendent Chapman provided additional points of consideration regarding using an external search company, and noted the use of an external search streamlined the process considerably.

Chair Choate proposed the request to move Workshops back to 9am. Board Members Kennedy, Felton and Tatem agreed, with Ms. Spray still noting her preference for 10am. Chair Choate stated due to the majority interest of the Board in having 9am Workshops, that will be changed going forward. Chair Choate reiterated that there would be a special meeting for the following week on Thursday 9:00 A.M. to discuss and decide topics regarding the Superintendent Search.

4. Workforce Housing - Postponed

IV) ADJOURNMENT

Chair Choate adjourned the Workshop at 3:55 P.M.

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Chad Choate, III
Chairman

NOTICE

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

Minutes
May 29, 2025
Special Meeting - 10:00 AM
Manatee County School District
215 Manatee Avenue West
Bradenton, FL 34205
www.manateeschools.net

Times Indicated Are Approximate

1) CALL TO ORDER

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

Chair Choate called the Workshop to order at 10:02 A.M.

2) PLEDGE OF ALLEGIANCE

3) APPROVAL OF THE AGENDA

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

4) PUBLIC COMMENTS

There was no public comment

5) NEW BUSINESS

5.1. Approval of the Appointments, Promotions Reappointments, Reassignments, Resignations, Retirements, Suspension, Terminations, and Transfer

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

5.2 Acting Superintendent Supplemental Contract

Motion to Approve the Interim Superintendent Supplemental Contract as Amended to Include the Following: Termination Date of January 6, 2026, Salary 19,500.00; Vehicle Allowance and $175 Cellular Phone Reimbursement Allowance.

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

The Board held discussion the following points of the contract: salary, vehicle and phone allowance, and ending date. The Board held discussion regarding the length of the contract and Chair Choate noted his preference to make it end at the year end to allow the most flexibility for whomever the Board finds as a superintendent. After a question posed by Vice-Chair Spray regarding the need to add an end date, Mr. Dye noted that the contracts for a superintendent or any district employee, has an end date. The contract would automatically end when the Board finds a new Superintendent, but an end date for the board would make a date certain revisit the contract if things were not going well, or did not find a superintendent.

The Board agreed to the following changes to the Interim Superintendent contract:

- Add a termination date to the contract – January 6, 2026
- Salary set at $19,500.00 per month
- Vehicle allowance $600.00 per month
- Cellular Phone Reimbursement allowance of $175.00 per month

5.3. Discussion / Update – Non-Voting – Superintendent Search

After Board discussion, the following timeline was tentatively agreed upon:

- The Superintendent application window could be June 2, 2025, through noon June 19, 2025
- Board Workshop on June 24, 2025, would narrow down applicants to top 3-5 choices
- Board Meeting on June 24, 2025, vote on top choices for finalists decided on at the Workshop
- Schedule in person interviews with finalists between July 7 through 15, 2025
- 4th of July week off
- Interviews with top three candidates July 7-15, 2025
- Pick finalists July 17th during an extra workshop to be scheduled
- Discussion regarding final choice July 22, 2025
- Approve Final choice at the August 5, 2025, scheduled meeting
- Negotiate contract and begin as Superintendent approximately August 1-4, 2025

The following proposals from consultants were provided by Chair Choate:

- FSBA - will offer guidance but are not able to engage for the timeline requested
- HYA - Quote regarding the price was approximately $40,000.00 for a full search
- ZEAL – Quote was approximately $18,900.00 for full search
- Dr. Vogel / Mr. Dye – after a conversation with Chair Choate, Mr. Dye and Dr. Vogel both expressed their reservations regarding the short timeline. However, it was stated that Dr. Vogel would be willing to consult and run the applications thru Mr. Dye's office. In this option, Dr. Vogel would be hired by Mr. Dyes firm to vet the finalists and Mr. Dye would charge the Board his standard hourly rate. The logistics regarding this choice would be reviewed and brought back to the Board.

The Board held discussion and asked questions.

Board Member Felton noted and discussed the discrepancy of prices between the various quotes. Vice-Chair Spray did not approve of the quote from HYA but did approve of using Dr. Vogel and Mr. Dye due to their collective institutional knowledge regarding Manatee County.

Chair Choate stated his first choice for the search would be to use Mr. Dye to process applications and use Dr. Vogel as a District consultant to review and act as the point of contact for finalists. Chair Choate pointed out that ZEAL has additional training and involvement post Superintendent search to include leadership as well as governance to be completed with new superintendent and Board but also stated that those additional training are available whether ZEAL is contracted for the search or not. The discussion continued with Board Members open to using ZEAL but were not interested in using HYA for the search.

Chair Choate noted a request for the District website was to upload all applicants daily to the Superintendent Search page hosted on the District website.

Board Member Kennedy noted his request for a few changes to the timeline. The Board held discussion.

Chair Choate called for any Public Comment, seeing none, returned to the meeting.

The Board held discussion regarding the panel interviews, the one-on-one interviews, and the tentative interview process. After questions and statements made by the Board, Mr. Steven Dye, Board attorney, noted that the one-on-one interviews were the time to begin the Board / Superintendent relationship and would be best if the interviews were between the candidate and Board Members only. Mr. Dye also noted that appropriate public input time would be at Public Comment during workshops and meetings, public input should be received through the District approved process and interact with the finalists at the meet and greet event that will be planned.

The following were notable agreements between the Board that will be researched and details brought back to the Board for final approval. The Board members prefer the use of Mr. Dye and Dr. Vogel for the Superintendent search, and they agree that the posting salary will be $220,000-$260,000.

IV) ADJOURNMENT

Chair Choate adjourned the Workshop at 3:55 P.M.

_____

Chad Choate, III
Chairman

NOTICE

Any person who desires to appeal any decision made by the School Board with respect to any matter considered at the above-mentioned meeting will need a record of the proceedings, and for such purpose may need to ensure that a verbatim record of the proceedings is made, which record includes the testimony and evidence upon which an appeal may be based. School Board meetings are held in

accessible locations. Auxiliary aids will be provided, upon written request received at least 48 hours prior to the meeting, to participants with disabilities.

Minutes
June 10, 2025
Regular Meeting and Public Hearing – 10:00 AM
Manatee County School District
215 Manatee Avenue West
Bradenton, FL 34205
www.manateeschools.net

Times Indicated Are Approximate

1) CALL TO ORDER

Attendee Name	Status
Mr. Kevin Chapman, Superintendent Rachel Sellers, Deputy Superintendent of Business Services Derek Jensen, Deputy Superintendent of Instructional Services Joseph Ranaldi, Deputy Superintendent of Operations Chad Choate, Chair Cindy Spray, Vice-Chair Heather Felton, Board Member Charles Kennedy, Board Member Richard Tatem, Board Member Stephen Dye, Board Attorney Kevin Pendley, General Counsel	Present

Chair Choate called the Meeting to order at 10:01 AM.

2) READING OF THE DISTRICT'S VISION

Chair Choate read the District's Vision.

3) INVOCATION

The invocation was given by Pastor Jerry Parrish

4) PLEDGE OF ALLEGIANCE

Chair Choate led the recitation of the Pledge of Allegiance.

5) APPROVAL OF THE AGENDA

5.1. Motion to Approve Agenda as Amended

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

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

Agenda amended on Friday June 6, 2025, to **update** attachment of Consent Item *Approval of the Appointments, Change of Assignments, Promotions, Reappointments, Reassignments, Resignations, Retirements, Suspensions, Terminations, and Transfers*.

Agenda amended on Friday June 6, 2025, to **update** title and attachment of New Business item *Revision of the Job Descriptions of Program Specialist District Support to Coordinator, Virtual Education Programs*

Agenda amended on Monday June 9, 2025, to **add** attachment *2025 FSBA Proposal Expedited Search* **to** New Business (No Superintendent Recommendation) item *Discussion and Vote - Superintendent Search*

6) APPROVAL OF MINUTES

6.1 Motion to Approve the Minutes of the April 29, 2025, School Board Meeting and May 2, 2025, School Board Workshop

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

7) RECOGNITIONS

7.1 Communications Department Awards

Mr. Michael Barber, Director of Communications, Family and Community Engagement, introduced the Communications Department, who received the Sunshine State School Public Relations Association Award.

Introduced the Communications Department Team:

- Melissa Parker – Communications Specialist
- Deborah Perry-Gambino – Community Engagement Specialist
- Kimberly Henley – Public Records Specialist
- Michelle Slaughter – Graphic Design and Marketing Specialist
- Matt Messenger – MSTV Supervisor of TV Services
- Susan Gilbank – Instructional Television Program Specialist
- Scott Martin – Senior Producer
- Carl Shelton - Live Video Production Manager
- Michaela Carstens – Video Production Specialist
- Nick Bachelder – Lead Electronics Technician
- Suzanne Kelley-Perez – Senior Web and Media Developer

Superintendent Kevin Chapman presented Mr. Mike Barber with a retirement award as well as a lifetime sports access pass.

8) PUBLIC COMMENTS (Up to 30 Minutes)

The following public comments were made:

- Bowen Summer
- Steven Zickafoose
- Beverly Hernandez
- Dwight Walton
- Charlotte Casen

9) Motion to Approve the Consent Agenda

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

9.1 Approval of the Appointments, Change of Assignments, Promotions, Reappointments, Reassignments, Resignations, Retirements, Suspensions, Terminations, and Transfers (No Financial Impact) - updated 6/5/2025

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

9.3 Approval of the Renewal Agreement Between the School District of Manatee County and Ruth S. Rojas, DMD, PLLC for Clinical Experience for Manatee Technical College (MTC) Dental Assisting Students for the 2025-2028 School Years (No Financial Impact)

9.4 Approval of the Renewal Agreement Between the School District of Manatee County and Braden River Dental, Inc for Clinical Experience for Manatee Technical College (MTC) Dental Assisting Students for the 2025-2028 School Years (No Financial Impact)

9.5 Approval of the Renewal Agreement Between the School District of Manatee County and Charles A. Tomeo, DDS, PA for Clinical Experience for Manatee Technical College (MTC) Dental Assisting Students for the 2025-2028 School Years (No Financial Impact)

9.6 Approval of the Renewal Agreement Between the School District of Manatee County and Cortez Dental, PA for Clinical Experience for Manatee Technical College (MTC) Dental Assisting Students for the 2025-2028 School Years (No Financial Impact)

9.7 Approval of the New Agreement Between the School District of Manatee County and Give Me A Smile Pediatric Dentistry Manatee for Clinical Experience for Manatee Technical College (MTC) Dental Assisting Students for the 2025-2028 School Years (No Financial Impact)

9.8 Approval of the Renewal Agreement Between the School District of Manatee County and Journey Dental, LLC for Clinical Experience for Manatee Technical College (MTC) Dental Assisting Students for the 2025-2028 School Years (No Financial Impact)

9.9 Approval of the Renewal Agreement Between the School District of Manatee County and Keyzer Family Dentistry, PLLC for Clinical Experience for Manatee Technical College (MTC) Dental Assisting Students for the 2025-2028 School Years (No Financial Impact)

9.10 Approval of the Renewal Agreement Between the School District of Manatee County and Lockwood Commons Dental Care, LLC for Clinical Experience for Manatee Technical College (MTC) Dental Assisting Students for the 2025-2028 School Years (No Financial Impact)

9.11 Approval of the Renewal Agreement Between the School District of Manatee County and Professional Dental Alliance of Florida, PLLC for Clinical Experience for Manatee Technical College (MTC) Dental Assisting Students for the 2025-2028 School Years (No Financial Impact)

9.12 Approval of the Renewal Agreement Between the School District of Manatee County and Sarasota Dental Group, PA for Clinical Experience for Manatee Technical College (MTC) Dental Assisting Students for the 2025-2028 School Years (No Financial Impact)

9.13 Approval of the Renewal Agreement Between the School District of Manatee County and Allcare Medical Centers, P.C. for Clinical Experience for Manatee Technical College (MTC) Medical Assisting Students for the 2025-2028 School Years (No Financial Impact)

9.14 Approval of the New Agreement Between the School District of Manatee County and Exceptional Dentistry of Sarasota for Clinical Experience for Manatee Technical College (MTC) Dental Assisting Students for the 2025-2028 School Years (No Financial Impact)

9.15 Approval of Request to Declare Surplus and Dispose of District Tangible Personal Property Greater Than $5,000.00 (Possible Incoming Funds to General Fund)

9.16 Approval of Local Articulation Agreement Between State College of Florida, School District of Manatee County and Sarasota County Schools for the 2025-2027 School Years (No Financial Impact)

9.17 Approval of the Articulation Agreements with the University of Florida, University of South Florida and State College of Florida for Dual Enrollment Coursework, SDMC No. 26-0038-BS, Estimated in the Amount of $1,200,000.00 (Multiple Funding Sources)

9.18 Approval to Renew the Contract Between the Boys & Girls Clubs of Manatee County and the School Board of Manatee County to Provide Before-School and/or After-School Programs and/or Summer Programs at Identified Manatee County Schools During the 2025-2026 School Year (No Financial Impact)

9.19 Approval to Renew the Memorandum of Understanding with Step Up Suncoast/Head Start for the 2025-2028 School Years (No Financial Impact)

9.20 Approval of the Renewal Memorandum of Understanding (MOU) Between Take Stock in Children of Manatee County, Inc. and the School District of Manatee County for the 2025-2026, 2026-2027, and 2027-2028 School Years, Not to Annually Exceed $64,000.00 (General Fund)

9.21 Approval of Termination of the Interlocal Agreement (ILA) with Manatee County Government for the Sharing of Leased Space at Whitney Plaza, Longboat Key, Florida (No Financial Impact)

9.22 Approval of the Continued Use of 2024-2025 Salary Schedules for all Employee Groups and the 2025-2026 Pay Dates Deadlines (No Financial Impact)

9.23 Approval of the Palma Sola Elementary School - Permanent Florida Power and Light Utility Easement (15' +/-) (No Financial Impact)

9.24 Approval of Rye Ranch Elementary School - Agreement Between Owner and Skanska USA Building, Inc. - Amendment 2 - Guaranteed Maximum Price in the Amount of $44,659,298.00 (Capital Funds)

9.25 Approval of Artisan Lakes Elementary School - Agreement Between Owner and Skanska USA Building, Inc. - Amendment 2 - Guaranteed Maximum Price in the Amount of $51,046,985.00 (Capital Funds)

9.26 Approval of Amendment No. 1 to the Ground Lease Between the School Board of Manatee County, Florida and Sarasota Manatee Airport Authority to Lease Property for Manatee

Technical College (MTC) Aviation Mechanics Airframe and Powerplant Maintenance Training and Education Program (No Financial Impact)

9.27 Approval to Purchase NoRedInk Licenses and Services, SDMC No. 26-0035-BS, Estimated in the Amount of $175,000.00 (General Fund)

9.28 Approval of the Purchase(s) of Virtual Bookstore Services, SDMC No.26-0008-BS, Estimated in the Amount of $135,000.00 Annually (Multiple Funding Sources)

9.29 Approval of Contracts with Virtual School Providers, SDMC No. 26-0022-BS, Estimated in the Amount of $150,000.00 (General Fund)

9.30 Approval to Purchase TeachTown Curriculum Products and Licenses, SDMC No. 26-0034-BS, Estimated in the Amount of $450,000.00 (Multiple Funding Sources)

9.31 Approval to Purchase Speech Language Pathology Services, SDMC No. 26-0018-BS, Estimated in the amount of $4,000,000.00 (Multiple Funding Sources)

9.32 Approval to Purchase Occupational and Physical Therapy Services, SDMC No. 26-0017-BS, Estimated in the amount of $3,500,000.00 (Multiple Funding Sources)

9.33 Approval to Purchase Character Education Program with Game on Nation, SDMC No. 26-0046-BS, Estimated in the amount of $110,000.00 (Multiple Funding Sources)

9.34 Approval of the Comprehensive Fire Safety Inspection Report for Fiscal Year 2024-2025

9.35 Approval for the Southeast High School Girls and Boys Varsity Basketball Teams To Participate in an Out-Of-State Game in Valdosta, Georgia, December 12, 2025 (School Internal Accounts)

10) PUBLIC HEARING

Chairman Choate closed the Regular Meeting and called to order the Public Hearing at 10:41 A.M.

10.1 Public Hearing for Consideration to Adopt and Amend School Board Policies

Chair Choate called for open public comment. Seeing none, closed the Public Hearing and reconvened the Regular Meeting at 10:42 A.M.

12) NEW BUSINESS (DISCUSSION ITEMS PULLED FROM CONSENT)

13) NEW BUSINESS (NON-CONSENT ITEMS)

13.1 Motion to Approve to Adopt and Amend School Board Policies as Amended

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

Superintendent Chapman provided an overview of the Bylaw and Policies to be amended.

The Board asked questions and held discussion regarding Policy 1430.03 Sick Leave. Mr. Kevin Pendley, General Counsel, provided additional background regarding Florida statute as it pertains to the definition of 'family'. Mr. Pendley noted that based on the statute's limiting nature, per the language, the District would not be able to add the 'in-law' to the definition of family.

Board Member Tatem noted that in the past versions of the Policy, any School Board employee could donate to any other school board employee; and asked if this change of donation to 'family members only' was due to change in statute or another issue. Mr. Pendley stated that he would research the past policy language but could confirm that the language of the change aligns with the current statute definition of 'family'. Board Member Tatem noted the option to remove the singular policy from the grouping within this vote and move it to the next packet of policies.

Board Member Felton noted that the first time this policy was brought before the Board, she requested the 'in-law' be allowable for donation of leave per Policy 1430.03. Board Members requested clarification of the Statute; Mr. Pendley noted the Florida Statute regarding school district leave policy is FS 1012.61e and read the statute for the record noting the omission of the 'in-laws' as a defined family member.

13.1a Motion to Amend 13.1 and Remove Policy 1430.03 from the Packet of Policies that were on the Agenda for Approval

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

The Board voted and passed the amendment unanimously. Chair Choate asked the Board if there were any other discussion points for the packet of policies to be amended. With no additional comments, the Board returned to 13.1 as amended.

13.2 Motion to Approve Advertising a Notice of Intent to Amend School Board Policies and Setting a Public Hearing at the Board Meeting on July 22, 2025, as Amended

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

13.2a Amend item 13.2 to add 1430.03 to the List of Policies to be Advertised to be Amended

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

13.3 Motion to Approve the Budget Amendments for April 2025

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

13.4 Motion to Approve Revision of the Job Descriptions of Program Specialist District Support to Coordinator, Virtual Education Programs

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

Superintendent provided an overview of the revision to the job description and noted the update to the current job description was to match the work that is being completed by this position.

13.5 Motion to Approve New Job Description and Position of Coordinator, Budget

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

Superintendent provided an overview of the new job description.

13.6 Motion to Approve New Job Description and Position of Accountant, Charter Schools

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

Superintendent provided an overview of the new job description. The Board held discussion and asked questions. Additional information was provided by Ms. Rachel Sellers, Deputy Superintendent of Business Services.

14) NEW BUSINESS (NO SUPERINTENDENT RECOMMENDATION)

14.1 Motion to Approve the Resignation Audit Committee Members

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

The Board held discussion and thanked Mr. Skip Wagner and Ms. Mary Foreman for their service on the Audit Committee.

14.2 Motion to Re-appoint Audit Committee Member James Daniel for a Three-Year Term

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

14.3 Discussion and Vote – Selection for Florida School Board Association (FSBA) Advocacy Committee Representative and Alternate

Chair Choate noted that he was previously the FSBA Advocacy representative and opened the position up for interest. Board Member Felton noted her interest in the committee and volunteered to serve. Board Member Tatem noted that he would be willing to serve as the alternate committee representative.

14.3a Motion to Approve Heather Felton as FSBA Advocacy Committee Representative and Richard Tatem as FSBA Advocacy Committee Representative Alternate

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

14.4 Discussion and Possible Appointment of Value Adjustment Board Members

14.4a Motion to Approve Cindy Spray as the Value Adjustment Board Member and Brady Chapman as the community appointed Value Adjustment Board Member

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

Vice-Chair Spray noted that she has been the member for the Value Adjustment Board Member and was willing to continue and noted that the citizen representative was Mr. Brady Chapman. Vice Chair Spray stated she confirmed with Mr. Chapman that he was willing to continue to serve as the representative for the citizen School Board appointee.

14.5 Motion to Ratify the Signed Contract Amendment Between Dr. Jason Wysong and School Board of Manatee County

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

Chairman Choate provided a brief overview of the amendment and Mr. Steven Dye, Board attorney, noted this vote is the ratification of the agreement regarding the dismissal of Dr. Wysong in May.

14.6 Discussion and Vote – Superintendent Search

Chair Choate opened the discussion and presented an overview of where the Board was in the process of the Superintendent search and stated that after conversation with Dr. Bill Vogel and Board Attorney Dye, his opinion was to create a new timeline for the Board's search for a Superintendent.

Chair Choate stated that an important issue would be to identify a district point of contact/liaison for whomever is hired to help with the Superintendent Search. During the last search, the position that Superintendent Chapman held (at the time) coordinated with FSBA. The Chair requested an overview of job requirements he held during that Superintendent Search. Superintendent Chapman provided an overview of the processes and time required to complete the requests throughout the search.

The Board held discussion regarding three quotes:

- The Florida School Board Association (FSBA)
- ZEAL proposal

- HYA updated proposal

Chair Choate suggested using Dr. Vogel as School Board Liaison. The additional cost for Dr. Vogel would be a flat fee of $5,000.00, which would be inclusive of all travel and time for the duration of the search.

The Board held discussion. Board Member Felton noted her request to slow down and not rush the search which would allow employee and community feedback and buy-in; she stated she is more comfortable with the FSBA timeline and was feeling uncomfortable with the original timeline proposed by other Board Members.

Board Member Kennedy requested the entire Board be on the same page with the timeline, and if one Board member wanted to slow down, he would agree with the slower timeline.

Vice-Chair Spray stated that she would prefer a Superintendent to be in place by the start of the school year.

Chair Choate noted that there was a possibility for FSBA to come the following week if the Board were to add a Special Meeting; this would allow the Board to meet directly with FSBA and solidify the timeline and possibly shorten the timeline by approximately a week.

Board Member Tatem stated his approval of the FSBA timeline and using Ms. Cox, Board Clerk, as district liaison, rather than hiring Dr. Vogel as a contractor. While discussing the preferable time to bring on a new Superintendent, Member Tatem noted that his preference might be approximately October 1, 2025. It would allow the rezoning process to finish and the new schools opening.

The Board discussed the process of relaying e-mail from applicants; it was noted that FSBA would be able to confirm all the processes next week at the June 17, 2025, Special Meeting.

After Board discussion was complete, the Board voted.

14.6a Motion to Approve the Chair and Attorney Dye to enter into an agreement with FSBA and Dr. Vogel for the Superintendent Search

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

15. INFORMATION ONLY (No Board Action Required)

15.1. Year-to-Date Financial Statements through April 30, 2025

15.2 Year-to-Date Charter School Financial Statement Summary through April 30, 2025

16) UPDATES

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

- Overview of recent District events and summer opportunities
- Soar in 4 events in community over the summer months
- School administration training opportunities for teachers
- MTC Graduations – recent and upcoming

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

- Noted upcoming job fairs
- Food and Nutrition Services update with Summer Meal program
- Summer transportation and training update
- Update regarding fingerprinting updates
- Thanked Board for approving the Consent agenda

16.3. LEGAL DEPARTMENT UPDATE

17) SUPERINTENDENT REMARKS
Superintendent Chapman updated the Board with the following:

- Thanked the Board for approving the consent agenda and highlighted key items approved
- Recent Commissioner of Education Summit in Miami
- Noted upcoming Finance
- Stated the draft maps for the rezoning are published on the School District Website and will start community meeting with public input through August 15th
- Responded to public comment related to Haile Middle School and noted an arrest made in the case
- Updated the Board regarding timeline to address Safety and Security in Policy and procedures

18) BOARD COMMENTS

Board Member Felton

- Informed Board of recent District visits and end of year celebrations
- Wished Mr. Mike Barber well in his retirement
- Thanked staff for creation of maps and all things for rezoning

Board Member Kennedy

- Thanked retiring staff for putting a long tenure to the District
- Requested new training modules for staff regarding issues the District is working through

Board Member Tatem

- Safety briefing regarding water safety
- Noted training regarding safety and security

Vice-Chair Spray

- Provided update regarding recent District events

Chair Choate

- Noted District summer programing and summer athletics

19) ADJOURNMENT

There being no further business to come before the Board, Chair Choate adjourned the Meeting at 1:31 P.M.

_____
Chad Choate, III
Chairman

NOTICE

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

Minutes
June 10, 2025
Workshop - 1:00 PM
Manatee County School District
215 Manatee Avenue West
Bradenton, FL 34205
www.manateeschools.net

Times Indicated Are Approximate

I) CALL TO ORDER

Attendee Name	Status
Kevin Chapman, Interim Superintendent Joseph Ranaldi, Deputy Superintendent of Operations Derek Jensen, Deputy Superintendent of Instructional Services Rachel Sellers, Deputy Superintendent of Business Services Chad Choate, Chairman Cindy Spray, Vice-Chairman Heather Felton, Board Member Charles Kennedy, Board Member Richard Tatem, Board Member Stephen Dye, Board Attorney Kevin Pendley, General Counsel	Present

Chair Choate called the Workshop to order at 2:06 PM.

II) AGENDA AMENDMENTS

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

Agenda amended on Thursday June 5, 2025, to replace Workshop item 2025-2026 Budget: Millage with Workshop item *Policy Review for Public Hearing July 22, 2205.*

Agenda amended on Thursday June 5, 2025, to add the following documents to Workshop item *SPP & Code of Conduct*: 2025-26 Student Progression Plan-Draft Tracked Changes; 2025-26 Student Progression Plan Change Log; 2025-2026 Code of Conduct Changes; 2025-2026 Student Code of Conduct Change Long; and 2025-2026 Student Code of Conduct Redlined.

III) PUBLIC COMMENTS

Public Comments as follows:

- Keenan Wooten

IV) WORKSHOP

IV.1. Audit Committee Quarterly Update and Discussion Regarding the Audit Committee Charter

Mr. James Daniel, past Chairman of the Audit Committee, provided the Board with the quarterly update regarding the Audit Committee, completed audits, and an overview of the Human Resources Report completed by Carr, Riggs & Ingram (CRI).

Included in his presentation and discussion with the Board were the following topics:

- Human Resources Evaluation
    - Out of field reports
    - Unemployment / vendor issues
    - Access to VERSA

After a question posed by Board Member Tatem, additional information was provided by Mr. Derek Jensen, Deputy Superintendent of Instructional Services, and Superintendent Chapman regarding out-of-field teachers' certifications. Mr. Daniel noted that all issues identified by Carr Riggs & Ingram have been addressed and fixed. The Audit Committee recommends the School Board approve the Human Resources report.

Mr. Daniel continued his presentation with the Board and discussed the following:

- RSM Internal Auditor
    - In depth 5-year Risk Assessment
- Charter School Financials
- Audit Committee Charter and Members

Discussion commenced regarding requested updates to the Audit Committee Charter and Board Member Kennedy provided an overview of the changes proposed to the Charter. Included in changes were the following:

- Change in required numbers of the committee to state "3-7 members" - due to current low membership
- Clarification of wording in several locations
- Inclusion of the Citizens Financial Oversight Committee (CFOC) as a subcommittee to the Audit Committee
- Changes to language to be inclusive of a CFOC member to the Auditor Selection Committee

Mr. Stephen Dye, School Board Attorney, provided discussion and further details concerning proposed language changes and the potential need for a committee. The Board deliberated on the possibility of implementing a blended model combining the Audit Committee and the Citizen Financial Oversight Committee (CFOC). Ms. Rachel Sellers offered additional insights regarding Audit Committees within the state. Ms. Felton requested that the Board postpone a decision on merging the two committees until members of both committees have had an opportunity to provide their input.

The Board agreed to change the number of members in the Audit Committee Charter and to return to the additional editing of the charter at a later date.

IV.2. SPP & Code of Conduct

Mr. Derek Jensen, Deputy Superintendent of Instructional Services, and Dr. Laurie Breslin, Executive Director of Student Support and Family Engagement, provided the updates to the District Student Progression Plan (SPP) and the updates to the Code of Conduct.

The presentation regarding the changes to the Student Progression Plan were presented by Mr. Jensen. Included in his presentation were line by line changes of the substantive changes to the SPP as logged in the change log. Descriptions of the changes included the following for each item:

- Legislative required changes
- Page Sections
- Change types
- Change
- Rationale

The Board asked questions and held discussions throughout the presentation.

Chair Choate called a recess at 4:19 P.M. and reconvened the workshop at 4:28 P.M.

The 2025-2026 Code of Student Conduct Proposed Changes Presentation was presented by Dr. Breslin and included the following topics:

- SDMC SSC Meeting Dates
- Notable Language Changes Pending Board Approval
    - Extracurricular Clubs and Organization
    - Truancy
    - Bullying and Harassment
    - Expulsion
    - Electronic Devices – Language Changes (HB 1105)
    - Artificial Intelligence – Language Changes (SB Policy 7540.003)
- SDMC SSC Remaining Timeline

The Board asked questions and held discussion throughout the presentations.

IV.3. Review of Proposed Rezoning Maps and Timeline

Mr. Joseph Ranaldi, Deputy Superintendent of Operations, provided an overview of the upcoming public meetings regarding rezoning maps and the timeline that is set. Included in the presentation were the following:

- Second Public Meeting and Locations
- Topics Covered
    - Timeline
    - Why is rezoning necessary
    - Policy 5120 Overview
    - Overview of Rezoning Website / Map Options
    - Questions Related to Timeline / Website

The Board asked questions and held discussion with additional information being provided by Superintendent Chapman.

IV.4. Policy Review for Public Hearing July 22, 2025

Mr. Kevin Chapman, Interim Superintendent, provided an overview of the policies and bylaws that have been published as requests to amend. The advertised amendments will allow District bylaw and policy to conform to current legislation and statute updates.

- Policies to be updated include the following:

- Bylaw 0131 - Legislative/Policymaking
- Bylaw 0164 - Notice of Regular Meetings
- Bylaw 0165 - School Board Meetings
- Bylaw 0165.2 - Regular Meetings
- Bylaw 0165.3 - Special and Emergency Meetings
- Bylaw 0166 - Exempt Meetings
- Policy 3430.07 - Military Leave
- Policy 4430.07 - Military Leave
- Policy 8305 - Information Security
- Policy 8431 - Preparedness for Toxic Hazard

The Chairman of the Board noted there were no questions after the overview and thanked the Board and staff for the work put into the days meetings.

4. ADJOURNMENT

Minutes: Chair Choate adjourned the Workshop at 5:39 P.M.

_____

Chad Choate, III
Chairman

NOTICE

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

AGENDA ITEM NO. 7.1

School Board of Manatee County
July 22, 2025 - Regular Board Meeting and Public Hearing

Title
Board Discussion with Florida School Boards Association (FSBA) Regarding Superintendent Search

Executive Summary
The Board will hold discussion with Dr. Bill Vogel regarding the timeline, and next steps for the superintendent search.

Contact
Submitting Department: School Board

AGENDA ITEM NO. 7.2

School Board of Manatee County
July 22, 2025 - Regular Board Meeting and Public Hearing

Title
2024-2025 FLDOE School and District Grade Updates

Executive Summary
Mr. Derek Jensen, Deputy Superintendent of Instruction, will present information from the FLDOE release of school and district grades for the 2024-25 school year.

Contact
Submitting Department: Instructional Services
Initiated By: Derek Jensen

Attachments:
07-22-25 2024-25 FLDOE School and District Grades - added 7/17/2025

2024-2025 FLDOE School and District Grades

School Board Meeting
July 22, 2025

FAST Progress Monitoring

RENAISSANCE

Cambium Assessment

Kindergarten – 2nd Grade

Star Early Literacy

Star Reading

Star Math

3rd – 10th Grade

3rd-10th Grade FAST ELA Reading

3rd-8th Grade FAST Mathematics

School and District Grade Components 2024-2025

3rd Grade Reading Achievement
FAST ELA (3)
FAA ELA (3)

Reading Achievement
FAST ELA (3-10)
FAA ELA (3-10)

Math Achievement
FAST Math (3-8), FAA Math (3-8), BEST Algebra 1, FAA Algebra 1, BEST Geometry, FAA Geometry

Science Achievement
NGSSS Science (5th & 8th)
FAA Science (5th & 8th)
NGSSS Biology, FAA Biology

Middle School Acceleration
BEST Algebra 1, FAA Algebra 1, BEST Geometry, FAA Geometry, CAPE Industry Certifications

Graduation Rate
Prior Year Federal Uniform Graduation Rate

Reading Learning Gains (LG)
FAST ELA (3-10)
FAA ELA (3-10)

Math Learning Gains (LG)
FAST Math (3-8), FAA Math (3-8), BEST Algebra 1, FAA Algebra 1, BEST Geometry, FAA Geometry

Social Studies Achievement
NGSSS Civics, FAA Civics, NGSSS US History, FAA US History)

College & Career Acceleration
Prior Year Graduates who have passed one of the following: Dual Enrollment Course, AP exam, AICE Exam, IB Exam, CAPE Industry Certification, Clock Hour Dual Enrollment, ASVAB + JROTC Course

Reading LG of Lowest Quartile (L25)
FAST ELA (3-10)
FAA ELA (3-10)

Math LG of Lowest Quartile (L25)
FAST Math (3-8), FAA Math (3-8), BEST Algebra 1, FAA Algebra 1, BEST Geometry, FAA Geometry

Elementary: 800 pts total
Middle: 900 pts total
High: 1000 pts total
K-8: 1000 pts total
District: 1200 pts total

2024-2025 Grading Scales

Elementary

Grade	Score Range
A	>= 62%
B	54% - 61%
C	41% - 53%
D	32% - 40%
F	<= 31%

Middle, High, K-8, District

Grade	Score Range
A	>= 64%
B	57% - 63%
C	44% - 56%
D	34% - 43%
F	<= 33%

2024-2025 School Grades

of Schools by Letter Grade

	School Year				
Letter Grade	2020-21*	2021-22	2022-23	2023-24	2024-25
A		19	22	24	25
B		13	14	11	13
C		27	21	25	24
D		2	6	4	2
F		1			

2024-25 SDMC District Grade

3rd Grade Reading **54**	Reading Achievement **55**	Math Achievement **60**	Science Achievement **60**	Middle School Acceleration **79**	Graduation Rate **86**
	Reading Learning Gains **55**	Math Learning Gains (LG) **56**	Social Studies Achievement **74**		College & Career Acceleration **64**
	Reading LG of Lowest Quartile (L25) **52**	Math LG of Lowest Quartile (L25) **49**			

Elementary: 800 pts total
Middle: 900 pts total
High: 1000 pts total
K-8: 1000 pts total
SDMC: 1200 pts total

Prior Year 2023-24
# of Points: 739
% of Points: 61.58%
Grade: B

Current Year 2024-25
# of Points: 744
% of Points: 62%
Grade: B

24-25 School and District Grade Highlights

- Largest # of “A” Schools
- Abel Elementary maintains its A-rating for 2nd year
- Palmetto Elementary earns first “B” in almost 20 years
- King Middle improves to a “B”
- Lincoln Memorial Middle and Bayshore High improve school grades and exit turnaround status
- Highest District grade in history

Grading Scale Changes for 2025-2026

For the 2024-25 school grades, the percentage of high schools earning an "A" or a "B" was 82%, and the percentage of combination schools earning an "A" or a "B" was 77%. Given this, the grading scales for high schools and combination schools will be adjusted as described in the paragraph above for the 2025-26 school grades. Additionally, the grading scale for district grades will be adjusted to mirror the combination school grading scale pursuant to requirements in Rule 6A-1.09981(5), F.A.C. The table below shows the 2025-26 grading scales for all school types and for districts.

Grade	Elementary Schools	Middle Schools	High Schools	Combination Schools	Districts
A	62%-100%	64%-100%	**65%-100%**	**65%-100%**	**65%-100%**
B	54%-61%	57%-63%	**60%-64%**	**60%-64%**	**60%-64%**
C	41%-53%	44%-56%	**45%-59%**	**45%-59%**	**45%-59%**
D	32%-40%	34%-43%	**35%-44%**	**35%-44%**	**35%-44%**
F	0%-31%	0%-33%	**0%-34%**	**0%-34%**	**0%-34%**

Critical Areas of Work

- Focus on 3rd Grade Reading and Lower Quartile Learning Gains
- Continued improvement in graduation rate and acceleration
- Two Manatee Schools Received a “D” grade for 2024-25:
  - Samoset Elementary (39%)
  - Manatee School of Arts and Sciences (38%)
- SDMC is 30 points (out of 1200) from an A-rating

Instructional Initiatives for 2025-2026

- Literacy Coaches at all elementary schools
- New K-2 structured literacy program
- New assessment and practice programs in 3-10 ELA and math
- Project management approach to weekly data monitoring in all key improvement areas
- Ongoing “Making Progress” administrative training on improving instruction and feedback for teachers
- Realignment of resources and personnel to target school needs

2024-2025 FLDOE School and District Grades

School Board Meeting
July 22, 2025

AGENDA ITEM NO. 9.1

School Board of Manatee County
July 22, 2025 - 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 7/17/2025

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

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

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

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

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

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

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

Financial Impact
There is no financial impact.

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

Attachments:
HR Board Material 7.22.25 Meeting - Updated 7.17.25

Hire

Administrative

Type	Name	Department/Location	Position	Effective Date	
Transfer	Kavanagh, Christina	School Support Center	Assoc Dir, Strategic Initiatives (Range $76,696-$140,947)	7-21-2025	
Hire	Khurana, Amita	Abel Elementary School	Behavior Specialist (Range $54,472 - $99,309)	7-13-2025	Added 7/17/25

Educational Support

Type	Name	Department/Location	Position	Effective Date	
Hire	Arredondo, Aurelia	Lincoln Memorial Middle School	Custodian, Lead I	7-20-2025	Added 7/17/25
Hire	Azahares Correa, Wilmer	Daughtrey Elementary School	Custodian 8 Hr	6-23-2025	
Hire	Bennett, Brooke	Payroll	Spec, Payroll	6-23-2025	
Hire	Bergbom, Cason	Kinnan Elementary School	Clerk, Guidance, ES	7-27-2025	
Hire	Britt, Jody	Security	Safety Guardian	8-3-2025	
Hire	Brown, Willie	Security	Safety Guardian	8-4-2025	
Hire	Carrazana, Elena	Jain Middle School	Custodian 8 Hr	6-23-2025	
Hire	Connelly, Heather	Manatee Elementary School	Clerk, Guidance, ES	7-27-2025	
Hire	Corcoran, Malorie	Jain Middle School	Asst, School Clerical, 10 Mo	7-27-2025	Added 7/17/25
Hire	Diaz, Luminaria	Buffalo Creek Middle School	Asst, School Clerical, 10 Mo	7-27-2025	Added 7/17/25
Hire	Drendel, Karrie	Bashaw Elementary School	Tchr Aide, ESE, 1:1	8-3-2025	
Hire	Ebert, Christian	King Middle School	Tchr Aide, ESE	8-3-2025	
Hire	Gomez Aguirre, Astrid	Moody Elementary School	Custodian 8 Hr	7-7-2025	Added 7/17/25
Hire	Gomez Rosales, Kevin	Kinnan Elementary School	Custodian 8 Hr	6-23-2025	
Hire	Gould, Joanne	Food & Nutrition Services	Worker, Food Service-6 hr	8-6-2025	
Hire	Green, Rae Jean	Bashaw Elementary School	Tchr Aide, ESE	8-3-2025	
Hire	Huron, Alejandra	Rogers Garden-Bullock Elementary School	Asst, School Clerical, 10 Mo	7-28-2025	
Hire	Kuhn, Alecia	Early Learning	Secretary II, Instr Curr	8-3-2025	Added 7/17/25
Hire	Lewis, Taineshia	Sea Breeze Elementary School	Tchr Aide, ESE	8-4-2025	
Hire	Mata, Lizzet	Freedom Elementary School	Registrar, School I, ES	6-29-2025	
Hire	McDuffie, Ceira	Enrollment Management	Registrar I	7-6-2025	
Hire	Merritt, Shelley	Bashaw Elementary School	Tchr Aide, ESE	8-3-2025	
Hire	Montes Velasquez, Luis Arturo	Lake Manatee K-8 School	Custodian 8 Hr	7-6-2025	
Hire	Rodriguez Perez, Amanda	Bayshore High School	Asst, School Clerical, 10 Mo	7-27-2025	
Hire	Serafini, James	Braden River High School	Tchr Asst, HS, ISS	8-3-2025	
Hire	Stickles, Alaina	Palm View K-8 School	Tchr Aide, ESE	8-3-2025	
Hire	Wiedeman, Bonnie	Johnson K-8 Sch of Int Studies	Tchr Aide, ESE	8-3-2025	
Hire	Wise, Marriah	Bayshore High School	Teacher Aide, Title I, HS	8-3-2025	Added 7/17/25

Instructional

Type	Name	Department/Location	Position	Effective Date	
Hire	Alfonso, Raymond	Access to Education	Tchr, VE/SC St. Joseph's College of Quezon City, Philippines Req. #13553	8-3-2025	
Hire	Barnes, Bennitt	Miller Elementary School	Tchr, Third Grade University of South Florida Req. #12985	8-4-2025	
Hire	Bluemlein, Alexis	Freedom Elementary School	Second Grade Teacher Florida State University Req. #13319	8-3-2025	
Hire	Boso, Eric	Braden River Elementary School	Tchr, Physical Educ, ES Bachelor's Degree Req. #12967	8-3-2025	
Hire	Connolly, Lindsey	Williams Elementary School	Second Grade Teacher University of South Florida Req. #13071	8-4-2025	
Hire	Crenshaw, Tequela	Lee Middle School	Tchr, VE Master's Degree Req. #13802	8-3-2025	
Hire	Cunningham, Jennifer	Myakka Elementary School	Fourth Grade Teacher MINNESOTA STATE UNIVERSITY Req. #13597	8-3-2025	
Hire	DeGlopper, Melinda	Tillman Elementary School	Tchr, Fourth Grade Bachelor's Degree Req. #13286	8-4-2025	
Hire	Fulmer, Ashlyn	Braden River Elementary School	Fourth Grade Teacher Master's Degree Req. #13543	8-3-2025	
Hire	Gilmore, Pamela	Lincoln Memorial Middle School	Tchr, Reading, MS Bachelor's Degree Req. #13105	8-3-2025	
Hire	Goelz, Avery	Freedom Elementary School	Kindergarten Teacher University of Florida Req. #13482	8-3-2025	
Hire	Gogarty, Ashley	Abel Elementary School	Tchr, Pre-K Handicapped Saint Joseph's College Req. #13512	8-3-2025	
Hire	Greene, Kristin	Myakka Elementary School	Tchr, Music, ES STETSON UNIVERSITY Req. #13598	8-3-2025	
Hire	Hall, Victoria	Moody Elementary School	Coach, Literacy University of South Florida Req. #13673	8-4-2025	Added 7/17/25
Hire	Johnson, Mackenzie	Nolan Middle School	Tchr, Physical Educ, MS University of Florida Req. #13551	8-3-2025	

Hire	Katz, Heather	Bayshore Elementary School	Tchr, Gifted Loyola University New Orleans Req. #13497	8-3-2025
Hire	Kazbour, Alexander	Braden River High School	Tchr, Science, HS Bachelor's Degree Req. #13207	8-3-2025
Hire	Ketchum, Kelsey	Rogers Garden-Bullock Elementary School	Kindergarten Teacher Cal St Univ–Long Beach Req. #13304	8-3-2025
Hire	Knopf, Chloe	Williams Elementary School	Tchr, Second Grade University of South Florida Req. #13074	8-4-2025
Hire	Lewis, Leanna	Daughtrey Elementary School	Tchr, Third Grade Western Governors University Req. #13173	8-3-2025
Hire	Lindenauer, Lourdes	Miller Elementary School	Third Grade Teacher Bachelor's Degree Req. #13127	8-4-2025
Hire	Maltay, Kwasi	Sugg Middle School	Tchr, Mathematics, MS Cyril Potter College of Ed 2012 and University of Guyana 201 Req. #13751	8-3-2025
Hire	Mays, Kashante	Southeast High School	Tchr, ESOL Resource Nova Southeastern University Req. #13658	8-3-2025
Hire	McClintock, Lyndsie	Daughtrey Elementary School	Tchr, VE USF Req. #13550	8-3-2025
Hire	Morales, Sofia	Lee Middle School	Tchr, Mathematics, MS University of South Florida Req. #13087	8-3-2025
Hire	Pearce, Kristen	Manatee Elementary School	Second Grade Teacher University of South Florida Req. #13274	8-3-2025
Hire	Perez-Garcia, Angela	Moody Elementary School	Second Grade Teacher Bachelor's Degree Req. #13599	8-4-2025
Hire	RUIZ, IVANA	Lakewood Ranch High School	Tchr, IND/SC University of Acocagua Req. #13762	8-3-2025
Hire	Spurlock, Andrew	Palmetto High School	Tchr, Mathematics, HS University of South Florida Req. #13697	8-3-2025
Hire	Tuchman, Christine	Palmetto Elementary School	Kindergarten Teacher Hofstra University Req. #13198	8-3-2025
Hire	Zanders-Nelson, Jonathan	Braden River High School	Tchr, Social Studies, HS University of South Florida Req. #13165	8-3-2025

Added 7/17/25

Promotion

Administrative

Type	Name	Department/Location	Position	Effective Date
Transfer	Dufon, Kimberlie	From: SDMC School Support Center To: SDMC School Support Center	From: Buyer To: Manager, Purchasing	7-20-2025
Transfer	Osborne, Robert	From: Matzke Support Center To: Matzke Support Center	From: Safety Guardian To: Lead Guardian	7-1-2025
Transfer	Shapiro, Samantha	From: Professional Support Center To: Ballard Elementary School	From: Specialist/Mgr, InstrctnCurric To: Assistant Principal, ES	7-9-2025

Added 7/17/25

Added 7/17/25

Educational Support

Type	Name	Department/Location	Position	Effective Date
Transfer	Baxter, Sonya	From: Lakewood Ranch High School To: Lakewood Ranch High School	From: Worker, Food Service-6 hr To: Asst Manager, Food Service	8-3-2025
Transfer	Griffin, Chanel	From: SDMC School Support Center To: SDMC School Support Center	From: Spec, Payroll To: Spec, Senior Payroll	7-6-2025

Resignation

Administrative

Type	Name	Department/Location	Position	Effective Date
Resignation	Hunt, Maria	Samoset Elementary School	Specialist, Instructional	7-1-2025
Resignation	Kennedy, Ariana	Bayshore Elementary School	Asst Principal, ES	7-5-2025
Resignation	Meyer, Meagan	Bayshore High School	Nurse, School, RN	7-3-2025
Resignation	Van Ryn, Diane	ESE	Nurse, School, RN	7-2-2025
Resignation	Wilkinson, Marissa	ESE	Manager, SED NET	6-27-2025

Educational Support

Type	Name	Department/Location	Position	Effective Date
Resignation	Borsari, Jessica	Willis Elementary School	Tchr Aide, ESE	6-27-2025
Resignation	Cartaya Socas, Lazaro	Tara Elementary School	Custodian 8 Hr	7-14-2025
Resignation	De Leon-Cirlos, Leandro	Gullett Elementary School	Custodian 8 Hr	6-28-2025
Resignation	De Leon, Maria	Jain Middle School	Custodian 8 Hr	6-17-2025
Resignation	Green, Kiara	Food & Nutrition Services	Worker, Food Service-6 hr	7-1-2025
Resignation	Hixson, Christine	Palm View K-8 School	Registrar, School I, ES	6-13-2025
Resignation	Lahue, Holly	McNeal Elementary School	Tchr Aide, ESE, 11	6-30-2025
Resignation	Londono, Paula	Dropout Prevention & Alt Ed	Custodian 8 Hr	7-1-2025
Resignation	Murrell, Jerrica	Dropout Prevention & Alt Ed	Registrar II	7-2-2025
Resignation	Ruiz, Laritza	Dropout Prevention & Alt Ed	Custodian 8 Hr	7-2-2025

Instructional

Type	Name	Department/Location	Position	Effective Date
Resignation	Bankovich, Hilari	Nolan Middle School	Tchr, IND/SC	7-1-2025
Resignation	Bent-Olson, Trudy	Tillman Elementary School	Second Grade Teacher	5-31-2025
Resignation	Clarke, Tracey-Ann	Sugg Middle School	Tchr, Mathematics, MS	7-16-2025
Resignation	Dorsey, Magan	Miller Elementary School	Tchr, VE	6-28-2025
Resignation	Greenberg, Jessie	Moody Elementary School	Tchr, ESOL Resource	6-24-2025
Resignation	Healy, Kelli	Braden River High School	Tchr, IND/SC	6-13-2025
Resignation	Masterson, Bianca	McNeal Elementary School	Tchr, Third Grade	6-9-2025
Resignation	Nozell, Susan	Daughtrey Elementary School	Fourth Grade Teacher	7-29-2025
Resignation	Shreve, Heather	Rogers Garden-Bullock Elementary School	Tchr, Physical Educ, ES	6-12-2025
Resignation	Walter, Maddison	Samoset Elementary School	Second Grade Teacher	6-30-2025
Resignation	Warnock, Amelia	Tillman Elementary School	Tchr, ASD	6-10-2025
Resignation	Zavala, Karina	Myakka Elementary School	Second Grade Teacher	7-1-2025

Retirement

Educational Support

Type	Name	Department/Location	Position	Effective Date
Retirement	Bronston, Francine 29.20 Years of Service	McNeal Elementary School	Tchr Aide, ES	9-13-2025
Retirement	Fobbs, Ruby 14.70 Years of Service	Food & Nutrition Services	Worker, Food Service-5 hr	7-1-2025
Retirement	Kitterman, Vickie 25.20 Years of Service	Bayshore High School	Asst, School Clerical, 10 Mo	7-16-2025
Retirement	Mata, Maria 7.90 Years of Service	Manatee Elementary School	Registrar, School I, ES	7-1-2025
Retirement	Zoerner, Teresa 11.80 Years of Service	Food & Nutrition Services	Worker, Food Service-6 hr	9-1-2025

Instructional

Type	Name	Department/Location	Position	Effective Date
Retirement	Jones, Jerald 33.00 Years of Service	Sea Breeze Elementary School	Spec, Media, ES	8-1-2025
Retirement	Lease, Julie 39.20 Years of Service	Palma Sola Elementary School	Kindergarten Teacher	8-1-2025
Retirement	Meyer, Mary Jo 2.20 Years of Service	Abel Elementary School	Pathologist, Speech & Language	9-3-2025
Retirement	Thomas, Vanzetta 37.00 Years of Service	Stewart Elementary School	Third Grade Teacher	9-1-2025

Termination

Educational Support

Type	Name	Department/Location	Position	Effective Date
Term During Probation	Garcia de Paredes, Benjamin	Manatee Technical College	Teacher Aide - 11 Mo	6-27-2025
Term During Probation	Hobaugh, Danielle	Food & Nutrition Services	Manager, Cafeteria I, Floater	6-13-2025

Transfer

Administrative

Type	Name	Department/Location	Position	Effective Date
Transfer	Cestero-Colon, Jomayra	From: Professional Support Center To: Professional Support Center	From: School Social Worker - 10 Mo To: Coord, Student Services	7-1-2025
Transfer	Ferringer, Taylor	From: SDMC School Support Center To: SDMC School Support Center	From: Engineer, Network Systems To: Engineer, Sr NetworkSys&Securi	7-6-2025
Transfer	Ironside, Miriam	From: Professional Support Center To: Professional Support Center	From: Spec,Transition,Neglectd &Del To: School Social Worker - 10 Mo	8-3-2025
Transfer	Killian, Kathryn	From: SDMC School Support Center To: Lake Manatee K-8 School	From: Assistant Principal, MS To: Assistant Principal, MS	7-1-2025
Transfer	Kloepfer, Maria	From: SDMC School Support Center To: SDMC School Support Center	From: Specialist, Fiscal To: Analyst, Budget II	7-6-2025
Transfer	Richardson, Todd	From: SDMC School Support Center To: Lake Manatee K-8 School	From: Principal, MS To: Principal, MS	7-1-2025
Transfer	Rivera Ojeda, Liza	From: Professional Support Center To: Professional Support Center	From: Tchr-Spcl Assgn,Basic Instruct To: Program Specialist	7-6-2025

Educational Support

Type	Name	Department/Location	Position	Effective Date
Transfer	Applegate, Charity	From: Witt Elementary School To: McNeal Elementary School	From: Tchr Aide, ESE To: Tchr Aide, ES	8-3-2025
Transfer	Brinn, Tonya	From: Bashaw Elementary School To: Bashaw Elementary School	From: Manager, Cafeteria I To: Manager, Cafeteria II	8-3-2025
Transfer	Bush, Lindsay	From: ESE Department To: Lake Manatee K-8 School	From: Nurse, School, LPN To: Nurse, School, LPN	7-1-2025
Transfer	Casaine, Irmarie	From: Manatee Technical College Main To: Manatee Technical College Main	From: Secretary, School II To: Secretary, Senior School, MTC	7-6-2025
Transfer	Darville, Robyn	From: Wakeland Support Center To: Abel Elementary School	From: Food Service-5 hr, Floater To: Worker, Food Service-5 hr	8-6-2025
Transfer	Exposito Rodriguez, Cindy	From: Harvey Elementary School To: Harvey K8 at Copperstone	From: Worker, Food Service-6 hr To: Worker, Food Service-6 hr	8-6-2025
Transfer	Fago, Daniel	From: Matzke Support Center To: Professional Support Center	From: Safety Guardian To: Security Guard, Armed	8-4-2025
Transfer	Gushue, Joanne	From: Harvey K8 at Copperstone To: Harvey K8 at Copperstone	From: Manager, Cafeteria IV To: Manager, Cafeteria II	8-3-2025
Transfer	Gutierrez, Arely	From: Professional Support Center To: Palm View K-8 School	From: Recruiter, Migrant Education To: Registrar, School I, ES	7-6-2025
Transfer	Hansen, Ella	From: Gullett Elementary School To: ESE Department	From: Worker, Food Service-6 hr To: Tchr Aide, ESE, 1:1	8-3-2025
Transfer	LaFlame, Gabriela	From: Professional Support Center To: Professional Support Center	From: Secretary II To: Data Entry Operator, Instr/Cur	7-1-2025
Transfer	Laguerre, Marie	From: Bayshore High School To: Bayshore High School	From: Worker, Food Service-6 hr To: Worker, Food Service-7 hr	8-3-2025
Transfer	Lynn, Khin	From: Bayshore High School To: Bayshore High School	From: Worker, Food Service-6 hr To: Worker, Food Service-7 hr	8-3-2025
Transfer	Menard, Lauri	From: SDMC School Support Center To: Matzke Support Center	From: Analyst, Budget I To: Project Assistant	6-22-2025
Transfer	Negron, Violette	From: Lee Middle School To: Bayshore High School	From: Asst, School Clerical, 10 Mo To: Asst, School Clerical, 10 Mo	7-27-2025
Transfer	Pipitone, Paul	From: Professional Support Center To: Matzke Support Center	From: Security Guard, Armed To: Safety Guardian	8-3-2025
Transfer	Salgado, Wanda	From: Stewart Elementary School To: Miller Elementary School	From: Tchr Aide, Pre-K Integrated To: Tchr Aide, ESE	8-3-2025
Transfer	Santiago, Amaryllis	From: Palmetto High School To: Palmetto High School	From: Paraprofessional, ESE 6-21 yrs To: Asst, School Clerical, 10 Mo	7-27-2025
Transfer	Sherrer, Shanequa	From: ESE Department To: ESE Department	From: Nurse, School, LPN To: Nurse, School, LPN	7-1-2025
Transfer	Stout, Bridgette	From: Professional Support Center To: Williams Elementary School	From: Data Entry Operator, Instr/Cur To: Registrar, School I, ES	7-9-2025
Transfer	Sullivan, Christine	From: Nolan Middle School To: ESE Department	From: Nurse, School, LPN To: Nurse, School, LPN	7-1-2025
Transfer	Swanson, Robert	From: Matzke Support Center To: Matzke Support Center	From: Safety Guardian To: Safety Guardian	7-14-2025

Instructional

Type	Name	Department/Location	Position	Effective Date
Transfer	Bench, Shelby	From: Ballard Elementary School To: Rogers Garden-Bullock ES	From: Assistant Principal, ES To: Tchr, Second Grade	8-3-2025
Transfer	Blackmore, Todd	From: Sea Breeze Elementary School To: Rogers Garden-Bullock ES	From: Assistant Principal, ES To: Tchr, Fourth Grade	8-3-2025
Transfer	Edwards, Robert	From: Professional Support Center To: The Port Academy	From: Supv/Coor, Dropout Prevention To: Tchr, Dropout Prevention, HS	8-3-2025
Transfer	Forch, Terry	From: Kinnan Elementary School To: Abel Elementary School	From: Tchr, Intellctual Disabilities To: Tchr, VE	8-3-2025
Transfer	France, Brijet	From: Miller Elementary School To: Miller Elementary School	From: Tchr, Fifth Grade To: Coach, Literacy	8-3-2025
Transfer	Insalaco, Amanda	From: ESE Department To: Professional Support Center	From: Behavior Specialist To: Tchr, Spcl Assgnmt, ESE	8-3-2025
Transfer	Johnston, Koraline	From: ESE Department To: Johnson K-8 Sch of Int Studies	From: Behavior Specialist To: Tchr, Emotion/Behavr Disabil	8-3-2025
Transfer	Knuth, Wendy	From: Bashaw Elementary School To: Williams Elementary School	From: Tchr, Fifth Grade To: Tchr, Fourth Grade	8-3-2025
Transfer	Mercado, Pierre	From: Matzke Support Center To: Haile Middle School	From: Manager, Oper, Inspection/Trng To: Tchr, Technology	8-3-2025
Transfer	Reynolds, Bethany	From: Mills Elementary School To: Haile Middle School	From: Tchr, Gifted To: Tchr, Language Arts, MS	8-3-2025

AGENDA ITEM NO. 9.2

School Board of Manatee County
July 22, 2025 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of the New Agreement Between the School District of Manatee County and Sunnah Smiles for Clinical Experience for Manatee Technical College (MTC) Dental Assisting Students for the 2025-2028 School Years (No Financial Impact)

Executive Summary
The School District has, over the years, contracted with providers for clinical experience and/or on-the-job training for district students.

In order for the students to participate in this type of clinical or on-the-job experience, it is necessary for the participating office to sign an agreement with the School District. The opportunity to receive this type of clinical experience is a great advantage to our students. Not only do they obtain a 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 Dental Assisting: Sunnah Smiles

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

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

Recommendation
The Superintendent recommends approval of the new agreement between the School District of Manatee County and Sunnah Smiles for clinical experience for Manatee Technical College (MTC) Dental Assisting Students for the 2025-2028 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:
MTC Clinical Experience Agreement with Sunnah Smiles, Board Date 07.22.2025

The School District of Manatee County, Florida
Affiliation Agreement for Clinical Practice
with Sunnah Smiles

This Agreement is entered into by and between The School District of Manatee County, Florida, (District) and Sunnah Smiles, a Florida Limited Liability Company, (Affiliate).

WHEREAS, it is of mutual interest and benefit to District and Affiliate that the students enrolled in any of the District's Health Science Programs at Manatee Technical College (College) are provided the opportunity and benefit of clinical experience provided by Affiliate (Experience) at any location of Affiliate (Locations).

NOW, THEREFORE, in consideration of the premises, which are hereby deemed to be incorporated into this Agreement as an integral part hereof and not mere recital hereto, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, Affiliate and District hereby agree as follows:

1. **DISTRICT RESPONSIBILITIES:** District shall perform all of the following duties and obligations with due diligence, due care and in good faith:

   A. **Educational Services and Coordinator:** District shall provide Affiliate with students enrolled in any of the District's Health Science Programs who have demonstrated a basic level of proficiency and ability to perform technical skills as required by their specific program (Students). District shall also provide the requisite instruction, supervision and guidance to Students as appropriate and required for the clinical phase of their respective program. District hereby authorizes the Director of the College programs to designate one or more coordinators to oversee the Experience on behalf of the District (Coordinators). The Coordinators shall 1) make periodic visits to the Locations, 2) upon request, provide evidence of all initial and periodic reasonable background checks, health screens and drug tests that are conducted or obtained by, or are verified as acceptable to Affiliate, 3) collaborate with assigned Affiliate personnel at the Locations to ensure that Students meet identified curriculum competencies. The Coordinators shall have the authority, after consultation with Affiliate's representative at the Location, to remove the Student from the Experience, if deemed appropriate at the Coordinator's sole discretion.

   B. **Patient Records:** The District shall ensure that all required patient records relating to the educational services rendered by its personnel and students are prepared and maintained in accordance with applicable Florida and Federal law and any other requirements that may be imposed by Affiliate or any applicable Payor. All such records shall be delivered to and maintained by District and in accordance with its policies and procedures. The District shall ensure that its personnel and Students at all times maintain the confidentiality of medical records in accordance with applicable laws and regulations.

2. **AFFILIATE RESPONSIBILITIES:** Affiliate shall perform all of the following duties and obligations with due diligence, care, and in good faith:

A. Personnel of Affiliate will recognize Students as participants in the Experience, and will be willing to cooperate as appropriate to make arrangements for teaching situations for Students that will contribute to their growth and development of skills.

B. Affiliate shall certify to the District that it is licensed and fully accredited by an appropriate accrediting body and that the individuals responsible for direction of Students are licensed/certified in the State of Florida.

C. Affiliate shall not compensate Students for their participation in the Experience.

D. Affiliate shall provide adequate time for orientation of Students to the Location(s).

E. Affiliate shall ensure that Students, when participating in the Experience at any Affiliate Location, will at all times be under the direct supervision by designated personnel who is/are licensed/certified by the State of Florida.

F. Affiliate shall ensure that all assignments for Students at Locations shall comply with the applicable prevailing professional standards of care and that all applicable state statutes, ratios, guidelines shall be followed by Affiliate.

G. Affiliate shall, at the end of the Experience for each of the Students, complete an evaluation for each individual student in terms of their personal abilities, knowledge and performance of skills. The evaluation report will be developed, in collaboration with the Coordinator, by an employee designated by Affiliate who has direct knowledge of the student's performance in the area in which the student gains experience.

H. Affiliate shall provide Students with emergency medical care (first-aid) in the event of an accident or injury. In the event of accident, injury, or serious illness of any student, Affiliate will immediately notify the Assistant Director of the College and the Coordinator. Affiliate shall not be responsible for notifying the appropriate emergency contact for Students; all responsibility to notify appropriate emergency contacts for Students shall fall upon the District and specifically the Coordinator.

I. Affiliate and District agree that Students will be subject to the rules and regulations of Affiliate. Affiliate shall have the right to discontinue the training of any Students at its Locations, upon consultation with the Coordinator.

J. Affiliate and District agree that Students may be scheduled for assignment during regular operating hours of Affiliate.

K. Affiliate accepts ultimate responsibility for the quality of patient care.

3. **PROVISION OF FACILITIES AND EQUIPMENT:** Affiliate shall provide appropriate space designated for the Experience, plus any equipment, expendable supplies and services necessary for the proper operation of the Experience. In connection with the foregoing, Affiliate shall be responsible for compliance by its facility and its personnel with any state or federal statutes, regulations, rulings or orders related to safe work practices and environment.

4. **PROVISION OF EDUCATIONAL EXPERIENCE:** Affiliate shall, as a part of and in furtherance of the Experience, provide the following:

   A. Observational educational and practice experiences in the patient units and clinics and in other departments.

   B. Orientation of the Students and District personnel to the Locations, physical facilities, policies, and procedures of Affiliate and Locations, as required.

   C. Use and/or patronage of any Affiliate cafeterias or similar areas at Locations by Students and District personnel, if available, at the sole cost and expense of the user/patron.

   D. Proof acceptable to the District that Locations and facilities of Affiliate are properly licensed and fully accredited by the appropriate accrediting body and that the individuals responsible for directing Students are properly licensed in the State of Florida.

5. **NONDISCRIMINATION AND ANTI-HARASSMENT:** District and Affiliate shall not discriminate nor tolerate harassment on the basis of race, color, national origin, sex (including sexual orientation, gender status, or gender identity), disability (including HIV, AIDS, or sickle cell trait), pregnancy, marital status, age (except as authorized by law), religion, military status, ancestry, or genetic information, or any other classes which are considered protected classes by State and/or Federal law.

6. **INCIDENT/INJURY REPORTING:** District shall be responsible for advising its personnel and Students to report any incident/injury that occurs during the Experience or that is witnessed as having occurred at any Location of Affiliate. Affiliate shall be responsible for implementing the post-exposure protocols in Exhibit A. Neither the District, College, Affiliate, nor their respective personnel shall be responsible for any medical care, counseling or other necessary follow up as a consequence of such incident/injury. The District shall be responsible for compliance by the District and the School, by their respective personnel, and by the Students with any state or federal statutes, regulations, rulings or orders related to safe work practices and environment. District and Affiliate shall follow the post-exposure evaluation protocols established in Exhibit A and shall require their respective personnel and Students to comply with same.

7. **INSURANCE:** During the term of this Agreement and any extension thereof, District shall maintain, at its own cost and expense, professional liability insurance for all assigned students with minimum coverage of at least $1 million per occurrence and $3 million in the aggregate. If such coverage is pursuant to a claims-made policy, and it is terminated for any reason during the term of this Agreement or during a period of three (3) years after the termination of this Agreement, then District will obtain and maintain tail or prior acts coverage for a period of three (3) years after termination thereof. In addition, District agrees to maintain general liability insurance to cover its actions and those of its personnel and Workers' Compensation coverage (in such amounts as may be required by law) for its personnel. Upon request of Affiliate, District will provide a certificate of insurance verifying coverage, and District will notify Affiliate in writing within two (2) business days of any cancellation or adverse modification of such insurance coverage. If District fails to obtain or maintain the insurance required hereunder, Affiliate at its option may terminate this Agreement.

   Affiliate shall obtain and maintain professional liability and general liability insurance in the minimum amounts of $1 million per occurrence and $3 million in the aggregate per annum that provides coverage for activities that Affiliate and their employees participate in pursuant to this Agreement. Evidence of professional and general liability insurance coverage shall be provided to District annually unless requested earlier. Affiliate shall give District thirty (30) days prior written notice to the extent Affiliate has such notice of impending cancellation or termination of such insurance and, upon cancellation or termination thereof, shall immediately notify District. In the event that Affiliate maintains claims-made coverage, and Affiliate's coverage is terminated within three (3) years of the date on which District ceases to participate or have Students participate in the Experience or District employees facilitate participation in the Experience pursuant to this Agreement, Affiliate Site shall obtain "tail coverage," or other prior acts coverage, if such coverage is available, in the amount stated above until the expiration of three (3) years from the last date on which District, any Student or any District employee participated or facilitated in the Experience, as contemplated by this Agreement. Failure to secure and maintain the insurance coverage required by this Agreement shall constitute a material default and the Agreement may be terminated by District.

8. **INDEPENDENCE OF THE PARTIES:** In the performance of their separate businesses, it is understood and agreed by Affiliate and District that each shall be, and at all times is, an independent and unrelated entity acting and performing as a separate business. Accordingly, none of the provisions of this Agreement are intended to create, nor shall be deemed or construed to create any relationship between District and Affiliate other than that of independent entities contracting with each other solely for the purpose of achieving the provisions of this Agreement. The parties hereto shall be considered to be independent, and neither of them, nor any of their respective representatives, employees or agents shall be construed to be the agent, employee, servant or representative of the other.

9. **TERM; EXTENSION; TERMINATION:**
   A. Term and Extension: This Agreement shall be in effect for a period of three school years commencing on the date of execution by all parties and terminating on June

30, 2028. The parties may agree to mutually extend the Agreement for a period of three additional years in writing on or before June 30, 2028.

B. Termination for Cause: Affiliate shall be considered in material breach of this Agreement and such breach will be considered cause for District to terminate this Agreement, in whole or in part, as further set forth herein, for any of the following reasons: (1) failure to properly and timely perform in accordance with the Agreement; (2) the bankruptcy or insolvency or a general assignment for the benefit of creditors by Affiliate or by any of Affiliate's principals, partners, officers or directors; (3) failure to obey laws, ordinances, regulations or other codes of conduct, or (4) otherwise materially breaching this Agreement. District shall promptly notify Affiliate in writing of the determination and the reason(s) for the termination, together with the effective date of the termination. Payments made to Affiliate or recoveries by District under contracts terminated for cause shall be in accordance with the legal rights and liabilities of the parties under the laws of the State of Florida. Notwithstanding anything herein to the contrary, District may unilaterally terminate this Agreement for refusal by Affiliate to allow public access to all documents, papers, letters or other material subject to the provisions of Chapter 119, Florida Statutes, made or received by Affiliate in conjunction with this Agreement.

C. Termination for Convenience: Upon not less than 30 days advance written notice, District may terminate this Agreement, in whole or in part, for District's convenience and without cause in accordance with this clause.

D. Effect of Illegality: If a legislative body, a court of competent jurisdiction or an administrative agency having authority to regulate any of the parties, holds this Agreement or the obligations to be performed hereunder to be illegal under this Agreement, then the parties agree to engage in good faith negotiations towards amending the Agreement.

10. **MISCELLANEOUS PROVISIONS:**

A. Compliance with Jessica Lunsford Act: Affiliate shall comply with the Jessica Lunsford Act (JLA). Affiliate shall comply with Sections 1012.465, 1012.467, 1012.468, Florida Statutes, and all other applicable Florida laws governing background screening requirements, fingerprinting and criminal history checks. Affiliate and Affiliate's personnel who are permitted access on school grounds when students are present, who have direct contact with students or who have access to or control of school funds shall meet the screening requirements of Section 1012.32, Florida Statutes. Affiliate hereby indemnifies and holds harmless District for any claims made against District related to the failure of Affiliate or Affiliate's personnel to comply with any of the laws referenced in this paragraph or related to Affiliate's obligation to comply with the Jessica Lunsford Act and Florida law governing background screening requirements.

B. Assignment: Neither party may assign any of its rights or obligations hereunder, whether by operation of law or otherwise, without the prior written consent of the other party (not to be unreasonably withheld.) If this matter pertains to a school that becomes a charter school, this Agreement may be cancelled by District upon thirty days written notice and District shall be released of any and all obligations under this Agreement.

C. Entire Agreement: This Agreement constitutes the entire agreement between the parties and supersedes any and all prior agreements, proposals or representations, written or oral, concerning its subject matter. The parties shall not be bound by any terms, conditions, statements, warranties, or representations, written or oral, not contained herein.

D. Amendments; Waivers: No modification or amendment of any provision of this Agreement will be effective unless in writing and signed by both parties. The failure or neglect by any party to enforce any right under this Agreement shall not be deemed to be a waiver of that party's rights. A waiver shall not be effective unless it is in writing and signed by the party who possesses the right to waive enforcement of same.

E. Governing Law: This Agreement will be governed by the laws of the State of Florida, without regard to its conflicts of laws rules. Each party agrees to comply with all applicable laws in the performance of this Agreement. All disputes are to be resolved in Manatee County, Florida by binding Arbitration before the American Arbitration Association or other mutually agreed and similar forum. The costs of such dispute will be borne by the individual party.

F. Relationship of Parties: The parties are independent contractors. This Agreement does not create a partnership, franchise, joint venture, agency or employment relationship between the parties. It is expressly acknowledged that the District does not direct or control the work or services to be performed, or how to perform such work or services under this Agreement.

G. Indemnification: Affiliate shall defend, indemnify and hold harmless District, its officers, employees, and agents, and the School Board of Manatee County, Florida, and its members from any and all liability, losses or damages, including attorneys' fees and costs of defense, which District, its officers, employees, and agents, and the School Board of Manatee County, Florida, and its members may incur as a result of any claim, demand, suit, or cause of action or proceeding of any kind or nature arising out of, relating to, or resulting from the performance of this Agreement by Affiliate, its employees, officers and agents. The parties agree to promptly notify one another of any claims and to cooperate in the defense of all claims towards a goal of settling or otherwise disposing of all claims in a manner that is mutually agreeable to both parties. To the extent permitted by law, each party agrees to be fully responsible for its acts of negligence, or its employees' acts of negligence when acting within the scope of their employment and agrees to be liable for any damages resulting from said negligence.

The indemnification provisions of this Agreement shall survive termination of this Agreement for any claims that may be filed after the termination date of the Agreement provided the claims are based upon actions that occurred during the performance of this Agreement.

H. Confidentiality: The parties agree to maintain confidential records and information pursuant to applicable law, including, but not limited to, the Americans with Disabilities Act, the Family and Medical Leave Act, Family Educational Rights and Privacy Act, the Genetic Information Nondiscrimination Act, the Health Insurance Portability and Accountability Act. Regarding data storage and breaches, Affiliate shall employ commercial best practices for ensuring the security of all District data including, but not limited to, electronic, spoken and paper information accessed, used, created, maintained, disposed of, or otherwise handled in the course of Affiliate's performance of this Agreement. In the event of a breach of security as defined in Section 501.171, Florida Statutes, Affiliate shall notify District immediately, but no later than ten days following a determination of a breach of data security. Additionally, Affiliate shall fully cooperate, at its own expense, with District regarding District's statutory notification requirements. This cooperation includes law enforcement and auditors. Additionally, the parties acknowledge that District as a local governmental entity is subject to the State of Florida's public record laws. Should a request be made for disclosure of confidential records of Affiliate, District shall provide notice to the other party who may then, at its discretion, respond to the request. Should Affiliate not disclose the records or documents, Affiliate will defend and indemnify District for any fees and costs which are incurred or taxed against District because of the non-disclosure. Should Affiliate require confidential student information or personally identifiable information as a "school official," it may enter into a separate data privacy and sharing agreement with District.

I. Sovereign Immunity: Affiliate acknowledges and agrees that District does not waive its immunity and nothing herein, including the naming of District as an additional insured, shall be interpreted or deemed as a waiver of District's rights, including the limitation of waiver of immunity, as set forth in Section 768.28, Florida Statutes, or any other statutes, and District expressly reserves these rights to the full extent allowed by law. All defenses relative to sovereign immunity are expressly reserved by District

J. Contact with Students: Unless otherwise specified, Affiliate will not permit any employee, independent contractor, material men, supplier or anyone involved in any manner with work pursuant to this Agreement on District property. A violation of this provision shall result in immediate termination of the offender and issuance of a trespass notice from District. Affiliate shall be responsible for insuring compliance by all employees, independent contractors and subcontractors or other persons involved in any manner with work pursuant to this Agreement.

K. Standards of Conduct: Affiliate will be held to the same standards of conduct as District employees while conducting business with District. These standards, as defined in District policies, will apply to Affiliate's employees and employees of Affiliate's

subcontractors.

L. Severability: If any one or more of the provisions of this Agreement should be held contrary to law or public policy, or should for any reason whatsoever be held invalid or unenforceable by a court of competent jurisdiction, then such provision or provisions shall be null and void and shall be deemed separate from the remaining provisions of this Agreement, which remaining provisions shall continue in full force and effect, provided that the rights and obligations of the parties contained herein are not materially prejudiced and the intentions of the parties continue to be effective.

M. Force Majeure: The term "Force Majeure" means circumstances beyond the reasonable control of a party, (such as an act of God, a government restriction, a war, an insurrection, a labor dispute, a financial insolvency, an economic hardship, a strife, a failure of suppliers, communications or data systems) which delay or prevent the party from performing under the terms of this Agreement. Affected performance obligations will be suspended during the duration of the Force Majeure. In the event that the Force Majeure persists more than 90 days, the party may elect to terminate this Agreement for convenience upon written notice.

N. Equal Opportunity: Affiliate shall not discriminate on the basis of race, color, ethnicity, sex, national origin, religion, disability, pregnancy, age, ancestry, genetic information, or marital status.

O. Federal Debarment & Suspension Certification: A contract award (see 2 CFR 180.220) must not be made to parties listed on the governmentwide exclusions in the System for Award Management (SAM), in accordance with the OMB guidelines at 2 CFR 180 that implement Executive Orders 12549 (3 CFR Part 1986 Comp., p. 189) and 12689 (3 CFR Part 1989 Comp., p. 235), ‘‘Debarment and Suspension.’’ SAM Exclusions contains the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549.

P. Compliance With The Public Records Act: By entering into this Agreement, Affiliate acknowledges that the portion of its books and records related to this Agreement with District may become subject to inspection and copying under the Florida Public Records Act, and that it will in all respects comply with any requirements of that Act. Pursuant to Section 119.0701, Florida Statutes, because Affiliate is performing services on behalf of District, Affiliate shall:

i. Keep and maintain public records required by District to perform pursuant to the Agreement.

ii. Upon request from District's custodian of public records (identified below), provide District with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in Chapter 119, Florida Statutes, or as otherwise

provided by law.

iii. Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the Agreement term and following completion of the Agreement if Affiliate does not transfer the records to District.

iv. Upon completion of this Agreement, transfer, at no cost, to District all public records in possession of Affiliate or keep and maintain public records required by District to perform the service. If Affiliate transfers all public records to District upon completion of this Agreement, Affiliate shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If Affiliate keeps and maintains public records upon completion of this Agreement, Affiliate shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to District, upon request from District's custodian of public records, in a format that is compatible with the information technology systems of District.

IF AFFILIATE HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO AFFILIATE'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS AGREEMENT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS AT: 215 MANATEE AVENUE W., BRADENTON, FLORIDA, 34205 (941) 708-8770, PUBLICRECORDS@MANATEESCHOOLS.NET.

Q. School District Policy: In accordance with District Policy, no contract for providing supplies, equipment or services shall be effective with any individual or business entity in which any board member of District or District's Superintendent has any financial interest. No contract for goods or services may be made with any business entity in which District's Superintendent, any board member of District, or any spouse or child of the foregoing has an employment relationship or a material interest. No District employee may directly or indirectly purchase or recommend for purchase goods or services from any business organization in which his/her spouse or child has a material interest as defined in Chapter 112, Florida Statutes.

R. Compliance with Regulations: Federal, state, county, and local laws, ordinances, rules, and regulations that in any manner affect the items covered herein apply. Lack of knowledge by Affiliate will in no way be a cause for relief from responsibility. Affiliate shall have in their possession and must provide all applicable insurance, permits, licenses, etc., which may be required by federal, state, or county law to furnish services under the scope of this Agreement. Affiliate must not be in violation of any zoning or other ordinances in the performance of this Agreement.

S. Safety Standards: All equipment must meet the applicable requirements of the Occupational Safety and Health Act (OSHA) and any standards thereunder.

T. Tax Exemptions: When purchasing directly from a supplier, District is exempt from Federal Excise, State Sales and Use Taxes. Tax exemption certificates and numbers will be furnished on request.

U. Possession of Firearms: Possession of firearms will not be tolerated on any District property or setting that is under the control and supervision of District for the purpose of school activities approved and authorized by District. No person who has a firearm in their vehicle may park their vehicle on District property. If any employee or independent contractor of Affiliate, or any of its subcontractors, is found to have brought a firearm on District property, said individual shall be immediately removed from District property by Affiliate and barred from performing further work relative to the Agreement. If a subcontractor fails to terminate said employee or independent contractor, Affiliate shall terminate its agreement with the subcontractor. If Affiliate fails to terminate said employee or independent contractor or fails to terminate the agreement with the subcontractor who fails to terminate said employee or independent contractor, this Agreement may be terminated by District. "Firearm" has the same meaning given in Section 790.001, Florida Statutes.

V. Criminal Acts: Employment and performing work relative to the Agreement by Affiliate, or any of its subcontractors, of any employee, or independent contractor, with any prior convictions of any crimes against children, crimes of violence or crimes of moral turpitude (as defined by Fla. Admin. Code R. 6A-10.083) will not be tolerated. If it is determined that any person with such criminal history is performing work relative to the Agreement, Affiliate agrees to take all steps necessary to remove such person from performing work relative to the Agreement and District property. District shall have the right to terminate this Agreement if Affiliate does not comply with this provision.

W. Possession/Use/Under the Influence of Mind Altering Substances: Possession/use and/or being under the influence of any illegal mind-altering substances, such as, but not limited to alcohol and/or substances delineated in Chapter 893, Florida Statutes, by Affiliate employees or independent contractors or its subcontractors' employees or independent contractors will not be tolerated on District property. If any employee or independent contractor is found to have brought and/or used or is under the influence of any illegal mind-altering substances as described above on District property, said employee or independent contractor shall be removed and barred from performing work relative to the Agreement by Affiliate. If a subcontractor fails to terminate said employee or independent contractor, Affiliate shall terminate its agreement with the subcontractor. If Affiliate fails to terminate said employee or independent contractor or fails to terminate the agreement with the subcontractor who fails to terminate said employee or independent contractor, this Agreement may be terminated by District.

X. Headings: The headings of the various sections and paragraphs in this Agreement are inserted for the convenience of the parties and shall not affect the meaning, construction or interpretation of this Agreement.

Y. Counterparts: This Agreement may be executed in one or more counterparts, each of which will be deemed an original and all of which together will constitute one and the same instrument.

IN WITNESS WHEREOF, Sunnah Smiles and The School District of Manatee County, Florida have duly executed this Agreement.

THE SCHOOL DISTRICT OF MANATEE COUNTY

Date_____ By: _____

Superintendent, School District of Manatee County

Date_____ By: _____

Chair, School Board of Manatee County

Date_____ By: _____

General Counsel

Date 6/11/2025 By:
(Affiliate Authorized Signature)

Title: Dentist

EXHIBIT A

POST-EXPOSURE PROTOCOLS FOR STUDENT EXPOSURES TO BLOODBORNE PATHOGENS AT AFFILIATE

Student Exposure to Bloodborne Pathogens

In the event a Student is exposed to blood or other potentially infectious materials, Affiliate, business, or governmental entity shall immediately provide the attached ***Notification Letter for Adult Health Occupation Students*** to the exposed Student to sign and date. Affiliate shall immediately call the Adult Health Occupations Administrator at the College and provide a signed copy of the attached ***Notification Letter for Adult Health Occupation Student*** to them and retain a copy for their records. Affiliate shall immediately advise the exposed Student to go to their family physician, urgent care facility or hospital emergency room to seek immediate evaluation and treatment. Affiliate shall attempt to obtain consent from the source individual to have their blood tested to determine HBV, HCV and HIV infectivity and provide that information to the Student through their designated licensed healthcare professional. Affiliate shall comply with all federal, state and local regulations related to maintaining medical confidentiality and protection of personal health information. The School District of Manatee County, Florida, and Affiliate are not responsible for the payment of costs related to a Student's post-exposure evaluation, prophylaxis, counseling or treatment. The Student is responsible for the payment of all costs related to exposure evaluation and treatment.

School District of Manatee County
P.O. Box 9069
Bradenton, Florida 34206-9069

Kevin Chapman
Interim SUPERINTENDENT
** * **
215 MANATEE AVENUE WEST
BRADENTON, FL 34205
TELEPHONE (941)708-8770
FAX (941)708-8686

SCHOOL BOARD
*Chad Choate III, CHAIR**
Cindy Spray, Vice Chair
Heather Felton
Charlie Kennedy
Richard Tatem

Notification Letter for Adult Health Occupation Student

Date: _____

Instructor: _____ Class: _____

Dear Student:

You, _____, were involved in an incident where you may have been exposed to blood and/or other potentially infectious materials on _____.
(Date)

You must consult with your family physician, urgent-care facility or hospital emergency room for further evaluation and follow-up.

This is a very important health matter and your prompt attention is necessary to avoid any possibility of complications in the future.

Please complete the Adult Health Occupation Student section below. The business entity shall provide a copy of the signed letter to you and a copy to your instructor.

Please call your instructor if you have any questions.

_____
Signature

_____
Health Care Facility

TO BE COMPLETED BY THE ADULT HEALTH OCCUPATION STUDENT

I, _____, acknowledge receipt of this letter.

_____ _____
Adult Health Occupation Student's Signature Date Signed

Rev. 07/19/23

Vendor Affidavit Regarding the Use of Coercion for Labor and Services

Vendor Name: Sunnah Smiles

Address: 16640 US-301 #102, Wimauma, FL 33598

Phone Number: 786-269-9857

Authorized Representative's Name: Dr. Amir Naffi

Authorized Representative's Title: Owner, Dentist

Email Address: amirnaffi@yahoo.com

Section 787.06(13), Florida Statutes requires all nongovernmental entities (such as Vendor) executing, renewing, or extending a contract with a governmental entity (such as the School Board of Manatee County, Florida) to provide an affidavit signed by an officer or representative of Vendor under penalty of perjury that Vendor does not use coercion for labor or services as defined in that statute.

As the person authorized to sign on behalf of Vendor, I certify that the company identified above does not:

- Use or threaten to use physical force against any person;
- Restrain, isolate, or confine or threaten to restrain, isolate, or confine any person without lawful authority and against her or his will;
- Use lending or other credit methods to establish a debt by any person when labor or services are pledged as a security for the debt, if the value of the labor or services as reasonably assessed is not applied toward the liquidation of the debt, the length and nature of the labor or services are not respectively limited and defined;
- Destroy, conceal, remove, confiscate, withhold, or possess any actual or purported passport, visa, or other immigration document, or any other actual or purported government identification document, of any person;
- Cause or threaten to cause financial harm to any person;
- Entice or lure any person by fraud or deceit; or
- Provide a controlled substance as outlined in Schedule I or Schedule II of s. 893.03 to any person for the purpose of exploitation of that person.

Under penalties of perjury, I declare that I have read the foregoing document and that the facts stated in it are true.

Signature of Authorized Representative

AMIRNAF-01 LAWRENCEM

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY) 6/18/2025

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	CONTACT NAME:	
FDA Services Inc. 545 John Knox Road Suite 201 Tallahassee, FL 32303	PHONE (A/C, No, Ext): (800) 877-7597	FAX (A/C, No): (850) 681-9782
	E-MAIL ADDRESS: insurance@fdaservices.com	
	INSURER(S) AFFORDING COVERAGE	NAIC #
	INSURER A : Main Street America Protection Ins Co	13026
INSURED	INSURER B :	
SUNNAH SMILES 16640 US 301 S Ste 102 Wimauma, FL 33598	INSURER C :	
	INSURER D :	
	INSURER E :	
	INSURER F :	

COVERAGES **CERTIFICATE NUMBER:** **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						EACH OCCURRENCE	$ 2,000,000
	[ ] CLAIMS-MADE [X] OCCUR	X		BP00089865	5/1/2025	5/1/2026	DAMAGE TO RENTED PREMISES (Ea occurrence)	$ 1,000,000
							MED EXP (Any one person)	$ 5,000
							PERSONAL & ADV INJURY	$
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$ 4,000,000
	[ ] POLICY [ ] PRO-JECT [ ] LOC						PRODUCTS - COMP/OP AGG	$
	[ ] OTHER:							$
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	$
	[ ] ANY AUTO						BODILY INJURY (Per person)	$
	[ ] OWNED AUTOS ONLY [ ] SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	[ ] HIRED AUTOS ONLY [ ] NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	$
								$
	[ ] UMBRELLA LIAB [ ] OCCUR						EACH OCCURRENCE	$
	[ ] EXCESS LIAB [ ] CLAIMS-MADE						AGGREGATE	$
	[ ] DED [ ] RETENTION $							$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y / N						[ ] PER STATUTE [ ] OTH-ER	
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? [ ] (Mandatory in NH)	N / A					E.L. EACH ACCIDENT	$
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE	$
							E.L. DISEASE - POLICY LIMIT	$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Location: 16640 US Highway 301 Unit 102 Wilmauma, FL 33598

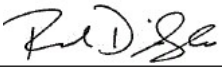
CERTIFICATE HOLDER

Bank of America, NA
Gateway Village - 900 Building
NC1-026-06-06
Charlotte, NC 28255

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE



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AGENDA ITEM NO. 9.3

School Board of Manatee County
July 22, 2025 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of the New Agreement Between the School District of Manatee County and Stewart Family Orthodontics, PA for Clinical Experience for Manatee Technical College (MTC) Dental Assisting Students for the 2025-2028 School Years (No Financial Impact)

Executive Summary
The School District has, over the years, contracted with providers for clinical experience and/or on-the-job training for district students.

In order for the students to participate in this type of clinical or on-the-job experience, it is necessary for the participating office to sign an agreement with the School District. The opportunity to receive this type of clinical experience is a great advantage to our students. Not only do they obtain a 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 Dental Assisting: Stewart Family Orthodontics, PA

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

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

Recommendation
The Superintendent recommends approval of the new agreement between the School District of Manatee County and Stewart Family Orthodontics, PA for clinical experience for Manatee Technical College (MTC) Dental Assisting students for the 2025-2028 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:
MTC Clinical Experience Agreement with Stewart Family Orthodontics, PA

The School District of Manatee County, Florida
Affiliation Agreement for Clinical Practice
with STEWART FAMILY ORTHODONTICS, PA

This Agreement is entered into by and between The School District of Manatee County, Florida, (District) and STEWART FAMILY ORTHODONTICS, PA, a Florida profit corporation, (Affiliate).

WHEREAS, it is of mutual interest and benefit to District and Affiliate that the students enrolled in any of the District's Health Science Programs at Manatee Technical College (College) are provided the opportunity and benefit of clinical experience provided by Affiliate (Experience) at any location of Affiliate (Locations).

NOW, THEREFORE, in consideration of the premises, which are hereby deemed to be incorporated into this Agreement as an integral part hereof and not mere recital hereto, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, Affiliate and District hereby agree as follows:

1. **DISTRICT RESPONSIBILITIES:** District shall perform all of the following duties and obligations with due diligence, due care and in good faith:

   A. **Educational Services and Coordinator:** District shall provide Affiliate with students enrolled in any of the District's Health Science Programs who have demonstrated a basic level of proficiency and ability to perform technical skills as required by their specific program (Students). District shall also provide the requisite instruction, supervision and guidance to Students as appropriate and required for the clinical phase of their respective program. District hereby authorizes the Director of the College programs to designate one or more coordinators to oversee the Experience on behalf of the District (Coordinators). The Coordinators shall 1) make periodic visits to the Locations, 2) upon request, provide evidence of all initial and periodic reasonable background checks, health screens and drug tests that are conducted or obtained by, or are verified as acceptable to Affiliate, 3) collaborate with assigned Affiliate personnel at the Locations to ensure that Students meet identified curriculum competencies. The Coordinators shall have the authority, after consultation with Affiliate's representative at the Location, to remove the Student from the Experience, if deemed appropriate at the Coordinator's sole discretion.

   B. **Patient Records:** The District shall ensure that all required patient records relating to the educational services rendered by its personnel and students are prepared and maintained in accordance with applicable Florida and Federal law and any other requirements that may be imposed by Affiliate or any applicable Payor. All such records shall be delivered to and maintained by District and in accordance with its policies and procedures. The District shall ensure that its personnel and Students at all times maintain the confidentiality of medical records in accordance with

applicable laws and regulations.

2. **AFFILIATE RESPONSIBILITIES:** Affiliate shall perform all of the following duties and obligations with due diligence, care, and in good faith:

A. Personnel of Affiliate will recognize Students as participants in the Experience, and will be willing to cooperate as appropriate to make arrangements for teaching situations for Students that will contribute to their growth and development of skills.

B. Affiliate shall certify to the District that it is licensed and fully accredited by an appropriate accrediting body and that the individuals responsible for direction of Students are licensed/certified in the State of Florida.

C. Affiliate shall not compensate Students for their participation in the Experience.

D. Affiliate shall provide adequate time for orientation of Students to the Location(s).

E. Affiliate shall ensure that Students, when participating in the Experience at any Affiliate Location, will at all times be under the direct supervision by designated personnel who is/are licensed/certified by the State of Florida.

F. Affiliate shall ensure that all assignments for Students at Locations shall comply with the applicable prevailing professional standards of care and that all applicable state statutes, ratios, guidelines shall be followed by Affiliate.

G. Affiliate shall, at the end of the Experience for each of the Students, complete an evaluation for each individual student in terms of their personal abilities, knowledge and performance of skills. The evaluation report will be developed, in collaboration with the Coordinator, by an employee designated by Affiliate who has direct knowledge of the student's performance in the area in which the student gains experience.

H. Affiliate shall provide Students with emergency medical care (first-aid) in the event of an accident or injury. In the event of accident, injury, or serious illness of any student, Affiliate will immediately notify the Assistant Director of the College and the Coordinator. Affiliate shall not be responsible for notifying the appropriate emergency contact for Students; all responsibility to notify appropriate emergency contacts for Students shall fall upon the District and specifically the Coordinator.

I. Affiliate and District agree that Students will be subject to the rules and regulations of Affiliate. Affiliate shall have the right to discontinue the training of any Students at its Locations, upon consultation with the Coordinator.

J. Affiliate and District agree that Students may be scheduled for assignment during regular operating hours of Affiliate.

K. Affiliate accepts ultimate responsibility for the quality of patient care.

3. **PROVISION OF FACILITIES AND EQUIPMENT:** Affiliate shall provide appropriate space designated for the Experience, plus any equipment, expendable supplies and services necessary for the proper operation of the Experience. In connection with the foregoing, Affiliate shall be responsible for compliance by its facility and its personnel with any state or federal statutes, regulations, rulings or orders related to safe work practices and environment.

4. **PROVISION OF EDUCATIONAL EXPERIENCE:** Affiliate shall, as a part of and in furtherance of the Experience, provide the following:

   A. Observational educational and practice experiences in the patient units and clinics and in other departments.

   B. Orientation of the Students and District personnel to the Locations, physical facilities, policies, and procedures of Affiliate and Locations, as required.

   C. Use and/or patronage of any Affiliate cafeterias or similar areas at Locations by Students and District personnel, if available, at the sole cost and expense of the user/patron.

   D. Proof acceptable to the District that Locations and facilities of Affiliate are properly licensed and fully accredited by the appropriate accrediting body and that the individuals responsible for directing Students are properly licensed in the State of Florida.

5. **NONDISCRIMINATION AND ANTI-HARASSMENT:** District and Affiliate shall not discriminate nor tolerate harassment on the basis of race, color, national origin, sex (including sexual orientation, gender status, or gender identity), disability (including HIV, AIDS, or sickle cell trait), pregnancy, marital status, age (except as authorized by law), religion, military status, ancestry, or genetic information, or any other classes which are considered protected classes by State and/or Federal law.

6. **INCIDENT/INJURY REPORTING:** District shall be responsible for advising its personnel and Students to report any incident/injury that occurs during the Experience or that is witnessed as having occurred at any Location of Affiliate. Affiliate shall be responsible for implementing the post-exposure protocols in Exhibit A. Neither the District, College, Affiliate, nor their respective personnel shall be responsible for any medical care, counseling or other necessary follow up as a consequence of such incident/injury. The District shall be responsible for compliance by the District and the School, by their respective personnel, and by the Students with any state or federal statutes, regulations, rulings or orders related to safe work practices and environment. District and Affiliate shall follow the post-exposure evaluation protocols established in Exhibit A and shall require their respective personnel and Students to comply with same.

7. **INSURANCE:** During the term of this Agreement and any extension thereof, District shall maintain, at its own cost and expense, professional liability insurance for all assigned students with minimum coverage of at least $1 million per occurrence and $3 million in the aggregate. If such coverage is pursuant to a claims-made policy, and it is terminated for any reason during the term of this Agreement or during a period of three (3) years after the termination of this Agreement, then District will obtain and maintain tail or prior acts coverage for a period of three (3) years after termination thereof. In addition, District agrees to maintain general liability insurance to cover its actions and those of its personnel and Workers' Compensation coverage (in such amounts as may be required by law) for its personnel. Upon request of Affiliate, District will provide a certificate of insurance verifying coverage, and District will notify Affiliate in writing within two (2) business days of any cancellation or adverse modification of such insurance coverage. If District fails to obtain or maintain the insurance required hereunder, Affiliate at its option may terminate this Agreement.

Affiliate shall obtain and maintain professional liability and general liability insurance in the minimum amounts of $1 million per occurrence and $3 million in the aggregate per annum that provides coverage for activities that Affiliate and their employees participate in pursuant to this Agreement. Evidence of professional and general liability insurance coverage shall be provided to District annually unless requested earlier. Affiliate shall give District thirty (30) days prior written notice to the extent Affiliate has such notice of impending cancellation or termination of such insurance and, upon cancellation or termination thereof, shall immediately notify District. In the event that Affiliate maintains claims-made coverage, and Affiliate's coverage is terminated within three (3) years of the date on which District ceases to participate or have Students participate in the Experience or District employees facilitate participation in the Experience pursuant to this Agreement, Affiliate Site shall obtain "tail coverage," or other prior acts coverage, if such coverage is available, in the amount stated above until the expiration of three (3) years from the last date on which District, any Student or any District employee participated or facilitated in the Experience, as contemplated by this Agreement. Failure to secure and maintain the insurance coverage required by this Agreement shall constitute a material default and the Agreement may be terminated by District.

8. **INDEPENDENCE OF THE PARTIES:** In the performance of their separate businesses, it is understood and agreed by Affiliate and District that each shall be, and at all times is, an independent and unrelated entity acting and performing as a separate business. Accordingly, none of the provisions of this Agreement are intended to create, nor shall be deemed or construed to create any relationship between District and Affiliate other than that of independent entities contracting with each other solely for the purpose of achieving the provisions of this Agreement. The parties hereto shall be considered to be independent, and neither of them, nor any of their respective representatives, employees or agents shall be construed to be the agent, employee, servant or representative of the other.

9. **TERM; EXTENSION; TERMINATION:**

A. Term and Extension: This Agreement shall be in effect for a period of three school

years commencing on the date of execution by all parties and terminating on June 30, 2028. The parties may agree to mutually extend the Agreement for a period of three additional years in writing on or before June 30, 2028.

B. Termination for Cause: Affiliate shall be considered in material breach of this Agreement and such breach will be considered cause for District to terminate this Agreement, in whole or in part, as further set forth herein, for any of the following reasons: (1) failure to properly and timely perform in accordance with the Agreement; (2) the bankruptcy or insolvency or a general assignment for the benefit of creditors by Affiliate or by any of Affiliate's principals, partners, officers or directors; (3) failure to obey laws, ordinances, regulations or other codes of conduct, or (4) otherwise materially breaching this Agreement. District shall promptly notify Affiliate in writing of the determination and the reason(s) for the termination, together with the effective date of the termination. Payments made to Affiliate or recoveries by District under contracts terminated for cause shall be in accordance with the legal rights and liabilities of the parties under the laws of the State of Florida. Notwithstanding anything herein to the contrary, District may unilaterally terminate this Agreement for refusal by Affiliate to allow public access to all documents, papers, letters or other material subject to the provisions of Chapter 119, Florida Statutes, made or received by Affiliate in conjunction with this Agreement.

C. Termination for Convenience: Upon not less than 30 days advance written notice, District may terminate this Agreement, in whole or in part, for District's convenience and without cause in accordance with this clause.

D. Effect of Illegality: If a legislative body, a court of competent jurisdiction or an administrative agency having authority to regulate any of the parties, holds this Agreement or the obligations to be performed hereunder to be illegal under this Agreement, then the parties agree to engage in good faith negotiations towards amending the Agreement.

10. **MISCELLANEOUS PROVISIONS:**

A. Compliance with Jessica Lunsford Act: Affiliate shall comply with the Jessica Lunsford Act (JLA). Affiliate shall comply with Sections 1012.465, 1012.467, 1012.468, Florida Statutes, and all other applicable Florida laws governing background screening requirements, fingerprinting and criminal history checks. Affiliate and Affiliate's personnel who are permitted access on school grounds when students are present, who have direct contact with students or who have access to or control of school funds shall meet the screening requirements of Section 1012.32, Florida Statutes. Affiliate hereby indemnifies and holds harmless District for any claims made against District related to the failure of Affiliate or Affiliate's personnel to comply with any of the laws referenced in this paragraph or related to Affiliate's obligation to comply with the Jessica Lunsford Act and Florida law governing background screening requirements.

B. Assignment: Neither party may assign any of its rights or obligations hereunder, whether by operation of law or otherwise, without the prior written consent of the other party (not to be unreasonably withheld.) If this matter pertains to a school that becomes a charter school, this Agreement may be cancelled by District upon thirty days written notice and District shall be released of any and all obligations under this Agreement.

C. Entire Agreement: This Agreement constitutes the entire agreement between the parties and supersedes any and all prior agreements, proposals or representations, written or oral, concerning its subject matter. The parties shall not be bound by any terms, conditions, statements, warranties, or representations, written or oral, not contained herein.

D. Amendments; Waivers: No modification or amendment of any provision of this Agreement will be effective unless in writing and signed by both parties. The failure or neglect by any party to enforce any right under this Agreement shall not be deemed to be a waiver of that party's rights. A waiver shall not be effective unless it is in writing and signed by the party who possesses the right to waive enforcement of same.

E. Governing Law: This Agreement will be governed by the laws of the State of Florida, without regard to its conflicts of laws rules. Each party agrees to comply with all applicable laws in the performance of this Agreement. All disputes are to be resolved in Manatee County, Florida by binding Arbitration before the American Arbitration Association or other mutually agreed and similar forum. The costs of such dispute will be borne by the individual party.

F. Relationship of Parties: The parties are independent contractors. This Agreement does not create a partnership, franchise, joint venture, agency or employment relationship between the parties. It is expressly acknowledged that the District does not direct or control the work or services to be performed, or how to perform such work or services under this Agreement.

G. Indemnification: Affiliate shall defend, indemnify and hold harmless District, its officers, employees, and agents, and the School Board of Manatee County, Florida, and its members from any and all liability, losses or damages, including attorneys' fees and costs of defense, which District, its officers, employees, and agents, and the School Board of Manatee County, Florida, and its members may incur as a result of any claim, demand, suit, or cause of action or proceeding of any kind or nature arising out of, relating to, or resulting from the performance of this Agreement by Affiliate, its employees, officers and agents. The parties agree to promptly notify one another of any claims and to cooperate in the defense of all claims towards a goal of settling or otherwise disposing of all claims in a manner that is mutually agreeable to both parties. To the extent permitted by law, each party agrees to be fully responsible for its acts of negligence, or its employees' acts of negligence when acting within the scope of their

employment and agrees to be liable for any damages resulting from said negligence. The indemnification provisions of this Agreement shall survive termination of this Agreement for any claims that may be filed after the termination date of the Agreement provided the claims are based upon actions that occurred during the performance of this Agreement.

H. Confidentiality: The parties agree to maintain confidential records and information pursuant to applicable law, including, but not limited to, the Americans with Disabilities Act, the Family and Medical Leave Act, Family Educational Rights and Privacy Act, the Genetic Information Nondiscrimination Act, the Health Insurance Portability and Accountability Act. Regarding data storage and breaches, Affiliate shall employ commercial best practices for ensuring the security of all District data including, but not limited to, electronic, spoken and paper information accessed, used, created, maintained, disposed of, or otherwise handled in the course of Affiliate's performance of this Agreement. In the event of a breach of security as defined in Section 501.171, Florida Statutes, Affiliate shall notify District immediately, but no later than ten days following a determination of a breach of data security. Additionally, Affiliate shall fully cooperate, at its own expense, with District regarding District's statutory notification requirements. This cooperation includes law enforcement and auditors. Additionally, the parties acknowledge that District as a local governmental entity is subject to the State of Florida's public record laws. Should a request be made for disclosure of confidential records of Affiliate, District shall provide notice to the other party who may then, at its discretion, respond to the request. Should Affiliate not disclose the records or documents, Affiliate will defend and indemnify District for any fees and costs which are incurred or taxed against District because of the non-disclosure. Should Affiliate require confidential student information or personally identifiable information as a "school official," it may enter into a separate data privacy and sharing agreement with District.

I. Sovereign Immunity: Affiliate acknowledges and agrees that District does not waive its immunity and nothing herein, including the naming of District as an additional insured, shall be interpreted or deemed as a waiver of District's rights, including the limitation of waiver of immunity, as set forth in Section 768.28, Florida Statutes, or any other statutes, and District expressly reserves these rights to the full extent allowed by law. All defenses relative to sovereign immunity are expressly reserved by District

J. Contact with Students: Unless otherwise specified, Affiliate will not permit any employee, independent contractor, material men, supplier or anyone involved in any manner with work pursuant to this Agreement on District property. A violation of this provision shall result in immediate termination of the offender and issuance of a trespass notice from District. Affiliate shall be responsible for insuring compliance by all employees, independent contractors and subcontractors or other persons involved in any manner with work pursuant to this Agreement.

K. Standards of Conduct: Affiliate will be held to the same standards of conduct as District employees while conducting business with District. These standards, as defined in

District policies, will apply to Affiliate's employees and employees of Affiliate's subcontractors.

L. Severability: If any one or more of the provisions of this Agreement should be held contrary to law or public policy, or should for any reason whatsoever be held invalid or unenforceable by a court of competent jurisdiction, then such provision or provisions shall be null and void and shall be deemed separate from the remaining provisions of this Agreement, which remaining provisions shall continue in full force and effect, provided that the rights and obligations of the parties contained herein are not materially prejudiced and the intentions of the parties continue to be effective.

M. Force Majeure: The term "Force Majeure" means circumstances beyond the reasonable control of a party, (such as an act of God, a government restriction, a war, an insurrection, a labor dispute, a financial insolvency, an economic hardship, a strife, a failure of suppliers, communications or data systems) which delay or prevent the party from performing under the terms of this Agreement. Affected performance obligations will be suspended during the duration of the Force Majeure. In the event that the Force Majeure persists more than 90 days, the party may elect to terminate this Agreement for convenience upon written notice.

N. Equal Opportunity: Affiliate shall not discriminate on the basis of race, color, ethnicity, sex, national origin, religion, disability, pregnancy, age, ancestry, genetic information, or marital status.

O. Federal Debarment & Suspension Certification: A contract award (see 2 CFR 180.220) must not be made to parties listed on the governmentwide exclusions in the System for Award Management (SAM), in accordance with the OMB guidelines at 2 CFR 180 that implement Executive Orders 12549 (3 CFR Part 1986 Comp., p. 189) and 12689 (3 CFR Part 1989 Comp., p. 235), ''Debarment and Suspension.'' SAM Exclusions contains the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549.

P. Compliance With The Public Records Act: By entering into this Agreement, Affiliate acknowledges that the portion of its books and records related to this Agreement with District may become subject to inspection and copying under the Florida Public Records Act, and that it will in all respects comply with any requirements of that Act. Pursuant to Section 119.0701, Florida Statutes, because Affiliate is performing services on behalf of District, Affiliate shall:

i. Keep and maintain public records required by District to perform pursuant to the Agreement.

ii. Upon request from District's custodian of public records (identified below), provide District with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not

exceed the cost provided in Chapter 119, Florida Statutes, or as otherwise provided by law.

iii. Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the Agreement term and following completion of the Agreement if Affiliate does not transfer the records to District.

iv. Upon completion of this Agreement, transfer, at no cost, to District all public records in possession of Affiliate or keep and maintain public records required by District to perform the service. If Affiliate transfers all public records to District upon completion of this Agreement, Affiliate shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If Affiliate keeps and maintains public records upon completion of this Agreement, Affiliate shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to District, upon request from District's custodian of public records, in a format that is compatible with the information technology systems of District.

IF AFFILIATE HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO AFFILIATE'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS AGREEMENT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS AT: 215 MANATEE AVENUE W., BRADENTON, FLORIDA, 34205 (941) 708-8770, PUBLICRECORDS@MANATEESCHOOLS.NET.

Q. School District Policy: In accordance with District Policy, no contract for providing supplies, equipment or services shall be effective with any individual or business entity in which any board member of District or District's Superintendent has any financial interest. No contract for goods or services may be made with any business entity in which District's Superintendent, any board member of District, or any spouse or child of the foregoing has an employment relationship or a material interest. No District employee may directly or indirectly purchase or recommend for purchase goods or services from any business organization in which his/her spouse or child has a material interest as defined in Chapter 112, Florida Statutes.

R. Compliance with Regulations: Federal, state, county, and local laws, ordinances, rules, and regulations that in any manner affect the items covered herein apply. Lack of knowledge by Affiliate will in no way be a cause for relief from responsibility. Affiliate shall have in their possession and must provide all applicable insurance, permits, licenses, etc., which may be required by federal, state, or county law to furnish services under the scope of this Agreement. Affiliate must not be in violation of any zoning or

other ordinances in the performance of this Agreement.

S. Safety Standards: All equipment must meet the applicable requirements of the Occupational Safety and Health Act (OSHA) and any standards thereunder.

T. Tax Exemptions: When purchasing directly from a supplier, District is exempt from Federal Excise, State Sales and Use Taxes. Tax exemption certificates and numbers will be furnished on request.

U. Possession of Firearms: Possession of firearms will not be tolerated on any District property or setting that is under the control and supervision of District for the purpose of school activities approved and authorized by District. No person who has a firearm in their vehicle may park their vehicle on District property. If any employee or independent contractor of Affiliate, or any of its subcontractors, is found to have brought a firearm on District property, said individual shall be immediately removed from District property by Affiliate and barred from performing further work relative to the Agreement. If a subcontractor fails to terminate said employee or independent contractor, Affiliate shall terminate its agreement with the subcontractor. If Affiliate fails to terminate said employee or independent contractor or fails to terminate the agreement with the subcontractor who fails to terminate said employee or independent contractor, this Agreement may be terminated by District. "Firearm" has the same meaning given in Section 790.001, Florida Statutes.

V. Criminal Acts: Employment and performing work relative to the Agreement by Affiliate, or any of its subcontractors, of any employee, or independent contractor, with any prior convictions of any crimes against children, crimes of violence or crimes of moral turpitude (as defined by Fla. Admin. Code R. 6A-10.083) will not be tolerated. If it is determined that any person with such criminal history is performing work relative to the Agreement, Affiliate agrees to take all steps necessary to remove such person from performing work relative to the Agreement and District property. District shall have the right to terminate this Agreement if Affiliate does not comply with this provision.

W. Possession/Use/Under the Influence of Mind Altering Substances: Possession/use and/or being under the influence of any illegal mind-altering substances, such as, but not limited to alcohol and/or substances delineated in Chapter 893, Florida Statutes, by Affiliate employees or independent contractors or its subcontractors' employees or independent contractors will not be tolerated on District property. If any employee or independent contractor is found to have brought and/or used or is under the influence of any illegal mind-altering substances as described above on District property, said employee or independent contractor shall be removed and barred from performing work relative to the Agreement by Affiliate. If a subcontractor fails to terminate said employee or independent contractor, Affiliate shall terminate its agreement with the subcontractor. If Affiliate fails to terminate said employee or independent contractor or fails to terminate the agreement with the subcontractor who fails to terminate said employee or independent contractor, this Agreement may be terminated by District.

X. Headings: The headings of the various sections and paragraphs in this Agreement are inserted for the convenience of the parties and shall not affect the meaning, construction or interpretation of this Agreement.

Y. Counterparts: This Agreement may be executed in one or more counterparts, each of which will be deemed an original and all of which together will constitute one and the same instrument.

IN WITNESS WHEREOF, STEWART FAMILY ORTHODONTICS, PA and The School District of Manatee County, Florida have duly executed this Agreement.

THE SCHOOL DISTRICT OF MANATEE COUNTY

Date_____ By: _____

Superintendent, School District of Manatee County

Date_____ By: _____

Chair, School Board of Manatee County

Date_____ By: _____

General Counsel

Date 6/3/25 By: _____

(Affiliate Authorized Signature)

Title: Doctor

EXHIBIT A

POST-EXPOSURE PROTOCOLS FOR STUDENT EXPOSURES TO BLOODBORNE PATHOGENS AT AFFILIATE

Student Exposure to Bloodborne Pathogens

In the event a Student is exposed to blood or other potentially infectious materials, Affiliate, business, or governmental entity shall immediately provide the attached ***Notification Letter for Adult Health Occupation Students*** to the exposed Student to sign and date. Affiliate shall immediately call the Adult Health Occupations Administrator at the College and provide a signed copy of the attached ***Notification Letter for Adult Health Occupation Student*** to them and retain a copy for their records. Affiliate shall immediately advise the exposed Student to go to their family physician, urgent care facility or hospital emergency room to seek immediate evaluation and treatment. Affiliate shall attempt to obtain consent from the source individual to have their blood tested to determine HBV, HCV and HIV infectivity and provide that information to the Student through their designated licensed healthcare professional. Affiliate shall comply with all federal, state and local regulations related to maintaining medical confidentiality and protection of personal health information. The School District of Manatee County, Florida, and Affiliate are not responsible for the payment of costs related to a Student's post-exposure evaluation, prophylaxis, counseling or treatment. The Student is responsible for the payment of all costs related to exposure evaluation and treatment.

School District of Manatee County

P.O. Box 9069
Bradenton, Florida 34206-9069

Kevin Chapman
INTERIM SUPERINTENDENT
** * **
215 MANATEE AVENUE WEST
BRADENTON, FL 34205
TELEPHONE (941)708-8770
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SCHOOL BOARD
*Chad Choate III, CHAIR**
Cindy Spray, Vice Chair
Heather Felton
Charlie Kennedy
Richard Tatem

Notification Letter for Adult Health Occupation Student

Date: _____

Instructor: _____ Class: _____

Dear Student:

You, _____, were involved in an incident where you may have been exposed to blood and/or other potentially infectious materials on _____.
(Date)

You must consult with your family physician, urgent-care facility or hospital emergency room for further evaluation and follow-up.

This is a very important health matter and your prompt attention is necessary to avoid any possibility of complications in the future.

Please complete the Adult Health Occupation Student section below. The business entity shall provide a copy of the signed letter to you and a copy to your instructor.

Please call your instructor if you have any questions.

_____
Signature

_____
Health Care Facility

TO BE COMPLETED BY THE ADULT HEALTH OCCUPATION STUDENT

I, _____, acknowledge receipt of this letter.

_____ _____
Adult Health Occupation Student's Signature Date Signed

Rev. 07/19/23

Vendor Affidavit Regarding the Use of Coercion for Labor and Services

Vendor Name: Stewart Family Orthodontics, PA

Address: 4315 Solutions Lane Bradenton, FL 34211

Phone Number: 941-746-2463

Authorized Representative's Name: Dr. Daniel Stewart

Authorized Representative's Title: Dentist

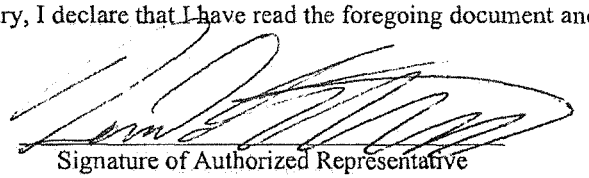
Email Address: info@stewartfamilyorthodontics.com

Section 787.06(13), Florida Statutes requires all nongovernmental entities (such as Vendor) executing, renewing, or extending a contract with a governmental entity (such as the School Board of Manatee County, Florida) to provide an affidavit signed by an officer or representative of Vendor under penalty of perjury that Vendor does not use coercion for labor or services as defined in that statute.

As the person authorized to sign on behalf of Vendor, I certify that the company identified above does not:

- Use or threaten to use physical force against any person;
- Restrain, isolate, or confine or threaten to restrain, isolate, or confine any person without lawful authority and against her or his will;
- Use lending or other credit methods to establish a debt by any person when labor or services are pledged as a security for the debt, if the value of the labor or services as reasonably assessed is not applied toward the liquidation of the debt, the length and nature of the labor or services are not respectively limited and defined;
- Destroy, conceal, remove, confiscate, withhold, or possess any actual or purported passport, visa, or other immigration document, or any other actual or purported government identification document, of any person;
- Cause or threaten to cause financial harm to any person;
- Entice or lure any person by fraud or deceit; or
- Provide a controlled substance as outlined in Schedule I or Schedule II of s. 893.03 to any person for the purpose of exploitation of that person.

Under penalties of perjury, I declare that I have read the foregoing document and that the facts stated in it are true.



Signature of Authorized Representative

AGENDA ITEM NO. 9.4

School Board of Manatee County
July 22, 2025 - 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 2025-2026 School Year in the Amount of $537,120 (Incoming Federal Grant Funds)

Executive Summary
The purpose of the Secondary grant funded by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) is to develop more fully the academic and technical skills of secondary students who elect to enroll in career and technical education (CTE) programs. This is an entitlement grant. Under the existing federal authorization, the School District of Manatee County is allocated an estimated $537,120 (allocation is contingent on Florida's 2025 federal award). The secondary grant will support secondary CTE programs.

A copy of the grant is attached for review. If the grant is not approved by the School Board, the application will be withdrawn.

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

Ready 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 2025-2026 school year in the amount of $537,120 (Incoming Federal Grant Funds).

Financial Impact
There will be no cost to General Fund. All activities under this grant are funded by federal Perkins V dollars at no material expense to the district. This grant will bring the district an estimated $537,120 for the period July 1, 2025, to June 30, 2026.

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

Attachments:
Perkins V Secondary Application 2025-2026, Board Date 07.22.2025

FLORIDA DEPARTMENT OF EDUCATION

Request for Application (RFA Entitlement)

Perkins V – Secondary

Bureau/Office

Division of Career and Adult Education

TAPS Number

26B004

Program Name

Strengthening Career and Technical Education for the 21st Century Act, (Perkins V) **Career and Technical Education Secondary Programs, Section 131**

A. Please Respond to the Following Questions:

Question	Response
i. Describe the process your agency will use to conduct the required biennial CLNA during the 2025-2026 program year. The results from this CLNA will guide the updates for your agency's Perkins V high priorities that will be implemented in the 2026-2027 and 2027-2028 program years. ii. Describe the process your agency will implement to engage and consult with stakeholders to conduct the required biennial 2025-2026 CLNA, and identify any new stakeholders not previously involved in the process and how they are providing input into the CLNA development in accordance with section 134(e). iii. Describe what fiscal resources will be needed to effectively conduct the biennial 2025-2026 update to the CLNA. Possible resources needed may include, but are not limited to, outside consultants, additional staff, travel expenditures, and funds needed to conduct meetings.	i.The School District of Manatee (SDMC) including Manatee Technical College (MTC) meets with our counterparts at State College of Florida (SCF), Sarasota County Schools and various business and education partners. We conduct surveys, and in person meetings with stakeholders to ascertain the needs of the communities we serve. We continue to collaborate as the need arises, and some members meet on a bi-monthly basis to discuss areas of opportunity. Individually, each institution collects data to support program needs and identify gaps in service or coverage. We use previous years' Perkins' indicators to show areas of need/focus. We use our local student information system to pull data related to program completion, industry certification, GPA, and demographics to assist in identification of gaps or challenges. We further use the Local Targeted Occupations List, Regional Targeted Occupations List, and Career Source Suncoast Projections to determine if a program is expected to be high wage, high skill or in demand. We conduct a survey with instructors, students, parents and the business community to determine our progress and areas of need. Additionally,

	all 25-26 advisory council meetings will have a CLNA agenda item. Our high priority items are funding for: Teacher release time, subs, Career & Technical Student Organizations (CTSOs). Support for Advisory Councils and professional partnerships. Support for students and teachers participating in activities related to CTSOs. Support for classroom supplies, repairs, and equipment. Support for the Career Pathways Coordinator to work with staff and students at MTC, SCF and the School District of Manatee. Support for the Work-based Learning Teacher on Assignment. Non-Contracted Hourly pay for teachers to support their CTSOs and to receive professional development. Support for teacher prep and professional development. Support for non-CTE personnel to attend CTE-related events. ii.Support for economically disadvantaged students. Engagement for 25-26 will be similar to previous years with the addition of new Advisory Councils. The members of these boards will have the opportunity to weigh in on needs and community trends. iii.There is no additional need for funding the CLNA at this time

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-42% High School-58% Stakeholders feel they have adequate instructional materials, equipment, and	All

		technology to adequately prepare students for employment and/or further education. 81% reported in the affirmative. 18% disagreed, state of the art equipment (mostly computers) and old technology tools were listed as negatives. Stakeholder is provided adequate professional development regarding skills of the industry. 95% agreed with only 5% disagreeing and asking for additional training. Stakeholder is provided adequate professional development to maintain relevant teaching strategies. 95% agreed with 5% feeling like they did not have access to sufficient professional development. Stakeholder has adequate access to provide worked based learning opportunities for their students. 79% felt they had adequate access to work-based learning opportunities; 13% said it was not applicable to their program and only 8% indicated they did not feel they had ample opportunity for work-based learning.	
(ii) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators	Local post-secondary partners that serve on secondary advisory boards. Post-secondary administrators, career counselors, program area managers, and instructors	They were surveyed and they gave input at their advisory board meetings. ACT department met with post-secondary staff on a regular basis to discuss	All

		needs, concerns, and future plans.	
(iii) representatives of the State board or local workforce development boards and a range of local or regional businesses or industries	Advisory board members, chamber of commerce, professional boards, and workforce agencies	They were asked to give their input in the form of surveys. These surveys measured their participation, satisfaction, needs, and perceptions related to CTE programs, support, activities, CTSOs and students. There were also open-ended questions related to improvement. The results follow: 60% of respondents have hired graduates from our local educational institutions. 61% of respondents feel our graduates meet their entry level requirements. When asked what credentials they would like to see in future employees, they responded as follows: A variety of credentials were mentioned, many of which we do offer. Most suggested soft skills were lacking in entry level applicants.	All
(iv) parents and students	Over 3300 students and parents were surveyed. Some also serve on advisory councils	They were asked to give their input in the form of surveys. These surveys measured their participation, satisfaction, needs, and perceptions related to CTE programs, support, activities, CTSOs and students. There were also open-ended questions related to improvement. Parents who responded reported their students current grade level: 24% were middle school and 76% were high school.	All

		The students who self-reported were 26% middle schoolers and 74% were high schoolers. Parents reported 60% of those students were enrolled in a CTE course currently. 72% of the responders were aware and in favor of industry certifications. 65% were aware of CTSO opportunities, 92% rated their students experience as Excellent or Good. Students responded that 37% were involved in a Career & Technical Student Organization. When asked about dual enrollment at a post-secondary school, 81% of parents knew of that opportunity. Up from 58% two years ago. Most student responders were aware of career options (74%) but only 18% had visited a college or local business on a field trip. 41% of students reported they had guest speakers come to their classroom and 17% had workplace learning experience 84% of student responders felt they had access to a good selection of CTE electives.	

		62% of students have decided on a career and named the career area.	
(v) representatives of special populations	Over 3100 students, many of whom represent special populations	They were asked to give their input in the form of surveys. These surveys measured their participation, satisfaction, needs, and perceptions related to CTE programs, support, activities, CTSOs and students. There were also open-ended questions for improvement. See results above	

[A] Stakeholder Category Required by Perkins V Law	[B] List the individuals, organizations, associations and other groups consulted locally for this category of stakeholder.	[C] Describe the process and methods (meetings, surveys, focus groups, etc.) used for stakeholder consultation for this category of stakeholder.	[D] List the CLNA component(s) for which this category of stakeholder was consulted.
(vi) representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 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**

i. **Populate the CLNA Program Summary Worksheet in the Secondary CLNA and Budget Excel Workbook with the required SSQ information.** *Report both middle grades and secondary.*
ii. Complete the following narrative summaries.

Middle Grades Narrative Summary for SSQ

		RESPONSE
(a) SIZE: Intentionally Designed Pathways	Explain how your middle school CTE programs are selected and how they link to high school and postsecondary CTE programs.	There has been a historical practice of continuing programs because the teacher is certified in it. However, we have encouraged our schools to consult with the ACT department when making decisions related to replacement of a program or teacher. To that end all new programs must be approved through our office before they are implemented. This allows us (the experts) to ensure that there is proper alignment to high school programs.
(b) SCOPE: Engaging Instruction	Describe how your district's middle grades exploratory courses provide instruction that integrates academic, technical, and employability skills.	Our middle grade courses follow the FLDOE curriculum frameworks thereby ensuring that students receive academic, technical and employability skills. We further encourage teachers to plan together when possible and participate in the CTSO to further integrate academic, technical and employability skills

(c) QUALITY: Appropriate Instructional Supports	Describe how your district's middle grades exploratory courses provide instruction that incorporates relevant equipment, technology, and materials to support learning.	We are fortunate to have multiple resources for funding CTE and utilize Perkins and those resources to ensure that students are using relevant equipment, technology and materials. Over the last 5 years, the SDMC has dedicated more than $7 million to upgrade equipment in our CTE programs
(d) QUALITY: Prepared and Effective Teachers	Describe how your district's middle grades exploratory courses provide CTE instructors support to maintain up-to-date skills and knowledge necessary to support learning.	Most of the Perkins funding is used to support professional development for teachers in pedagogy, industry certifications, conference attendance, and CTSO support. We further pay non-contracted hourly (NCH) pay for many of the professional learning opportunities and offer teachers the opportunity to learn from each other through our Programs In Practices.
(e) QUALITY: Access and Equity	Describe how your district's middle grades exploratory courses implement measures to eliminate barriers and create opportunities for all students to succeed in CTE.	Our students are free to choose any CTE course as an elective. There is no application process and schools work very hard to give students their first choice in electives. Should a student struggle in a CTE class, they are encouraged to request help from the teacher and many schools offer peer assistance.

9-12 Career Preparatory/Technology Education Programs Narrative Summary for SSQ

		RESPONSE
(f) SCOPE: Business and Industry Engagement and Workforce Alignment	Describe how your district's CTE programs strategically engage business and industry to ensure the program meets workforce demand as substantiated by the CLNA Labor Market Alignment.	Most of our programs have advisory councils that consist of parents, students, business and industry partners as well as instructors at the secondary and post-secondary levels. Additionally, CTE staff sit on multiple boards and committees (Sar-Mana Manufacturing Assoc, Gulf Coast Builders Exchange, Manatee Chamber of Commerce, Future Workforce Committee, Reach Manatee, Jr. Leadership Manatee etc.) to ensure a robust connection to business and industry.
(g) QUALITY: Engaging Instruction	Describe how your district's CTE programs provide instruction that integrates academic, technical and employability skills and how those programs support the integration of academic skills into your CTE programs.	Our CTE courses follow the FLDOE curriculum frameworks thereby ensuring that students receive academic, technical and employability skills. We further encourage teachers to plan together when possible and participate in the CTSO to further integrate academic, technical and employability skills.

		Many of our high schools also offer academies that are supported by the district office through participation and NCH.
(h) QUALITY: Appropriate Instructional Supports	Describe how your CTE programs provide instruction that incorporates relevant equipment, technology, and materials to support learning.	We are fortunate to have multiple resources for funding CTE and utilize Perkins and those resources to ensure that students are using relevant equipment, technology and materials. Over the last 5 years, the SDMC has dedicated more than $7 million to upgrade equipment in our programs
(i) QUALITY: Prepared and Effective Faculty and Staff	Describe how your CTE programs provide CTE instructors support to maintain up to date skills and knowledge necessary to support learning.	Most of the Perkins funding is used to support professional development for teachers in teaching, industry certifications, conference attendance, and CTSO support. We further pay non-contracted hourly (NCH) pay for many of the professional learning opportunities.

iii. **List High-Priority SSQ Needs:** As a result of your CLNA review, provide a **numbered list** of the high-priority need(s) that will be addressed in the 2025–2026 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 2025–2026 program year.
Add additional rows as necessary.

Reference Number	Need (Use for Planning and Budgeting)
1	**Continued support for new and existing teachers for release time, subs, CTSOs and professional development**
2	**Continued support for work with Advisory councils and professional partnerships**
3	**Continued support for teachers & students in our CTSOs**
4	**Continued support for classroom supplies**

D. Labor Market Alignment (LMA)

i. **Populate the CLNA Program Summary Worksheet in the Secondary CLNA and Budget Excel Workbook with the required LMA information.**

As a result of your CLNA review of labor market alignment, indicate if your district has identified programs that will be phased out and/or programs that you are considering for program development in the program year 2025–2026. If your district has identified these programs, please complete the appropriate table.

ii. **Programs to be Phased Out (if applicable)**

Program Number	Program Name	# of 2023–2024 Enrolled Students	# of Schools at which this program is offered
NA			

Add additional rows, as needed

iii. **Programs Considered for Development (if applicable)**

Program Number	Program Name	Documentation of Local Need
9401010	Artificial Intelligence (AI) Foundations	N/A non-career prep

E. Development and Implementation of CTE Programs and Programs of Study (POS)

i.

		RESPONSE
a.	**Alignment**: Which of your district's locally offered programs would benefit from additional postsecondary program, course, and/or curriculum alignment?	Agriculture, Building Construction Trades (Apprenticeship). We are currently working with Career Source Suncoast to develop a high school pre-apprenticeship program that will align to existing Apprenticeship offerings
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 exploring the opportunity to offer career dual enrollment at the high school site. Staffing is difficult when the need may only be for a part-time teacher.
c.	**Coordination**: Which program areas are un- or underrepresented on your advisory council(s)?	Since most of our programs have advisory councils, they are adequately represented
d.	**Percent Enrollment**: Per Florida's Perkins V State Plan, all secondary eligible recipients are to have 75% enrollment in fully compliant Programs of Study in 2024–2025. Estimate your percent enrollment in programs of study (columns E and R of the CLNA Excel can help) and determine how many additional programs of study will need to be launched in 2025–2026 to meet the 75% enrollment in programs of study goal.	Approximately 87% of our students are enrolled in fully compliant Programs of Study. The outliers are deficient in Advisory Council Participation. Every program has a pathway that includes post-secondary articulation.

ii. **List High-Priority CTE Programs and Programs of Study Needs:** As a result of your CLNA review, provide a **numbered list** of the high-priority need(s) that will be addressed in the 2025–2026 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 2025–2026 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	**Continued support for teachers & staff to attend advisory council and articulation meetings**
2	**Continued support for Career Pathways Coordinator position to work with MTC, SCF, and other post-secondary institutions**
3	
4	

Add additional rows, as needed

F. Recruitment, Retention, and Training of Teachers, Faculty and All Other Professionals

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,	Each year the ACT department evaluates our current situation as it relates to recruitment, retention, and training of staff.

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.	That evaluation has led to the addition of our work-based learning staff member assists with helping teachers and students navigate the world of work-based learning. We are ALWAYS looking for ways to draw in new CTE teachers, retain the ones we have and give them the training to move forward. This person also has some responsibility for assisting new CTSO advisors and chapters in navigating the process of participation in a CTSO (affiliation, travel, competition). They also have responsibility with new teacher mentorship and student work-based learning opportunities.
b. Provide an overview of your district's process and method for evaluating whether the agency has underrepresented individuals in the professions.	Each year the ACT department evaluates our current situation as it relates to recruitment, retention, and training of staff, and while important to recognize where there is underrepresentation, it is secondary to JUST FINDING a teacher that is qualified. We work closely with industry partners, parents, academic teachers, and state colleagues to identify teachers that are interested in the CTE field and bring them to Manatee County or if already in the county into the ACT fold.
c. Provide a summary description of what the evaluations (existing efforts on recruitment, retention, and training; underrepresented individuals) revealed and any changes that will be made to address areas of concern that surfaced from conducting this needs assessment.	To this end we have identified some areas of training that we are working to implement around the new CTE teacher experience. This "New Teacher Boot Camp" will assist them with navigating the parts of being a CTE teacher that may be different from a traditional academic teacher. Additionally, we have been offering Reading instruction to help those teachers that come to us from business and industry and don't have ANY classroom experience. We also encourage participation in the PD offered by the Florida Association of Career & Technical Education.

ii. **List High-Priority CTE Faculty & Staff Needs:** As a result of your CLNA review of recruitment, retention, and training of teachers, faculty and all other CTE professionals and any additional findings resulting from implementation during the past program year, provide a list of the high-priority need(s) that will be addressed in the 2025–2026 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 2025–2026 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	**Continued support for Work-Based Learning teacher on assignment**
2	**Continued support for release time for teachers to collaborate and be mentored**
3	**Continued support for Non-contracted hourly pay for teachers to be trained**
4	**Continued support for Career Pathways Coordinator**

Add additional rows, as needed

G. Evaluation of Performance on Perkins Accountability Measures

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 in 2S1-Reading Language Arts we have seen a downward trend in scores in the district and state. In 2021-22 in 4S1-Non-Trad Programs Concentrator we had an anomaly due to a change in what was counted as Non-Trad.
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 2S2-Down 2S3-Up 3S1-Down/Up 4S1-Up 5S1-Up
d. **Root Causes**: Based on root cause analysis, list factors that likely contributed to the identified underperformance, gaps, and trends.	Both 2S1 and 2S2 are down, but Reading/LA are below 90%. Both of these academic areas are of concern statewide and it seems that students are having difficulty in this area due to a number of reasons, which may include, lack of attention and the reliance on social media for most of the reading practice. We have implemented extensive training with our CTE teachers to combat this downward trend. This includes Lesson Planning, Reading in the Content area, and assistance with understanding the Curriculum Frameworks. This PD is delivered by SDMC and CTE staff including the WBL teacher on assignment.

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 2025–2026 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 2025–2026 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	**Support for industry certification testing, prep, and professional development**
2	**Support for student and teacher participation in CTSOs including State and National Competition**
3	**Support for identified career pathways and expansion of new ones**
4	**Support for work-based learning and the expansion of new options**

Add additional rows, as needed

H. Progress Toward Implementation of Equal Access to High-Quality Career and Technical Education Courses and Programs of Study for All Students

i. **Complete the following narrative summary.**

Equal Access:

	RESPONSE
a. Evaluate the local implementation of strategies and policies to provide the resources, social services, and academic support that certain students need to succeed in school.	The ACT department works closely with our ESE, ESOL, School Counselors, and project HEART (homeless) to meet the needs of students when they arise. Most often this will present as support for students who can't afford to travel to a CTSO event. When the needs are presented to us, we will meet those needs when possible.
b. Evaluate the local implementation of strategies to overcome barriers, both intentional and unintentional, that result in lower rates of access to, participation in or performance gaps in, the courses and programs for special populations.	Our largest barrier to access continues to be the requirement for reading and math remediation. Often students who need remediation will only have one opportunity to take an elective in their schedule each year. We work to make sure that they choose CTE programs whenever possible. There is still the occasional administrator or school counselor that does not really understand CTE. When identified, ACT staff works to help them understand the importance of CTE, program sequencing, and program completion.
c. Evaluate the local implementation of programs that are designed to enable special populations to meet the local levels of performance.	The ACT department works closely with our ESE, ESOL, School Counselors, and project HEART (homeless) to meet the needs of students when they arise. Most often this will present as support for students who can't afford to travel to a CTSO event. When the needs are presented to us, we will meet those needs when possible.
d. Evaluate the local implementation of activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.	All CTE programs are open to all students and reflect the standards of the business or industry they represent. We have worked very hard to provide all necessary supplies and equipment that are needed in the CTE classroom to support that goal. We will continue to provide robust experiences and exposure to all students so that they have a vision of what the future holds for them.

ii. **List High-Priority Equity and Access Needs:** As a result of your CLNA review of the implementation of equal access to high-quality career and technical education courses and programs of study for all students, provide a numbered list of the high-priority need(s) that will be addressed in the current program year.

Note: List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to track budget expenditures to these needs in the 2025–2026 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	**Support for non CTE personnel to attend CTE related events**
2	**Support for students to visit post-secondary institutions and local business and industry partners.**
3	**Support for economically disadvantaged students**
4	

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 2025–2026 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 2025–2026

A. Perkins-Fundable Programs

See Excel Document

B. 2025–2026 Programs of Study

Complete the Programs of Study column in the CLNA Program Summary Worksheet in the Secondary CLNA and Budget Excel Workbook and identify all compliant programs of study.

C. Template for the Submission of the 2025–2026 Primary Secondary Program of Study

	Program Name:	Program Code and/or CIP	Participating Schools and Institutions	Accelerated Credit Opportunity(ies)
Secondary	***Middle School:*** Applied Engineering	8401100 high school program	Manatee County Schools: 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
Pos tse	***Registered Apprenticeship:*** N/A	N/A		

	Technical College/Center:	Industrial Technology I100200, Machining Technologies I200100, Electrical and Instrumentation Technology 1 I110100	Manatee Technical College	Completion of one of these career certificate programs can earn students 3-9 credit hours at State College of Florida (courses: ETI1701, ETM1010C, EET1084, Applicable credits would be applied to an Engineering Technology Support Specialist and/or an AS Degree in Engineering Technology
	FCS Institution: AS Degree or Certificate Programs in Engineering Programs Electronics CCC 0615030310, Engineering Technology Support CCC 0615000007 Or Engineering Technology 0615000001	Electronics CCC 0615030310, Engineering Technology Support CCC 0615000007 Or Engineering Technology 0615000001	State College of Florida, Manatee-Sarasota	Statewide articulation for related CAPE industry certification may apply
	University: BS degree in Engineering Programs including Civil, Mechanical, Electrical and Environmental	CIP codes	Florida University System	Statewide articulation for related CAPE industry certification may apply

D. List of Advisory Council Members Overseeing the Primary Program of Study

Complete the Program of Study Advisory Council Member List Table Below.

Secondary Program of Study Advisory Council Member List		
Name	**Organization**	**Representation Category** (Secondary, Postsecondary, Business and Industry, Other)
Loraine Vicker	Custom Home Builder	Business
Don Newman	Electrical Engineer	Business
Tony Tillet	Civil Engineer w/George F Young	Business
Jaxson Bunes	Ingersol Rand	Business
Jason Merritt	PHS	Secondary
Shelley Merritt	PHS	Secondary
Brian Kendzior	PHS	Secondary
Erin Navaro	SDMC	Post-Secondary
Stan Schultes	Spark Growth	Business
Mike Conte	Home Inspector	Business

E. Dissemination of Information on CTE Secondary Programs and Programs of Study

	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 2025–2026 program year.	Students are made aware of CTE course offerings and programs of study through various methods like ACT department produced publications, Schoology, school district and teacher websites, school publications like newsletters, websites, and curriculum guides, as well as informational Back to School Nights, and SAC meetings. The CTE department works closely with Title 1, Title 3, and the Migrant departments to ensure parents and students have knowledge of our programs. Additionally, school career advisors visit feeder schools with guidance staff to ensure balanced dissemination of information and work on their own campuses to ensure that all students are aware of CTE programs at the secondary and post-secondary level. Each year the ACT staff visits district guidance meetings to further the CTE message and to answer programmatic and pathway related questions. CTE staff are an integral part of the Student Progression Committee to ensure that all compliance related issues are intentionally covered in the student progression plan and that ALL CTE students are given the best opportunity to participate in their selected CTE courses.

Section 3. Career Exploration and Guidance

A. Collaboration related to Career Exploration and Guidance with Local Workforce Development Boards

	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 Director of Manatee Technical college currently sits on the board of the local workforce development board (Career Source Suncoast). A member of the school district staff is present at nearly every meeting, program and offering of Career Source. Additionally, district staff participate in the planning and implementation of several Career Source employment events related to secondary students. The district will also support these activities with substitutes for teacher participation and transportation of students to these events. There is opportunity for a clear CTE pathway and articulation between secondary students, Manatee Technical College, State College of Florida, and the six surrounding counties through local articulation agreements, as well as statewide agreements.

		Articulation meetings between stakeholders are held biennially to review, edit, or create new local articulation agreements. Curriculum and certifications are assessed and compared between the institutions. The Career Pathways Coordinator works with both secondary and post-secondary institutions and facilitates, edits or reviews as needed during the interim. Copies of agreements are posted online and kept in each stakeholder's facilities. To a lesser extent, in number, partners from programs' business partners, advisory board members, the Chamber, and Workforce Board. Curriculum sequence is based on FLDOE curriculum frameworks.
ii.	Describe how your agency will collaborate with local workforce development agencies (e.g., CareerSource) to offer career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations.	While publications provide a great resource, the best way to get this information into the hands of the students is through their teachers and career advisors. To that end, we support the professional development of teachers and career advisors along with the release time for CTSO involvement that fosters those relationships with business and industry. Additionally, we provide for field trips to events that expose students to those high-skill, high-wage, or in-demand career fields. We also encourage direct contact with employers through visits to their business.
iii.	Describe how your agency will collaborate with local workforce development agencies (e.g., CareerSource) to offer an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program.	The Adult Career and Technical (ACT) department currently oversees seven career advisors, one in each of our seven high schools. These advisors work daily to inform and educate the students, staff and parents on the current workforce trends and availability of high wage, high-skill, in-demand careers. They serve on local committees and boards of these organizations to foster an open line of communication and engagement with the local workforce community. Perkins funds will be used to support career advisors, teachers, and school counselors by providing professional development and by offering support for student field trips to local businesses, technical programs, and workforce-focused events. These could be in the form of class or organization field trips and support for CTSOs. Local Career Source representatives work closely with district staff to ensure that college & career advisors are up to date with the most relevant information related to career advisement.

Section 4. Continuous Academic Improvement and Academic Integration

A. Promote and Support the Continuous Academic Improvement and Integration

		Response
i.	Describe how your agency will promote continuous improvement in academic achievement of students in career and technical education programs through rigorous standards for the academic and technical skill components of the program.	Collaboration between core academic teachers and CTE teachers, as well as input and experiential learning opportunities with experts in the field will be utilized to promote rigorous standards for academic and technical skill components of CTE programs. The Executive Director and Assistant Director visit and review classroom instruction to ensure and facilitate academic rigor and technical skill components are present. They also provide guidance and instruction for teachers in incorporating the standards. Staff and Administration engage in continuous program improvement through regular analysis of academic and industry certification data to determine areas of concern and to determine gaps in student performance. Students are further encouraged to participate in the industry certification process throughout their high school careers. Instructors are supported with content specific professional learning to enhance their understanding and give students relevant content.
ii.	Describe how your agency will support the integration of academic skills into your CTE secondary programs in the 2025–2026 program year.	The ACT department promotes continuous improvement and integration of academic skills by offering opportunities for teachers to grow professionally that will include: Programs in practice—release time opportunities to observe local and state model programs in their prescribed curricular area. No Techer Left Behind—Summer and school year PD that focuses on attainment of technical skill, integration of academics into CTE and continuous improvement in reading. Professional Development and Conference attendance—Opportunities for teachers (especially new or new to field) to attend integration and content specific professional development that meets the needs of their classrooms. Support for CTSOs—the ACT department supports students who participate in and teachers who sponsor/chaperone their related CTSO by proving subs, transportation, travel expenses and opportunities for professional development. CTE teachers work regularly with their academic counterparts to determine common language, and places where academic skills can be reinforced in the CTE

	classrooms. CTE Teachers are also encouraged to plan with their academic peers to promote true integration of academic skills into the CTE classroom. Several of our high schools offer Career Academies where integration of academic skills is a part of the National Career Academy Coalition certification process.

Section 5. Equity and Access for Special Populations

A. Activities Related to Equity and Access for Special Populations as Defined in the Perkins V Act.

Describe how your agency will:

	Response
i. Describe how your agency will provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency.	The School District of Manatee continues to work closely with school and ESE personnel to offer accommodations, modifications and support to students in special populations. Additionally, we will provide for field trips, college & career fairs, leadership events, OJT and internships where appropriate to recruit and retain special populations into high-skill, high-wage, and in-demand industries in our area. During the 2024-2025 school year we will continue to support CTE options for our alternative school (Horizons). We will focus on high demand job opportunities that will accommodate the unique circumstances of the students who are served by this school. Currently we support Horizons by offering course work in Culinary Arts. All special populations are integrated into our existing CTE programs and are given access to all aspects of all programs including the opportunity to take industry certifications, participate in CTSOs, field trips and work-based learning activities.
ii. Describe how your agency will prepare CTE secondary participants for non-traditional fields.	The School District of Manatee will provide for field trips, college & career fairs, leadership events, OJT, and internships where appropriate to recruit and retain students into non-traditional fields. Additionally, on all publications we will include students who represent our population and depict those non-traditional fields in a positive light. We also employ teachers from special populations and in non-

		traditional fields and will continue to recruit these employees.
iii.	Describe how your agency will provide equal access for special populations to career and technical education courses, programs, and programs of study.	All secondary CTE programs are available to all students in Manatee County. Students are free to choose courses at will and have access to all CTE courses at their school. The only constraints on course choice are based around the need for the student to participate in remediation and the availability of courses based on their schedule. There is no application process or minimum GPA requirement to gain entry to a program. Additionally, students may apply for school choice (based on availability) if a program is not available at their districted school. During our CLNA process, we consulted with local stakeholders and found that they feel that students have equal access to programmatic offerings but are often hindered from taking CTE programs because of the district's remedial course expectations for students who score a 1 or 2 on the state testing. CTE staff will continue to participate in the district's student progression plan committee to address this issue. We will continue to work closely with our Title 1 and Migrant counterparts to ensure that any barriers are addressed in a timely manner.
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 2025–2026 program year.	The School District of Manatee County does not discriminate on the basis of race, color, national origin, gender, age, disability, marital status or genetic information in its educational programs, services or activities, or in it hiring or employment practices. The district also provides equal access to its facilities to the Boy Scouts and other patriotic youth groups, as required by the Boy Scout of American Equal Access Act. Any employee, student, applicant for admissions, applicant for employment, volunteer, vendor, or member of the public who believes he/she has been discriminated against or has been harassed by an employee, student, or other third part who is subject to control of the School Board on account of race, color, national origin, gender, age, disability, marital status, genetic information or any other basis prohibited by law, is encourage to use the appropriate grievance procedures set forth in School Board Policy 2260 Non-Discrimination and Access to Equal Educational Opportunity and 2260.01 Section 504/ADA Prohibition Against Discrimination Based on Disability.

Section 6. Opportunities for Work-Based Learning

A. Activities Related to Work-Based Learning Opportunities.

		Response
i.	Describe how your agency will provide work-based learning opportunities to students participating in your CTE secondary programs and the types of opportunities that will be available.	We will continue to offer OJT programs that support existing CTE programs and expand those programs as CTE offerings increase. Additionally, DCT programs will be available where programmatic OJT does not exist and in addition to some programmatic OJT programs. OJT will also be offered at our alternative high school (Horizons Academy) when appropriate to service students who are behind in credits and have other challenges that can't be addressed in a regular school setting. We are currently engaged with Career Source Suncoast in planning Building Trades & Construction pre-apprenticeship for the two high school programs. We will work with Career Source and local business and industry leaders to offer work-based learning opportunities like OJT and internships designed to lead to future employment. We have added Work-based Learning Teacher on Assignment to assist schools in creating or improving their work-based learning opportunities to include OJT, Internships, Apprenticeships and Teacher/Student Externships. This will allow for more dedicated interaction with local business/industry partners to create opportunities for students in our community.
ii.	Describe how your agency will work with representatives from local businesses/industry to develop and/or expand work-based learning opportunities for CTE secondary students in the 2025–2026 program year.	In addition to the strategies listed above, we will continue to work with our business partners to strengthen the bond between our local workforce community and our secondary programs. One example of that partnership is the Sarasota Manatee Manufacturing Association's Workforce Development Committee. This committee exists for the sole purpose of connecting the local manufacturing community with its future workforce (the schools).

Section 7. Opportunities for Postsecondary Credit for Secondary Students

A. Activities Related to Postsecondary Education

	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	We offer high school students the opportunity to enroll in both MTC and SCF for the purpose of dual enrollment as early as 16 years old. MTC

or early college high school in the 2025–2026 program year.	opportunities are offered during the school day and in the evening and SCF opportunities are offered as a part of our dual enrollment agreement. MTC has increased its offering to 25 programs to high school students through the career dual enrollment process. Students also earn postsecondary credit through industry certification and articulation of high school program completion to postsecondary institutions in our immediate service area and in the Tampa Bay region through the Tampa Bay Regional Articulation Agreements.

Section 8. Support for CTE personnel

A. Activities Related to Support for CTE Personnel

Eligible recipients must respond to the narrative questions in Part 8-A.

		Response
i.	Describe how your agency will coordinate with institutions of higher education to support the recruitment, preparation, retention, and training — including professional development — of teachers, faculty, administrators, school counselors and other guidance personnel (career advisors), specialized instructional support personnel and paraprofessionals, particularly those taking alternative routes to certifications.	Manatee offers robust alternative certification opportunities that include a para to teacher pathway, alternative teacher certification for those wishing to obtain a state teaching certificate (partnership with SCF) and a local certification option for teachers who have business and industry experience. We have a well-defined partnership with the University of Florida—College of Agriculture and Life Sciences to offer pre-service teachers internship opportunities and often translate to future employment. We will continue to work with our post-secondary partners to increase CTE offerings at that level and will continue to work closely with the Florida Association for Career and Technical Education to utilize their course offerings for our locally certified teachers at no cost to them.
ii.	Describe how you will identify and support those underrepresented in the teaching profession.	By offering a robust system of support to new, transitioning, and veteran teachers-we are removing barriers for ALL groups. Support for teachers includes non-contracted hourly compensation while at the CTSO official events, paid curriculum writing opportunities, summer training, targeted industry training, peer mentoring and district office support.

Section 9. Performance of Special Populations and Subgroups

A. Activities Related to Performance of Special Populations and Subgroups

	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 2025–2026 program year.	The first step in addressing the disparities or gaps is to identify them. We have added additional data elements in our student information system, and we will track the trends in performance of identified individuals. Once identified, students can be offered additional services based on their special subpopulation. These services could include additional counseling and special accommodations based on their situation. We will work closely with our ESE counterparts to support their efforts in establishing robust IEPs and 504s for students who require that support. CTE also connects with these subpopulations through the various departments and

	community agencies that work specifically with the different groups to provide opportunities for CTE classes and equity in access. We will continue to train our instructors in best practices to support the various subpopulations. We will further identify barriers that these populations could encounter and work to eliminate those barriers. We will rely on our community partners to help us identify the best ways to address any disparities in performance through continued dialog that began with our CLNA activities. *Individuals in minority racial and ethnic groups—Ensure equal access and provide guidance services to students who qualify for special programs based on their racial or ethnic group. *Individuals with disabilities—ensure equal access to all CTE programs and support from our ESE department and provide any identified services. *Individuals from economically disadvantaged families, including low-income youth and adults—Ensure equal access to all CTE programs and rely on our industry partners for best practices in supporting this subpopulation. *Individuals preparing for non-traditional fields—Provide equal access and individualized consultation on opportunities available to students in non-traditional fields. *Out-of-workforce individuals—NA for secondary *English learners—Ensure equal access and provide services where appropriate through our English Language Learners program. *Homeless individuals—Ensure equal access and provide referrals to our Homeless Education program. *Migrants—Ensure equal access and provide referrals to our Migrant Education program. *Youth who are in or have aged out of the foster care system—Ensure equal access and provide referrals to our psychologist/social workers and guidance counselors.

	*Youth with a parent who— Is a member of the armed forces and is on active duty— Work with school counselors, psychologists, and social workers to support these students.

Section 10. Accountability and Program Improvement

	Response
Describe the agency's data management information system and practices related to tracking student outcomes, maintaining quality of the data, data privacy, continuous monitoring of program performance, and the ability to identify and quantify any disparities or gaps in performance especially with regard to special populations.	The School District of Manatee utilizes the FOCUS system for the purpose of managing student information. All student data is entered into this system and is accessible through various reports. Staff, including school registrars, college & career advisors, and CTE staff regularly update critical information so that the most accurate information is available when needed. There is a rigorous process of entering and tracking industry certification data so that it is as accurate as possible. Student data is evaluated regularly to determine the success of a program/certification. Adjustments are made when necessary and appropriate.

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. URL: http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml.	The Manatee Career & Technical Education programs incorporate Florida's State Board of Education Strategic Plan Goals 1, 2, and 3. **Goal 1, highest student achievement,** is incorporated by following the Department of Education standards for student achievement of occupational completion points. Using NRS approved assessment instruments we ensure standardized results and outcomes for all students. We focus on increasing the number of highly effective teachers through the professional development supported by Perkins, such as obtaining industry accreditations. **Goal 2, seamless articulation/maximum access**, is incorporated by encouraging all students to take part in the Florida Ready to Work exam and to earn an industry certification. Each student is equipped with the latest digital technology. Through the supportive services offered through the career and technical education programs, our students can earn their high school diploma and become ready for today's job market. **Goal 3, skilled**

	workforce/economic development, we will continue to expand opportunities for our secondary programs to offer more industry certifications and work-based learning opportunities. As a part of our ongoing program improvement process, we will continue to evaluate each program/certification to ensure that the program is meeting the needs of business and industry and offering the most relevant industry certification for the program. **Reading and math** comprehension strategies are incorporated into all career/technical classes. Students who are having difficulties achieving sufficient scores are encouraged to see one of our 6 (federal grant funded) Academic Advisors for additional assistance and remediation. Student Mentor Advocates will even track the performance of some students and intervene when they need support. Science strategies are addressed through our smaller learning communities' effort where teachers create and implement an integrated curriculum; so the academic core, including science, is integrated with all courses in the career area.

Section 12. Federal Programs — General Education Provisions Act (GEPA) (Federal Requirement)

A. Description of Process to Ensure Equitable Access

	Response
For the fiscal year 2025–2026, provide a concise, one-page description of the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details, refer to URL: http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf.	In accordance with the requirements of Section 427 of the GEPA Public Law 103-382, here set forth is Manatee School District's GEPA Plan to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. No employee, student, applicant for admission or applicant for employment, volunteer, vendor, or member of the public, shall, on the basis of race, color, national origin, gender, disability, marital status, age, genetic information or any other basis prohibited by law, be excluded from participation in, be denied the benefits of or be subjected to discrimination or harassment under any educational programs, activities, services, or in any employment conditions, policies or practices

	conducted by the Manatee County Public School System. The District shall comply with all state and federal statutes relating to nondiscrimination, including but not limited to Florida Statutes: Title VII, Title IX, the Americans with Disabilities Act of 1990 (ADA) Section 504 of the Rehabilitation Act of 1973, ADEA, Section 1000.05 Florida Statutes (2005). Manatee District Schools Career & Technical Education programs make accommodations and modifications for students and teachers with disabilities. Instructional accommodations include learning environment, methods and materials, and assignments and assessments. Testing accommodations include presentation, time, and assistive devices. Other support services include personnel (interpreters, readers, tutors) and assistive technology, such as special keyboard, talking calculator and computers. Teachers refer students with disabilities to an ESE coordinator who works with students, teachers, and administration to ensure students with disabilities receive the services they need. Additionally, students make requests for their chosen classes are placed based on grade level, request rank and attainment of prerequisite courses (finishing the first level before the second level). The only barrier to access is if a student does not have the required room in their schedule to accommodate the requested course.

Section 13. Budget Narrative Requirements and Secondary CTE Assurances Form

A. Complete Budget Narrative DOE 101 Form and Secondary CTE Assurances Form

Narrative is a part of the Workbook and Assurances are attached as PDF

Support for Strategic Plan

Describe how the project will incorporate one or more of the Goals included in the State Board of Education's K-20 Strategic Plan, outlined at: http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml.

See Section 11. A.

ATTACHMENT E
2025–2026 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. _____ To use the Florida Career and Technical Education Curriculum Frameworks located at http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/ in accordance with Rule 6A-6.0571 to plan, deliver and assess instruction.
2. _____ To ensure that all career and technical education teachers meet the minimum requirements and abide by the provisions set forth in the applicable sections in Chapter 1012 Personnel of the Florida Statutes Section 1012.39 (1)(c), F.S.
3. _____ To provide local professional development as defined in Perkins V Section 3(40) for staff and faculty and ensure participation in state-provided professional development and meetings as appropriate and deemed mandatory by the state.
4. _____ To offer at least one program of study (Sec. 134(b)(2)) that meets all of Florida's Programs of Study Standards at http://www.fldoe.org/academics/career-adult-edu/Perkins/ProgramsofStudy.stml.
5. _____ To undertake the necessary steps to identify, adopt or develop additional programs of study in order to achieve the *Perkins V State Plan* requirement that 75% (or more) of all local career and technical education students are enrolled in a fully implemented Perkins V program of study in program year 2025-2026.

6. _____ To collaborate with local workforce development boards and other local workforce agencies, one-stop delivery systems described in Section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(e)(2)), and other partners to provide—
   a. _____ career exploration and career development coursework, activities, or services;
   b. _____ career information on employment opportunities that incorporate the most up to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the Comprehensive Local Needs Assessment; and
   c. _____ an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program (Sec. 134(b)(3))
7. _____ To incorporate challenging State academic standards, including those adopted by Florida under Section 1111(b)(1) of the Elementary and Secondary Education Act of 1965.
8. _____ To provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency.
9. _____ To prepare career and technical education participants for non-traditional fields.
10. _____ To provide equal access for special populations to career and technical education courses, programs, and programs of study.
11. _____ To ensure that members of special populations will not be discriminated against based on their status as members of special populations.

B. **Comprehensive Local Needs Assessment (CLNA)**

The Grantee agrees:

1. _____ To ensure that all career preparatory and technology education programs being supported with Perkins funds meet Florida's Perkins V Secondary Size, Scope and Quality (SSQ) Standards at http://fldoe.org/academics/career-adult-edu/Perkins/clna.stml (Sec. 134(c)(2)(B)(i); Sec. 135(b)). Newly implemented and in development programs utilizing Perkins funds that are being brought into SSQ compliance must meet all SSQ criteria within a timeframe less than the total length of the program. Programs must have students enrolled as a condition to utilize Perkins funds for support.
2. _____ To ensure all career preparatory and technology education programs supported by Perkins funds are aligned to State, regional, Tribal, or local in-demand industry sectors or occupations as evidenced by the comprehensive local needs assessment (Sec. 134(c)(2)(B)(ii)).
3. _____ To maintain all relevant documentation relating to need identification and stakeholder engagement for five (5) years beyond the time of submission to the FDOE.

4. _____ To ensure that programs and courses identified by FDOE as ineligible to be supported with Perkins V funding will not be supported with local Perkins funds.
5. _____ To ensure that stakeholder engagement required in Sec. 134(d) and Sec. 134(e) will take place to inform updates to the comprehensive local needs assessment, labor market alignment, implementation of programs and programs of study, implementation of work-based learning, and the coordination of local resources.

C. **Program Performance: Program Improvement and Data Reporting**

The Grantee agrees:

1. _____ To adhere to the prescribed data collection and reporting requirements from the FDOE and as mandated by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). Annually, the FDOE will publish data reporting handbooks identifying all reporting requirements and formats.
   a. _____ Failure to report accurate and complete data during the required reporting periods may result in the return of funds.
2. _____ To accept that each eligible recipient will be expected to meet the local agreed upon performance levels for each secondary performance measure.
3. _____ To accept that performance on the Perkins V measures is based on each recipient's accurate data submission of student performance information as reported to the state.
4. _____ To accept the requirement to implement additional program improvement measures and/or activities if the eligible recipient is not meeting 90% of the required performance target for any measure.
5. _____ To address disparities or gaps in performance as described in Section 113(b)(3)(C)(ii)(II) in the coming plan year, and if no meaningful progress has been achieved prior to the third program year, additional actions will be taken to eliminate those disparities or gaps.

D. **Grants and Fiscal Management and other Federal and State Administrative Provisions**

The Grantee agrees:

1. _____ To accept the 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:
   a. _____ document a need specified within the Comprehensive Local Needs Assessment (CLNA) in accordance with Perkins V Section 134(c –e)
   b. _____ 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
   c. _____ coincide with the Requirements for Uses of Funds in accordance Perkins V Section 135.
2. _____ To accept overall responsibility for ensuring that the grant funds are managed in accordance with Florida's *Perkins V State Plan*, Sections 134 and 135 of Perkins V, GEPA, OMB Circulars, UGG, EDGAR, Project Application and Amendment Procedures for Federal and State Programs (*Green Book*), any other relevant statutes, and regulations for guidance. Furthermore, the applicant accepts the responsibility to use fiscal internal control and accounting procedures that will ensure the proper disbursement of, and accounting for, federal funds. Applicable federal regulations include:
   a. _____ Education Department General Administrative Regulations (EDGAR) http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html.
   b. _____ 2 CFR 200 in the Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards.
3. _____ To retain records for financial transactions and supporting documentation for auditing purposes. If records are requested by the FDOE or the State of Florida Division of Financial Services, all records must be provided. Records should be maintained for **five years** from the last day of the program or longer if there is an ongoing investigation or audit.
4. _____ To accept the requirement that the FDOE will monitor grantee's compliance with program and fiscal requirements according to applicable federal and state laws and regulations specified by:
   a. _____ 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.
   b. _____ Florida Department of Financial Services ***Reference Guide for State Expenditures*** https://www.myfloridacfo.com/division/aa/manuals/documents/ReferenceGuideforStateExpenditures.pdf and guidelines published in the Florida Department of Education's ***Green Book*** available at http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml.
   c. _____ The DCAE, ***Quality Assurance Policies, Procedures and Protocols Manual*** is available at http://www.fldoe.org/academics/career-adult-edu/compliance/.
5. _____ To ensure that funds received through this grant will be used to supplement Perkins V CTE program operating funds and will in no case be used to supplant local and state funding for such programs.

6. _____ To maintain Personnel Activity Reports (also referred to as Time and Effort Reports) for all applicable federal and state funded employees and ensure that these reports are signed by the employee and the supervisor.
7. _____ To accept that FDOE contract managers will periodically review the progress made on the implementation of your local plan.
8. _____ To submit a completed DOE 399 form, Final Project Disbursement Report, and the Projected Equipment Purchases Form to the FDOE, Comptroller's Office, by August 20, 2026.
9. _____ To accept that equipment purchased under this program must follow the Uniform Guidance found at https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards.
10. _____ To ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details, refer to: http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf.
11. _____ To accept that if Grantee fails or refuses for any reason to perform any of its obligation under this contract or violates the grant policies, procedures or assurances, FDOE may impose such sanctions as it may deem appropriate. Sanctions may include, but are not limited to, placing the Grantee on a Corrective Action Plan (CAP), cancellation or termination of the contract, repayment of funds to the Agency, reduction in current year funds, reduction in future funds, withholding of payments in whole or in part, and the seeking of other remedies as may be provided by this contract law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Grantee receipt of written notice thereof from FDOE.

E. **Data Privacy and Security**

The Grantee agrees:

1. _____ To comply with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g), a federal privacy law administered by the U.S. Department of Education. FERPA and its implementing regulations (34 Code of Federal Regulations [CFR] part 99) protect the privacy of students' education records and afford parents and eligible students certain rights to inspect and review education records, to seek to amend these records, and to consent to the disclosure of personal identifiable information (PII) from education records. Unless expressly indicated in 20 U.S.C. 1232g, FERPA prohibits the disclosure of PII from education records without written consent. For the full text of 20 U.S.C. 1232g, see the Office of the Law Revision Counsel's United States Code Web page at http://uscode.house.gov/view.xhtml?req=(title:20%20section:1232g%20edition:prelim) The USED provided information on FERPA on this site: https://studentprivacy.ed.gov/ferpa.
2. _____ To ensure access to individual records will be stringently controlled through technical security conventions and passwords, complimentary to those established by Northwest Regional Data Center. Appropriate computer passwords and Login ID's shall be assigned to users in order to establish each user's data access authority only to the records or data elements required to complete federal- or state-mandated activities.
3. _____ To comply with records retention schedules established by the Florida Department of State, Division of Library and Information Services, Records management program, consistent with the requirements of Section 257.36, Florida Statutes.

I certify that I have reviewed, understand, and agree to comply with the above assurances.

___Mr. Kevin Chapman_____ **_____**
Print Name of Agency Head **Signature of Agency Head**

__Dr. Paul Gansemer_____ **_____**
Print Name of Program Contact **Signature of Program Contact**

FLORIDA DEPARTMENT OF EDUCATION

Please return to:	A) Program Name:	DOE USE ONLY
Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0735	**Perkins V--Secondary** **TAPS NUMBER: 26B004**	Date Received
B) Name and Address of Eligible Applicant: **School District of Manatee** **215 Manatee Avenue West** **Bradenton, FL 34205**		**Project Number (DOE Assigned)**

C) **Total Funds Requested:**	**D)** Applicant Contact & Business Information	
$537,120	Contact Name: Dr. Paul Gansemer, Ex. Dir. Adult, Career & Technical Ed Fiscal Contact Name: Lauri Menard, Grants Accountant	Telephone Numbers: **(941) 751-6550 x 43206** **(941) 708-8770 x 41148**
DOE USE ONLY **Total Approved Project:** $	Mailing Address: **215 Manatee Avenue West** **Bradenton, FL 34205**	E-mail Addresses: gansemerp@manateeschools.net menardl@manateeschools.net
	Physical/Facility Address: 2501 63rd Avenue E Bradenton, FL 34206	UEI number: 100012962 FEIN number: 596000728

CERTIFICATION

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

E) _____ __**Superintendent**_____ _____
Signature of Agency Head Title Date

PENDING BOARD APPROVAL

2025-2026 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	**04/01/25**

Reference Lines	Program	Labor Market Alignment (LMA)							Size, Scope, & Quality (SSQ): High School					Middle School		Program of Study		Fundable/ Nonfundable Programs	
Reminder: Please do not modify this worksheet. If needed, contact the Perkins team and use the comments field. Select print area before printing this worksheet.	District Secondary: Use program number. Complete for both funded AND non-funded programs that are eligible for Perkins V funding. Programs not eligible for Perkins V, which are automatically marked with a red strikethrough, may be omitted as they are not relevant to Perkins V.	Fundable: One primary or two secondary sources. Red strikethrough if SOC code not matched to the program number 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 source answers are not different. Do not copy-and-paste over auto-populate or drop-down fields. May press "delete" or "backspace" to clear a drop-down field if needed. Gray cells do not require a response.							Fundable: Provide a response in each column. Second column may be answered with "N/A." You may copy-and-paste over text or text/# fields only. SSQ turns green if all columns have a response. Gray cells do not require a response.					Fundable: Must respond in both columns. Middle School courses optional but encouraged. Gray cells indicate program is not a Perkins-eligible middle school program and, therefore, do no require a response. Cells will turn green if both columns are completed.		Agency must have at least one program of study, meaning that in at least one row, these columns must be valid/green. In other rows, this set of columns may be completed, partial, or blank as appropriate.		Required: Agency must answer FDOE will review whether the row has been correctly completed. Must meet LMA, SSQ requirements to be "Yes." Middle School: Must have answers to both middle school columns.	

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	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			Yes				0721; 0351; 0852	N/A	Diversified Career Technology 830300 Agriculture, Food & Natural Resources OJT 810410; FFA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	AMMSA001; ELANC001; FLFBR001; FLFBR002; FLFBR004; FLFBR005; FLFBR007; FLFBR009; NRAEF003			Agribusiness Management	Statewide Articulation Agreement	Yes	
2	410	Manatee County (School District of)	8106800	Agritechnology	194011			Yes				0721; 0852; 0431	N/A	Diversified Career Technology 830300 Agriculture, Food & Natural Resources OJT 810410; FFA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	FLFBR001; FLFBR005; FLFBR007; FLFBR009; FNGLA001			Agricultural Production Technology	Statewide Articulation Agreement	Yes	
3	410	Manatee County (School District of)	8115110	Veterinary Assisting	319096			Yes				0762;0351	N/A	Diversified Career Technology 830300 Agriculture, Food & Natural Resources OJT 810410; FFA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	FLFBR001; FLFBR005; FLFBR007; FLFBR009; FLVMA002			Veterinary Assisting	Statewide Articulation Agreement	Yes	
4	410	Manatee County (School District of)	8121600	Horticulture Science and Services	371012	Yes	Yes					0762; 0721; 0351; 0431; 0852	2102	Diversified Career Technology 830300 Agriculture, Food & Natural Resources OJT 810410; 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				Local WIOA Plan			0072; 0351	N/A	Diversified Career Technology 830300; SkillsUSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	NCCER005; NCCER008; HBINS002; HBINS003; HBINS004; HBINS005; HBINS006; INTUT002			Air Conditioning, Refrigeration and Heating Systems Technology	Statewide Articulation Agreement	Yes	
6	410	Manatee County (School District of)	8201300	Digital Photography Technology	274032					CareerSource Board Letter of Support	Other Employer or Industry Assoc. Letter of Support	0762; 0852; 2104	N/A	Diversified Career Technology 830300, TSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	ADOBE023; ADOBE024; ADOBE025;			Graphics Technology	Statewide Articulation Agreement	Yes	
7	410	Manatee County (School District of)	8201400	Digital Video Technology	274011	Yes	Yes					431	N/A	Diversified Career Technology 830300, TSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	ADOBE023			Radio and Television Broadcasting	Statewide Articulation Agreement	Yes	
8	410	Manatee County (School District of)	8201700	Digital Cinema Production	274011	Yes	Yes					2104	N/A	NA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	ADOBE023			Film Production Technology	Statewide Articulation Agreement	Yes	
9	410	Manatee County (School District of)	8209600	Digital Design	271024	Yes	Yes					0072; 0181; 0351; 0852; 0431; 2104	N/A	Diversified Career Technology 830300; FBLA, TSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	ADOBE023; ADOBE024; ADOBE025; INTUT002; KNOWL002; PRIMIN004; PROSO031; PROSO033			Graphics Technology	Statewide Articulation Agreement	Yes	
10	410	Manatee County (School District of)	8718000	Commercial Art Technology	271024	Yes	Yes					0351; 0762; 0852	N/A	Diversified Career Technology 830300, TSA, SkillsUSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	ADOBE023; ADOBE024; ADOBE025			Graphics Technology	Statewide Articulation Agreement	Yes	
11	410	Manatee County (School District of)	8302100	Accounting Applications	433031	Yes	Yes					0762; 0181; 0351; 0431	N/A	Diversified Career Technology 830300; FBLA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	INTUT001; INTUT002			Business Administration	Statewide Articulation Agreement	Yes	
12	410	Manatee County (School District of)	8405100	Early Childhood Education	399011					CareerSource Board Letter of Support	Other Employer or Industry Assoc. Letter of Support	0721	N/A	Diversified Career Technology 830300; FCCLA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	CPREC001; NRAEF003			Engineering Technology	Statewide Articulation Agreement	Yes	
13	410	Manatee County (School District of)	8401100	Applied Engineering Technology	-			Yes				0072; 0762; 0721; 0181; 0351; 0431; 0711; 0691; 0852	N/A	Diversified Career Technology 830300; TSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	SOLID003; SOLID004; ADESK008; ADESK011; ADESK012; ADESK024; ADESK025; ADES4032; RECFN001; RECFN002; CERT012; COMPT001; COMPT018; FLENG001			Engineering Technology	Statewide Articulation Agreement	Yes	
14	410	Manatee County (School District of)	9410100	Applied Robotics	-			Yes				0072; 0762; 0721; 0181; 0351	N/A	Diversified Career Technology 830300; TSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	RECFN001; RECFN002; ADESK002; ADESK008; ADESK011; ADES4024; ADES4025; ADES4032; COMPT001; COMPT018; SOLID003; SOLID004; USINS001; USINS002			Engineering Technology	Statewide Articulation Agreement	Yes	
15	410	Manatee County (School District of)	8417170	Emergency Medical Responder	533011				Local WIOA Plan			0181; 0351	N/A	Diversified Career Technology 830300: HOSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	NREMT003			Emergency Medical Technician	Local Articulation Agreement	Yes	
16	410	Manatee County (School District of)	-																			
17	410	Manatee County (School District of)	8427100	Electrocardiograph Technician	292031				Local WIOA Plan			0181	N/A	Diversified Career Technology 830300: HOSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	NATHA002			Electrocardiograph Technology	Local Articulation Agreement	Yes	
18	410	Manatee County (School District of)	8708100	Biomedical Sciences	-			Yes				0351	N/A	Diversified Career Technology 830300: HOSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	CERHB001			Biotechnology Laboratory Technology	Statewide Articulation Agreement	Yes	
19	410	Manatee County (School District of)	8417130	Allied Health Assisting	319099				Local WIOA Plan			0431	N/A	Diversified Career Technology 830300: HOSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	NATHA003			Nursing Assistant (Articulated)	Local Articulation Agreement	Yes	
20	410	Manatee County (School District of)	8417000	Exercise Science	399031				Local WIOA Plan			0181	N/A	Diversified Career Technology 830300: HOSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	ACSMD002			Nursing Assistant (Articulated)	Local Articulation Agreement	Yes	
21	410	Manatee County (School District of)	8800500	Culinary Arts	119051	Yes	Yes					0181; 0431	N/A	Diversified Career Technology 830300, SkillsUSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	NRAEF003			Culinary Management	Statewide Articulation Agreement	Yes	
22	410	Manatee County (School District of)	9001400	Technology Support Services	151151					CareerSource Board Letter of Support	Other Employer or Industry Assoc. Letter of Support	0431	N/A	Diversified Career Technology 830300; FBLA, TSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	CERTI007; COMPT018; COMPT001; COMPT008; INTUT002			Technology Support Services	Statewide Articulation Agreement	Yes	
23	410	Manatee County (School District of)	8208100	Game/Simulation/Animation Visual Design	271014		Yes					0181: 0762; 0721; 2104	N/A	Diversified Career Technology 830300; FBLA, TSA	Advisory councils, Classroom Speakers, Industry Tours &	ADOBE023; ADOBE024; ADOBE025; PROSO032; PROSO033; UNITY002; UNITY003; UNITY004;			Game Development Design	Statewide Articulation Agreement	Yes	

															Engagement	KNOWLL002; TBOOM001; TBOOM004; CERTI004						
24	410	Manatee County (School District of)	9001100	Web Development	151199					CareerSource Board Letter of Support	Other Employer or Industry Assoc. Letter of Support	0721; 0431	N/A	Diversified Career Technology 830300; FBLA, TSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	ADOBE023; ADOBE024; ADOBE025; KNOWL002; PROSO024; PROSO051; PROSO032; CERTI011			Internet Services Technology	Statewide Articulation Agreement	Yes	
25	410	Manatee County (School District of)	9001300	Applied Cybersecurity	151212	Yes	Yes					0072	N/A	Diversified Career Technology 830300; SkillsUSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	COMPT008; CERTI006; CERTI015			Cybersecurity Operations	Statewide Articulation Agreement	Yes	
26	410	Manatee County (School District of)	9200200	Advanced Manufacturing Technology	511011	Yes	Yes					0072	N/A	Diversified Career Technology 830300	Advisory councils, Classroom Speakers, Industry Tours & Engagement	NIFMS007; NIFMS008; NIFMS010; NIFMS016; NIFMS017;NIFMS018; RECFN001; RECFN002; MSSCN001			Manufacturing Technology	Statewide Articulation Agreement	Yes	
27	410	Manatee County (School District of)	8812100	Entrepreneurship	111021	Yes	Yes					0431; 2104	N/A	Diversified Career Technolgoy 830300; FBLA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	INTUT002			Business Administration	Statewide Articulation Agreement	Yes	
28	410	Manatee County (School District of)	8827400	Sport, Recreation, and Entertainment Marketing	112021	Yes	Yes					0852	N/A	Diversified Career Technolgoy 830300; DECA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	INTUT001; INTUT002; INTUT003; PRMIN004; PROSO031; PROSO033; MICRO017			Business Administration	Statewide Articulation Agreement	Yes	
29	410	Manatee County (School District of)	8839100	International Marketing	112022	Yes	Yes					0721	N/A	Diversified Career Technolgoy 830300; FBLA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	INTUT002; INTUT003; PROSO031			Business Administration	Statewide Articulation Agreement	Yes	
30	410	Manatee County (School District of)	9200500	Marketing, Management and Entrepreneurial Principles	112021	Yes	Yes					0351; 0431; 0762; 0721	N/A	Diversified Career Technolgoy 830300; FBLA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	INTUT001; INTUT002; INTUT003; MICRO017; PROSO031; PROSO033; PRMIN004; MICRO017			Business Administration	Statewide Articulation Agreement	Yes	
31	410	Manatee County (School District of)	9504100	Automotive Maintenance and Light Repair	493023	Yes	Yes					0852	N/A	Diversified Career Technolgoy 830300;	Advisory councils, Classroom Speakers, Industry Tours & Engagement	NIASE076; NIASE077; NIASE078; NIASE079; NIASE080; NIASE081; NIASE082; NIASE083; NIASE084; NIASE085			Automotive Service Management Technology	Statewide Articulation Agreement	Yes	
32	410	Manatee County (School District of)	8201600	Digital Media/Multimedia Design	271014		Yes					0431; 0852; 2104	N/A	Diversified Career Technolgoy 830300, FBLA, TSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	ADOBE023; ADOBE024; ADOBE025;			Radio and Television Broadcasting	Statewide Articulation Agreement	Yes	
33	410	Manatee County (School District of)	8201500	Television Production Technology	274032					CareerSource Board Letter of Support	Other Employer or Industry Assoc. Letter of Support	0072; 0762; 0721; 0181; 0351; 0852; 0431	N/A	Diversified Career Technolgoy 830300, TSA, SkillsUSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	ADOBE023; ADOBE024; ADOBE025; TBOOM003; INTUT002			Graphics Technology	Statewide Articulation Agreement	Yes	
34	410	Manatee County (School District of)	8100120	Introduction to Agriscience	-												8121600	0762; 0721; 0351; 0431; 0852			Yes	
35	410	Manatee County (School District of)	8100210	Exploration of Agriscience	-												8121600	0762; 0721; 0351; 0431; 0853			Yes	
36	410	Manatee County (School District of)	8100310	Orientation to Agriscience	-												8121600	0762; 0721; 0351; 0431; 0854			Yes	
37	410	Manatee County (School District of)	8021100	Introduction to Agriculture, Food and Natural Resources	-												8121600	0762; 0721; 0351; 0431; 0855			Yes	
38	410	Manatee County (School District of)	8021300	Fundamentals of Agriculture, Food and Natural Resource Systems	-												8121600	0762; 0721; 0351; 0431; 0856			Yes	
39	410	Manatee County (School District of)	8021400	Fundamentals of Agriculture, Food & Natural Resource Services	-												8121600	0762; 0721; 0351; 0431; 0857			Yes	
40	410	Manatee County (School District of)	8000400	Orientation to Career Cluster	-												8405100	0181; 0721; 0762; 0721; 0351; 0431; 0852			Yes	
41	410	Manatee County (School District of)	8260300	Fundamentals of A/V and Print Technology	-												8209600	0072; 0181; 0351; 0852; 0431; 2104			Yes	
42	410	Manatee County (School District of)	8209350	Introduction to Arts, A/V Technology and Communication	-												8209600	0072; 0181; 0351; 0852; 0431; 2104			Yes	
43	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	
44	410	Manatee County (School District of)	8200520	Computer Applications in Business 1	-												8302100	0762; 0181; 0351; 0431			Yes	
45	410	Manatee County (School District of)	8200210	Computer Applications in Business 2	-												8302100	0762; 0181; 0351; 0431			Yes	
46	410	Manatee County (School District of)	8200211	Computer Applications in Business 3	-												8302100	0762; 0181; 0351; 0431			Yes	
47	410	Manatee County (School District of)	8370350	Introduction to Business, Management and Administration	-												8302100	0762; 0181; 0351; 0431			Yes	
48	410	Manatee County (School District of)	8370360	Introduction to Business, Management and Administration and Career Planning	-												8302100	0762; 0181; 0351; 0431			Yes	
49	410	Manatee County (School District of)	8409100	Fundamentals of Careers in Education	-												8405100	0721			Yes	
50	410	Manatee County (School District of)	8409200	Fundamentals of Careers in Education and Career Planning	-												8405100	0721			Yes	
51	410	Manatee County (School District of)	8600000	Integrated Technology Studies	-												8401100	0072; 0762; 0721; 0181; 0351; 0431; 0711; 0691			Yes	
52	410	Manatee County (School District of)	8600220	Exploring Technology and Career Planning	-												8401100	0072; 0762; 0721; 0181; 0351; 0431; 0711; 0691			Yes	
53	410	Manatee County (School District of)	8600042	Exploration of Production Technology and Career Planning	-												8401100	0072; 0762; 0721; 0181; 0351; 0431; 0711; 0691			Yes	
54	410	Manatee County (School District of)	8709350	Introduction to Health Science Career Pathways	-												8708100	0351; 0872			Yes	
55	410	Manatee County (School District of)	8400310	Exploration of Health Science Professions	-												8708100	0351; 0872			Yes	
56	410	Manatee County (School District of)	8400110	Orientation to Health Science Professions	-												8708100	0351; 0872			Yes	
57	410	Manatee County (School District of)	8709360	Introduction to Health Science Career Pathways and Career Planning	-												8708100	0351; 0872			Yes	
58	410	Manatee County (School District of)	8400210	Exploration of Health Science Professions and Career Planning	-												8708100	0351; 0872			Yes	

59	410	Manatee County (School District of)	9009200	Coding Fundamentals	-												9001300	0072; 0431			Yes	
60	410	Manatee County (School District of)	9009600	Digital Discoveries in Society	-												9001300	0072; 0431			Yes	
61	410	Manatee County (School District of)	9009100	Information and Communications Technology (ICT) Essentials	-												9001300	0072; 0431			Yes	
62	410	Manatee County (School District of)	8809300	Fundamentals of Culinary Careers and Career Planning	-												8800500	0072; 0431			Yes	
63	410	Manatee County (School District of)	8260500	Fundamentals of Visual and Performing Arts	-												8209600	0072; 0181; 0351; 0852; 0431; 2104			Yes	
64	410	Manatee County (School District of)	8809200	Fundamentals of Culinary Careers	-												8800500	0072; 0431			Yes	

FLORIDA DEPARTMENT OF EDUCATION				
Perkins V Budget Narrative Form				
Before completing, please review the Instructions & Example,				
especially for the Account Title and Narrative.				
Show all amounts in whole dollars only. Amounts should be in agreement with relevant sections of the DOE101.				
TAPS Number			26B004	
A)Name of Eligible Recipient/Fiscal Agent				
B)Project Number (DOE Use Only)				
(1)	**(2)**	**(3)**	**(4)**	**(5)**
Function	**Object**	**Account Title & Narrative**	**FTE Position**	**Amount**
6300	130	**Other Certified Salaries--Career Pathways Coordinator:** For one Career Pathways employee who will work in partnership with the students and staff at State College of Florida (SCF), Manatee Technical College (MTC), and the School District of Manatee County (SDMC). With the SDMC paying the largest part of the cost. This position is responsible for nearly all College & Career Rediness activities and acts as a laison between the students, staff, faculty and college & career advisors on all campuses. End 6/30/26 Section 134: CLNA Need: Cii2-3, Eii1-2; Fii4; Gii3; Program Number: 8000400, 8021100, 8021300, 8021400, 8100120, 8100210, 8100310, 8106200, 8106800, 8115110, 8121600, 8200210, 8200211, 8200520, 8201300, 8201400, 8201500, 8201600, 8201700, 8208000, 8208100, 8209350, 8209360, 8209600, 8260300, 8302100, 8370350, 8370360, 8400110, 8400210, 8400310, 8401100, 8405100, 8409100, 8409200, 8417130, 8417170, 8417210, 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: 1A-E; 2C-H; 4A-B; 5A-C, E-F, K-O, Q-T; 6C	0.6	$40,000
6300	210	Retirement (14.03%) for Career Pathways Coordinator		$5,612
6300	220	Social Security(7.65%) for Career Pathways Coordinator		$3,060
6300	230 (232)	Life Insurance (.23%) for Career Pathways Coordinator		$92
6300	230 (231)	Health Insurance (16.84%) for Career Pathways Coordinator		$6,736

6300	240	Worker's Comp (1.00%) for Career Pathways Coordinator		$400
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 6/30/26 Section 134: CLNA Need: Ciii1-3, Eii1, Fii1-3, Gii2-4 Program Number: 8000400, 8021100, 8021300, 8021400, 8100120, 8100210, 8100310, 8106200, 8106800, 8115110, 8121600, 8200210, 8200211, 8200520, 8201300, 8201400, 8201500, 8201600, 8201700, 8208000, 8208100, 8209350, 8209360, 8209600, 8260300, 8302100, 8370350, 8370360, 8400110, 8400210, 8400310, 8401100, 8405100, 8409100, 8409200, 8417130, 8417170, 8417210, 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: 1A-E; 2A-H; 4A; 5B-G, J-M, O, Q, S-T; 6	1.0	$65,600
6300	210	Retirement (14.03%) for WBL Teacher on Assignment		$9,204
6300	220	Social Security (7.65%) for WBL Teacher on Assignment		$5,019
6300	230 (232)	Life Insurance (.23%) for WBL Teacher on Assignment		$151
6300	230 (231)	Health Insurance (16.84%) for WBL Teacher on Assignment		$11,048
6300	240	Worker's Comp (1.00%) for WBL Teacher on Assignment		$656

5300	160	Classroom Teachers--Supplemental Pay--Teachers & Staff--Including: Professional Development, Student Summer "Camp" and Career & Technical Student Organization (CTSO) events. Approximately 145 teachers. End 6/30/26 Section 134: CLNA Need: Ciii1-3, Eii1, Fii2-3, Gii1-4; Hii1 Program Number: 8000400, 8021100, 8021300, 8021400, 8100120, 8100210, 8100310, 8106200, 8106800, 8115110, 8121600, 8200210, 8200211, 8200520, 8201300, 8201400, 8201500, 8201600, 8201700, 8208000, 8208100, 8209350, 8209360, 8209600, 8260300, 8302100, 8370350, 8370360, 8400110, 8400210, 8400310, 8401100, 8405100, 8409100, 8409200, 8417130, 8417170, 8417210, 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: 1A-F; 2A-H; 3; 4A; 5A-C, E-H, K-M, O, QT; 6		$93,000
5300	210	Retirement (14.03%) for suplimental pay for teachers		$13,048
5300	220	Social Security (7.65%) for suplimental pay for teachers		$7,115
5300	240	Worker's Comp (1.00%) for supplemental pay for teachers		$930
5300	310	Professional & Technical Services--Substitutes: Used to provide substitutes for teachers to attend professional development actives 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 6/30/26 Section 134: CLNA Need: Diii1-3, Eii1, Fii2, Gii1-4; Hii1-3 Program Number: 8000400, 8021100, 8021300, 8021400, 8100120, 8100210, 8100310, 8106200, 8106800, 8115110, 8121600, 8200210, 8200211, 8200520, 8201300, 8201400, 8201500, 8201600, 8201700, 8208000, 8208100, 8209350, 8209360, 8209600, 8260300, 8302100, 8370350, 8370360, 8400110, 8400210, 8400310, 8401100, 8405100, 8409100, 8409200, 8417130, 8417170, 8417210, 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		$37,000

		for the Uses of Funds: 1A-F; 2A-H; 3; 4A; 5A-C, E-H, K-M, O, QT; 6		
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 6/30/26 Section 134: CLNA Need: Ciii1-3, Eii1-2, Fii1-2,4; Gii1-4; Hii1-3 Program Number:8000400, 8021100, 8021300, 8021400, 8100120, 8100210, 8100310, 8106200, 8106800, 8115110, 8121600, 8200210, 8200211, 8200520, 8201300, 8201400, 8201500, 8201600, 8201700, 8208000, 8208100, 8209350, 8209360, 8209600, 8260300, 8302100, 8370350, 8370360, 8400110, 8400210, 8400310, 8401100, 8405100, 8409100, 8409200, 8417130, 8417170, 8417210, 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: 1A-F; 2A-H; 3, 4A; 5A-C, E-H, K-M, O, QT; 6		$3,300

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 6/30/26 Section 134: CLNA Need: CLNA Need: Ciii1-3, Eii1-2, Fii1-2,4; Gii1-4; Hii1-3 Program Number: 8000400, 8021100, 8021300, 8021400, 8100120, 8100210, 8100310, 8106200, 8106800, 8115110, 8121600, 8200210, 8200211, 8200520, 8201300, 8201400, 8201500, 8201600, 8201700, 8208000, 8208100, 8209350, 8209360, 8209600, 8260300, 8302100, 8370350, 8370360, 8400110, 8400210, 8400310, 8401100, 8405100, 8409100, 8409200, 8417130, 8417170, 8417210, 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: 1A-F; 2A-H; 3; 4A; 5A-C, E-H, K-M, O, QT; 6		$19,418
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 6/30/26 Section 134: CLNA Need: CLNA Need: Ciii1-3, Eii1-2, Fii1-2,4; Gii1-4; Hii1-3 Program Number: 8000400, 8021100, 8021300, 8021400, 8100120, 8100210, 8100310, 8106200, 8106800, 8115110, 8121600, 8200210, 8200211, 8200520, 8201300, 8201400, 8201500, 8201600, 8201700, 8208000, 8208100, 8209350, 8209360, 8209600, 8260300, 8302100, 8370350, 8370360, 8400110, 8400210, 8400310, 8401100, 8405100, 8409100, 8409200, 8417130, 8417170, 8417210, 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: 1A-F; 2A-H; 3; 4A; 5A-C, E-H, K-M, O, QT; 6		$91,000

7800	360	Rental Fee--Vehicles, Charter Busses: Rental of vans and charter busses for teacher/students to cocurricular events. End 6/30/26 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, 8208000, 8208100, 8209350, 8209360, 8209600, 8260300, 8302100, 8370350, 8370360, 8400110, 8400210, 8400310, 8401100, 8405100, 8409100, 8409200, 8417130, 8417170, 8417210, 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: 1A-F; 2A-H; 3; 4A; 5A-C, E-H, K-M, O, Q-T		$93,000
6100	390	Other Purchased Services--Printing & Non-Professional Services: Printing, copying, flyers, including tangible material's used for students in career and technical education and for implementation and student support, advisory, articulation, and collage & career readiness efforts. End 6/30/26 Section 134: CLNA Need: Ciii1-4, Eii1-2; Fii1-2,4, Gii1-4; Hii1-3 Program Number: 8000400, 8021100, 8021300, 8021400, 8100120, 8100210, 8100310, 8106200, 8106800, 8115110, 8121600, 8200210, 8200211, 8200520, 8201300, 8201400, 8201500, 8201600, 8201700, 8208000, 8208100, 8209350, 8209360, 8209600, 8260300, 8302100, 8370350, 8370360, 8400110, 8400210, 8400310, 8401100, 8405100, 8409100, 8409200, 8417130, 8417170, 8417210, 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: 1A-F; 2A-H; 3; 4A; 5A-C, E-H, K-M, O, Q-T; 6		$2,200

5300	500	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 toolsto keep CTE programs effective and up to industry standards. No item costs $1,000 or more. End 6/30/26 Section 134: CLNA Need: Ciii1-4; Eii2; Fii1,4; Hii1,3 Program Number: 8000400, 8021100, 8021300, 8021400, 8100120, 8100210, 8100310, 8106200, 8106800, 8115110, 8121600, 8200210, 8200211, 8200520, 8201300, 8201400, 8201500, 8201600, 8201700, 8208000, 8208100, 8209350, 8209360, 8209600, 8260300, 8302100, 8370350, 8370360, 8400110, 8400210, 8400310, 8401100, 8405100, 8409100, 8409200, 8417130, 8417170, 8417210, 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: 1A,C,E; 2A,E,H,I; 3; 4A; 5A,D,E,F,Q-T		$3,215
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 6/30/26 Section 134: CLNA Need: Ciii1, Gii1-4 Program Number: 8000400, 8021100, 8021300, 8021400, 8100120, 8100210, 8100310, 8106200, 8106800, 8115110, 8121600, 8200210, 8200211, 8200520, 8201300, 8201400, 8201500, 8201600, 8201700, 8208000, 8208100, 8209350, 8209360, 8209600, 8260300, 8302100, 8370350, 8370360, 8400110, 8400210, 8400310, 8401100, 8405100, 8409100, 8409200, 8417130, 8417170, 8417210, 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: 1A-F; 2A-C,F,G; 3; 4A; 5A,C-F,K-M,O-Q		$2,500

7200	790	Indirect (5%)		$23,816
			C) TOTAL	**$537,120**
DOE 101, based on the May 2022 Form Update				

AGENDA ITEM NO. 9.5

School Board of Manatee County
July 22, 2025 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval to Apply, Accept and Expend the 2025-2026 Individuals with Disabilities Education Act (IDEA), Part B, K-12 Entitlement, in the Amount of $15,781,595.25 (Incoming Federal Grant Funds)

Executive Summary
The 2025-2026 Individuals with Disabilities Education Act (IDEA) Part B, K-12 entitlement budget includes funds for several positions including: Interpreters, Child Find Specialists, Teachers' Aides, Teachers' Assistants, health related positions, a Parent Support position, Curriculum Specialists, Behavior Specialists, Behavior Technicians, two Associate Directors, two ESE Coordinators, ESE Specialists/Resource Compliance Specialists, ESE Program Specialists, administrative assistants, and a junior accountant.

In addition, the budget includes funds for: benefits related to these positions, professional learning for staff, supplies to support students with disabilities, a proportionate share for services to support nonprofit private schools and charter schools, and contracted services for speech, occupational and physical therapy. The grant period ends June 30, 2026.

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

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

Ready To Grow | Goal 5
Continue our secure financial position, utilize referendum millage funds effectively, and modernize and enhance our current schools to meet our school community needs, including building vibrant, new schools

Recommendation
The Superintendent recommends approval to apply, accept and expend the 2025-2026 Individuals with Disabilities Education Act (IDEA) Part B, K-12 Entitlement in the amount of $15,781,595.25 (Incoming Federal Grant Funds)

Financial Impact
The School District of Manatee County will receive the 2025-2026 Individuals with Disabilities Education Act (IDEA) Part B, K-12 Entitlement budget of $15,781,595.25. The grant period ends June 30, 2026.

Contact
Submitting Department: Exceptional Student Education
Submitted By: Joshua Bennett

Attachments:
IDEA K-12 Fully Signed

STAFF COORDINATION FORM

TO: Kevin Chapman, Interim Superintendent		BOARD MEETING DATE: (if applicable) 8/5/2025	LOG NUMBER:
THRU: Joshua Bennett	PREPARED BY: Laurie Beauregard	DATE PREPARED: 6/25/2025	DUE DATE: 6/25/2025
SUBJECT: IDEA, Part B, K - 12 Entitlement 25-26		ACTION REQUIRED	
		X	APPROVAL
		X	SIGNATURE
			COORDINATION
			INFORMATION

ACTION SUMMARY: 1. Purpose	To acquire the interim superintendent's signature on the DOE 100A allowing the district to accept grant funding.
2. Background	The FLDOE has provided the preliminary entitlement allocation for the IDEA K-12 Entitlement Allocation. The district must indicate acceptance prior to June 30th to allow for the release of funds prior to July 1.
3.Discussion	While the FLDOE has not yet made the grant application system available, the district must signify acceptance of the preliminary IDEA K-12 entitlement funds in the amount of $15,781,595.25 by June 30th in order to allow the release of funds beginning July 1. A complete budget will be submitted for the board approval once the grant application system has been made available. This application is pending school board approval and will be withdrawn should the board not approve.
4.Recommendation	That the interim superintendent sign the attached DOE 100A for the IDEA K-12 Entitlement allocation for the preliminary amount of $15,781,595.25

STAFF COORDINATION/APPROVAL

OFFICE	ACTION	NAME	DATE OUT	SIGNATURE
ESE Director	Review	Joshua Bennett	06/25/2025	Joshua Bennett
Finance	Review	Veronica Arellano	06/25/2025	Veronica Arellano
Finance	Review	Cathy Miley-Hayden	06/26/2025	Cathy Miley
Executive Director	Review	Laurie Breslin	06/26/2025	Laurie Breslin (Jun 26, 2025 10:36 EDT)
Deputy Superintendent	Review	Derek Jensen	06/26/2025	Derek Jensen (Jun 26, 2025 15:29 EDT)
Interim Superintendent	Review	Kevin Chapman	06/26/2025	Kevin Chapman (Jun 26, 2025 15:30 EDT)

Encl: Tab A

Tab B

FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION

Please return to:	**A) Program Name:**	**DOE USE ONLY**
Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0735	IDEA, Part B, K-12 Entitlement 25-26 **TAPS NUMBER:** 26C001	Date Received
B) Name and Address of Eligible Applicant:		**Project Number (DOE Assigned)** 410-2636B-6CB01

C) Total Funds Requested:	**D) Applicant Contact & Business Information**	
25-26 Funds Allocated = $12,467,136 Estimated Roll Forward = $ 3,314,459.25 Total = $15,781,595.25	Contact Name: Joshua Bennett Fiscal Contact Name: Esmeralda Gomez	Telephone Numbers: 941-751-6550 Ext 43217
DOE USE ONLY **Total Approved Project:** $	Mailing Address: 2501 63rd Ave E. Bradenton, FL	E-mail Addresses: bennettj@manateeschools.net
	Physical/Facility Address: 2501 63rd Ave E. Bradenton, FL	UEI number: 10012962 FEIN number: F596000728046

CERTIFICATION

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

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

E)	Interim Superintendent	
Kevin Chapman (Jun 26, 2025 15:30 EDT) Signature of Agency Head	Title	Date

A) School District of Manatee County- IDEA 2025-2026 Name of Eligible Recipient	TAPS Number
B) 410-2636B6CB01 Project Number **(DOE Use Only)**	**26C001**

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

(1) Function	(2) Object	(3) Account Title & Narrative	(4) FTE Position	(5) Amount
5200	120	**Classroom Teachers**: Hearing Impaired Teachers (4 @ 100%) to provide services and supports to students with disabilities.	4	$222,941.00
5200	120	**Classroom Teachers**: Speech & Language Pathologist (2 @ 100%) to provide Speech and Language services, support and evaluations for students with disabilities.	2	$122,246.00
5200	120	**Classroom Teachers**: Teachers Visually Impaired Teachers (4 @ 100%) to provide services and support to students with disabilities.	4	$220,046.00
5200	210	**Employee Benefits**: Retirement for Exceptional - ESE Programs. Benefits apply to all budgeted hearing, speech, language, and visually impaired teachers on the IDEA budget.		$79,302.00
5200	220	**Employee Benefits**: Social Security for Exceptional - ESE Programs. Benefits apply to hearing, speech, language, and visually impaired teachers in the IDEA budget.		$43,240.00
5200	231	**Employee Benefits**: Health and Hospitalization Group Insurance for ESE Program Staff. Benefits apply to hearing, speech, language, and visually impaired teachers in the IDEA budget.		$95,185.00
5200	232	**Employee Benefits:** Life Insurance for Exceptional - ESE Programs. Benefits apply to hearing, speech, language, and visually impaired teachers in the IDEA budget.		$1,300.00
5200	240	**Employee Benefits**: Workers Compensation for Exceptional - ESE Programs. Benefits apply to all 5200 personnel on the IDEA budget.		$5,653.00
5200	130	**Other Certified Instructional Personnel**: Interpreters/Sign Language Translators (6 @ 100%) to support students who are deaf and/or hard of hearing in the Least Restrictive Environment supporting SWD		$294,803.00
5200	210	**Employee Benefits**: Retirement for Exceptional - ESE Programs. Benefits apply to all budgeted interpreters on the IDEA budget.		$41,361.00
5200	220	**Employee Benefits**: Social Security for Exceptional - ESE Programs. Benefits apply to interpreters in the IDEA budget.		$22,552.00
5200	231	**Employee Benefits**: Health and Hospitalization Group Insurance for ESE Program Staff. Benefits apply to interpreters in the IDEA budget.		$49,645.00

5200	232	**Employee Benefits:** Life Insurance for Exceptional - ESE Programs. Benefits apply to interpreters in the IDEA budget.		$678.00
5200	240	**Employee Benefits**: Workers Compensation for Exceptional - ESE Programs. Benefits apply to all 5200 personnel on the IDEA budget.		$2,948.00
5200	150	**Teacher Aides**: For Access to Education Program, to support students with disabilities (1 @ 100%)	1	$23,000.00
5200	150	**Teacher Aides** 1:1 (90 @ 100%) will be used to support students with disabilities	90	$2,117,450.00
5200	150	**Aides:** Behavior Technicians up to 11 (@ 50%) to provide behavior interventions for students with or without disabilities	5.5	$232,042.00
5200	210	**Employee Benefits**: Retirement for Exceptional - ESE Programs. Benefits apply to budgeted 5200 personnel (aids) on the IDEA budget.		$332,861.00
5200	220	**Employee Benefits**: Social Security for Exceptional - ESE Programs. Benefits apply to all 5200 personnel (aides) on the IDEA budget.		$181,496.00
5200	231	**Employee Benefits**: Health and Hospitalization Group Insurance for ESE Program Staff. Benefits apply to all 5200 personnel on the IDEA budget.		$399,528.00
5200	232	**Employee Benefits:** Life Insurance for Exceptional - ESE Programs. Benefits apply to all budgeted 5200 personnel on the IDEA budget.		$5,457.00
5200	240	**Employee Benefits**: Workers Compensation for Exceptional - ESE Programs. Benefits apply to all 5200 personnel on the IDEA budget.		$23,725.00
5200	310	**Professional and Technical Services**: Physical, occupational, hearing, vision, speech and language therapy services provided for students with disabilities. Vision testing, hearing evaluations and psychological evaluations. Service hours are based on 187 days 7 hrs per day @ $55.50 per hour for approximately 110 staff members. Also included in this, are vendor's for interpreters, audiologists and psychiatrists as needed for ESE students IEPs.		$3,300,000.00
5200	310	**Professional and Technical Services:** Professional Learning contracted through providers of core Access Curriculum (TeachTown/EnCore), presenters at internal professional learning conference for ESE Teachers related to instruction of SWD's. Up to 350 people throughout the school year and summer.		$30,000.00
5200	330	**Travel:** In county for up to 380 staff traveling to schools to support students with disabilities. For continued testing, evaluations, and counseling as needed for ESE students. Mileage rates are paid at that state-approved rate and are adjusted annually to match (currently $.67/mile)		$6,000.00

5200	369	**Technology Related Rentals**: Lesson Pix ($5500), Zones of Regulation Digital Curriculum ($1260), Communication technology materials ($2588), Imagine learning ($2000) for Edgenuity curriculum for Hospital Homebound.		$11,349.00
5200	390	**1-2 Other Purchased Services**: For nonprofit private schools - to support their students with disabilities through reimbursement of occupational therapy, physical therapy and speech/language/pathology services. To also include purchased supplemental materials, curriculum or software. Includes 23/24 roll forward 187 days at 7.5 hrs per day @ $54.00 would cover up to 40 Therapists. Materials to include but not limited to based off of needs per private school request. Instructional software and remediation programs.		$ 391,846.81
5200	390	**Other Purchased Services**: Printing for documents to be used in support of students with disabilities copies for $ 1 to $200.		$500.00
5200	394	**Other Purchased Services**: Distribution to Charter Schools Allocation to Palmetto Charter School, to support their students with disabilities.		$22,473.00
5200	394	**Other Purchased Services**: Distribution to Charter Schools Allocation for Manatee School for the Arts, to support their students with disabilities.		$56,352.00
5200	394	**Other Purchased Services**: Distribution to Charter Schools Allocation for Rowlett Elementary, 42993, and Rowlett Middle 20818, to support their students with disabilities.		$63,652.00
5200	394	**Other Purchased Services**: Distribution to Charter Schools Allocation for Imagine Lakewood Ranch to support their students with disabilities.		$24,692.00
5200	394	**Other Purchased Services**: Distribution to Charter Schools Allocation for Lakewood Ranch Prep Academy to support their students with disabilities.		$22,477.00
5200	394	**Other Purchased Services**: Distribution to Charter Schools Allocation for Parrish Charter School to support their students with disabilities		$34,126.00
5200	394	**Other Purchased Services**: Distribution to Charter Schools Allocation for Bradenton Bay to support their students with disabilities.		$8,050.00
5200	394	**Other Purchased Services**: Distribution to Charter Schools Allocation for Manatee Charter School to support their students with disabilities.		$14,151.00
5200	394	**Other Purchased Services**: Distribution to Charter Schools Allocation for !Hola! to support their students with disabilities.		$12,486.00
5200	394	**Other Purchased Services**: Distribution to Charter Schools Allocation for Oasis Middle School to support their students with disabilities.		$12,486.00

5200	394	**Other Purchased Services**: Distribution to Charter Schools to support students with disabilities. Imagine Charter School North Manatee, State College of Florida Collegiate School, Team Success and Manatee School of Arts and Sciences.		$50,910.00
5200	394	**Other Purchased Services**: Distribution to Charter Schools Allocation for Visible Men, to support their students with disabilities		$3,884.00
5200	510	**Supplies:** Materials, Supplies to support students with disabilities, assistive technology items, hearing aid batteries, laminate sheets for classroom, supplies, Kevlar sleeves, testing protocols, office supply materials to support students with disabilities. Cost varies between $.99 - $399 allowing up to 380 staff members to replenish and purchase as needed items for ESE students through out the year.		$19,488.04
5200	641	**Furniture, Fixtures and Equipment Capitalized:** To support students with disabilities, with needs of hearing aid equipment and visually impaired equipment and therapeutic support equipment which will include Theroform machine, standers, lifts or chairs. Cost varies between $99.99 - $10,000 allowing up to 20 staff members to replenish and purchase as needed items for ESE students through out the year.		$3,000.00
5200	642	**Furniture, Fixtures and Equipment Non-Capitalized:** To support students with disabilities that have needs which will include therapy chairs and adjustable tables. Cost varies between $99.99 - $4999 allowing up to 103 staff members to replenish and purchase as needed items for ESE students through out the year.		$30,000.00
5201	150	**I -1 Aides \Behavior Technicians**: (11@ 25%) to provide behavior interventions for students with or without disabilities CEIS personnel on the IDEA budget.		$122,358.00
5201	210	**1-1 Employee Benefits**: Retirement for Exceptional - ESE Programs. Benefits apply to all budgeted CEIS personnel on the IDEA budget.		$17,167.00
5201	220	**1-1 Employee Benefits**: Social Security for Exceptional - ESE Programs. Benefits apply to CEIS personnel on the IDEA budget.		$9,361.00
5201	231	**1-1 Employee Benefits**: Health and Hospitalization for Exceptional - ESE Programs. Benefits apply to CEIS personnel on the IDEA budget.		$20,605.00
5201	232	**1-1 Employee Benefits**: Life Insurance for Exceptional - ESE Programs Benefits apply to CEIS personnel on the IDEA budget.		$281.00
5201	240	**1-1 Employee Benefits:** Workers Compensation for Exceptional - ESE Programs. Benefits apply to CEIS		$1,224.00

5200	310	**Professional and Technical Services**: Includes contracted behavior specialists and Behavior Technicians to support students with or without disabilities demonstrating significant behavioral/mental health difficulties. 74% of funding.		$368,590.00
5201	310	**1-1 Professional and Technical Services**: Includes contracted behavior specialists and Behavior Technicians to support students with or without disabilities demonstrating significant behavioral/mental health difficulties. 26% of Funding.		$131,410.00
6130	110	**Administrators:** School Health Services Specialist (1 @ 30%) to provide medical/health related support to students with disabilities.	0.3	$21,677.00
6130	150	**Aides**: Health Aides (3 @ 100%) for Access to Education Program to provide medical/health related support to students with disabilities.	3	$69,062.00
6130	150	**Aides**: Health Aides for Sable Program (1 @ 100%) to provide medical/health related support to students with disabilities.	1	$22,833.00
6130	160	**Other Support Personnel**: School LPNs (1 @ 100%) to provide medical/health related support to students with disabilities.	1	$45,594.00
6130	210	**Employee Benefits:** Retirement for Health Services: Benefits apply to all budgeted 6130 personnel on the the IDEA budget.		$22,331.00
6130	220	**Employee Benefits:** Social Security for Health Services: Benefits apply to all budgeted 6130 personnel on the the IDEA budget.		$12,176.00
6130	231	**Employee Benefits:** Health and Hospitalization for Exceptional - ESE Programs. Benefits apply to all 6130 personnel on the IDEA budget.		$26,804.00
6130	232	**Employee Benefits:** Group Insurance Life Insurance Benefits apply to all budgeted 6130 personnel on the the IDEA budget.		$366.00
6130	240	**Employee Benefits:** Workers Compensation for Health Services. Benefits apply to all budgeted 6130 personnel on the the IDEA budget.		$1,592.00
6300	110	**Administrators:** Exceptional Student Education Cluster Coordinators (3 @ 80%) who will provide interventions and support to students with disabilities.	3	$214,706.00
6300	110	**Administrators:** Associate Director (2 @ 100%) to assist the Director to ensure compliance with IDEA and delivery of programs and services supporting students with disabilities and students suspected of having a disability (Child Find activities)	2	$260,788.00
6300	110	**Other Certified Personnel** ESE Behavior Specialists (10@ 90%) to provide services and support students with disabilities.	9	$652,032.00

6300	110	**Administrators**: Other Support Personnel Accountant (1 @50%)will support with financial documentation and review related to the IDEA Grant which supports students with disabilities.	0.5	$29,466.00
6300	130	**Other Certified Instructional Personnel**: Curriculum Specialist (2 @ 100%) who will provide support to students with disabilities at schools throughout the district. One will provide support for SWDs at the Harlee Campus: Access to Education.	2	$172,154.00
6300	130	**Other Certified Instructional Personnel:** Exceptional Student Education Specialists and Program Specialists (20@ 100%) to provide services and support students with disabilities, the assurance of compliance, attend IEP meetings and support ESE calssrooms and teachers at schools.	20	$1,252,735.00
6300	130	**Certified Instructional Personnel:** Pre K Specialist (1 @ 100% and 1 @ 40%) to provide services and support to the Pre K students with disabilities, housed out of the Evaluation Center, also supervises the creation of new ESE Pre K classrooms, creates orders for materials, furniture and equipment for classrooms and trains Pre K teachers of SWD. Is responsible for initial staffings and ESE Pre-K placement.	1.4	$100,737.00
6300	160	**Other Support Personnel**: Secretary II. 12 month (3 @ 100%) Adminstrative secretary. (1@ 100%) Jr Accountant (1@80 %)To provide support in the form of secretarial duties and data management of students with disabilities.	4.8	$192,000.00
6300	210	**Employee Benefits**: Retirement for Instruction and Curriculum Development, all budgeted 6300 personnel.		$403,309.00
6300	220	**Employee Benefits**: Social Security for Instruction and Curriculum Development, all budgeted 6300 personnel.		$219,908.00
6300	231	**Employee Benefits:** Health and Hospitalization for Exceptional - ESE Programs. Benefits apply to all 6300personnel on the IDEA budget.		$484,086.00
6300	232	**Employee Benefits:** Life Insurance for Instruction and Curriculum Development, all budgeted 6300 personnel.		$6,612.00
6300	240	**Employee Benefits:** Workers Compensation for Instruction and Curriculum Development, all budgeted 6300 personnel.		$28,746.00
6300	330	**Travel**: In county for up to 380 staff members to travel to schools and other district locations in support of students with disabilities. To include but not limited to complete evaluations, redo evaluation or provide counseling for ESE students through out the district. Including ESE Specialist and compliance specialist. Mileage rates are paid at that state approved rate and are adjusted annually to match (currently $.54/mile).		$5,000.00

6300	330	**Travel**: Out of County for up to 50 staff members traveling to meetings in support of students with disabilities. Examples of meetings include but not limited to Family Cafe, LAA Representative Training, FSAA, IND. To allow staff to continue educating and introducing new and improved programs for ESE students. Mileage rates are paid at that state-approved rate and are adjusted annually to match (currently $.54/mile). The training will take place over the school year.		$8,000.00
6300	510	**Supplies:** and materials for up to 380 staff members working to support students with disabilities. Materials to include files, notebooks and labels for student files and behavior plans, flash drives, laminating sheets, Velcro for visual aid boards and timers for behavior specialists. Cost varies between $.99 - $159.99. Allowing staff to replenish items as needed.		$14,000.00
6300	510	**Supplies:** Books and Materials for Professional Learning for ESE staff to include ESE Teachers, Specialists, Coordinators, Related Service Personell and Paraprofessionals. Individual items are less than $1000		$2,000.00
6301	110	**1-1 Other Certified Personnel** Professional Crisis Management trainer (1@ 100%) to provide services and support students through CEIS	1	$95,940.00
6301	110	**1-1Other Certified Personnel** ESE Behavior Specialists (10@ 10%) to provide services and support students with disabilities.	1	$72,448.00
6301	110	**1-1 Other Certified Instructional Personnel**: ESE School Based Behavior Specialists (25 @ 60 % CEIS) to provide services and support students with disabilities, with a concentration on addressing behavior issues and finding solutions, and assurance of compliance.	25	$953,375.00
6301	210	**1-1 Employee Benefits**: Retirement for Other Certified Instruction Personnel ESE Behavior Specialists under CEIS.		$157,383.00
6301	220	**1-1 Employee Benefits**: Social Security for Other Certified Instruction Personnel ESE Behavior Specialists under CEIS.		$85,815.00
6301	231	**1-1 Employee Benefits**: Group Insurance Health and Hospitalization for Other Certified Instruction Personnel ESE Behavior Specialists under CEIS.		$188,905.00
6301	232	**1-1 Employee Benefits**: Group Insurance Life Insurance for Other Certified Instruction Personnel ESE Behavior Specialists under CEIS.		$2,580.00
6301	240	**1-1 Employee Benefits**: Workers Compensation for Other Certified Instruction Personnel ESE Behavior Specialists under CEIS.		$11,218.00
7200	792	**Indirect Cost:** Miscellaneous Indirect Costs at 5.57%		$628,839.40

7730	730	**Dues and Fees**: For professional organizations and conferences. Up to 50 staff members to attend conferences for training regarding support and services for students with disabilities, i.e.; CASE, FASA, Visions. Including but not limited to the following positions and titles; ESE Director, ESE Asst Director, ESE Coordinator, ESE Compliance Specialist, ESE Lead Psychologist, ESE OT/PT Program Specialist, ESE IND Program Specialist, ESE Teachers. Sponsor a group of school leaders to attend training to increase support for SWD's on school campuses. Mileage rates are paid at that state-approved rate and are adjusted annually to match (currently$.54/mile) Annual national Certificate of Clinical Competence, CCC, for district-hired SLPs.		$10,000.00
			C) Total	**$15,781,595.25**

AGENDA ITEM NO. 9.6

School Board of Manatee County
July 22, 2025 - Regular Board Meeting and Public Hearing
Action Item

Title

Approval to Apply, Accept and Expend the Following Federal Grants for the 2025-2026 School Year: Title I, Part A; Title I, Part D; and Title IX, Part A, in the Amount of $13,263,515.67 (Incoming Federal Grant Funds)

Executive Summary

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

Title I, Part A - Provides supplemental funding to high-poverty schools to improve the educational outcomes of children in such schools and enable them to meet the same challenging academic content and performance standards expected from all children.

Title I, Part D - Is designed to improve educational services for children and youth who are neglected (N) or delinquent (D).

Title IX, Part A - The McKinney-Vento Homeless Assistance Act specifies that state educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth.

The School District of Manatee County manages and processes state and federal grant awards in alignment with state and federal law. The following are annual federal entitlement grants received by the SDMC for the 2025-2026 school year. The total funding for each grant for the 2025-2026 school year is identified below, and totals $13,263,515.67.

- Title I, Part A - $12,940,777.67
- Title I, Part D - $197,744.00
- Title IX, Part A - $124,994.00

Electronic submission of each application is submitted to the Florida Department of Education (FLDOE). These applications are pending School Board approval. If not approved by the School Board, the applications will be withdrawn.

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

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

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

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

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

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

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

Recommendation

The Superintendent recommends the approval to apply, accept and expend the following Federal Grants for the 2025-2026 school year: Title I, Part A; Title I, Part D; and Title IX, Part A, in the amount of $13,263,515.67 (Incoming Federal Grant Funds).

Financial Impact

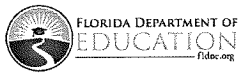
There will be no cost to the General Fund.

Contact

Submitting Department: Federal Programs and Grants

Initiated by: Latrina Singleton

Attachments:
25-26 TIPA Application
25-26 T1PD Application
25-26 TIX Application



Elementary and Secondary Education Act (ESEA) Federal Programs

Florida's 2025-26 ESEA Federal Programs Application	
Manatee	
Fiscal Contact Information	
Fiscal Contact Name	Catherine Miley Hayden
Title	Director of Finance
Phone Number	9417088770 x43111
Contact Email	mileyc@manateeschools.net
Title I, Part A	
Program Contact Name	Latrina Singleton
Title	Director, Federal Programs and Grants
Phone Number	941-751-6550 x43347
Contact Email	SingletonZL@manateeschools.net
Title I, Part C	
Program Contact Name	
Title	
Phone Number	
Contact Email	
Title I, Part D, Subpart 2	
Program Contact Name	
Title	
Phone Number	
Contact Email	
Title II, Part A	
Program Contact Name	
Title	
Phone Number	
Contact Email	
Title III, Part A	
Program Contact Name	
Title	
Phone Number	
Contact Email	
Title IV, Part A	
Program Contact Name	
Title	
Phone Number	
Contact Email	
Title V, Part B, Subpart 2	
Program Contact Name	
Title	
Phone Number	
Contact Email	

Florida 2025-26 ESEA Federal Program Assurances

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Title I, Part C: Migrant Education Program

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

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

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

Assurance 4: The LEA assures that in planning and carrying out such programs and projects, there will be adequate provision for addressing the unmet educational needs of preschool migratory children and migratory children who have dropped out of school. [Section 1304(c)(4)].
Assurance 5: The LEA assures the effectiveness of such programs and projects will be determined, where feasible, using the same standards approaches that will be used to assess the performance of students, schools, and local educational agencies under Title I, Part A. [Section 1304(c)(5)].
Assurance 6: The LEA assures such programs and projects will provide for advocacy and outreach activities for migratory children and their families, to inform such children and families of other education, health, nutrition, and social services to help connect them to such services. [Section 1304(c)(6)].
Assurance 7: The LEA assures that such programs and projects will, to the extent feasible, provide for advocacy and other outreach activities for migratory children and their families, including helping such children and families gain access to other education, health, nutrition, and social services; professional development programs, including mentoring, for teachers and other program personnel; family literacy programs; the integration of information technology into educational and related programs; and programs that facilitate the transition of secondary school students to postsecondary education or employment. [Section 1304(c)(7)].
Assurance 8: The LEA assures they will conduct the transfer of migrant student records according to state-required policies and procedures including actively participating with and meeting all Migrant Student Information Exchange System requirements. [Section 1308(b)(2). 34 Code of Federal Regulations Part 200.85(d)].
Assurance 9: The LEA assures they will assist the state in determining the number of migratory children under Section 1303(a)(1), and the LEA shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or, have dropped out of school. [Section 1304(d). 34 CFR Part 200.89(c). Section 1304(c)(8)].
Assurance 10: The LEA assures they will assist the state to promote interstate and intrastate coordination of services for migratory children, including coordination with other relevant programs and local projects in the state and other states. [Section 1304(b)(3). 34 CFR Part 200.82(b)].
Assurance 11: The LEA assures that a child who ceases to be a migratory child during a school term shall be eligible for services funded through Title I, Part C until the end of such term and may continue to receive such services for one (1) additional school year if comparable services are not available through other programs. Additionally, the LEA assures that migrant students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation. [ESEA section 1304(e)]."
Title I, Part D, Subpart 2: Neglected and Delinquent Youth
Assurance 1: The LEA assures they shall adhere to the purpose of Section 1420 to provide opportunities for students to meet the same challenging state content standards and student academic achievement standards that all children in Florida are expected to meet. [Sections 1421 and 1425(6)]
Assurance 2: The LEA assures they shall design transitional and supportive programs to meet the needs of children and youth returning to schools within the LEA or other alternative educational programs and assist them in completing their education. [Sections 1422 and 1424].
Assurance 3: The LEA assures they shall, where feasible, involve parents in efforts to improve the educational achievement of their children and prevent further delinquent activities. [Section 1425(8)].
Assurance 4: The LEA assures they shall adhere to the provision of services under section 1423(2) and program requirements under section 1425 for any correctional facility to which the LEA has agreed. [Section 1423].
Assurance 5: The LEA assures they shall evaluate the program not less than once every three years to determine the program's impact on student outcomes. [Section 1431].
Title II, Part A: Supporting Effective Instruction
Assurance 1: The LEA assures they will comply with section 8501 (regarding participation by private school children and teachers). [Section 2102(b)(2)(E)].
Assurance 2: The LEA assures they will coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs. [Section 2102(b)(2)(F)].
Assurance 3: The LEA assures they will reduce class size to an evidence-based level, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers. [ESSA: Section 2103].
Assurance 4: Collaboration - The local educational agency (LEA) assures that, in developing the application, an LEA shall provide meaningful consultation with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in an LEA that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities. [ESEA section 2102(b)(3)]
Assurance 5: Professional Development - The LEA assures they will meet the statutory professional development definition as provided in ESEA section 8101(42) or other allowable uses of funds under section 2103(b)(3) of the ESEA.
Title III, Part A: English Language Acquisition, Language Enhancement and Academic Achievement
Assurance 1: The LEA assures that it will comply with section 1112(e) – Parents' Rights-to-know, before, and throughout, each school year as of the date of application. [Section 3116(b)(4)(A)].
Assurance 2: The LEA assures that it is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with Sections 3125 and 3126. [Section 3116(b)(4)(B)].
Assurance 3: The LEA assures that each school with English learner (EL) students receives funds from non-Federal sources to fulfill the LEA's obligations under Title IV of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act, before using Title III, Part A funds for languages services to EL students. [Section 3115(g)].
Assurance 4: The LEA assures that, if applicable, it will coordinate activities and share relevant data under its plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers. [Section 3116(b)(4)(D)].
Assurance 5: The LEA assures that it will consult with officials of private schools in a timely and meaningful manner to make available equitable Title III, Part A services to eligible English learners and immigrant children attending private schools located within the LEA's geographical boundaries. [Section 8501].
Assurance 6: The LEA assures that the current ELL population has enough students to generate the $10,000 threshold as indicated in Section 3114. [Section 3114 (c)].
Assurance 7: The LEA assures that not more than 2 percent of the LEA's Title III allocation will be used for the cost of administering the project. [Section 3115 (b)].
Title IV, Part A: Student Support and Academic Enrichment
Assurance 1: The LEA assures that it will prioritize the distribution of funds to schools served by the LEA or consortium of such agencies, that ;are among the schools with the greatest needs, as determined by a such LEA, or consortium; have the highest percentages or numbers of children counted under section 1124(c); are identified for comprehensive support and improvement under section 1111(c)(4)(D)(i); are implementing targeted support and improvement plans as described in section 1111(d)(2); or are identified as a persistently dangerous public elementary school or secondary school under section 8532. [Section 4106(e)(2)(A)].
Assurance 2: The LEA assures that it will comply with section 8501 regarding equitable participation by private school children and teachers. [Section 4106(e)(2)(B)].
Assurance 3: With the exception of LEAs outlined in special rule ESEA 4106(f), the LEA assures that it will use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under section 4107, and will coordinate with other schools and community-based services. [Section 4106(e)(2)(C)].

Assurance 4: With the exception of LEAs outlined in the special rule section 4106(f), the LEA assures that it will use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4108; coordinate with other schools and community-based services, foster safe, healthy, supportive, and drug-free enviornments that support student achievement; and promote the involvement of parents. [Section 4106(e)(2)(D)].
Assurance 5: With the exception of LEAs outlined in special rule section 4106(f), the LEA assures that it will use a portion of funds received under this subpart to support one or more activities authorized under section 4109(a), including an assurance that the local educational agency, or consortium of local educational agencies, will comply with section 4109(b). [Section 4106(e)(2)(E)].
Assurance 6: The LEA assures that it will annually report to the State for inclusion in the report described in section 4104(a)(2) how funds are being used under this subpart to meet the requirements of subparagraphs (C) through (E). [Section 4106(e)(2)(F)].
Assurance 7: The LEA assures that the LEA, or consortium of such agencies, shall develop its application through consultation with parents, teachers, principals, other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency), Indian tribes or tribal organizations that may be located in the region served by the local educational agency (where applicable), charter school teachers, principals, and other school leaders (if such agency or consortium of such agencies supports charter schools), and others with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this subpart. [Section 4106(c)(1)]
Assurance 8: With the exception of LEAs outlined in section 4106(d)(2), the LEA, or consortium of such agencies, shall conduct a comprehensive needs assessment of the local educatoinal agency or agencies proposed to be served under this subpart in order to examine needs for imporvement. [Section 4206(d)(1)]. The comprehensive needs assessment outlined in section 4109(b). [Section 4106(e)(2)(E)].
Title V, Part B, Subpart 2: Rural and Low-Income Schools
Assurance 1: The LEA assures that its project funds under Title V, Part B, subpart 2 will be used for any activities authorized under the following ESEA Title programs: Title I, Part A; Title II, Part A; Title III, Part A; Title IV, Part A; and parental involvement activities. [Section 5222(a)].
Assurance 2: The LEA assures that its project funds under Subpart 2 will be used to supplement, and not supplant, any other Federal, State, or local education funds. [Section 5232].
Assurance 3: The LEA assures that 20 percent or more of the children ages 5 through 17 years served by the LEA are from families with incomes below the poverty line. [Section 5221(a)(3)(C) (b)(1)(Ai)-(B)]
Assurance 4: The LEA assures that if eligible for funding under both this subpart and subpart 1, it will not receive funds under both subparts for such fiscal year. [Section 5225(a)]

Elementary and Secondary Education Act (ESEA) Federal Programs
Florida 2025-26 ESEA Federal Program Applications
Project Application (DOE 100A)
UEI Number *XKGXG94KMH65*
Manatee

Program Name: Type an "X" in the green box below for the program(s) in which the LEA is applying for funds.		Project Number	TAPS Number	2024-25 Preliminary Allocation	Requested Allocation	Estimated Roll Forward	Total Funds Requested (Sum of Allocation and Estimated Roll)
X	Title I, Part A	410-2126B-6CB01	26A001	$11,577,309.00	$11,577,309.00	$1,363,468.67	$12,940,777.67
	Title I, Part C		26A020	$389,430.00	$0.00		$0.00
	Title I, Part D, Subpart 2		26A009	$197,744.00	$0.00		$0.00
	Title II, Part A		26A011	$1,656,141.00	$0.00	$0.00	$0.00
	Title III, Part A		26A014	$950,191.00	$0.00	$0.00	$0.00
	Title IV, Part A		26A120	$911,189.00	$0.00	$0.00	$0.00
	Title V, Part B, Subpart 2		26A007	$0.00	$0.00		$0.00

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

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

Mr. Kevin Chapman
Printed Name of Agency Head

Kevin Chapman (Jun 12, 2025 08:18 EDT)	Interim Superintendent	06/12/2025
Signature of Agency Head	*Title*	*Date*

Florida 2025-26 ESEA Federal Programs Preliminary Allocations

Agency Number	Local Educational Agency	Title I, Part A	Title I, Part C	Title I, Part D, Subpart 2	Title II, Part A	Title III, Part A	Title IV, Part A	Title V, Part B, Subpart 2
10	Alachua	8149604	822076	251,804	1201682	162686	641412	0
15	UF, PK Yonge Devm't Research School	130255	0	0	25876	0	10250	0
20	Baker	1193781	0	0	201660	0	93954	0
30	Bay	8282445	0	137,994	1082718	227231	651867	0
40	Bradford	1255798	0	0	200540	0	98835	96154
50	Brevard	18041573	0	123768	2499136	472715	1419959	0
60	Broward	80071251	95244	264607	11950572	4577290	6302000	0
70	Calhoun	749488	0	0	123496	0	58986	67946
80	Charlotte	4050329	0	0	561830	93644	318779	0
90	Citrus	5702133	0	0	920814	23014	448784	0
100	Clay	6060929	0	0	1054300	202630	477024	0
110	Collier	12078306	3147633	64,018	1743282	1028095	950620	0
120	Columbia	3426515	0	0	598025	18120	269682	311599
130	Miami-Dade	129042677	1376878	186,363	14141336	10622058	10156292	0
140	DeSoto	2233399	380679	0	272406	72084	175777	141602
150	Dixie	986632	0	0	138607	0	77651	65280
160	Duval	56942313	0	258917	6531417	1478457	4481638	0
170	Escambia	20603438	0	190631	2447656	152237	1621590	0
180	Flagler	3170863	0	0	492623	69968	249560	0
190	Franklin	620916	0	0	77162	0	48867	38762
200	Gadsden	4235591	0	0	469769	45499	333360	150653
210	Gilchrist	776638	0	0	128247	16930	61123	0
220	Glades	405825	79779	0	65695	10846	31938	64302
230	Gulf	552240	0	0	92750	0	43462	61974
240	Hamilton	1118963	209514	0	130346	23279	88066	52133
250	Hardee	1929070	436426	0	291639	49864	151825	160081
260	Hendry	3356575	1032768	0	423255	159379	264178	470966
270	Hernando	6680927	0	0	976599	102902	525820	0
280	Highlands	4845881	685094	2845	653786	83724	381393	404146
290	Hillsborough	78055751	1934123	314399	8256821	3311780	6143370	0
300	Holmes	1162212	0	0	168996	0	91470	106407
310	Indian River	4463932	0	0	641316	126048	351331	0
320	Jackson	2349288	0	0	341973	12433	184898	199407
330	Jefferson	602707	0	0	93728	0	47435	22011
340	Lafayette	391156	8510	0	61844	0	30784	37748

350	Lake	12025965	11140	5690	1822745	354867	946501	0
360	Lee	26428661	360333	189208	3698159	2554563	2080064	0
370	Leon	11035826	0	140839	1360772	160966	868572	0
371	FSU Developmental Research School	295882	0	0	53649	0	23285	0
380	Levy	2664340	0	0	329452	29363	209695	187312
390	Liberty	338395	0	36988	53580	0	26631	44096
400	Madison	1120122	15161	0	152267		88157	73768
410	Manatee	11577309	389430	197744	1656141	950191	911189	0
420	Marion	16167512	0	477987	2529489	333440	1272461	0
430	Martin	4036373	0	1423	636421	304077	317680	0
440	Monroe	1839911	0	4268	308700	195620	144808	0
450	Nassau	1803055	0	0	350303	25924	141907	0
460	Okaloosa	6500330	0	82512	1011279	246013	511606	0
470	Okeechobee	2170814	449728	0	319607	85046	170852	207369
480	Orange	69858834	357051	349965	7693990	4260912	5498232	0
490	Osceola	22086752	0	0	2994517	1750393	1738334	0
500	Palm Beach	57332419	1928536	199167	6936163	4589458	4512342	0
510	Pasco	21908190	83840	137994	2627002	699152	1724280	0
520	Pinellas	27916213	0	294482	3518394	892391	2197141	0
530	Polk	44455590	1124111	246113	6047442	1635984	3498872	0
540	Putnam	6783827	98695	0	793639	93247	533918	327260
550	St. Johns	4084500	0	1423	875874	132265	321468	0
557	Florida School for the Deaf and Blind	124958	0	0	15738	0	10000	0
560	St. Lucie	15725200	272976	211970	2098514	861838	1237649	0
570	Santa Rosa	4543721	0	0	875059	39415	357611	0
580	Sarasota	8213596	0	0	1311848	515833	646448	0
590	Seminole	11792788	0	136572	2152304	519536	928148	0
600	Sumter	3170498	0	0	438786	50657	249532	0
610	Suwannee	2566973	229035	0	420058	32140	202031	192270
620	Taylor	1135333	0	0	178202	0	89354	81130
630	Union	652422	0	0	104803	0	51347	0
640	Volusia	20667947	136176	318667	2677771	431712	1626667	0
650	Wakulla	908046	0	0	182955	0	71466	0
660	Walton	2591794	0	0	478037	101315	203985	0
670	Washington	1374079	270101	0	205041	0	108145	108737
685	FAMU Developmental Research School	297126	0	0	30409	0	23383	0
687	FAU A. D. Henderson School	373178	0	0	61450	0	29369	0
708	Florida Department of Corrections	0	0	0	1037		0	0
815	Mater Academy	446879	0	0	56582	35712	35170	0

05E	Odyssey Charter	876398	0	0	89737	10184	68975	0
48C	Florida Virtual School	1173653	0	0	185131	10449	92370	0
48K	United Cerebral Palsy of Central Florida, Inc.	451500	0	0	45751	10317	35533	0
50D	South Tech	1009141	0	0	58618	0	79422	0
53D	Lake Wales	2382149	27897	0	275415	49070	187485	0
98Z	KIPP Miami	767846	0	0	58671	0	60431	0
99H	IDEA	1044220	0	0	276486	149724	82183	0
TBD	DJJ-Florida Scholars Academy	531977	0	0	62312	0	41867	0
TBD	Tallahassee Collegiate Academy	0	0	0	0	0	0	0
	Total	908971643	15962934	4828358	117172202	45254687	71540546	3673113

Title I, Part A

Manatee

Improving Basic Programs Operated by Local Educational Agencies

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

Preliminary Allocation	**$11,577,309.00**
Requested Allocation Amount	$11,577,309.00
Estimated Roll Forward	**$1,363,468.67**
Total Funds Requested (Including Roll Forward) (sum of allocation and estimated roll)	**$12,940,777.67**

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

Area of Focus 1: Student Achievement

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

The School District of Manatee County (SDMC) uses the data from the Comprehensive Needs Assessment, along with teacher and parent surveys and input meetings, to help develop a well-rounded program of instruction designed to meet the academic, behavioral, and mental health needs of the students. The Title I, Part A funds will provide supplemental instructional materials, rich and varied texts (vetted and approved by certified media specialists), tech-related resources, and online programs to support core instruction. Title I, Part A funds will fund resource teachers and paraprofessionals to build background in the content area standards and to provide support for students through supplemental small groups and individualized instruction. In some schools, Title I, Part A funds will support the improvement of student behavior through counseling and strategies to support students' academic success in school.

Standards-based extended day and year programs, as well as learning experiences outside of the classroom, will target students for both extra help and advanced learning. This includes tutoring, Saturday school, summer programs, and field trips that build background knowledge, address learning gaps, and help students connect to the real world.

School-based coaches will offer continuous support to help teachers improve their skills in planning, assessing, and delivering effective instruction. Teachers will receive non-contracted hourly for working with leadership team members and coaches outside of their contracted day to look at student work and data; to enhance instructional and scaffolding supports for students; and to align assessments with the state standards. Title I, Part A funds will provide professional learning opportunities, including face-to-face consultation and virtual, state, and national conferences and workshops, to give school and district staff innovative, evidence-based, best practices that support the state standards and school district initiatives.

The funds will enhance supplemental student services, including personnel, to support students academically and with life skills. Guidance counselors in select elementary, middle, and high schools, Graduation Coaches at the high school level, Student Support Specialists, and Graduation Enhancement Technicians will assist with improving the attendance, behavior, and life skills of students.

Title I funds will be used to strengthen two-way communication and family partnerships through the hiring of Home School Liaisons. Home School Liaisons and other parent and family engagement activities within the Title I schools will educate parents on how to be engaged as partners. The Title I Department, along with schools, will provide families with strategies to support student learning at home.

Before the planning process begins, Title I school leaders are provided the assurances and it is the school's duty to offer transition supports, such as readiness for Kindergarten, the following grade level, and career and college paths. The transition supports include STEM rotations at the elementary level to engage students in activities that spark a passion for learning that will last through middle, high school and beyond. Title I funds may supply extra resources and instructional materials to facilitate these transitions.
The Federal Programs, Exceptional Education, Curriculum, and ESOL/Dual Language departments worked together annually to discuss strategies to increase the number of gifted students from Title I schools and subgroups from the federal-index populations.
Continuous training occurs to provide administrators and teachers how to identify and support gifted learners from different student groups. The training will continue to help teachers provide instruction for gifted students in the classroom. Also, each school must offer these ACCEL options: whole-grade and mid-year promotion (Elementary Only), subject-matter acceleration, higher grade-level subjects online, and Credit Acceleration Program (CAP). Title I funds can be used to help students in both advanced and remedial classes to overcome learning gaps and to motivate more students in Title I schools to take part in advanced learning opportunities for college and career readiness.

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

The Title I schoolwide schools use various data to determine student need, especially students not meeting the state standards, and those who are failing or are at risk of failing. This data includes state, district, school, and classroom data on how well students are learning. The School City and Focus databases help find the students who might be at risk of failing by following multiple years of student data, including academic, discipline, and attendance data. The data is analyzed often at various levels of leadership and by different stakeholders through Instructional Leadership Teams (ILTs), Teacher Collaborative Teams (TCTs), Instructional Support Teams (ISTs) and Student Transition Teams. A multi-tiered system of support (MTSS) finds students at risk and provides interventions as needed.
Data-based decision making is an integral part of the teaming process. Teams use data and decision rules to determine effectiveness of the Universal (Tier 1) program, identify students in need of interventions, and evaluate student progress to determine the next steps. Integrated data-based problem solving for students' academic, behavior and mental/emotional health outcomes occurs across content areas, grade levels and tiers. The data is used to identify the difference or "gap" between expected outcomes and current student performance relative to the academic, behavior, attendance, and emotional and mental health indicators.

A three-tiered instruction and intervention framework is used to organize resources and support to ensure student learning and educational success. The level of support provided will match student needs to ensure that each student may master grade and age-appropriate standards and expectations. The goal is for each student to progress successfully through the PK-12 system.

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

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

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

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

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

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

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

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

The district collaborated with our Federal Programs Department to adopt a classroom management system called CHAMPS across all schools in the 2022-2023 school year. CHAMPS is a research-based system of classroom management that has over 30 years of evidence behind it. Schools were trained in the program and continue to utilize the strategies to varying degrees, as determined by each site. Teachers and schools using the CHAMPS' model define expectations for learning activities and transitions that happen during a class or school. The CHAMPS' acronym represents:

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

SDMC will also offer Behavioral Management Training to teachers during the New Teacher Conference and at the District-led Professional Learning Conferences. The School Support Specialists will receive training in Behavioral Management to become facilitators for teacher professional learning within each school.

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

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

This year, three schools will fund School Support Specialists (SSS) to assist with behavioral strategies. The SSS will work with identifying students with behavioral concerns. The goal will be to support students and staff to allow for a more supportive and productive instructional environment.

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

Activity 1	Salaries to fund resource teachers (11.0 FTE) and Student Support Specialists (3.0 FTE). Resource teachers provide supplemental teacher support for Core instruction (e.g. build background, increase vocabulary, make input comprehensible, build conceptual understanding, and support life and study skills) and provide remediation, accommodations, differentiation, and additional support for Tier 2 and Tier 3 instruction. Student Support Specialists to establish and maintain positive culture and environment through professional coaching, modeling and support for individual, small group and schoolwide outcomes. $770,162.93 for salaries and total benefits for Activities 1 & 2 = $663,794.86
Activity 2	Salaries to fund paraprofessionals (aides 19.0 FTE; assistants 7.0 FTE) to provide supplemental support to the classroom teachers and small group interventions. $644,875.40 for salaries (benefits are included with all instructional staff benefits in Activity 1)
Activity 3	Salaries to fund hourly pay for teachers (1.9 FTE), paraprofessionals (0.38 FTE), Reading/Math Coaches, School Coordinators, and Student Support Specialists (0.1 FTE) to work before, after, Saturday and summer school remediation and enrichment programs that will provide students with the opportunity to master state standards and apply learning, and/or support transitioning students to the next grade level. $120,710.00 for salaries and $27,377.08 for benefits
Activity 4	Professional and Technical Services to fund contracts for instructional services for student programs that enhance classroom instruction and student engagement; in-school field trip experiences from local professionals, author's visits, museums, theatres, and science facilities like Mote Marine, Pinellas Reptiles, South Florida Museum, and Jack Hartman. $1,000.00
Activity 5	Fund travel to provide student admission fees for educationally related field trips to Sarasota Bay, MOSI, South Florida Museum, Manatee Observatory, Jungle Gardens, Selby Gardens, Around the Bend, Van Wezel Theatre, Ringling Museum, Glazier Children's Museum, Bishop Planetarium, Big Cat Habitat, Holocaust Museum, Venice Theatre, Tampa Zoo and Aquarium, LeCom Baseball Field for Education Days, local farms, libraries, museums, gardens, theatres, parks and preserves, the classrooms and learning experiences at Sea World, Mote Marine, Busch Gardens, EPCOT, NASA, iFly, BizTown, and Circus Arts. Trips to support career and college readiness, AVID, HOSA Leadership Conference, IB, Career and College Readiness Conferences, and college trips to Florida Colleges and Universities. Trip locations and dates will be finalized based on the needs of the specific grade level classrooms and curriculum objectives. The standards-based lesson plans to support these in-state (in and out of county trips) will be reviewed, approved, and kept on file with the Title I Department and will be available upon request. $30,865.00
Activity 6	Fund tech-related rentals to provide access to supplemental online programs that will increase capacity and skills through practice, remediation, and enrichment to include Reading/Learning A-Z, AR Quiz Readers, Reading Eggs, Vocabulary.com, iXL, Write Score, iReady/Magnetic Toolbox, Navigate 360, Study Island- Civics/Science/CCR, Enriching Students Program, PBIS, USA Test Prep, Reading Plus, MOS Practice Test Suite, Adobe Certification (ACA)Test Prep/Brain Buffet, & Other college and career readiness programs; $15,950.00
Activity 7	Fund other purchased services to supplement printing at Title I schools. Schools have identified needs that include printing for remediation and enrichment programs, small group interventions, additional practice, supporting texts, progress monitoring assessments, data chats, making input comprehensible, posters for class expectations and rubrics, and to support the needs of the additional Title I-funded personnel. District provided printing services for Title I schools $153,673.47

Activity 8	Distribution to Charter Schools for instructional services to students. Funds will be used to provide the following: Supplemental resource teachers and paraprofessionals (5.0 FTE); hourly pay for teachers to provide before/after/Saturday/summer school remediation and enrichment opportunities to students; tech-related rentals for supplemental online programs to build background and vocabulary, and provide additional practice, remediation and enrichment opportunities to include iReady/Magnetics R/M, Imagine Learning, Lexia, Penda Science, Generation Genius, Study Island, Math Nation, Read Plus/Read 180, Prep Work for M & Civics, USA Test Prep, News ELA, Membean, and Aleks Math; supplies, including copy paper to print supplemental instructional resources and classroom supplies, e.g. paper/construction paper, markers, toner, paint and craft supplies for integrating content across subjects; consumable student workbooks for LAFS, Acaletics, Math/ELA/Test Ready, Performance Coach, Phonics to Reading, Triumph Learning, and Grammar Workshop for students; periodicals for Scholastic News/Science, Ranger Rick, Story Works, and Science Spin; and non-cap technology hardware/laptops $361,522.68 Distribution to Charter Schools for guidance counselors (FTE 2.0) = $167,769.27 Distribution to Charter Schools for parent and family engagement personnel (1.75 FTE) and activities (this is additional to required set-aside in AoF 2). $66,046.00 Distribution to Charter Schools for instructional coaches (FTE 2.0) to provide on-going professional learning to instructional staff; professional learning materials and supplies for book studies and instructional support; travel/registrations to educational conferences to support core instruction (will be determined by the needs of the charter school). Total = $177,412.05
Activity 9	Purchase supplies critical to supporting additional Title I positions and provide supplemental classroom and student supplies and consumable materials required for remediation and enrichment programs and whole and small group instruction within the core and intervention groups. Classroom supplies include binders, folders, clip boards, materials to support life skills, organizational materials, chart paper, paper (copy/notebook/constructions/graph/laminating/journal/composition/bulletin board), pencils, pens, scissors, markers, crayons, tape, glue, white boards, and sticky notes. Materials to support multisensory learning including letter tiles, sand, vowel cards, flexible seating supplies and materials. Consumable materials include supplemental student workbooks for iReady Magnetics, Lexia, Acaletics Math and Science, SRA, SIPPS, Top Score Reading Passages, ACT Now, Measuring Up, Champs, Coach Practice workbooks, Rehearsal Math, Math Nation and Algebra and Geometry workbooks. $176,335.60
Activity 10	Purchase tech-related supplies such as headphones, mice, keyboards, flash drives, splitters, cords, adaptors, calculators, batteries, and speakers to support the supplemental online instructional programs and general classroom instruction. $11,8891.12
Activity 11	Purchase periodicals to support literacy for core instruction. Titles include Social Studies Weekly, Scholastic News, Upfront Magazine, StoryWorks, and Time for Kids. $2,650.00
Activity 12	Purchase Other Materials and Supplies. Title I schools will purchase content area manipulatives to model concepts that support the standards and a range of classroom text sets/mentor texts for students to use in the classroom to support core content goals and state standards; AICE Supplemental Supplies to support the Cambridge program; Teacher editions for classroom sets, robotics materials, and measurement tools; $34,943.78
Activity 13	Fund library books to increase the number of books available to students to promote reading outside of the classroom. $1,000.00
Activity 14	Funds maps, globes, and other academic tools to support core instruction. $1500.00
Activity 15	Fund technology-related non-capitalized fixtures and equipment, document/Hover cams (~$350) and document stands, ELMOs, and digital portable projector stage and mounts to enhance instructional delivery and increase student engagement. $1,800.00
Activity 16	Salaries for Guidance/School Counselors (2.0 FTE) to help students optimize educational opportunities, to counsel students and families, and to work with other staff members to plan and conduct guidance services. $136,747.95 and $64,148.51 for benefits
Activity 17	Salaries for Guidance/School Counselors (0.08 FTE) for NCH hourly rate to prepare for students before/after the contracted school year. $5,000.00 for salaries and $1,134 for benefits
Activity 18	Salaries for other support personnel to facilitate home-school partnerships and assist with the monitoring of the Title I program through Home School Liaisons (2.0 FTE). $57,488.02 for salaries and $26,967.70 for benefits
Activity 19	Salaries to pay teachers (0.65 FTE), other certified personnel (Reading/Math Coaches and School Support Specialists, 0.02 FTE), paraprofessionals (0.2 FTE), and Other Support Personnel/Clerical (HSL, clerical staff; 0.01 FTE) their hourly rate (NCH) to support parent and family engagement activities outside of the contracted days and/or times. Duties outside of their typical job description may include childcare and translation services. $44,945.00 for salaries and $10,193.60 for benefits
Activity 20	Fund tech-related rentals to provide communication with families through the S'Mores Newsletter application. $299.00
Activity 21	Fund communications (postage) for school newsletters and notifications to be mailed directly to families. $200.00
Activity 22	Fund other purchased services (printing) to provide on-going communication between home and school, including agendas for two-way communication, updates on student progress, materials for family activities, and newsletters. $1,500.00 outside printer and $13,173.62 district printing services
Activity 23	Provide supplies, food, and materials to support parent and family engagement activities along with compliance items required for monitoring, including parent guides, flash cards, take-home books, folders, binders, and other office supplies; $12,578.89
Activity 24	Salaries to fund classroom teachers (11.9 FTE) and Other Certified Personnel (Reading/Math Coaches; 0.54 FTE) and Paraprofessionals (.27 FTE) for data review and curriculum planning to enhance instruction and assessment. Funds will also be used to create and write curriculum for remediation and enrichment programs, including summer programs. $710,975.00 for salaries and $161,249.20 for benefits.
Activity 25	Salaries for other certified instructional personnel for supplemental Reading (3.0 FTE) and Math Coaches (3.0 FTE) in the Title I schools. Coaches will provide on-going job-embedded professional learning to build teacher capacity to increase student achievement. $348,684.87 for salaries and $163,568.21 for benefits
Activity 26	Salaries to fund instructional coaches (0.01 FTE) for providing professional learning to build the capacity of instructional staff at the hourly rate. $800.00 for salaries and $181.44 for benefits
Activity 27	Salaries to fund instructional staff (0.19 FTE) will be paid $20/hour to attend professional learning workshops and trainings. $10,640.00 for salaries and $2,413.15 for benefits

Activity 28	Provide contracted services for substitutes (~$150.00/day) so teachers can participate in half/full day professional learning, including analyzing student data to establish appropriate and effective interventions for students not meeting proficiency. PL will be based on each school's specific school needs; $35,880.23 Fund professional and technical services for contracts with consultants to provide professional learning for Acaletics, Benchmark, iReady, PLCs, Literacy Footprints, John Collins, SIPPS, Learning Focus, Heinemann Consultant, SIOP, and life skills trainings; $7,653.20 (No contracts will exceed the $3,000/day recommended rate.)
Activity 29	Fund in and out of state travel for the administration and instructional staff to attend workshops and conferences based on the needs of each school. Conferences and workshops include the Model Schools Conference, ASCD Leadership Conference, Kagan, Innovative Schools, LitCon, school improvement related conferences (BSI), instructional coaching conferences, Blue Ribbon School of Excellence Conference, FETC, ECTAC Exceeding Expectations, AVID Summer Conference, FASA, ESEA Conference, AICE/IB, Dropout Prevention, and school counselor/life leadership skills training; $70,806.60
Activity 30	Fund other purchased services (Printing) for professional learning sessions, including the UF Flamingo Literacy Playbook; Total = $1,000.00
Activity 31	Provide supplies, including chart paper, post-it notes, binders, folders, data labels, and PL/reference books for book studies (Champs/PBIS, Building a Thinking Classroom in Math, PLC, instructional strategies, leadership, counseling/life skills texts) and materials to support professional learning. Total = $10,701.05
Activity 32	Provide textbooks for book studies and professional reference materials (school professional libraries for texts that support school goals, instruction, and leadership strategies). $400.00
Activity 33	Fund dues and fees for professional learning registrations of virtual conferences, like Avid, AICE, Catapult, Harvard on-line institute, word study/phonics/foundational literacy skills training, or any virtual conferences listed in travel (when travel is not possible); ASCD membership for identified teachers and National School Reform Faculty membership; $12,300.00
Activity 34	Salary to provide other support personnel (Lab Assistant, 0.08 FTE) for supplemental technical support during summer programming. $2,000.00 for salary and $453.60 for benefits.
Activity 35	Fund rentals (charter bus transportation) for educational field trips. $33,500.00
Activity 36	Fund miscellaneous expense for District School Bus Transportation relating to supplemental remediation and enrichment programs and field trips. $17,291.60
Activity 37	Salaries to fund hourly pay for teachers (0.09 FTE) and paraprofessionals (0.13 FTE) to work before, after, Saturday and summer school remediation and enrichment programs. The programs will provide students with the opportunity to master state standards and apply learning, and/or support transitioning students to the next grade level. $8,151.29 for salaries ($5,000 for teachers, $3,151.29 for paraprofessionals) and $1,848.71 for benefits ROLL FORWARD
Activity 38	Purchase supplies critical to supporting student mastery of the standards so students are prepared for the next grade level. Funds will provide supplemental classroom and student supplies; consumable materials required for remediation and enrichment programs; and whole and small group instruction within the core and intervention groups. Classroom supplies include binders, folders, paper (copy/notebook/constructions/graph/laminating/journal/composition/bulletin board/chart), pencils, pens, scissors, markers, crayons, glue, white boards, and sticky notes. Materials to support multisensory learning including letter tiles, sand, clip boards, and vowel cards. Consumable materials include supplemental student workbooks for TCM Summer Scholars, STEAM materials, iReady Magnetics, Acaletics Math and Science, Measuring Up, and Algebra and Geometry workbooks. $200,000.00 ROLL FORWARD
Activity 39	Purchase Other Materials and Supplies to support students' mastery of the standards. The funds will provide supplemental teaching materials including write on maps, measurement tools, teacher sets, classroom texts sets, and content area manipulatives to model concepts that support the standards. $100,000.00 ROLL FORWARD
Activity 40	Funds to provide a supplemental school library book allowance to Title I schools to purchase the Standards-based Sunshine State Readers for student use. $20,000 ROLL FORWARD
Activity 41	Fund three (3) School Coordinators at three high needs Title I schools to support curriculum, instruction, and school improvement efforts. $207,841.64 for salaries and $97,498.51 for benefits. ROLL FORWARD
Activity 42	Salaries to fund teachers (0.29 FTE) hourly rate of pay for curriculum planning for after-school, summer programs, and Facilitated Collaborative Planning outside of the contracted day. $16,302.58 for salaries and $3,697.42 for benefits ROLL FORWARD
Activity 43	Fund miscellaneous expense for District School Bus Transportation relating to supplemental remediation and enrichment programs and field trips. $10,000.00 ROLL FORWARD
Activity 44	
Activity 45	
Activity 46	
Activity 47	
Activity 48	
Activity 49	

Activity 50	

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

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Please use the drop down to select LEA or School
5100	120	AOF 1	1	Basic (FEFP K-12)-Classroom Teacher	14	$770,162.93	School
5100	150	AOF 1	2	Basic (FEFP K-12)-Paraprofessional	19	$452,254.84	School
5100	150	AOF 1	2	Basic (FEFP K-12)-Paraprofessional	7	$192,620.56	School
5100	210	AOF 1	1,2	Basic (FEFP K-12)-Retirement		$198,529.97	School
5100	220	AOF 1	1,2	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		$108,250.52	School
5100	230	AOF 1	1,2	Basic (FEFP K-12)-Group Insurance	231-Health	$339,609.27	School
5100	230	AOF 1	1,2	Basic (FEFP K-12)-Group Insurance	232-Life	$3,254.65	School
5100	240	AOF 1	1,2	Basic (FEFP K-12)-Workers' Compensation		$14,150.45	School
5100	120	AOF 1	3	Basic (FEFP K-12)-Classroom Teacher	1.9	$105,360.00	School
5100	130	AOF 1	3	Basic (FEFP K-12)-Other Certified	0.1	$6,200.00	School
5100	150	AOF 1	3	Basic (FEFP K-12)-Paraprofessional	0.38	$9,150.00	School
5100	210	AOF 1	3	Basic (FEFP K-12)-Retirement		$16,935.66	School
5100	220	AOF 1	3	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		$9,234.32	School
5100	240	AOF 1	3	Basic (FEFP K-12)-Workers' Compensation		$1,207.10	School
5100	310	AOF 1	4	Basic (FEFP K-12)-Professional and Technical Services		$1,000.00	School
5100	330	AOF 1	5	Basic (FEFP K-12)-Travel		$30,865.00	School
5100	369	AOF 1	6	Basic (FEFP K-12)-Technology-Related Rentals		$15,950.00	School
5100	390	AOF 1	7	Basic (FEFP K-12)-Other Purchased Services		$153,673.47	School
5100	394	AOF 1	8		6.6 (Charter Dist)	$361,522.68	School
5100	510	AOF 1	9	Basic (FEFP K-12)-Supplies		$176,335.60	School
5100	519	AOF 1	10	Basic (FEFP K-12)-Technology Related Supplies		$11,891.12	School
5100	530	AOF 1	11	Basic (FEFP K-12)-Periodicals		$2,650.00	School
5100	590	AOF 1	12	Basic (FEFP K-12)-Other Materials and Supplies		$34,943.78	School
5100	610	AOF 1	13	Basic (FEFP K-12)-Library Books		$1,000.00	School
5100	622	AOF 1	14	Basic (FEFP K-12)-Noncapitalized AV Materials		$1,500.00	School
5100	640	AOF 1	15	Basic (FEFP K-12)-Furniture, Fixtures, and Equipment	649 tech-related	$1,800.00	School
6120	130	AOF 1	16	Guidance Services-Other Certified	2	$136,747.95	School
6120	210	AOF 1	16	Guidance Services-Retirement		$19,185.75	School
6120	220	AOF 1	16	Guidance Services-Federal Insurance Contributions Act (FICA)		$10,461.22	School
6120	230	AOF 1	16	Guidance Services-Group Insurance	231-Health	$32,819.52	School
6120	230	AOF 1	16	Guidance Services-Group Insurance	232-Life	$314.53	School
6120	240	AOF 1	16	Guidance Services-Workers' Compensation		$1,367.49	School
6120	130	AOF 1	17	Guidance Services-Other Certified	0.08	$5,000.00	School
6120	210	AOF 1	17	Guidance Services-Retirement		$701.50	School
6120	220	AOF 1	17	Guidance Services-Federal Insurance Contributions Act (FICA)		$382.50	School
6120	240	AOF 1	17	Guidance Services-Workers' Compensation		$50.00	School
6120	394	AOF 1	8		2.0 (Charter Dist)	$167,769.27	School
6150	160	AOF 1	18	Parental Involvement-Other Support Personnel	2	$57,488.02	School
6150	210	AOF 1	18	Parental Involvement-Retirement		$8,065.58	School
6150	220	AOF 1	18	Parental Involvement-Federal Insurance Contributions Act (FICA)		$4,397.84	School
6150	230	AOF 1	18	Parental Involvement-Group Insurance	231-Health	$13,797.14	School
6150	230	AOF 1	18	Parental Involvement-Group Insurance	232-Life	$132.24	School
6150	240	AOF 1	18	Parental Involvement-Workers' Compensation		$574.90	School
6150	120	AOF 1	19	Parental Involvement-Classroom Teacher	0.65	$37,020.00	School
6150	130	AOF 1	19	Parental Involvement-Other Certified	0.02	$1,280.00	School
6150	150	AOF 1	19	Parental Involvement-Paraprofessional	0.23	$5,575.00	School
6150	160	AOF 1	19	Parental Involvement-Other Support Personnel	0.01	$320.00	School
6150	160	AOF 1	19	Parental Involvement-Other Support Personnel	0.03	$750.00	School

6150	210	AOF 1	19	Parental Involvement-Retirement		$6,305.84	School
6150	220	AOF 1	19	Parental Involvement-Federal Insurance Contributions Act (FICA)		$3,438.31	School
6150	240	AOF 1	19	Parental Involvement-Workers' Compensation		$449.45	School
6150	369	AOF 1	20	Parental Involvement-Technology-Related Rentals		$299.00	School
6150	370	AOF 1	21	Parental Involvement-Communications		$200.00	School
6150	390	AOF 1	22	Parental Involvement-Other Purchased Services		$1,500.00	School
6150	390	AOF 1	22	Parental Involvement-Other Purchased Services		$13,173.62	School
6150	394	AOF 1	8		1.75 (Charter Dist)	$66,046.00	School
6150	510	AOF 1	23	Parental Involvement-Supplies		$12,578.89	School
6300	120	AOF 1	24	Instruction and Curriculum Development Services-Classroom Teacher	11.9	$672,160.00	School
6300	130	AOF 1	24	Instruction and Curriculum Development Services-Other Certified	0.54	$32,440.00	School
6300	150	AOF 1	24	Instruction and Curriculum Development Services-Paraprofessional	0.27	$6,375.00	School
6300	210	AOF 1	24	Instruction and Curriculum Development Services-Retirement		$99,749.86	School
6300	220	AOF 1	24	Instruction and Curriculum Development Services-		$54,389.60	School
6300	240	AOF 1	24	Instruction and Curriculum Development Services-Workers' Compensation		$7,109.75	School
6400	130	AOF 1	25	Instructional Staff Training Services-Other Certified	3	$158,818.79	School
6400	130	AOF 1	25	Instructional Staff Training Services-Other Certified	3	$189,866.08	School
6400	210	AOF 1	25	Instructional Staff Training Services-Retirement		$48,920.52	School
6400	220	AOF 1	25	Instructional Staff Training Services-Federal Insurance Contributions Act (FICA)		$26,674.43	School
6400	230	AOF 1	25	Instructional Staff Training Services-Group Insurance	231-Health	$83,684.39	School
6400	230	AOF 1	25	Instructional Staff Training Services-Group Insurance	232-Life	$802.00	School
6400	240	AOF 1	25	Instructional Staff Training Services-Workers' Compensation		$3,486.87	School
6400	130	AOF 1	26	Instructional Staff Training Services-Other Certified	0.01	$800.00	School
6400	120	AOF 1	27	Instructional Staff Training Services-Classroom Teacher	0.19	$10,640.00	School
6400	210	AOF 1	26	Instructional Staff Training Services-Retirement		$112.24	School
6400	220	AOF 1	26	Instructional Staff Training Services-Federal Insurance Contributions Act (FICA)		$61.20	School
6400	240	AOF 1	26	Instructional Staff Training Services-Workers' Compensation		$8.00	School
6400	210	AOF 1	27	Instructional Staff Training Services-Retirement		$1,492.80	School
6400	220	AOF 1	27	Instructional Staff Training Services-Federal Insurance Contributions Act (FICA)		$813.96	School
6400	240	AOF 1	27	Instructional Staff Training Services-Workers' Compensation		$106.40	School
6400	310	AOF 1	28	Instructional Staff Training Services-Professional and Technical Services		$17,913.84	School
6400	310	AOF 1	28	Instructional Staff Training Services-Professional and Technical Services		$24,000.00	School
6400	330	AOF 1	29	Instructional Staff Training Services-Travel		$64,426.60	School
6400	330	AOF 1	29	Instructional Staff Training Services-Travel		$6,380.00	School
6400	390	AOF 1	30	Instructional Staff Training Services-Other Purchased Services		$1,000.00	School
6400	394	AOF 1	8		2 (Charter Dist)	$177,412.05	School
6400	510	AOF 1	31	Instructional Staff Training Services-Supplies		$10,701.05	School
6400	590	AOF 1	32	Instructional Staff Training Services-Other Materials and Supplies		$400.00	School
6400	730	AOF 1	33	Instructional Staff Training Services-Dues and Fees		$12,300.00	School
6500	160	AOF 1	34	Instructional-Related Technology-Other Support Personnel	0.08	$2,000.00	School
6500	210	AOF 1	34	Instructional-Related Technology-Retirement		$280.60	School
6500	220	AOF 1	34	Instructional-Related Technology-Federal Insurance Contributions Act (FICA)		$153.00	School
6500	240	AOF 1	34	Instructional-Related Technology-Workers' Compensation		$20.00	School
7800	360	AOF 1	35	Student Transportation Services-Rentals		$33,500.00	School
7800	790	AOF 1	36	Student Transportation Services-Miscellaneous		$17,291.60	School
5100	120	RF: AOF 1	37	Basic (FEFP K-12)-Classroom Teacher	0.09	$5,000.00	LEA
5100	150	RF: AOF 1	37	Basic (FEFP K-12)-Paraprofessional	0.13	$3,151.29	LEA
5100	210	RF: AOF 1	37	Basic (FEFP K-12)-Retirement		$1,143.63	LEA
5100	220	RF: AOF 1	37	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		$623.57	LEA
5100	240	RF: AOF 1	37	Basic (FEFP K-12)-Workers' Compensation		$81.51	LEA
5100	510	RF: AOF 1	38	Basic (FEFP K-12)-Supplies		$200,000.00	LEA
5100	590	RF: AOF 1	39	Basic (FEFP K-12)-Other Materials and Supplies		$100,000.00	LEA
5100	610	RF: AOF 1	40	Basic (FEFP K-12)-Library Books		$20,000.00	LEA
6300	110	RF: AOF 1	41	Instruction and Curriculum Development Services-Administrator	3.00	$207,841.64	LEA

6300	210	RF: AOF 1	41	Instruction and Curriculum Development Services-Retirement		$29,160.18	LEA
6300	220	RF: AOF 1	41	Instruction and Curriculum Development Services-		$15,899.89	LEA
6300	230	RF: AOF 1	41	Instruction and Curriculum Development Services-Group Insurance	231-Health	$49,881.99	LEA
6300	230	RF: AOF 1	41	Instruction and Curriculum Development Services-Group Insurance	232-Life	$478.04	LEA
6300	240	RF: AOF 1	41	Instruction and Curriculum Development Services-Workers' Compensation		$2,078.41	LEA
6300	120	RF: AOF 1	42	Instruction and Curriculum Development Services-Classroom Teacher	0.29	$16,302.58	LEA
6300	210	RF: AOF 1	42	Instruction and Curriculum Development Services-Retirement		$2,287.25	LEA
6300	220	RF: AOF 1	42	Instruction and Curriculum Development Services- Federal Insurance Contributions Act (FICA)		$1,247.15	LEA
6300	240	RF: AOF 1	42	Instruction and Curriculum Development Services-Workers' Compensation		$163.03	LEA
7800	790	RF: AOF 1	43	Student Transportation Services-Miscellaneous		$10,000.00	LEA
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LEA Total (Including Roll Forward)						$665,340.16	
School Total (Including Roll Forward)						$5,394,534.11	
Area of Focus 1 Total (Not Including Roll Forward)						$5,394,534.11	
Estimated Roll Forward Total						$665,340.16	
Total Funds Requested (Including Roll Forward)						$6,059,874.27	

Area of Focus 2: Parent and Family Engagement

For LEAs with a Total Allocation under $500,000- Area of Focus 2 + PFE: AoF6 budget is not to exceed two percent of the total allocation.
For LEAs with a Total Allocation of $500,000 or greater- Area of Focus 2 + PFE: AoF6 budget must reserve at least one percent of the total allocation and allocate a minimum of 90 percent of the one percent directly to schools (AoF2 only); not to exceed two percent of the total allocation.
**Please note the activities funded with Roll Forward will not be included in set-aside cap calculations .*

2% of Allocation (AoF2 + PFE:AoF6 total must not exceed)	1% of Allocation (AoF2 + PFE:AoF6 total must not fall below)	90% of 1% (minumum amount that must be allocated to schools, if applicable)
$231,546.18	$115,773.09	$104,195.78

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

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

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

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

The SDMC Student Services Department provides support for the attendance education and efforts of the Graduation Enhancement Technicians (GETs) to reduce chronic absenteeism in Title I schools. This includes home visits to raise awareness. The GETs also work closely with school social workers and community partners to provide resources to families in need.

The Title I Department collaborates with the Title I, Part C, Title II, Title IV, Title I, Part D, Title IX, ESE, and Early Learning Departments to support and coordinate parent and family engagement initiatives through training, resources, and/or attendance at sponsored events. Several Title I schools fund Home-School Liaisons (HSLs) who are vital to establishing trusting relationships with parents and families to strengthen the home-school connection.
The HSLs work with the Graduation Enhancement Technicians and School Social Workers, to provide referrals and resources to families. Home visits have helped eliminate barriers, especially when in-person activities are limited and internet access at home may not be available.

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

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

The PFE set-aside was calculated based on the needs of the schools. School size was the primary factor, but individual school data and feedback were also used to determine the allocated amount for each school, which ranges from $2,000.00 to $6,000.00. In total, the schools are receiving $105,000 to help facilitate parent-teacher conferences and school-based activities.

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

Activity 1	Fund postage for communication between schools and families through the mailing of school and/or district-related information. $2,750.00
Activity 2	Fund other purchased services (printing) to provide on-going communication between home and school, including agendas for two-way communication, updates on student progress, materials for family activities, and newsletters. $31,091.53 for outside printer services and $10,290.00 for district printing services
Activity 3	Distribution to charter schools for the Parent and Family Engagement Set-Aside to provide printing, materials (take-home books), supplies, food for parent meetings, agendas, parent folders, and toner, paper, and postage for two-way home-school communication. Funds will provide tech-related rentals for Smore Newsletter, One Call Now, and Study Island; translation services, to pay teachers for after-school parent events and parent conferences; and for other allowable items as outlined in the school Parent and Family Engagement Plans (PFEPs). $12,000.00
Activity 4	Fund supplies, food and materials to support parent and family engagement activities as well as compliance items required for monitoring, including parent guides, flash cards, take-home books, folders, binders, pens, pencils, and chart paper. $48,868.47
Activity 5	Salary to fund a Title 1 Specialist position (1.0 FTE) to support the district and school level parent and family engagement initiatives and to assist with the compliance and monitoring needs of the grant. $76,404.37 for salary and $35,841.29 for benefits.

Activity 6	Fund tech-related rentals to provide access to supplemental online programs that will increase the capacity of staff and families in Title I schools. The web-based parent center will provide tips and strategies for parent use and for school activities and events. $4,000
Activity 7	Fund other purchased services (printing) to provide print resources to schools, materials for family activities, newsletters, and support with compliance items. $2,000.00 district printing services
Activity 8	Fund supplies, food and materials to support parent and family engagement activities as well as compliance items required for monitoring, including parent guides, flash cards, take-home books, folders, binders, pens, pencils, and chart paper. $2728.31
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List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	(Please use tab key/down to select LEA or School)
6150	370	AOF 2	1	Parental Involvement-Communications		$2,750.00	School
6150	390	AOF 2	2	Parental Involvement-Other Purchased Services		$31,091.53	School
6150	390	AOF 2	2	Parental Involvement-Other Purchased Services		$10,290.00	School
6150	394	AOF 2	3		Charter Distribution	$12,000.00	School
6150	510	AOF 2	4	Parental Involvement-Supplies		$48,868.47	School
6150	130	AOF 2	5	Parental Involvement-Other Certified	1.00	$76,404.37	LEA
6150	210	AOF 2	5	Parental Involvement-Retirement		$10,719.53	LEA
6150	220	AOF 2	5	Parental Involvement-Federal Insurance Contributions Act (FICA)		$5,844.93	LEA
6150	230	AOF 2	5	Parental Involvement-Group Insurance	231-Health	$18,337.05	LEA
6150	230	AOF 2	5	Parental Involvement-Group Insurance	232-Life	$175.73	LEA

6150	240	AOF 2	5	Parental Involvement-Workers' Compensation		$764.05	LEA
6150	369	AOF 2	6	Parental Involvement-Technology-Related Rentals		$4,000.00	LEA
6150	390	AOF 2	7	Parental Involvement-Other Purchased Services		$2,000.00	LEA
6150	510	AOF 2	8	Parental Involvement-Supplies		$2,728.31	LEA
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				LEA Total (Including Roll Forward)		$120,973.97	
				School Total (Including Roll Forward)		$105,000.00	
				Area of Focus 2 Total (Not Including Roll Forward)		$225,973.97	
				Estimated Roll Forward Total		$0.00	
				Total Funds Requested (Including Roll Forward)		$225,973.97	

Area of Focus 3: Homeless Education

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

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

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

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

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

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

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

Activity 1	Salaries to fund hourly pay for teachers (0.28 FTE) to work with homeless students outside of the school day. Tutors will provide remediation and enrichment to support students with the mastery of state standards, to provide opportunities to apply learning, and/or to support the transition of students to the next grade level. $16,302.58 for salaries and $3,697.42 for benefits
Activity 2	Salary to fund to provide a Graduation Enhancement Technician (GET; 1.0 FTE) to mentor students and families to reduce the chronic absenteeism rate for unhoused students. The GET will also conduct home-visits, use Check-in/Check-out and assist students with grade-level and future success. $51,500 for salaries and $24,158.65 for benefits
Activity 3	Salary for a Career and College Advisor (1.0 FTE) to support homeless youth in secondary schools. The advisor will help students meet graduation requirements and assist with continuing education and/or career placement. $50,454.55 for salary and $23,668.23 for benefits
Activity 4	Fund in-county travel needed to provide essential support for the homeless education program. Mileage for the College and Career Advisor and the GET will be reimbursed at the district-approved rate of $0.70 per mile. $1,500.00
Activity 5	Fund Student Transportation Services for Other Support Personnel NCH to transport students in foster care when other means are not available according to the agreed upon transportation plan. The cost per ride varies by distance and duration of services. $4,075.64 Salary and $924.36 Benefits
Activity 6	Fund transportation services to provide unhoused students with busing to and from school when other methods of transport are not available. A local service provider will be contracted for the duration of the school year. The cost per ride varies by distance and duration of service. $10,000
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List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Please use the dropdown to select LEA or School
5100	120	AOF 3	1	Basic (FEFP K-12)-Classroom Teacher	0.28	$16,302.58	LEA
5100	210	AOF 3	1	Basic (FEFP K-12)-Retirement		$2,287.25	LEA
5100	220	AOF 3	1	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		$1,247.15	LEA
5100	240	AOF 3	1	Basic (FEFP K-12)-Workers' Compensation		$163.02	LEA
6150	160	AOF 3	2	Parental Involvement-Other Support Personnel	1.00	$51,500.00	LEA
6150	210	AOF 3	2	Parental Involvement-Retirement		$7,225.45	LEA
6150	220	AOF 3	2	Parental Involvement-Federal Insurance Contributions Act (FICA)		$3,939.75	LEA
6150	230	AOF 3	2	Parental Involvement-Group Insurance	231-Health	$12,360.00	LEA
6150	230	AOF 3	2	Parental Involvement-Group Insurance	232-Life	$118.45	LEA
6150	240	AOF 3	2	Parental Involvement-Workers' Compensation		$515.00	LEA
6300	130	AOF 3	3	Instruction and Curriculum Development Services-Other Certified		$50,454.55	LEA
6300	210	AOF 3	3	Instruction and Curriculum Development Services-Retirement		$7,078.77	LEA
6300	220	AOF 3	3	Instruction and Curriculum Development Services-		$3,859.77	LEA
6300	230	AOF 3	3	Instruction and Curriculum Development Services-Group Insurance	231-Health	$12,109.09	LEA
6300	230	AOF 3	3	Instruction and Curriculum Development Services-Group Insurance	232-Life	$116.05	LEA
6300	240	AOF 3	3	Instruction and Curriculum Development Services-Workers' Compensation		$504.55	LEA
6300	330	AOF 3	4	Instruction and Curriculum Development Services-Travel		$1,500.00	LEA
7800	160	AOF 3	5	Student Transportation Services-Other Support Personnel	0.34	$8,151.29	LEA
7800	210	AOF 3	5	Student Transportation Services-Retirement		$1,143.63	LEA
7800	220	AOF 3	5	Student Transportation Services-Federal Insurance Contributions Act (FICA)		$623.57	LEA
7800	240	AOF 3	5	Student Transportation Services-Workers' Compensation		$81.51	LEA
7800	360	AOF 3	6	Student Transportation Services-Rentals		$10,000.00	LEA
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LEA Total (Including Roll Forward)	$191,281.43
School Total (Including Roll Forward)	$0.00
Area of Focus 3 Total (Not Including Roll Forward)	$191,281.43
Estimated Roll Forward Total	$0.00
Total Funds Requested (Including Roll Forward)	$191,281.43

Area of Focus 4: Neglected and Delinquent Reservation

A. If the LEA has an eligible local institution for neglected children and youth, describe how the LEA will use the required Title I, neglected reservation to provide comparable Title I services to such students who do not attend a Title I school.

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

B. If the LEA has an eligible local institution for neglected children and youth, describe how the LEA will use Title I, neglected reservation to provide comparable supplementary academic and support services to such students who attend a Title I school (this is in addition to the Title I, Part A services).

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

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

The School District of Manatee County sets aside additional funds to help neglected and delinquent students with transition services and support. The Title I, Part A set-aside will provide at-risk youth with online subscriptions that allow students to close the gaps in learning, support course/credit recovery, and provide additional practice and test preparation strategies.

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

Activity 1	Provide tech-related rentals, like online practice tests for GED and required assessments; credit recovery programs; career and college readiness skills; and additional preparation for the transition into life and the workplace; $5,000.00
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List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (if applicable)	Amount	Please use the dropdown to select LEA or School
5100	369	AOF 4	1	Basic (FEFP K-12)-Technology-Related Rentals		$5,000.00	LEA
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LEA Total (Including Roll Forward)	$5,000.00
School Total (Including Roll Forward)	$0.00
Area of Focus 4 Total (Not Including Roll Forward)	$5,000.00
Estimated Roll Forward Total	$0.00
Total Funds Requested (Including Roll Forward)	$5,000.00

Area of Focus 5: Early Childhood

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

The School District of Manatee County's (SDMC) Title I program partners with the Exceptional Student Education (ESE) and Early Learning Departments to provide extended day opportunities for qualifying pre-kindergarten students at select Title I elementary schools. The extended preschool day provides students with additional opportunities to master developmental standards that will prepare them for kindergarten. The teaching and learning goals are the same for all preschool classrooms and district personnel support the Title I extended day programs. Title I preschool classrooms receive additional support, resources, and professional learning opportunities for instructional staff.

SDMC's Early Learning Department has a relationship with the Early Learning Community Task Force. This task force includes representatives from the Early Learning Coalition of Manatee County, the Manatee Community Action Agency (Head Start), the Campaign for Grade Level Reading, and other key agencies in the community that address the needs and education of our earliest learners. The target population is all Title I elementary schools, along with the private providers in the corresponding neighborhoods. The task force focuses on decreasing chronic absenteeism, increasing attendance, and kindergarten readiness.

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

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

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

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

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

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

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

As a result of ongoing progress monitoring and coaching, Early Learning Specialists will identify teachers needing additional support in the classroom.

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

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

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

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

Title I Program Blended with:	Number of Students served with Title I			Total Number of Students			Describe method which will be used to identify students	Total (Title I, Part A) funds used
	Age 3	Age 4	Age 5	Age 3	Age 4	Age 5		
Early Head Start/ Head Start/ Migrant and Seasonal Head Start								
Home Instruction for Parents of Preschool Youngsters (HIPPY)								
LEA Migrant Preschool Program								
Prekindergarten Program for Children with Disabilities	72	167	153	137	267	248	ESE Eligibility Documentation for Prekindergarten ESE services (Eligibility paperwork and IEP)	(Title I split funds the integrated classrooms with ESE and Early Learning)
Voluntary Prekindergarten (VPK)		320			847		Address verification and need assessment	Total for IPK/VPK Classrooms (teachers and paras) = $1,505,203.05. Additional funded items supporting these classrooms are indicated in the budget and budget narrative.
Other (Please Specify)								
Other (Please Specify)								

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

Activity 1	Salaries to extend 24 prekindergarten classrooms beyond typical VPK hours to provide supplemental education tying to the Florida Developmental Standards. 24 Teachers (0.53 FTE); 24 Paraprofessionals (0.53 FTE) will be funded. $716,643.33 salaries for teachers; $307,931.72 salaries for paraprofessionals; and $480,628.15 for benefits
Activity 2	Purchase supplies to support instruction and the extended day in select PreK classrooms. Supplies include supplemental consumable materials (student workbooks and skills practice books) and other classroom-related supplies. Classroom supplies include folders, clip boards, materials to support life skills, organizational materials (bins, bags, and trays), chart paper, paper (copy/notebook/construction/graph/laminating/journal/composition/bulletin board), pencils, pens, scissors, markers, crayons, tape, glue, student white boards, and sticky notes. Materials to support multisensory learning including letter tiles, sand, vowel cards, flexible seating supplies and materials. $19,489.61
Activity 3	Salary for the Early Learning Director (0.8 FTE) to oversee the delivery of accessible, equitable, and standards-based education to emergent learners and to provide support to the families of PreK students to better prepare them for school and the transition to Kindergarten. $106,326.49 for salary and $73,237.68 for benefits
Activity 4	Salaries to fund the hourly rate (NCH) to Pre-K Classroom Teachers (0.2 FTE) for data review and curriculum planning to enhance instruction and assessment. Funds will also be used to create and write curriculum for remediation and enrichment programs, including summer programs. $9,506.33 for salaries and $2,156.04 for benefits
Activity 5	Salaries for Early Learning Specialists (2.0 FTE) to provide classroom curriculum and professional learning support with life skills, best instructional practices, data analysis, coaching and the overarching activities critical to successful early education classrooms. $172,903.62 for salaries and $79,558.37
Activity 6	Fund student activity licenses for the Hatch Ignite Tables to reinforce the standards and increase engagement and progress monitoring in select Title I-funded PreK classrooms (pilot). $3,600.00 ROLL FORWARD
Activity 7	Fund Hatch Ignite Tables(3) to reinforce the standards and increase engagement and progress monitoring in select Title I-funded PreK classrooms (pilot). $27,000.00 ROLL FORWARD
Activity 8	Provide Dues and Fees to pay for the supplemental second half of the pre-school day for students zoned to TI schools in sites unable to be funded in the Early Learning/VPK set-aside. $10,000 ROLL FORWARD
Activity 9	Fund Professional and Technical Service Contracts (2 Days) for supplemental Professional Learning opportunities to support new technology in the classroom (Hatch Ignite Table PL to support standards-based instruction and promote student engagement). $6,000.00 ROLL FORWARD Fund Professional and Technical Service Contracts (2 Days) for substitutes to cover teachers that participate in supplemental Professional Learning opportunities to support new technology in the classroom (Hatch Ignite Table PL to support standards-based instruction and promote student engagement). $3,000.00 ROLL FORWARD
Activity 10	

Activity 11	
Activity 12	
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List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Source (LEA, Schoolwide Program, or Targeted LEA or School)
5500	120	AOF 5	1	Prekindergarten-Classroom Teacher	13.1	$716,643.33	LEA
5500	150	AOF 5	1	Prekindergarten-Paraprofessional	13.1	$307,931.72	LEA
5500	210	AOF 5	1	Prekindergarten-Retirement		$143,747.88	LEA
5500	220	AOF 5	1	Prekindergarten-Federal Insurance Contributions Act (FICA)		$78,379.99	LEA
5500	230	AOF 5	1	Prekindergarten-Group Insurance	231-Health	$245,898.01	LEA
5500	230	AOF 5	1	Prekindergarten-Group Insurance	232-Life	$2,356.52	LEA
5500	240	AOF 5	1	Prekindergarten-Workers' Compensation		$10,245.75	LEA
5500	510	AOF 5	2	Prekindergarten-Supplies		$19,489.61	LEA
6300	110	AOF 5	3	Instruction and Curriculum Development Services-Administrator	0.8	$106,326.49	LEA
6300	210	AOF 5	3	Instruction and Curriculum Development Services-Retirement		$38,277.54	LEA
6300	220	AOF 5	3	Instruction and Curriculum Development Services-		$8,133.98	LEA
6300	230	AOF 5	3	Instruction and Curriculum Development Services-Group Insurance	231-Health	$25,518.36	LEA
6300	230	AOF 5	3	Instruction and Curriculum Development Services-Group Insurance	232-Life	$244.55	LEA
6300	240	AOF 5	3	Instruction and Curriculum Development Services-Workers' Compensation		$1,063.25	LEA
6300	120	AOF 5	4	Instruction and Curriculum Development Services-Classroom Teacher	0.2	$9,506.33	LEA
6300	210	AOF 5	4	Instruction and Curriculum Development Services-Retirement		$1,333.74	LEA
6300	220	AOF 5	4	Instruction and Curriculum Development Services-		$727.23	LEA
6300	240	AOF 5	4	Instruction and Curriculum Development Services-Workers' Compensation		$95.07	LEA
6300	130	AOF 5	5	Instruction and Curriculum Development Services-Other Certified	2	$172,903.62	LEA
6300	210	AOF 5	5	Instruction and Curriculum Development Services-Retirement		$24,258.38	LEA

6300	220	AOF 5	5	Instruction and Curriculum Development Services-		$13,227.13	LEA
6300	230	AOF 5	5	Instruction and Curriculum Development Services-Group Insurance	231-Health	$39,960.87	LEA
6300	230	AOF 5	5	Instruction and Curriculum Development Services-Group Insurance	232-Life	$382.96	LEA
6300	240	AOF 5	5	Instruction and Curriculum Development Services-Workers' Compensation		$1,729.03	LEA
5500	369	RF: AOF 5	6	Prekindergarten-Technology-Related Rentals		$3,600.00	LEA
5500	640	RF: AOF 5	7	Prekindergarten-Furniture, Fixtures, and Equipment	648- Capitalized	$27,000.00	LEA
5500	730	RF: AOF 5	8	Prekindergarten-Dues and Fees		$10,000.00	LEA
6400	310	RF: AOF 5	9	Instructional Staff Training Services-Professional and Technical Services		$6,000.00	LEA
6400	310	RF: AOF 5	9	Instructional Staff Training Services-Professional and Technical Services		$3,000.00	LEA
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					LEA Total (Including Roll Forward)	$2,017,981.34	
					School Total (Including Roll Forward)	$0.00	
					Area of Focus 5 Total (Not Including Roll Forward)	$1,968,381.34	
					Estimated Roll Forward Total	$49,600.00	
					Total Funds Requested (Including Roll Forward)	$2,017,981.34	

Area of Focus 6: Private Schools

L☑ **the LEA's private school Point of Contact**

Name:	Megan Johnson
Title:	Coordinator, Title I
Phone Number:	941-751-6550 x43066
Email Address:	johnson9m@manateeschools.net

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

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

September: Local not-for-profit private schools are contacted via mail, email, and phone call with an invitation to the SDMC's annual Grants Fair. Multiple attempts for contact are made.
October/November: The Grants Fair is held, and each federal program presents a summary of information and answers private school representatives' questions. Private school representatives complete an Intent to Participate Forms, identifying which grant program(s) best meet their private school needs. Non-profit status is verified, and each federal program receives a copy of the Intent to Participate forms to begin the consultation process.
December: Intent to Participate Forms are reviewed, and invitations to the First Consultation Meeting are sent to private school administrators who expressed interest in receiving Title I, Part A funding.
January: After meeting times are confirmed, First Consultation Meetings are held in late January to establish the consultation calendar and procedures for collecting poverty data, to review options for service providers, to distribute Parent and Teacher Surveys, to review the disagreement process, and to review and jointly discuss and agree upon the timeline and consultation process. Poverty data needed to address eligibility is due in early to mid-February when it is reviewed by the Title I Department.
February-April: SDMC conducts one or more consultation meetings with each school to review the poverty data, to identify Multiple Educationally Related Criteria data, and to identify students for services. Planning also includes discussions about program options for serving eligible students, their families, and if

appropriate, the teachers that serve the identified students. The timeline for services is also set during this time. Ongoing evaluation of the current Title I services, including student achievement, and responses to parent and teacher surveys informs the evaluation of the current Title I program and planning for the upcoming year.
May-July: The Affirmation of Instructional Materials, the Affirmation of Consultation and the Official's Attestation discussed and signed while plans for the Fall are finalized. In July, materials, and contracts, if necessary, are obtained. Summer programs may be continued in July, based on the agreed upon Service Delivery Plan.
August-October: Services begin in private schools, including services for families and teachers of Title I eligible students.
October-December: SDMC begins the continuous progress monitoring cycle for private school services and continues consultation as needed.

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

Identification of low-income students: For the 2025-2026 school year, SDMC used proportionality to determine the number of private school children from low-income families (CLIF) that reside in participating public school attendance areas. Participating private school officials submit projected student enrollment lists for address eligible students based on the participating public school's attendance areas for the 2025-2026 school year. The SDMC private school contact verifies the lists through the District's School Locator Website.

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

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

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

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

During the 2025-2026 school year, SDMC will contract with school counselors or other counseling providers to offer academic guidance counseling services to eligible students. The Xello platform will supplement these supports by providing eligible Title I students with access to career and college readiness preparation. The data from this platform can be used to support the students during counseling and/or tutoring services. Professional learning services, workshops, conferences, and online courses may be provided to private school teachers instructing the identified Title I eligible students. Professional learning will center around the needs of the eligible students.

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

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

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

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

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

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

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

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

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

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

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

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

Activity 1	Salary for tutors (FTE 3.5) to support eligible Title I students with remediation and core instruction lesson extension in the areas of reading/math. Multiple tutors will provide services to the eligible private schools at least twice a week for 27-32 weeks (includes some summer program hours). Current district employees will be paid hourly rate of pay outside of contract and all other tutors will be paid at $35 per hour. $199,115 for salary and $5,973.46 for benefits
Activity 2	Fund professional and technical services contract with outside service providers for tutoring and summer program experiences including MOSI, Mote Marine, and Florida Aquarium;. $2500.00. Fund professional and technical services to provide contracts for teachers, tutors, and paraprofessionals to provide educational experiences for private school students in select summer programs. $63,370.00
Activity 3	Fund tech-related rentals to provide eligible students with access to supplemental online programs for identified private schools (IXL, Imagine Learning Language and Literacy, Lexia, and Ispire). $11,400.00
Activity 4	Fund supplies to support remediation during tutoring and extended day/year programs. Supplies include writing instruments, post-its, mini-whiteboards, notebooks, chart paper manipulatives for concrete representations, workbooks for targeted intervention in math and reading. Funds will also be used for summer program supplies involving STEM, reading, math; student-selected independent reading books; and SIPPS consumable materials. $99,273.82
Activity 5	Fund other materials and supplies to support the classrooms with large numbers of students failing or at risk of failing. Materials include manipulatives, classroom books, and instructional materials to support content area instruction. $28,918.49
Activity 6	Fund Non-capitalized furniture, fixtures, and equipment for locking supply cabinets for the Title I tutoring room to keep TI funded supplies separate from other school materials. $8,000.00
Activity 7	Fund Non-capitalized computer hardware to support supplemental instruction for eligible students (ipads with chargers and covers). $4,500.00
Activity 8	Funds for professional and technical services for a third party contractor (Catapult, One-on-One Learning, or related company based on quotes/bidding process) to provide counseling services to eligible private school students. $45,650.00
Activity 9	Fund supplies to support Parent and Family Engagement (PFE) activities. Funds will be used to provide information and build the capacity of parents to support their student with academics at home through parent events and activities. Funds will purchase take home book sets and math and science kits. $5,572.21 PFE SET-ASIDE
Activity 10	Salary to fund the administrative assistant (FTE 0.3) supporting private schools' teachers, students, and families. The assistant will provide technical assistance, administrative support, and will monitor the deliverables, including services provided by the tutors and vendors; $13,657.80 for salary and $6,406.87 for benefits
Activity 11	Salary for training for tutors (FTE 0.06) to build their capacity to support eligible Title I students in private schools. Employees will be paid at the District $20 per hour training rate. $3,520.00 for salary and $105.60 for benefits
Activity 12	Provide professional & technical services for professional learning for the teachers of eligible Title I students to build capacity related to best practices in technology, reading, math, and writing. Services may be provided by Catapult, PD Now, Ispire, Xello, One-on-One Learning, and Lexia (Contract not to exceed $3,000.00 per day). $10,000.00
Activity 13	Fund supplies to support professional learning (professional books about reading, writing, math, life skills, and differentiated instruction; chart paper; post-its; notebook;, writing implements). $3,100.00
Activity 14	Fund Dues and Fees for virtual training for professional learning. The teachers and tutors of eligible Title I students at select private schools will attend Orton Gillingham (OG) or other literacy training. $10,500.00
Activity 15	Indirect Cost for the Private School Equitable Services Proportion. $25,264.73

Activity 16	Salaries at the tutor pay rate of $35 for services provided to CES Private School. Included in Roll Forward due to interrupted service. $2,100.00 for salaries and $63.00 for benefits ROLL FORWARD
Activity 17	Salaries to pay the hourly rate of pay (NCH) for tutors. Funds to cover any additional tutoring needed by SDMC employees at the hourly rate of pay. $5,000.00 for salaries and $1,134.00 for benefits ROLL FORWARD
Activity 18	Fund supplies to support remediation during tutoring and extended day/year programs. Supplies include writing instruments, post-its, mini-whiteboards, notebooks, chart paper manipulatives for concrete representations, workbooks for targeted intervention in math and reading. Funds will also be used for summer program supplies involving STEM, reading, math; student-selected independent reading books; and SIPPS consumable materials. $23,637.74 ROLL FORWARD
Activity 19	Fund tech-related rentals to provide eligible students with access to supplemental online programs including career and college readiness support for identified private schools (Xello, Ispire). $6,000.00 ROLL FORWARD
Activity 20	Fund Professional and Technical Services for TOA or Catapult/One-on-One for tutoring. $20,000.00 ROLL FORWARD
Activity 21	Fund Professional and Technical Services for Catapult/One-on-One counseling services. $20,000.00 ROLL FORWARD
Activity 22	Salary to fund the program specialist (FTE 0.6) supporting private schools' teachers, students, and families. The specialist will provide technical assistance, professional learning opportunities, and instructional/programming support to eligible private schools and will monitor the deliverables, including services provided by the tutors and vendors. $40,925.81 for salary and $19,198.30 for benefits ROLL FORWARD
Activity 23	Indirect Costs for private school Roll Forward at 5.57 % Total = $6,575.88 ROLL FORWARD
Activity 24	Funds for travel in state and out of state for administrative and instructional Title I staff to receive professional learning, leadership development, and technical assistance from ECTAC/E2, FASFEPA Fall/Spring Forums, ASCD, FASA, Innovative Schools, Model Schools, Community School Partnership Conference, Coaching and Leadership Workshop, AVID, Parent Engagement NAFEPA, ESEA, ASCD, Homeless/Migrant/ESOL Conferences (includes mileage, hotel, meals, parking, registrations, based upon SDMC travel policies). $10,392.63
Activity 25	

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

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If Applicable)	Amount
5100	120	AOF 6	1	Basic (FEFP K-12)-Classroom Teacher	3.50	$199,115.00
5100	220	AOF 6	1	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		$2,986.73
5100	240	AOF 6	1	Basic (FEFP K-12)-Workers' Compensation		$2,986.73
5100	310	AOF 6	2	Basic (FEFP K-12)-Professional and Technical Services		$65,870.00
5100	369	AOF 6	3	Basic (FEFP K-12)-Technology-Related Rentals		$11,400.00
5100	510	AOF 6	4	Basic (FEFP K-12)-Supplies		$99,273.82
5100	590	AOF 6	5	Basic (FEFP K-12)-Other Materials and Supplies		$28,918.49
5100	642	AOF 6	6	Basic (FEFP K-12)-Noncapitalized Furniture, Fixtures, and Equipment		$8,000.00
5100	644	AOF 6	7	Basic (FEFP K-12)-Noncapitalized Computer Hardware		$4,500.00
6120	310	AOF 6	8	Guidance Services-Professional and Technical Services		$45,650.00
6150	510	PFE:AOF 6	9	Parental Involvement-Supplies		$5,572.21
6300	160	AOF 6	10	Instruction and Curriculum Development Services-Other Support Personnel	0.30	$13,657.80
6300	210	AOF 6	10	Instruction and Curriculum Development Services-Retirement		$1,916.19
6300	220	AOF 6	10	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)		$1,044.82
6300	230	AOF 6	10	Instruction and Curriculum Development Services-Group Insurance		$3,277.87
6300	230	AOF 6	10	Instruction and Curriculum Development Services-Group Insurance		$31.41
6300	240	AOF 6	10	Instruction and Curriculum Development Services-Workers' Compensation		$136.58
6400	120	AOF 6	11	Instructional Staff Training Services-Classroom Teacher	0.06	$3,520.00
6400	220	AOF 6	11	Instructional Staff Training Services-Federal Insurance Contributions Act (FICA)		$52.80
6400	240	AOF 6	11	Instructional Staff Training Services-Workers' Compensation		$52.80
6400	310	AOF 6	12	Instructional Staff Training Services-Professional and Technical Services		$10,000.00
6400	510	AOF 6	13	Instructional Staff Training Services-Supplies		$3,100.00
6400	730	AOF 6	14	Instructional Staff Training Services-Dues and Fees		$10,500.00
7200	790	AOF 6	15	General Administration (Superintendent's Office)-Miscellaneous		$25,264.73
5100	120	RF: AOF 6	16	Basic (FEFP K-12)-Classroom Teacher	0.04	$2,100.00
5100	220	RF: AOF 6	16	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		$31.50
5100	240	RF: AOF 6	16	Basic (FEFP K-12)-Workers' Compensation		$31.50
5100	120	RF: AOF 6	17	Basic (FEFP K-12)-Classroom Teacher	0.04	$5,000.00
5100	210	RF: AOF 6	17	Basic (FEFP K-12)-Retirement		$701.50

5100	220	RF: AOF 6	17	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		$382.50
5100	240	RF: AOF 6	17	Basic (FEFP K-12)-Workers' Compensation		$50.00
5100	510	RF: AOF 6	18	Basic (FEFP K-12)-Supplies		$23,637.74
5100	369	RF: AOF 6	19	Basic (FEFP K-12)-Technology-Related Rentals		$6,000.00
5100	310	RF: AOF 6	20	Basic (FEFP K-12)-Professional and Technical Services		$20,000.00
6120	310	RF: AOF 6	21	Guidance Services-Professional and Technical Services		$20,000.00
6300	130	RF: AOF 6	22	Instruction and Curriculum Development Services-Other Certified	0.6	$40,925.81
6300	210	RF: AOF 6	22	Instruction and Curriculum Development Services-Retirement		$5,741.89
6300	220	RF: AOF 6	22	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)		$3,130.82
6300	230	RF: AOF 6	22	Instruction and Curriculum Development Services-Group Insurance	231-Health	$9,822.20
6300	230	RF: AOF 6	22	Instruction and Curriculum Development Services-Group Insurance	232-Life	$94.13
6300	240	RF: AOF 6	22	Instruction and Curriculum Development Services-Workers' Compensation		$409.26
7200	790	RF: AOF 6	23	General Administration (Superintendent's Office)-Miscellaneous		$6,575.88
6300	330	AOF 6	24	Instruction and Curriculum Development Services-Travel		$10,392.63
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Area of Focus 6 Total (Not Including Roll Forward or PFE)	$551,648.40
Parent and Family Engagement	$5,572.21
Area of Focus 6 Total (including PFE)	$557,220.61
Estimated Roll Forward Total	$144,634.73
Total Funds Requested (including Roll Forward)	$701,855.34

Area of Focus 7: Transportation and Foster Care

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

List the LEA's Foster Care Point of Contact

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

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

$115,922.11

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

The School District of Manatee County (SDMC) reserved $115,922.11 to support the transitional needs for students in foster care. The funds will be used for a social worker and for transportation services for students placed in foster care. The Social Worker will provide and/or coordinate direct services to students. The transportation funds will be accessed if the Child Welfare Agency (CWA) and the SDMC Transportation Department are unable to address the immediate transportation needs for a student in foster care. The goal will be to maintain the children in the school origin whenever in the child's best interest.

The $10,000.00 in transportation may be used for the hourly wage for approved SDMC fleet vehicle drivers or to contract with an outside provider. These options will meet the immediate need of the student(s) until coordination between CWA and SDMC's transportation department can be established. The remainder of the funds will be used for the Social Worker salary and benefits.

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

The SDMC will ensures all foster care students are enrolled in a timely manner, regardless of missing documentation. The Foster Liaison will attend all ESSA meetings and will be responsible for notifying schools of any changes to the student's placement. This notification will be provided to school-based registrars who are trained on the procedures to enroll students in foster care and will collaborate with the Foster Care Liaison to mitigate any issues. The Foster Care Liaison facilitates the collection of the necessary documentation needed for the student file and will ensure the student is enrolled immediately, regardless of incomplete documentation.

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

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

*Requests for transportation to the school of origin may be initiated through the CWA, shelter, foster parents, or school personnel, to be approved by the Foster Care Liaison. The Foster Care Liaison will review each request and make decisions, on a case-by-case basis, with the overarching goal being to provide stability for the student.

*The decision-making process will begin with the Foster Care Liaison working with the District's Federal Programs Transportation Coordinator to determine the feasibility of transporting students to the school of origin via district school buses. All decisions made will be child-centered and based on the distance, commute time to the school, age of the student, time remaining in the school year, and special program needs. Once the decision is made to transport the foster care student to the school of origin, the SDMC will provide students in foster care with transportation services comparable to those provided to other students.

*If school bus transportation is warranted, it will begin, within a 72 hour period of time of the student updated address placed within the district's student management system. If bus transportation cannot begin immediately, alternative transportation may be provided by the Child Welfare Agency through mileage reimbursement, taxi fare reimbursement, or bus passes.

*When transportation is approved, and the foster student's school of origin is in an adjoining district, or the student is living in an adjoining district and will attend a school of origin within this district, the districts will follow the McKinney Vento Act for cross-county procedures.

*When District transportation is not an alternative, transportation may be offered by the Child Welfare Agency through bus passes, mileage reimbursement, or taxi fare reimbursement.

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

Activity 1	Salary for a Social Worker (1.0 FTE) to provide teacher and student support to meet the needs of students in foster care. The Social Worker will serve as the Foster Care Liaison and coordinate and provide services for students placed in foster care. $72,100 for salary and $33,822.11 for benefits
Activity 2	Transportation Personnel Other Support NCH District transportation services to provide students in foster care with transportation when other means are not available according to the agreed upon transportation plan. Note the cost per ride varies by distance and duration of services. $4,075.64 for salaries and $924.36 for benefits
Activity 3	Fund Student Transportation Services to provide students in foster care with transportation when other means are not available according to the agreed upon transportation plan. A local service provider will be contracted for up to 5,000.00 in transportation services during the duration of the school year. Note the cost per ride varies by distance and duration of services. $5,000.00.
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List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Please use the dropdown to select LEA or School
6110	130	AOF 7	1	Attendance and Social Work-Other Certified	1.00	$72,100.00	LEA
6110	210	AOF 7	1	Attendance and Social Work-Retirement		$10,115.63	LEA
6110	220	AOF 7	1	Attendance and Social Work-Federal Insurance Contributions Act (FICA)		$5,515.65	LEA
6110	230	AOF 7	1	Attendance and Social Work-Group Insurance	231-Health	$17,304.00	LEA
6110	230	AOF 7	1	Attendance and Social Work-Group Insurance	232-Life	$165.83	LEA
6110	240	AOF 7	1	Attendance and Social Work-Workers' Compensation		$721.00	LEA
7800	160	AOF 7	2	Student Transportation Services-Other Support Personnel		$4,075.64	LEA
7800	210	AOF 7	2	Student Transportation Services-Retirement		$571.81	LEA
7800	220	AOF 7	2	Student Transportation Services-Federal Insurance Contributions Act (FICA)		$311.79	LEA
7800	240	AOF 7	2	Student Transportation Services-Workers' Compensation		$40.76	LEA
7800	360	AOF 7	3	Student Transportation Services-Rentals		$5,000.00	LEA
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					LEA Total (Including Roll Forward)	$115,922.11	
					School Total (Including Roll Forward)	$0.00	
					Area of Focus 7 Total (Not Including Roll Forward)	$115,922.11	
					Estimated Roll Forward Total	$0.00	
					Total Funds Requested (Including Roll Forward)	$115,922.11	

Area of Focus 8: College and Career Readiness

A. Describe the LEA's strategy to increase students access to early college, high school, dual or concurrent enrollment opportunities, or career counseling to identify student's interests and skills. Describe how programs are aligned to high skill, high need, and high wage occupations.

The School District of Manatee County (SDMC) offers high skill, high need, and high wage electives and career & technical programs common to each high school, like engineering and business/IT. There are also specialty and career & technical programs offered at each high school, and students may choice-in to those programs based on their career goals and interests. Every two years SDMC completes a comprehensive local needs assessment to align these programs to the needs of the community. Every student also has access to the online service Xello, which further connects students to information and interest surveys which increase student access to potential future career opportunities.

SDMC provides a STEM rotation for the Kindergarten through fifth grade students, with additional after-school STEM opportunities for the fourth and fifth grade. The goal of these programs is to expose students to fun and exciting activities that foster an excitement for math, science, and engineering that will carry them into middle, high school and beyond. The Title I funds can support additional materials, outside of school learning opportunities, and teacher learning to support the STEM and related content area standards. Middle schools and some elementary schools also provide after-school programs like the Technology Student Association (TSA) Clubs which increase student interest and participation in highly skilled technical and STEM fields.

College & Career Advisors are assigned to each high school to support the secondary students. Advisors are available to help students apply for college, enroll in early college opportunities, and apply for dual enrollment at the local technical college, community college and universities. They plan college and career fairs, facilitate field trips to local industries, and function as a liaison between the business, community, and school to promote business partnerships and industry involvement on our campuses. Additionally, these advisors reach out to middle schools to help students and teachers understand the importance of acceleration,

career planning, and making good high school academic choices. These advisors work to ease the transition from middle to high school. Secondary students are also provided the opportunity to tour local institutions of higher learning, including MTC, SCF, and USF campuses.

Students involved in a Career and Technical Education (CTE) classroom will be exposed to careers related to their coursework, and the CTE teacher will provide career counseling, along with the School Counselor and the Career Advisor.

Title I secondary schools may also fund additional School Counselors, Graduation Enhancement Technicians, and Graduation Coaches to support students with graduation requirements, opportunities to access employment, or assistance with applying to and funding higher education opportunities upon graduating. Several schools also fund college tours to encourage and support students' pursuit of higher education and/or vocational goals. The Title I funds provide supplemental support, materials, and teacher training for the AVID, IB, and AICE programs at select Title I schools. Funds will be used to provide materials and resources for the students to transition to each grade level and to prepare for high school, college, and careers.

B. Describe the LEA's strategy to support work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, provide academic credit.

Work-based learning is offered to Manatee County students through traditional On-the-Job Training (OJT) connected to a CTE program (i.e., Business or Agriculture) and through Diversified Career Technology (DCT). This offers students an opportunity to learn about the world of work in the classroom and have a job at the same time.

Specifically, the school district provides work-based learning opportunities for students through in class business and industry presentations, career fairs, internships, job shadows, simulations, and business and industry tours. Connections are further strengthened by business and industry participation in program focused advisory councils. These experiences are integrated with academics thereby answering the question, "Why do I need to learn this?" All activities are intended to lead our students to gainful employment in a fulfilling career that pays a living wage.

Additionally, students are exposed to business and industry through guest speakers, field trips to local businesses, advisory councils, internships and through our career and technical student organizations (CTSO) like TSA, FFA, FBLA, HOSA, FCCLA, DACA, and SkillsUSA. These organizations provide real world leadership, presentation and speaking opportunities for students and encourage networking with industry professionals and other students who have similar interests.

C. Describe the funded activities that will be implemented to address Area of Focus 8.

Activity 1	Salaries to fund support personnel to provide Graduation Enhancement Technicians (GETs; 12.5 FTE) to mentor students and families to reduce chronic absenteeism rate. The GETs will also conduct home-visits, use Check-in/Check-out and provide mentoring to assist students with grade-level and future success. $679,222.17 for salaries and $325,968.72 for benefits
Activity 2	Fund in-county daily travel to support the Title I schools. The Graduation Enhancement Technicians (GETs) will be reimbursed at the district-approved rate (currently 0.70 cents per mile) for travel for home visits to students with excessive absences (rates and amounts will vary by school). $6,500.00
Activity 3	Salaries to fund hourly pay for teachers (7.0 FTE), paraprofessionals (2.1 FTE) to work before, after, Saturday and summer school remediation and enrichment programs that will provide students with the opportunity to master state standards and apply learning, and/or support transitioning students to the next grade level. $450,906.25 for salaries and $102,265.54 for benefits
Activity 4	Purchase supplies critical to supporting student mastery of the standards so students are prepared for the next grade level. Funds will provide supplemental classroom and student supplies and consumable materials required for remediation and enrichment programs and whole and small group instruction within the core and intervention groups. Classroom supplies include binders, folders, paper (copy/notebook/constructions/graph/laminating/journal/composition/bulletin board/chart), pencils, pens, scissors, markers, crayons, glue, white boards, and sticky notes. Materials to support multisensory learning including letter tiles, sand, clip boards, and vowel cards. Consumable materials include supplemental student workbooks for iReady Magnetics, Acaletics Math and Science, Measuring Up, and Algebra and Geometry workbooks. $100,000.00
Activity 5	Purchase Other Materials and Supplies to support students' mastery of the standards. The funds will provide supplemental teaching materials including write on maps, measurement tools, teacher sets, classroom texts sets, and content area manipulatives to model concepts that support the standards. $65,574.41
Activity 6	Salaries to fund support personnel to provide Graduation Enhancement Technicians (GET; 0.5 FTE) to mentor students and families to reduce chronic absenteeism rate. The GET will also conduct home-visits, use Check-in/Check-out and provide mentoring to assist students with grade-level and future success. $38,907.74 for salary and $20,574.41 for benefits (District Code)
Activity 7	Fund Transportation Services for Other Support NCH to pay the bus operator's hourly rate to provide transportation for after-school and summer school transition programs for Title I students. Note the cost per ride varies by distance and duration of services. $40,756.44 for salaries and $9,243.56 for benefits
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List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (if applicable)	Amount	Funding for the Activity (School, LEA, or Other)
6300	160	AOF 8	1	Instruction and Curriculum Development Services-Other Support Personnel	12.50	$679,222.17	School
6300	210	AOF 8	1	Instruction and Curriculum Development Services-Retirement		$102,640.23	School
6300	220	AOF 8	1	Instruction and Curriculum Development Services-		$51,960.55	School
6300	230	AOF 8	1	Instruction and Curriculum Development Services-Group Insurance	231-Health	$163,013.36	School
6300	230	AOF 8	1	Instruction and Curriculum Development Services-Group Insurance	232-Life	$1,562.28	School
6300	240	AOF 8	1	Instruction and Curriculum Development Services-Workers' Compensation		$6,792.30	School
6300	330	AOF 8	2	Instruction and Curriculum Development Services-Travel		$6,500.00	School
5100	120	AOF 8	3	Basic (FEFP K-12)-Classroom Teacher	7.00	$400,000.00	LEA
5100	150	AOF 8	3	Basic (FEFP K-12)-Paraprofessional	2.10	$50,906.25	LEA
5100	210	AOF 8	3	Basic (FEFP K-12)-Retirement		$63,262.15	LEA
5100	220	AOF 8	3	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		$34,494.33	LEA
5100	240	AOF 8	3	Basic (FEFP K-12)-Workers' Compensation		$4,509.06	LEA
5100	510	AOF 8	4	Basic (FEFP K-12)-Supplies		$100,000.00	LEA
5100	590	AOF 8	5	Basic (FEFP K-12)-Other Materials and Supplies		$65,574.41	LEA
6300	160	AOF 8	6	Instruction and Curriculum Development Services-Other Support Personnel	0.50	$38,907.74	LEA
6300	210	AOF 8	6	Instruction and Curriculum Development Services-Retirement		$7,781.55	LEA
6300	220	AOF 8	6	Instruction and Curriculum Development Services-		$2,976.44	LEA
6300	230	AOF 8	6	Instruction and Curriculum Development Services-Group Insurance	231-Health	$9,337.86	LEA
6300	230	AOF 8	6	Instruction and Curriculum Development Services-Group Insurance	232-Life	$89.49	LEA
6300	240	AOF 8	6	Instruction and Curriculum Development Services-Workers' Compensation		$389.07	LEA

7800	160	AOF 8	7	Student Transportation Services-Other Support Personnel	1.70	$40,756.44	LEA
7800	210	AOF 8	7	Student Transportation Services-Retirement		$5,718.13	LEA
7800	220	AOF 8	7	Student Transportation Services-Federal Insurance Contributions Act (FICA)		$3,117.87	LEA
7800	240	AOF 8	7	Student Transportation Services-Workers' Compensation		$407.56	LEA
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LEA Total (Including Roll Forward)						$828,228.35	
School Total (Including Roll Forward)						$1,011,690.89	
Area of Focus 8 Total (Not Including Roll Forward)						$1,839,919.24	
Estimated Roll Forward Total						$0.00	
Total Funds Requested (Including Roll Forward)						$1,839,919.24	

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

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

The LEA-wide set-aside will be used to provide supplies to support both student and staff learning. The student supplies will include consumable workbooks and materials to allow for additional support with mastering the state standards and the supplies for the school staff will support professional learning provided by the Title I Department. This may include notebooks, binders, calendars, portfolios, chart paper, professional book titles and reference guides.

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

B. Describe the activities that will be implemented to address Area of Focus 9, if applicable, that will be funded at the LEA level, meaning those to be funded out of the LEA's cost center budget, rather than out of the school allocations.	
Activity 1	Purchase supplies critical to supporting additional Title I positions, and provide supplemental classroom and student supplies and consumable materials required for remediation and enrichment programs and whole and small group instruction within the core and intervention groups. Classroom supplies include binders, folders, clip boards, materials to support life skills, organizational materials, chart paper, paper (copy/notebook/constructions/graph/laminating/journal/composition/bulletin board), pencils, pens, scissors, markers, crayons, tape, glue, white boards, and sticky notes. Materials to support multisensory learning including letter tiles, sand, vowel cards, flexible seating supplies and materials. Consumable materials include supplemental student workbooks to support core instruction and to provide additional practice and preparation for required assessments (iReady Magnetics, Lexia, Acaletics Math and Science, SRA, SIPPS, ACT Now, Measuring Up, Champs, Coach Practice workbooks, and Algebra and Geometry workbooks). $6,545.26
Activity 2	Salary for the State and Federal Programs Specialist (1.0 FTE) to provide supplemental support and technical assistance to teachers and paraprofessionals to increase effective implementation of research-based best practices within Title I classrooms serving large numbers of students failing or at-risk of failure. $74,468.69 for salary and $29,601.30 for benefits
Activity 3	Purchase supplies to support professional learning provided by the Title I Department. This may include notebooks, binders, calendars, portfolios, chart paper, professional book titles and reference guides. $5,157.84
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List the detailed activities that will be implemented to address Area of Focus 9, if applicable. The amount reserved for these services must not exceed one percent of the LEA's total allocation.						
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount
5100	510	AOF 9	1	Basic (FEFP K-12)-Supplies		$6,545.25
6300	130	AOF 9	2	Instruction and Curriculum Development Services-Other Certified		$74,468.69
6300	210	AOF 9	2	Instruction and Curriculum Development Services-Retirement	1.00	$10,447.96
6300	220	AOF 9	2	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)		$5,696.85
6300	230	AOF 9	2	Instruction and Curriculum Development Services-Group Insurance	231-Health	$12,540.53
6300	230	AOF 9	2	Instruction and Curriculum Development Services-Group Insurance	232-Life	$171.28
6300	240	AOF 9	2	Instruction and Curriculum Development Services-Workers' Compensation		$744.69
6400	510	AOF 9	3	Instructional Staff Training Services-Supplies		$157.84
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				Area of Focus 9 Total (Not Including Roll Forward)	$115,773.09	
				Estimated Roll Forward Total	$0.00	
				Total Funds Requested (Including Roll Forward)	$115,773.09	

Area of Focus 10: Administrative Costs (not to exceed 10% of the total allocation)

A. Describe the funded activities that will be implemented to address Area of Focus 10.

Activity 1	Salary for the Director of Federal Programs and Grants (0.8 FTE) to oversee the administration, coordination and evaluation of grant programs in the School District of Manatee County. $103,970.67 for salary and $71,615.00 for benefits.
Activity 2	Salary for one (1.0 FTE) Title I Coordinator to write, implement, and monitor the Title I, Part A grant and to provide technical assistance to the schools receiving Title I funds and/or services. $108,647.49 for salary and $50,966.54 for benefits.
Activity 3	Salary for the Budget Analyst/Accountant (0.5 FTE) to provide additional oversight for the Title 1, Part A budget and expenditures. $32,303.89 for salary and $15,153.75 for benefits
Activity 4	Salary for Federal Programs and Grants, Title I Specialist (0.4 FTE) to provide technical assistance and supplemental instructional support for educational activities in the Title I schools. $27,283.88 for salary and $12,798.87 for benefits (Other 60% funded through Title I Private School budget)
Activity 5	Fund in-county daily travel to support the Title I schools. The Director of Federal Programs, the Title I Coordinator, Specialists, and Other Support Personnel will be reimbursed at the district-approved rate (currently 0.70 cents per mile) for additional travel between schools (rates and amounts will vary). Funds will also cover travel in state for the Director of Federal Programs, the Title I Coordinator, Specialists, and Federal Programs Staff to receive professional learning, leadership development, and technical assistance from ECTAC/E2 (4-5 times/year), FASFEPA Fall/Spring Forums, ASCD, FASA (mileage, hotel, meals, parking, registrations, based upon SDMC travel policies). Local travel = $3,000.00 Approx ; in-state travel = $17,000.00 Approx Fund out-of-state travel to support the Title I schools. The Director of Federal Programs, the Title I coordinator, specialists, and other support personnel to receive professional learning, leadership development, and technical assistance from NAFEPA, ESEA, ASCD, Model Schools, Innovative Schools, and Homeless/Migrant/ESOL Conferences. The travel expenses will be paid for and/or reimbursed to the employee according to SDMC travel policies for mileage, hotel, meals, parking, registrations, etc. $20,000.00 Approx.
Activity 6	Provide tech-related rentals for the online subscriptions to assist with the implementation, monitoring, and evaluation of the Title I, Part A program, including Title 1 Crate (30 crates X $600.00 each = $18,000.00); Survey Monkey/Google Apps ($1,000.00), and Thompson Grant or LRP Renewal ($7,500.00); $25,000.00
Activity 7	Funds for other purchased services for printing needs of Title I funded district staff. $9,000.00
Activity 8	Provide supplies including paper, sticky notes, chart paper, markers, notepads, pens, folders, and binders for staff that supports the administration of the Title I, Part A program. $50,000.00
Activity 9	Purchase tech-related supplies such as headphones, mice, keyboards, flash drives, splitters, adaptors, calculators, batteries, and speakers to support the grant administration. $4,837.34
Activity 10	Provide dues and fees to purchase memberships for the Title I Department, including ASCD and the ECTAC Contract for Federal Programs and Grants $25,000.00
Activity 11	Indirect Costs at 5.57% Total = $581,153.47
Activity 12	Salary for a State and Federal Programs Specialist (1.0 FTE) to provide supplemental support and technical assistance to teachers and paraprofessionals to increase effective implementation of research-based best practices within Title I classrooms serving large numbers of students failing or at-risk of failure; $77,863.88 for salary and $36,525.95 for benefits ROLL FORWARD
Activity 13	Salary for an Administrative Assistants (2.2 FTE), Jr. Accountant (0.5 FTE) and Budget Analyst (1.0) to provide supplemental administrative support for the Federal Programs Director, Coordinator, and Specialists, and to maintain grant purchases, records and correspondence; $173,709.62 for salary and $81,487.18 for benefits. ROLL FORWARD
Activity 14	Fund Tech-Related Rentals for online programs to support the professional needs of the grant funded administrators (Thompson Grant Handbook, Survey Monkey, National ESEA Conference Video) and to provide online instructional support to teachers for the supplemental Magnetics resources. $20,000 ROLL FORWARD
Activity 15	Funds for other purchased services for printing needs of Title I funded district staff. $1,000.00 ROLL FORWARD
Activity 16	Salaries for the District $20/hr. training rate for teachers and coaches to receive training and professional learning support from Title I District-led PL). Teacher NCH, $3,151.29, Other Certified Personnel NCH for salaries and $1,848.71 ROLL FORWARD
Activity 17	Fund Professional and Technical Service Contracts (3 Days) for supplemental Professional Learning opportunties aligned to the state standards (Benchmark, Catapault, Acaletics, Math/ELA/Science Consultants including L. Kobi Wilkerson, Ellyn Keene, and Valerie Ellery. $9,000.00 ROLL FORWARD
Activity 18	Funds for travel in state and out of state for administrative and instructional Title I staff to receive professional learning, leadership development, and technical assistance from ECTAC/E2, FASFEPA Fall/Spring Forums, ASCD, FASA, Innovative Schools, Model Schools, Community School Partnership Conference, Coaching and Leadership Workshop, AVID, Parent Engagement NAFEPA, ESEA, ASCD, Homeless/Migrant/ESOL Conferences (includes mileage, hotel, meals, parking, registrations, based upon SDMC travel policies). Approx. $6,009.94 in state and $10,000.00 out of state; Total $16,009.94 ROLL FORWARD
Activity 19	Provide supplies, including chart paper, post-it notes, binders, folders, data labels, and PL/reference books for book studies (Champs/PBIS, Building a Thinking Classroom in Math, PLC, instructional strategies, leadership, counseling/life skills texts) and materials to support professional learning. Total = $16,469.83 ROLL FORWARD
Activity 20	Indirect Cost on ROLL FORWARD. $61,827.37

Activity 21	
Activity 22	
Activity 23	
Activity 24	
Activity 25	

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

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (if applicable)	Amount
6300	110	AOF 10	1	Instruction and Curriculum Development Services-Administrator	0.8	$103,970.67
6300	110	AOF 10	2	Instruction and Curriculum Development Services-Administrator	1	$108,647.49
6300	110	AOF 10	3	Instruction and Curriculum Development Services-Administrator	0.5	$32,303.89
6300	210	AOF 10	1,2,3	Instruction and Curriculum Development Services-Retirement		$57,204.92
6300	220	AOF 10	1,2,3	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)		$18,736.54
6300	230	AOF 10	1,2,3	Instruction and Curriculum Development Services-Group Insurance	231- Health	$58,781.29
6300	230	AOF 10	1,2,3	Instruction and Curriculum Development Services-Group Insurance	232- Life	$563.32
6300	240	AOF 10	1,2,3	Instruction and Curriculum Development Services-Workers' Compensation		$2,449.22
6300	130	AOF 10	4	Instruction and Curriculum Development Services-Other Certified	0.4	$27,283.88
6300	210	AOF 10	4	Instruction and Curriculum Development Services-Retirement		$3,827.93
6300	220	AOF 10	4	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)		$2,087.22
6300	230	AOF 10	4	Instruction and Curriculum Development Services-Group Insurance	231- Health	$6,548.13
6300	230	AOF 10	4	Instruction and Curriculum Development Services-Group Insurance	232- Life	$62.75
6300	240	AOF 10	4	Instruction and Curriculum Development Services-Workers' Compensation		$272.83
6300	330	AOF 10	5	Instruction and Curriculum Development Services-Travel		$20,000.00
6300	330	AOF 10	5	Instruction and Curriculum Development Services-Travel		$20,000.00
6300	369	AOF 10	6	Instruction and Curriculum Development Services-Technology-Related Rentals		$25,000.00
6300	390	AOF 10	7	Instruction and Curriculum Development Services-Other Purchased Services		$9,000.00
6300	510	AOF 10	8	Instruction and Curriculum Development Services-Supplies		$50,000.00
6300	519	AOF 10	9	Instruction and Curriculum Development Services-Technology Related Supplies		$4,837.34
6300	730	AOF 10	10	Instruction and Curriculum Development Services-Dues and Fees		$25,000.00
7200	790	AOF 10	11	General Administration (Superintendent's Office)-Miscellaneous		$581,153.47
6300	130	RF: AOF 10	12	Instruction and Curriculum Development Services-Other Certified	1	$77,863.88
6300	210	RF: AOF 10	12	Instruction and Curriculum Development Services-Retirement		$10,924.80
6300	220	RF: AOF 10	12	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)		$5,956.59
6300	230	RF: AOF 10	12	Instruction and Curriculum Development Services-Group Insurance	231-Health	$18,687.33
6300	230	RF: AOF 10	12	Instruction and Curriculum Development Services-Group Insurance	232-Life	$179.09
6300	240	RF: AOF 10	12	Instruction and Curriculum Development Services-Workers' Compensation		$778.64
6300	160	RF: AOF 10	13	Instruction and Curriculum Development Services-Other Support Personnel	3.7	$173,709.62
6300	210	RF: AOF 10	13	Instruction and Curriculum Development Services-Retirement		$24,371.46
6300	220	RF: AOF 10	13	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)		$13,288.79
6300	230	RF: AOF 10	13	Instruction and Curriculum Development Services-Group Insurance	231-Health	$41,690.31
6300	230	RF: AOF 10	13	Instruction and Curriculum Development Services-Group Insurance	232-Life	$399.53
6300	240	RF: AOF 10	13	Instruction and Curriculum Development Services-Workers' Compensation		$1,737.10
6300	369	RF: AOF 10	14	Instruction and Curriculum Development Services-Technology-Related Rentals		$20,000.00
6300	390	RF: AOF 10	15	Instruction and Curriculum Development Services-Other Purchased Services		$1,000.00
6400	120	RF: AOF 10	16	Instructional Staff Training Services-Classroom Teacher	0.09	$5,000.00
6400	130	RF: AOF 10	16	Instructional Staff Training Services-Other Certified	0.13	$3,151.29
6400	210	RF: AOF 10	16	Instructional Staff Training Services-Retirement		$1,143.63
6400	220	RF: AOF 10	16	Instructional Staff Training Services-Federal Insurance Contributions Act (FICA)		$623.57
6400	240	RF: AOF 10	16	Instructional Staff Training Services-Workers' Compensation		$81.51
6400	310	RF: AOF 10	17	Instructional Staff Training Services-Professional and Technical Services		$9,000.00

6400	330	RF: AOF 10	18	Instructional Staff Training Services-Travel			$16,009.94
6400	510	RF: AOF 10	19	Instructional Staff Training Services-Supplies			$16,469.83
7200	790	RF: AOF 10	20	General Administration (Superintendent's Office)-Miscellaneous			$61,827.37
		AOF 10					
		AOF 10					
		AOF 10					
		AOF 10					
		AOF 10					

LEA Administrative Costs Total (Not Including Roll Forward)	$1,157,730.89
LEA Estimated Roll Forward Total	$503,893.78
LEA Administrative Costs Grand Total Inkuding Roll Forward	$1,661,624.67

Area of Focus		LEA Total (Including Roll Forward)	School Total (Including Roll Forward)	Area of Focus Total (Not Including Roll Forward)	PFE: AOF6	Estimated Roll Forward Area of Focus Total	Area of Focus Grand Total	Percent of Allocation
Area of Focus 1	Student Achievement	$665340.16	$5,394,534.11	$5,394,534.11		$665,340.16	$6,059,874.27	46.60%
Area of Focus 2	Parent and Family Engagement	$120,973.97	$105,000.00	$231,546.18	$5,572.21	$0.00	$231,546.18	2.05%
Area of Focus 3	Homeless Education	$191,281.43	$0.00	$191,281.43		$0.00	$191,281.43	1.65%
Area of Focus 4	Neglected and Delinquent Education	$5,000.00	$0.00	$5,000.00		$0.00	$5,000.00	0.04%
Area of Focus 5	Early Childhood	$2017981.34	$0.00	$1,968,381.34		$49,600.00	$2,017,981.34	17.00%
Area of Focus 6	Private School *Percentage of Allocation does not include PFE			$551,648.40		$144,634.73	$701,855.34	4.76%
Area of Focus 7	Transportation for Foster Care Children	$115,922.11	$0.00	$115,922.11		$0.00	$115,922.11	1.00%
Area of Focus 8	College and Career Readiness	$828228.35	$1,011,690.89	$1,839,919.24		$0.00	$1,839,919.24	15.89%
Area of Focus 9	Educational Services funded at the LEA Level			$115,773.09		$0.00	$115,773.09	1.00%
Area of Focus 10	Administrative Costs, including Indirect Costs **Not to exceed 10 percent of the total allocation	$1,157,730.89		$1,157,730.89		$503,893.78	$1,661,624.67	10.00%
	Grand Totals	$5,102,458.25	$6,511,225.00	$11,577,309.00	$5,572.21	$1,363,468.67	$12,940,777.67	100.00%

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

Title I, Part A Summary Budget
DOE 101

Manatee	410-2126B-6CB01	26A001
Name of LEA	Project Number	TAPS Number

Original Application

Requested Allocation Amount	**$11,577,309.00**
Estimated Roll Forward	**$1,363,468.67**
Total Funds Requested (sum of allocation and estimated roll)	**$12,940,777.67**

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Service Levels School/LEA
5100	120	AOF 1	1	Basic (FEFP K-12)-Classroom Teacher	14	$ 770,162.93	School
5100	150	AOF 1	2	Basic (FEFP K-12)-Paraprofessional	19	$ 452,254.84	School
5100	150	AOF 1	2	Basic (FEFP K-12)-Paraprofessional	7	$ 192,620.56	School
5100	210	AOF 1	1,2	Basic (FEFP K-12)-Retirement		$ 198,529.97	School
5100	220	AOF 1	1,2	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		$ 108,250.52	School
5100	230	AOF 1	1,2	Basic (FEFP K-12)-Group Insurance	231-Health	$ 339,609.27	School
5100	230	AOF 1	1,2	Basic (FEFP K-12)-Group Insurance	232-Life	$ 3,254.65	School
5100	240	AOF 1	1,2	Basic (FEFP K-12)-Workers' Compensation		$ 14,150.45	School
5100	120	AOF 1	3	Basic (FEFP K-12)-Classroom Teacher	1.9	$ 105,360.00	School
5100	130	AOF 1	3	Basic (FEFP K-12)-Other Certified	0.1	$ 6,200.00	School
5100	150	AOF 1	3	Basic (FEFP K-12)-Paraprofessional	0.38	$ 9,150.00	School
5100	210	AOF 1	3	Basic (FEFP K-12)-Retirement		$ 16,935.66	School
5100	220	AOF 1	3	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		$ 9,234.32	School
5100	240	AOF 1	3	Basic (FEFP K-12)-Workers' Compensation		$ 1,207.10	School
5100	310	AOF 1	4	Basic (FEFP K-12)-Professional and Technical Services		$ 1,000.00	School
5100	330	AOF 1	5	Basic (FEFP K-12)-Travel		$ 30,865.00	School
5100	369	AOF 1	6	Basic (FEFP K-12)-Technology-Related Rentals		$ 15,950.00	School
5100	390	AOF 1	7	Basic (FEFP K-12)-Other Purchased Services		$ 153,673.47	School
5100	394	AOF 1	8		6.6 (Charter Dist)	$ 361,522.68	School
5100	510	AOF 1	9	Basic (FEFP K-12)-Supplies		$ 176,335.60	School
5100	519	AOF 1	10	Basic (FEFP K-12)-Technology Related Supplies		$ 11,891.12	School
5100	530	AOF 1	11	Basic (FEFP K-12)-Periodicals		$ 2,650.00	School
5100	590	AOF 1	12	Basic (FEFP K-12)-Other Materials and Supplies		$ 34,943.78	School
5100	610	AOF 1	13	Basic (FEFP K-12)-Library Books		$ 1,000.00	School
5100	622	AOF 1	14	Basic (FEFP K-12)-Noncapitalized AV Materials		$ 1,500.00	School
5100	640	AOF 1	15	Basic (FEFP K-12)-Furniture, Fixtures, and Equipment	649 tech-related	$ 1,800.00	School
6120	130	AOF 1	16	Guidance Services-Other Certified	#REF!	#REF!	School
6120	210	AOF 1	16	Guidance Services-Retirement	2	$ 136,747.95	School
6120	220	AOF 1	16	Guidance Services-Federal Insurance Contributions Act (FICA)		$ 19,185.75	School
6120	230	AOF 1	16	Guidance Services-Group Insurance		$ 10,461.22	School
6120	230	AOF 1	16	Guidance Services-Group Insurance	231-Health	$ 32,819.52	School
6120	240	AOF 1	16	Guidance Services-Workers' Compensation	232-Life	$ 314.53	School
6120	130	AOF 1	17	Guidance Services-Other Certified		$ 1,367.49	School

Original Application							
				Requested Allocation Amount		$11,577,309.00	
				Estimated Roll Forward		$1,363,468.67	
				Total Funds Requested (sum of allocation and estimated roll)		$12,940,777.67	
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Service Levels School/LEA
6120	210	AOF 1	17	Guidance Services-Retirement	0.08	$ 5,000.00	School
6120	220	AOF 1	17	Guidance Services-Federal Insurance Contributions Act (FICA)		$ 701.50	School
6120	240	AOF 1	17	Guidance Services-Workers' Compensation		$ 382.50	School
6120	394	AOF 1	8			$ 50.00	School
6150	160	AOF 1	18	Parental Involvement-Other Support Personnel	2.0 (Charter Dist)	$ 167,769.27	School
6150	210	AOF 1	18	Parental Involvement-Retirement	2	$ 57,488.02	School
6150	220	AOF 1	18	Parental Involvement-Federal Insurance Contributions Act (FICA)		$ 8,065.58	School
6150	230	AOF 1	18	Parental Involvement-Group Insurance		$ 4,397.84	School
6150	230	AOF 1	18	Parental Involvement-Group Insurance	231-Health	$ 13,797.14	School
6150	240	AOF 1	18	Parental Involvement-Workers' Compensation	232-Life	$ 132.24	School
6150	120	AOF 1	19	Parental Involvement-Classroom Teacher		$ 574.90	School
6150	130	AOF 1	19	Parental Involvement-Other Certified	0.65	$ 37,020.00	School
6150	150	AOF 1	19	Parental Involvement-Paraprofessional	0.02	$ 1,280.00	School
6150	160	AOF 1	19	Parental Involvement-Other Support Personnel	0.23	$ 5,575.00	School
6150	160	AOF 1	19	Parental Involvement-Other Support Personnel	0.01	$ 320.00	School
6150	210	AOF 1	19	Parental Involvement-Retirement	0.03	$ 750.00	School
6150	220	AOF 1	19	Parental Involvement-Federal Insurance Contributions Act (FICA)		$ 6,305.84	School
6150	240	AOF 1	19	Parental Involvement-Workers' Compensation		$ 3,438.31	School
6150	369	AOF 1	20	Parental Involvement-Technology-Related Rentals		$ 449.45	School
6150	370	AOF 1	21	Parental Involvement-Communications		$ 299.00	School
6150	390	AOF 1	22	Parental Involvement-Other Purchased Services		$ 200.00	School
6150	390	AOF 1	22	Parental Involvement-Other Purchased Services		$ 1,500.00	School
6150	394	AOF 1	8			$ 13,173.62	School
6150	510	AOF 1	23	Parental Involvement-Supplies	1.75 (Charter Dist)	$ 66,046.00	School
6300	120	AOF 1	24	Instruction and Curriculum Development Services-Classroom Teacher		$ 12,578.89	School
6300	130	AOF 1	24	Instruction and Curriculum Development Services-Other Certified	11.9	$ 672,160.00	School
6300	150	AOF 1	24	Instruction and Curriculum Development Services-Paraprofessional	0.54	$ 32,440.00	School
6300	210	AOF 1	24	Instruction and Curriculum Development Services-Retirement	0.27	$ 6,375.00	School
6300	220	AOF 1	24	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)		$ 99,749.86	School
6300	240	AOF 1	24	Instruction and Curriculum Development Services-Workers' Compensation		$ 54,389.60	School
6400	130	AOF 1	25	Instructional Staff Training Services-Other Certified		$ 7,109.75	School
6400	130	AOF 1	25	Instructional Staff Training Services-Other Certified	3	$ 158,818.79	School
6400	210	AOF 1	25	Instructional Staff Training Services-Retirement	3	$ 189,866.08	School
6400	220	AOF 1	25	Instructional Staff Training Services-Federal Insurance Contributions Act (FICA)		$ 48,920.52	School
6400	230	AOF 1	25	Instructional Staff Training Services-Group Insurance		$ 26,674.43	School
6400	230	AOF 1	25	Instructional Staff Training Services-Group Insurance	231-Health	$ 83,684.39	School
6400	240	AOF 1	25	Instructional Staff Training Services-Workers' Compensation	232-Life	$ 802.00	School
6400	130	AOF 1	26	Instructional Staff Training Services-Other Certified		$ 3,486.87	School
6400	120	AOF 1	27	Instructional Staff Training Services-Classroom Teacher	0.01	$ 800.00	School

Original Application							
					Requested Allocation Amount	$11,577,309.00	
					Estimated Roll Forward	$1,363,468.67	
					Total Funds Requested (sum of allocation and estimated roll)	$12,940,777.67	
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Service Levels School/LEA
6400	210	AOF 1	26	Instructional Staff Training Services-Retirement	0.19	$ 10,640.00	School
6400	220	AOF 1	26	Instructional Staff Training Services-Federal Insurance Contributions Act (FICA)		$ 112.24	School
6400	240	AOF 1	26	Instructional Staff Training Services-Workers' Compensation		$ 61.20	School
6400	210	AOF 1	27	Instructional Staff Training Services-Retirement		$ 8.00	School
6400	220	AOF 1	27	Instructional Staff Training Services-Federal Insurance Contributions Act (FICA)		$ 1,492.80	School
6400	240	AOF 1	27	Instructional Staff Training Services-Workers' Compensation		$ 813.96	School
6400	310	AOF 1	28	Instructional Staff Training Services-Professional and Technical Services		$ 106.40	School
6400	310	AOF 1	28	Instructional Staff Training Services-Professional and Technical Services		$ 17,913.84	School
6400	330	AOF 1	29	Instructional Staff Training Services-Travel		$ 24,000.00	School
6400	330	AOF 1	29	Instructional Staff Training Services-Travel		$ 64,426.60	School
6400	390	AOF 1	30	Instructional Staff Training Services-Other Purchased Services		$ 6,380.00	School
6400	394	AOF 1	8			$ 1,000.00	School
6400	510	AOF 1	31	Instructional Staff Training Services-Supplies	2 (Charter Dist)	$ 177,412.05	School
6400	590	AOF 1	32	Instructional Staff Training Services-Other Materials and Supplies		$ 10,701.05	School
6400	730	AOF 1	33	Instructional Staff Training Services-Dues and Fees		$ 400.00	School
6500	160	AOF 1	34	Instructional-Related Technology-Other Support Personnel		$ 12,300.00	School
6500	210	AOF 1	34	Instructional-Related Technology-Retirement	0.08	$ 2,000.00	School
6500	220	AOF 1	34	Instructional-Related Technology-Federal Insurance Contributions Act (FICA)		$ 280.60	School
6500	240	AOF 1	34	Instructional-Related Technology-Workers' Compensation		$ 153.00	School
7800	360	AOF 1	35	Student Transportation Services-Rentals		$ 20.00	School
7800	790	AOF 1	36	Student Transportation Services-Miscellaneous		$ 33,500.00	School
5100	120	RF: AOF 1	37	Basic (FEFP K-12)-Classroom Teacher		$ 17,291.60	LEA
5100	150	RF: AOF 1	37	Basic (FEFP K-12)-Paraprofessional	0.13	$ 3,151.29	LEA
5100	210	RF: AOF 1	37	Basic (FEFP K-12)-Retirement		$ 1,143.63	LEA
5100	220	RF: AOF 1	37	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		$ 623.57	LEA
5100	240	RF: AOF 1	37	Basic (FEFP K-12)-Workers' Compensation		$ 81.51	LEA
5100	510	RF: AOF 1	38	Basic (FEFP K-12)-Supplies		$ 200,000.00	LEA
5100	590	RF: AOF 1	39	Basic (FEFP K-12)-Other Materials and Supplies		$ 100,000.00	LEA
5100	610	RF: AOF 1	40	Basic (FEFP K-12)-Library Books		$ 20,000.00	LEA
6300	110	RF: AOF 1	41	Instruction and Curriculum Development Services-Administrator	3	$ 207,841.64	LEA
6300	210	RF: AOF 1	41	Instruction and Curriculum Development Services-Retirement		$ 29,160.18	LEA
6300	220	RF: AOF 1	41	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)		$ 15,899.89	LEA
6300	230	RF: AOF 1	41	Instruction and Curriculum Development Services-Group Insurance	231-Health	$ 49,881.99	LEA
6300	230	RF: AOF 1	41	Instruction and Curriculum Development Services-Group Insurance	232-Life	$ 478.04	LEA
6300	240	RF: AOF 1	41	Instruction and Curriculum Development Services-Workers' Compensation		$ 2,078.41	LEA
6300	120	RF: AOF 1	42	Instruction and Curriculum Development Services-Classroom Teacher	0.29	$ 16,302.58	LEA
6300	210	RF: AOF 1	42	Instruction and Curriculum Development Services-Retirement		$ 2,287.25	LEA
6300	220	RF: AOF 1	42	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)		$ 1,247.15	LEA
6300	240	RF: AOF 1	42	Instruction and Curriculum Development Services-Workers' Compensation		$ 163.03	LEA

Original Application	
Requested Allocation Amount	$11,577,309.00
Estimated Roll Forward	$1,363,468.67
Total Funds Requested (sum of allocation and estimated roll)	$12,940,777.67

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Service Levels School/LEA
7800	790	RF: AOF 1	43	Student Transportation Services-Miscellaneous		$ 10,000.00	LEA
		AOF 1				$ -	
		AOF 1				$ -	
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Original Application							
					Requested Allocation Amount	$11,577,309.00	
					Estimated Roll Forward	$1,363,468.67	
					Total Funds Requested (sum of allocation and estimated roll)	$12,940,777.67	
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Service Levels School/LEA
6150	370	AOF 2	1	Parental Involvement-Communications		$ 2,750.00	School
6150	390	AOF 2	2	Parental Involvement-Other Purchased Services		$ 31,091.53	School
6150	390	AOF 2	2	Parental Involvement-Other Purchased Services		$ 10,290.00	School
6150	394	AOF 2	3		Charter Distribution	$ 12,000.00	School
6150	510	AOF 2	4	Parental Involvement-Supplies		$ 48,868.47	School
6150	130	AOF 2	5	Parental Involvement-Other Certified	1	$ 76,404.37	LEA
6150	210	AOF 2	5	Parental Involvement-Retirement		$ 10,719.53	LEA
6150	220	AOF 2	5	Parental Involvement-Federal Insurance Contributions Act (FICA)		$ 5,844.93	LEA
6150	230	AOF 2	5	Parental Involvement-Group Insurance	231-Health	$ 18,337.05	LEA
6150	230	AOF 2	5	Parental Involvement-Group Insurance	232-Life	$ 175.73	LEA
6150	240	AOF 2	5	Parental Involvement-Workers' Compensation		$ 764.05	LEA
6150	369	AOF 2	6	Parental Involvement-Technology-Related Rentals		$ 4,000.00	LEA
6150	390	AOF 2	7	Parental Involvement-Other Purchased Services		$ 2,000.00	LEA
6150	510	AOF 2	8	Parental Involvement-Supplies		$ 2,728.31	LEA
		AOF 2				$ -	
		AOF 2				$ -	
		AOF 2				$ -	
		AOF 2				$ -	
		AOF 2				$ -	
		AOF 2				$ -	
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Original Application							
				Requested Allocation Amount		$11,577,309.00	
				Estimated Roll Forward		$1,363,468.67	
				Total Funds Requested (sum of allocation and estimated roll)		$12,940,777.67	
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Service Levels School/LEA
		AOF 2				$ -	
		AOF 2				$ -	
		AOF 2				$ -	
		AOF 2				$ -	
		AOF 2				$ -	
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		AOF 2				$ -	
		AOF 2				$ -	
		AOF 2				$ -	
		AOF 2				$ -	
5100	120	AOF 3	1	Basic (FEFP K-12)-Classroom Teacher	0.28	$ 16,302.58	LEA
5100	210	AOF 3	1	Basic (FEFP K-12)-Retirement		$ 2,287.25	LEA
5100	220	AOF 3	1	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		$ 1,247.15	LEA
5100	240	AOF 3	1	Basic (FEFP K-12)-Workers' Compensation		$ 163.02	LEA
6150	160	AOF 3	2	Parental Involvement-Other Support Personnel	1	$ 51,500.00	LEA
6150	210	AOF 3	2	Parental Involvement-Retirement		$ 7,225.45	LEA
6150	220	AOF 3	2	Parental Involvement-Federal Insurance Contributions Act (FICA)		$ 3,939.75	LEA
6150	230	AOF 3	2	Parental Involvement-Group Insurance	231-Health	$ 12,360.00	LEA
6150	230	AOF 3	2	Parental Involvement-Group Insurance	232-Life	$ 118.45	LEA
6150	240	AOF 3	2	Parental Involvement-Workers' Compensation		$ 515.00	LEA
6300	130	AOF 3	3	Instruction and Curriculum Development Services-Other Certified		$ 50,454.55	LEA
6300	210	AOF 3	3	Instruction and Curriculum Development Services-Retirement		$ 7,078.77	LEA
6300	220	AOF 3	3	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)		$ 3,859.77	LEA
6300	230	AOF 3	3	Instruction and Curriculum Development Services-Group Insurance	231-Health	$ 12,109.09	LEA
6300	230	AOF 3	3	Instruction and Curriculum Development Services-Group Insurance	232-Life	$ 116.05	LEA
6300	240	AOF 3	3	Instruction and Curriculum Development Services-Workers' Compensation		$ 504.55	LEA
6300	330	AOF 3	4	Instruction and Curriculum Development Services-Travel		$ 1,500.00	LEA
7800	160	AOF 3	5	Student Transportation Services-Other Support Personnel	0.34	$ 8,151.29	LEA
7800	210	AOF 3	5	Student Transportation Services-Retirement		$ 1,143.63	LEA
7800	220	AOF 3	5	Student Transportation Services-Federal Insurance Contributions Act (FICA)		$ 623.57	LEA
7800	240	AOF 3	5	Student Transportation Services-Workers' Compensation		$ 81.51	LEA
7800	360	AOF 3	6	Student Transportation Services-Rentals		$ 10,000.00	LEA
		AOF 3				$ -	
		AOF 3				$ -	
		AOF 3				$ -	
		AOF 3				$ -	
		AOF 3				$ -	
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Original Application							
				Requested Allocation Amount		$11,577,309.00	
				Estimated Roll Forward		$1,363,468.67	
				Total Funds Requested (sum of allocation and estimated roll)		$12,940,777.67	
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Service Levels School/LEA
		AOF 3				$ -	
		AOF 3				$ -	
		AOF 3				$ -	
		AOF 3				$ -	
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		AOF 3				$ -	
5100	369	AOF 4	1	Basic (FEFP K-12)-Technology-Related Rentals		$ 5,000.00	LEA
		AOF 4				$ -	
		AOF 4				$ -	
		AOF 4				$ -	
		AOF 4				$ -	
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Original Application							
				Requested Allocation Amount		$11,577,309.00	
				Estimated Roll Forward		$1,363,468.67	
				Total Funds Requested (sum of allocation and estimated roll)		$12,940,777.67	
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Service Levels School/LEA
		AOF 4				$ -	
		AOF 4				$ -	
		AOF 4				$ -	
		AOF 4				$ -	
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		AOF 4				$ -	
5500	120	AOF 5	1	PreKindergarten-Classroom Teacher	13.1	$ 716,643.33	LEA
5500	150	AOF 5	1	PreKindergarten-Paraprofessional	13.1	$ 307,931.72	LEA
5500	210	AOF 5	1	PreKindergarten-Retirement		$ 143,747.88	LEA
5500	220	AOF 5	1	PreKindergarten-Federal Insurance Contributions Act (FICA)		$ 78,379.99	LEA
5500	230	AOF 5	1	PreKindergarten-Group Insurance	231-Health	$ 245,898.01	LEA
5500	230	AOF 5	1	PreKindergarten-Group Insurance	232-Life	$ 2,356.52	LEA

Original Application							
				Requested Allocation Amount		$11,577,309.00	
				Estimated Roll Forward		$1,363,468.67	
				Total Funds Requested (sum of allocation and estimated roll)		$12,940,777.67	
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Service Levels School/LEA
5500	240	AOF 5	1	Prekindergarten-Workers' Compensation		$ 10,245.75	LEA
5500	510	AOF 5	2	Prekindergarten-Supplies		$ 19,489.61	LEA
6300	110	AOF 5	3	Instruction and Curriculum Development Services-Administrator	0.8	$ 106,326.49	LEA
6300	210	AOF 5	3	Instruction and Curriculum Development Services-Retirement		$ 38,277.54	LEA
6300	220	AOF 5	3	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)		$ 8,133.98	LEA
6300	230	AOF 5	3	Instruction and Curriculum Development Services-Group Insurance	231-Health	$ 25,518.36	LEA
6300	230	AOF 5	3	Instruction and Curriculum Development Services-Group Insurance	232-Life	$ 244.55	LEA
6300	240	AOF 5	3	Instruction and Curriculum Development Services-Workers' Compensation		$ 1,063.25	LEA
6300	120	AOF 5	4	Instruction and Curriculum Development Services-Classroom Teacher	0.2	$ 9,506.33	LEA
6300	210	AOF 5	4	Instruction and Curriculum Development Services-Retirement		$ 1,333.74	LEA
6300	220	AOF 5	4	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)		$ 727.23	LEA
6300	240	AOF 5	4	Instruction and Curriculum Development Services-Workers' Compensation		$ 95.07	LEA
6300	130	AOF 5	5	Instruction and Curriculum Development Services-Other Certified	2	$ 172,903.62	LEA
6300	210	AOF 5	5	Instruction and Curriculum Development Services-Retirement		$ 24,258.38	LEA
6300	220	AOF 5	5	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)		$ 13,227.13	LEA
6300	230	AOF 5	5	Instruction and Curriculum Development Services-Group Insurance	231-Health	$ 39,960.87	LEA
6300	230	AOF 5	5	Instruction and Curriculum Development Services-Group Insurance	232-Life	$ 382.96	LEA
6300	240	AOF 5	5	Instruction and Curriculum Development Services-Workers' Compensation		$ 1,729.03	LEA
5500	369	RF: AOF 5	6	Prekindergarten-Technology-Related Rentals		$ 3,600.00	LEA
5500	640	RF: AOF 5	7	Prekindergarten-Furniture, Fixtures, and Equipment	648: Capitalized	$ 27,000.00	LEA
5500	730	RF: AOF 5	8	Prekindergarten-Dues and Fees		$ 10,000.00	LEA
6400	310	RF: AOF 5	9	Instructional Staff Training Services-Professional and Technical Services		$ 6,000.00	LEA
6400	310	RF: AOF 5	9	Instructional Staff Training Services-Professional and Technical Services		$ 3,000.00	LEA
		AOF 5				$ -	
		AOF 5				$ -	
		AOF 5				$ -	
		AOF 5				$ -	
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Original Application							
				Requested Allocation Amount		$11,577,309.00	
				Estimated Roll Forward		$1,363,468.67	
				Total Funds Requested (sum of allocation and estimated roll)		$12,940,777.67	
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (if applicable)	Amount	Service Levels School/LEA
		AOF 5				$ -	
		AOF 5				$ -	
		AOF 5				$ -	
		AOF 5				$ -	
		AOF 5				$ -	
5100	120	AOF 6	1	Basic (FEFP K-12)-Classroom Teacher	3.5	$ 199,115.00	[redacted]
5100	220	AOF 6	1	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		$ 2,986.73	
5100	240	AOF 6	1	Basic (FEFP K-12)-Workers' Compensation		$ 2,986.73	
5100	310	AOF 6	2	Basic (FEFP K-12)-Professional and Technical Services		$ 65,870.00	
5100	369	AOF 6	3	Basic (FEFP K-12)-Technology-Related Rentals		$ 11,400.00	
5100	510	AOF 6	4	Basic (FEFP K-12)-Supplies		$ 99,273.82	
5100	590	AOF 6	5	Basic (FEFP K-12)-Other Materials and Supplies		$ 28,918.49	
5100	642	AOF 6	6	Basic (FEFP K-12)-Noncapitalized Furniture, Fixtures, and Equipment		$ 8,000.00	
5100	644	AOF 6	7	Basic (FEFP K-12)-Noncapitalized Computer Hardware		$ 4,500.00	
6120	310	AOF 6	8	Guidance Services-Professional and Technical Services		$ 45,650.00	
6150	510	PFE:AOF 6	9	Parental Involvement-Supplies		$ 5,572.21	
6300	160	AOF 6	10	Instruction and Curriculum Development Services-Other Support Personnel	0.3	$ 13,657.80	
6300	210	AOF 6	10	Instruction and Curriculum Development Services-Retirement		$ 1,916.19	
6300	220	AOF 6	10	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)		$ 1,044.82	
6300	230	AOF 6	10	Instruction and Curriculum Development Services-Group Insurance		$ 3,277.87	
6300	230	AOF 6	10	Instruction and Curriculum Development Services-Group Insurance		$ 31.41	
6300	240	AOF 6	10	Instruction and Curriculum Development Services-Workers' Compensation		$ 136.58	
6400	120	AOF 6	11	Instructional Staff Training Services-Classroom Teacher	0.06	$ 3,520.00	
6400	220	AOF 6	11	Instructional Staff Training Services-Federal Insurance Contributions Act (FICA)		$ 52.80	
6400	240	AOF 6	11	Instructional Staff Training Services-Workers' Compensation		$ 52.80	
6400	310	AOF 6	12	Instructional Staff Training Services-Professional and Technical Services		$ 10,000.00	
6400	510	AOF 6	13	Instructional Staff Training Services-Supplies		$ 3,100.00	
6400	730	AOF 6	14	Instructional Staff Training Services-Dues and Fees		$ 10,500.00	
7200	790	AOF 6	15	General Administration (Superintendent's Office)-Miscellaneous		$ 25,264.73	
5100	120	RF: AOF 6	16	Basic (FEFP K-12)-Classroom Teacher	0.04	$ 2,100.00	
5100	220	RF: AOF 6	16	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		$ 31.50	
5100	240	RF: AOF 6	16	Basic (FEFP K-12)-Workers' Compensation		$ 31.50	
5100	120	RF: AOF 6	17	Basic (FEFP K-12)-Classroom Teacher	0.04	$ 5,000.00	
5100	210	RF: AOF 6	17	Basic (FEFP K-12)-Retirement		$ 701.50	
5100	220	RF: AOF 6	17	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		$ 382.50	
5100	240	RF: AOF 6	17	Basic (FEFP K-12)-Workers' Compensation		$ 50.00	
5100	510	RF: AOF 6	18	Basic (FEFP K-12)-Supplies		$ 23,637.74	
5100	369	RF: AOF 6	19	Basic (FEFP K-12)-Technology-Related Rentals		$ 6,000.00	
5100	310	RF: AOF 6	20	Basic (FEFP K-12)-Professional and Technical Services		$ 20,000.00	

Original Application							
					Requested Allocation Amount	$11,577,309.00	
					Estimated Roll Forward	$1,363,468.67	
					Total Funds Requested (sum of allocation and estimated roll)	$12,940,777.67	
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Service Levels School/LEA
6120	310	RF: AOF 6	21	Guidance Services-Professional and Technical Services		$ 20,000.00	
6300	130	RF: AOF 6	22	Instruction and Curriculum Development Services-Other Certified	0.6	$ 40,925.81	
6300	210	RF: AOF 6	22	Instruction and Curriculum Development Services-Retirement		$ 5,741.89	
6300	220	RF: AOF 6	22	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)		$ 3,130.82	
6300	230	RF: AOF 6	22	Instruction and Curriculum Development Services-Group Insurance	231-Health	$ 9,822.20	
6300	230	RF: AOF 6	22	Instruction and Curriculum Development Services-Group Insurance	232-Life	$ 94.13	
6300	240	RF: AOF 6	22	Instruction and Curriculum Development Services-Workers' Compensation		$ 409.26	
7200	790	RF: AOF 6	23	General Administration (Superintendent's Office)-Miscellaneous		$ 5,575.88	
6300	330	AOF 6	24	Instruction and Curriculum Development Services-Travel		$ 10,392.63	[redacted]
		AOF 6				$ -	
		AOF 6				$ -	
		AOF 6				$ -	
		AOF 6				$ -	
		AOF 6				$ -	
		AOF 6				$ -	
		AOF 6				$ -	
6110	130	AOF 7	1	Attendance and Social Work-Other Certified	1	$ 72,100.00	LEA
6110	210	AOF 7	1	Attendance and Social Work-Retirement		$ 10,115.63	LEA
6110	220	AOF 7	1	Attendance and Social Work-Federal Insurance Contributions Act (FICA)		$ 5,515.65	LEA
6110	230	AOF 7	1	Attendance and Social Work-Group Insurance	231-Health	$ 17,304.00	LEA
6110	230	AOF 7	1	Attendance and Social Work-Group Insurance	232-Life	$ 165.83	LEA
6110	240	AOF 7	1	Attendance and Social Work-Workers' Compensation		$ 721.00	LEA
7800	160	AOF 7	2	Student Transportation Services-Other Support Personnel		$ 4,075.64	LEA
7800	210	AOF 7	2	Student Transportation Services-Retirement		$ 571.81	LEA
7800	220	AOF 7	2	Student Transportation Services-Federal Insurance Contributions Act (FICA)		$ 311.79	LEA
7800	240	AOF 7	2	Student Transportation Services-Workers' Compensation		$ 40.76	LEA
7800	360	AOF 7	3	Student Transportation Services-Rentals		$ 5,000.00	LEA
		AOF 7				$ -	
		AOF 7				$ -	
		AOF 7				$ -	
		AOF 7				$ -	
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Original Application							
				Requested Allocation Amount		$11,577,309.00	
				Estimated Roll Forward		$1,363,468.67	
				Total Funds Requested (sum of allocation and estimated roll)		$12,940,777.67	
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Service Levels School/LEA
		AOF 7				$ -	
		AOF 7				$ -	
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		AOF 7				$ -	
6300	160	AOF 8	1	Instruction and Curriculum Development Services-Other Support Personnel	12.5	$ 679,222.17	School
6300	210	AOF 8	1	Instruction and Curriculum Development Services-Retirement		$ 102,640.23	School
6300	220	AOF 8	1	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)		$ 51,960.55	School
6300	230	AOF 8	1	Instruction and Curriculum Development Services-Group Insurance	231-Health	$ 163,013.36	School
6300	230	AOF 8	1	Instruction and Curriculum Development Services-Group Insurance	232-Life	$ 1,562.28	School
6300	240	AOF 8	1	Instruction and Curriculum Development Services-Workers' Compensation		$ 6,792.30	School
6300	330	AOF 8	2	Instruction and Curriculum Development Services-Travel		$ 6,500.00	School
5100	120	AOF 8	3	Basic (FEFP K-12)-Classroom Teacher	7	$ 400,000.00	LEA
5100	150	AOF 8	3	Basic (FEFP K-12)-Paraprofessional	2.1	$ 50,906.25	LEA
5100	210	AOF 8	3	Basic (FEFP K-12)-Retirement		$ 63,262.15	LEA
5100	220	AOF 8	3	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		$ 34,494.33	LEA
5100	240	AOF 8	3	Basic (FEFP K-12)-Workers' Compensation		$ 4,509.06	LEA

Original Application							
				Requested Allocation Amount		$11,577,309.00	
				Estimated Roll Forward		$1,363,468.67	
				Total Funds Requested (sum of allocation and estimated roll)		$12,940,777.67	
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Service Levels School/LEA
5100	510	AOF 8	4	Basic (FEFP K-12)-Supplies		$ 100,000.00	LEA
5100	590	AOF 8	5	Basic (FEFP K-12)-Other Materials and Supplies		$ 65,574.41	LEA
6300	160	AOF 8	6	Instruction and Curriculum Development Services-Other Support Personnel	0.5	$ 38,907.74	LEA
6300	210	AOF 8	6	Instruction and Curriculum Development Services-Retirement		$ 7,781.55	LEA
6300	220	AOF 8	6	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)		$ 2,976.44	LEA
6300	230	AOF 8	6	Instruction and Curriculum Development Services-Group Insurance	231-Health	$ 9,337.86	LEA
6300	230	AOF 8	6	Instruction and Curriculum Development Services-Group Insurance	232-Life	$ 89.49	LEA
6300	240	AOF 8	6	Instruction and Curriculum Development Services-Workers' Compensation		$ 389.07	LEA
7800	160	AOF 8	7	Student Transportation Services-Other Support Personnel	1.7	$ 40,756.44	LEA
7800	210	AOF 8	7	Student Transportation Services-Retirement		$ 5,718.13	LEA
7800	220	AOF 8	7	Student Transportation Services-Federal Insurance Contributions Act (FICA)		$ 3,117.87	LEA
7800	240	AOF 8	7	Student Transportation Services-Workers' Compensation		$ 407.56	LEA
		AOF 8				$ -	
		AOF 8				$ -	
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		AOF 8				$ -	
5100	510	AOF 9	1	Basic (FEFP K-12)-Supplies		$ 6,545.25	

Original Application							
					Requested Allocation Amount	$11,577,309.00	
					Estimated Roll Forward	$1,363,468.67	
					Total Funds Requested (sum of allocation and estimated roll)	$12,940,777.67	
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Service Levels School/LEA
6300	130	AOF 9	2	Instruction and Curriculum Development Services-Other Certified		#REF!	[redacted]
6300	210	AOF 9	2	Instruction and Curriculum Development Services-Retirement	1	$ 74,468.69	
6300	220	AOF 9	2	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)		$ 10,447.96	
6300	230	AOF 9	2	Instruction and Curriculum Development Services-Group Insurance	231-Health	$ 5,696.85	
6300	230	AOF 9	2	Instruction and Curriculum Development Services-Group Insurance	232-Life	$ 12,540.53	
6300	240	AOF 9	2	Instruction and Curriculum Development Services-Workers' Compensation		$ 171.28	
6400	510	AOF 9	3	Instructional Staff Training Services-Supplies		$ 744.69	
		AOF 9				$ -	
		AOF 9				$ -	
		AOF 9				$ -	
		AOF 9				$ -	
		AOF 9				$ -	
		AOF 9				$ -	
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Original Application							
				Requested Allocation Amount		$11,577,309.00	
				Estimated Roll Forward		$1,363,468.67	
				Total Funds Requested (sum of allocation and estimated roll)		$12,940,777.67	
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Service Levels School/LEA
		AOF 9				$ -	
		AOF 9				$ -	
		AOF 9				$ -	
		AOF 9				$ -	
		AOF 9				$ -	
		AOF 9				$ -	
		AOF 9				$ -	
		AOF 9				$ -	
		AOF 9				$ -	
		AOF 9				$ -	
6300	110	AOF 10	1	Instruction and Curriculum Development Services-Administrator	0.8	$ 103,970.67	
6300	110	AOF 10	2	Instruction and Curriculum Development Services-Administrator	1	$ 108,647.49	
6300	110	AOF 10	3	Instruction and Curriculum Development Services-Administrator	0.5	$ 32,303.89	
6300	210	AOF 10	1,2,3	Instruction and Curriculum Development Services-Retirement		$ 57,204.92	
6300	220	AOF 10	1,2,3	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)		$ 18,736.54	
6300	230	AOF 10	1,2,3	Instruction and Curriculum Development Services-Group Insurance	231- Health	$ 58,781.29	
6300	230	AOF 10	1,2,3	Instruction and Curriculum Development Services-Group Insurance	232- Life	$ 563.32	
6300	240	AOF 10	1,2,3	Instruction and Curriculum Development Services-Workers' Compensation		$ 2,449.22	
6300	130	AOF 10	4	Instruction and Curriculum Development Services-Other Certified	0.4	$ 27,283.88	
6300	210	AOF 10	4	Instruction and Curriculum Development Services-Retirement		$ 3,827.93	
6300	220	AOF 10	4	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)		$ 2,087.22	
6300	230	AOF 10	4	Instruction and Curriculum Development Services-Group Insurance	231- Health	$ 6,548.13	
6300	230	AOF 10	4	Instruction and Curriculum Development Services-Group Insurance	232- Life	$ 62.75	
6300	240	AOF 10	4	Instruction and Curriculum Development Services-Workers' Compensation		$ 272.83	
6300	330	AOF 10	5	Instruction and Curriculum Development Services-Travel		$ 20,000.00	
6300	330	AOF 10	5	Instruction and Curriculum Development Services-Travel		$ 20,000.00	
6300	369	AOF 10	6	Instruction and Curriculum Development Services-Technology-Related Rentals		$ 25,000.00	
6300	390	AOF 10	7	Instruction and Curriculum Development Services-Other Purchased Services		$ 9,000.00	
6300	510	AOF 10	8	Instruction and Curriculum Development Services-Supplies		$ 50,000.00	
6300	519	AOF 10	9	Instruction and Curriculum Development Services-Technology Related Supplies		$ 4,837.34	
6300	730	AOF 10	10	Instruction and Curriculum Development Services-Dues and Fees		$ 25,000.00	
7200	790	AOF 10	11	General Administration (Superintendent's Office)-Miscellaneous		$ 581,153.47	
6300	130	RF: AOF 10	12	Instruction and Curriculum Development Services-Other Certified	1	$ 77,863.88	
6300	210	RF: AOF 10	12	Instruction and Curriculum Development Services-Retirement		$ 10,924.80	
6300	220	RF: AOF 10	12	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)		$ 5,956.59	
6300	230	RF: AOF 10	12	Instruction and Curriculum Development Services-Group Insurance	231-Health	$ 18,687.33	
6300	230	RF: AOF 10	12	Instruction and Curriculum Development Services-Group Insurance	232-Life	$ 179.09	
6300	240	RF: AOF 10	12	Instruction and Curriculum Development Services-Workers' Compensation		$ 778.64	
6300	160	RF: AOF 10	13	Instruction and Curriculum Development Services-Other Support Personnel	3.7	$ 173,709.62	

Original Application							
				Requested Allocation Amount		$11,577,309.00	
				Estimated Roll Forward		$1,363,468.67	
				Total Funds Requested (sum of allocation and estimated roll)		$12,940,777.67	
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Service Levels School/LEA
6300	210	RF: AOF 10	13	Instruction and Curriculum Development Services-Retirement		$ 24,371.46	
6300	220	RF: AOF 10	13	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)		$ 13,288.79	
6300	230	RF: AOF 10	13	Instruction and Curriculum Development Services-Group Insurance	231-Health	$ 41,690.31	
6300	230	RF: AOF 10	13	Instruction and Curriculum Development Services-Group Insurance	232-Life	$ 399.53	
6300	240	RF: AOF 10	13	Instruction and Curriculum Development Services-Workers' Compensation		$ 1,737.10	
6300	369	RF: AOF 10	14	Instruction and Curriculum Development Services-Technology-Related Rentals		$ 20,000.00	
6300	390	RF: AOF 10	15	Instruction and Curriculum Development Services-Other Purchased Services		$ 1,000.00	
6400	120	RF: AOF 10	16	Instructional Staff Training Services-Classroom Teacher	0.09	$ 5,000.00	
6400	130	RF: AOF 10	16	Instructional Staff Training Services-Other Certified	0.13	$ 3,151.29	
6400	210	RF: AOF 10	16	Instructional Staff Training Services-Retirement		$ 1,143.63	
6400	220	RF: AOF 10	16	Instructional Staff Training Services-Federal Insurance Contributions Act (FICA)		$ 623.57	
6400	240	RF: AOF 10	16	Instructional Staff Training Services-Workers' Compensation		$ 81.51	
6400	310	RF: AOF 10	17	Instructional Staff Training Services-Professional and Technical Services		$ 9,000.00	
6400	330	RF: AOF 10	18	Instructional Staff Training Services-Travel		$ 16,009.94	
6400	510	RF: AOF 10	19	Instructional Staff Training Services-Supplies		$ 16,469.83	
7200	790	RF: AOF 10	20	General Administration (Superintendent's Office)-Miscellaneous		$ 61,827.37	
		AOF 10				$ -	
		AOF 10				$ -	
		AOF 10				$ -	
		AOF 10				$ -	
		AOF 10				$ -	

SELECTION CODE JUSTIFICATION

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

School Number	School Name	Selection Code	Selection Code Justification
2003	EASTER SEALS	E	Skipped School; The school meets comparability requirements; they are receiving supplemental state/local funds used in TI-like programs; the supplemental state/local funds meet or exceed the amount that would be received under TIPA: $1200
2083	SABLE	E	Skipped School; The school meets comparability requirements; they are receiving supplemental state/local funds used in TI-like programs; the supplemental state/local funds meet or exceed the amount that would be received under TIPA: $10,200
2019	JUST FOR GIRLS ELEMENTARY SCHOOL	E	Skipped School; The school meets comparability requirements; they are receiving supplemental state/local funds used in TI-like programs; the supplemental state/local funds meet or exceed the amount that would be received under TIPA: $21,275
2007	JUST FOR GIRLS MIDDLE SCHOOL	E	Skipped School; The school meets comparability requirements; they are receiving supplemental state/local funds used in TI-like programs; the supplemental state/local funds meet or exceed the amount that would be received under TIPA: $17,250
2081	AMIKIDS MANATEE	E	Skipped School; The school meets comparability requirements; they are receiving supplemental state/local funds used in TI-like programs; the supplemental state/local funds meet or exceed the amount that would be received under TIPA: $19,800
2011	ACCESS TO EDUCATION	E	Skipped School; The school meets comparability requirements; they are receiving supplemental state/local funds used in TI-like programs; the supplemental state/local funds meet or exceed the amount that would be received under TIPA: $8,400
2086	SELBY PRESCHOOL	L	Not part of the K-12 Education System- Pre K
2121	MANATEE CHARTER	K	Potential discrepancy in data due to new construction in area and population changes. Need to see the Survey 3 data to determine more accurate student membership.

Public School Eligibility Survey (PSES)

MANATEE

LEA-Wide Ranking

Survey Data Source: Survey [illegible] Preliminary Data as of [illegible]

Survey Data Cutoff: [illegible]

Option [illegible] - Direct Certification Data Only (No Multiplier) The 1.6 [illegible] applied

Allocation Process: The School District of Manatee County will serve schools with a CLIF percentage over 75% (75.01% or higher).

District Poverty Average (DPA): [illegible]

School Year: [illegible]

School Information

Poverty Data

Rank and Serve Information

Public School Eligibility Survey (PSES) and Non-Public School Eligibility Survey (NPSES) Workbook

Proportion of Funds Summary

Instructions:

1. Select the LEA name from the drop-down menu in Row 4.

2. Enter the Current Year District Allocation and School-Level Roll-Forward Funds in Row 6, Columns A-B. The Current Year District Allocation is the amount ***before*** *any reservations are calculated. The School-Level Roll-Forward Funds is the amount after any* ***district-level*** *reservations are calculated and includes carryover from public and private schools.*

3. Go to the PSES and NPSES worksheets and enter the School Information and Poverty Information. On this sheet, the number of private children from low income families (CLIF) will auto-populate (auto-pop.) in Row 8, Column B, based on the totals on the NPSES worksheet. This number includes children residing in "skipped" public school attendance areas (PSAAs). For the Number of Public CLIF in Row 8, Column A, use the sum of public children from low income families from ***participating Title I PSAAs*** *. This does not include skipped school PSAAs. On this sheet, the Public and Non-Public School Proportional Percentages, Rows 6 and 8, Column D, will auto-calculate (auto-calc.), as well as the Current Year Non-Public Allocation in Row 9, Column D. Before moving forward to the next step, ensure that the poverty data is correct on the PSES and NPSES.*

4. Calculate the required and optional reservations from the Current Year District Allocation and enter the amount from the current year being allocated to public schools in Row 9, Column B.

5. Calculate and enter the amount of roll-forward funds being used at the public school level and non-public school level in Row 10, Columns B and D.

6. The total funds available at the school-level for both public and non-public schools will auto-calculate. Before moving forward to the next step, ensure that all amounts calculated and entered are correct.

7. Go back to the PSES and NPSES worksheets and complete the allocation portions of these worksheets. Those worksheets will pull the total amount of funds available at the school-level from the amounts entered and calculated on this worksheet.

MANATEE

Current Year District Allocation	School-Level Roll-Forward Funds	Total Allocation (auto-calc.)	Public School Proportional Percentage (auto-calc.)
$11,577,309.00		$11,577,309.00	95.19%
Number of Public CLIF	**Number of Private CLIF (auto-pop.)**	**Total CLIF (auto-calc.)**	**Non-Public School Proportional Percentage (auto-calc.)**
12321	623	12944	4.81%

Current Year Public School-Level Allocation	**$6,406,225.00**	**Current Year Non-Public Allocation (auto-calc.)**	**$557,220.60**
Public School-Level Roll-Forward	**$0.00**	**Non-Public Roll-Forward**	**$ 144,634.73**
Total Public School-Level Funds (auto-calc.)	**$6,406,225.00**	**Total Non-Public Funds (auto-calc.)**	**$ 701,855.33**

Non-Public School Eligibility Survey (NPSES)

MANATEE

Please describe the data collection method (see NPSES Guide for more detail):

The SDMC uses proportionality. The LEA applies the low-income percentage of each participating Public School Attendance Area (PSAA) to the number of private school children who reside in the PSAA.

Some or All Schools Are Pooling

Please specify which groups of schools are pooling funds together or clarify if all schools are pooling together:

All Schools are pooling to reallocate based on need.

Interdistrict agreement summary, if applicable (see the NPSES Guide for more detail):

If school is outside the LEA and serving eligible students residing in the PSAA, describe the situation here. Add "(Outside District)" after the name of the school in Column C to demarcate these situations in the student counts. Use this box to also describe situations in which students from other districts are attending private schools within the LEA , but do not include these situations in the student counts.

Students residing in Manatee County Title I Public School Attendance Zones are accounted for on the chart below. The neighboring districts have an Inter-District Agreement to serve outside county students attending private schools without the exchange of funds. This agreement is revisited each year to adjust as agreed upon by all parties. The Inter-District Agreements will be on file with each LEA.

Amounts Auto-Populated from the Proportion of Funds Tab

Below are the amounts of funds auto-populated (auto-pop.) from the Proportion of Funds worksheet. The cells will either turn red if total dollars allocated to non-public schools are over-allocated or remain green if funds allocated to non-public schools are equal to or less than the total funds available. The total funds available includes administrative costs and parent and family engagement (PFE) reservations for non-public schools. **See the instructions on the Proportion of Funds Summary worksheet and PSES guide for more detail.**

Current Year Non-Public Allocation (auto-pop.)	**$ 557,220.60**	**Non-Public Roll-Forward (auto-pop.)**	**$144,634.73**	**Total Non-Public Funds (auto-pop.)**	**$701,855.33**

Calculations from Amounts Entered on this Worksheet

Below are the amounts of non-public children from low-income families (CLIF) and the total dollars allocated to schools. These numbers reflect the sums of columns F and J, respectively. The Total Non-Public CLIF is used on the Proportion of Funds Summary to calculate the equitable proportion of funds. Because the equitable proportion of funds for the current year must be reserved first before any other reservation or allocation to public schools, it is imperative that the data entered here is as accurate as possible. See the instructions on the Proportion of Funds Summary worksheet and PSES guide for more detail.

Total Non-Public Children from Low-Income Families (CLIF) Residing in PSAA: ***(Auto-Calculated from Column F)***	623	**Total Dollars Allocated:** ***(Auto-Calculated from Column J)***	$507,070.79

Non-Public School Number (4-digit)	Non-Public School Name *If school is outside the LEA and serving eligible students residing in the PSAA, ensure the situation is described in Row 10. Add "(Outside District)" after the name of the school to demarcate these situations.*	Select data method from drop down box used to determine eligible non-public schools	Date Certain (MM/DD/YYYY)	Number of Non-Public CLIF Residing in PSAA	PPA Non-Public School Service	Allocation Dollars Generated (auto-calc.)	Roll-Forward Allocation	Total Dollars Allocated (Pooling)	Check box if this school is NOT pooling
4423	Ave Maria Preparatory	Proportionality	2/14/2025	21	$ 804.97	$16,904.45		$25,199.06	☐
4596	Better Learning Center	Proportionality	2/14/2025	15	$ 804.97	$12,074.60		$27,680.21	☐
3659	CES Academy	Proportionality	2/14/2025	58	$ 804.97	$46,688.47		$56,013.19	☐
732	Community Christian School	Proportionality	2/14/2025	163	$ 804.97	$131,210.69		$132,718.98	☐
2637	Esther Schools	Proportionality	2/14/2025	3	$ 804.97	$2,414.92		$6,762.68	☐
7378	Next Generation	Proportionality	2/14/2025	27	$ 804.97	$21,734.29		$36,913.39	☐
1007	St. Joseph	Proportionality	2/14/2025	163	$ 804.97	$131,210.69		$128,103.84	☐
4167	Sunshine Christian Academy	Proportionality	2/14/2025	72	$ 804.97	$57,958.10		$52,240.41	☐
1422	West Coast Christian Academy	Proportionality	2/14/2025	31	$ 804.97	$24,954.18		$41,439.03	☐
4749	Agape Christian School of Sarasota- Outside Distric	Proportionality	2/3/2025	6	$ 804.97	$4,829.84		$0.00	☐
5903	Easter Seals- Outside District	Proportionality	2/3/2025	25	$ 804.97	$20,124.34		$0.00	☐
5780	Foundation Christian Montessori Academy- Outsid	Proportionality	2/3/2025	5	$ 804.97	$4,024.87		$0.00	☐
1166	Hershorin Schiff Day School- Outside District	Proportionality	2/3/2025	3	$ 804.97	$2,414.92		$0.00	☐
929	Incarnation Catholic School- Outside District	Proportionality	2/3/2025	4	$ 804.97	$3,219.89		$0.00	☐
9464	Nur Academy- Outside District	Proportionality	2/3/2025	10	$ 804.97	$8,049.74		$0.00	☐
1716	Sea of Strengths Academy- Outside District	Proportionality	2/3/2025	2	$ 804.97	$1,609.95		$0.00	☐
3472	St. Mary Academy- Outside District	Proportionality	2/3/2025	1	$ 804.97	$804.97		$0.00	☐
9591	Trinity Dreamers and Visionaries- Outside District	Proportionality	2/3/2025	1	$ 804.97	$804.97		$0.00	☐
804	Grace Lutheran- Outside District	Extrapolation (using a survey)	2/27/2025	2	$ 804.97	$1,609.95		$0.00	☐
1397	Holy Family Catholic School- Outside District	Extrapolation (using a survey)	2/27/2025	2	$ 804.97	$1,609.95		$0.00	☐
3106	Our Savior Lutheran- Outside District	Extrapolation (using a survey)	2/27/2025	2	$ 804.97	$1,609.95		$0.00	☐
2426	Sacred Heart Catholic School- Outside District	Extrapolation (using a survey)	2/27/2025	1	$ 804.97	$804.97		$0.00	☐
4170	Southside Christian Academy- Outside District	Extrapolation (using a survey)	2/27/2025	3	$ 804.97	$2,414.92		$0.00	☐
1430	St. John Vianney- Outside District	Extrapolation (using a survey)	2/27/2025	2	$ 804.97	$1,609.95		$0.00	☐
1798	St. Paul Catholic School- Outside District	Extrapolation (using a survey)	2/27/2025	1	$ 804.97	$804.97		$0.00	☐
						$0.00			☐
						$0.00			☐
						$0.00			☐
						$0.00			☐

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

Elementary and Secondary Education Act (ESEA) Federal Programs

Florida's 2025-26 ESEA Federal Programs Application	
Manatee	
Fiscal Contact Information	
Fiscal Contact Name	Catherine Hayden Miley
Title	Director, Finance
Phone Number	941-708-8770
Contact Email	mileyc@manateeschools.net
Title I, Part A	
Program Contact Name	
Title	
Phone Number	
Contact Email	
Title I, Part C	
Program Contact Name	
Title	
Phone Number	
Contact Email	
Title I, Part D, Subpart 2	
Program Contact Name	Lisa Lyon
Title	Director, Student Services
Phone Number	941-751-6550 ext 43061
Contact Email	LyonL@manateeschools.net
Title II, Part A	
Program Contact Name	
Title	
Phone Number	
Contact Email	
Title III, Part A	
Program Contact Name	
Title	
Phone Number	
Contact Email	
Title IV, Part A	
Program Contact Name	
Title	
Phone Number	
Contact Email	
Title V, Part B, Subpart 2	
Program Contact Name	
Title	
Phone Number	
Contact Email	

Florida 2025-26 ESEA Federal Program Assurances

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Assurance 14: Policy Involvement: The LEA assures that each school served under this part shall meet the following requirements outlined in section 1116(c)(1-5): (1) Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved; (2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; (3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b)except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children; (4) provide parents of participating children — (A) timely information about programs under this part; (B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of Florida's challenging academic standards; and (C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and (5) if the schoolwide program plan, under section 1114(b), is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA. [Section 1116(c)].
Assurance 15: Shared Responsibilities for Student Achievement: The LEA assures that the following requirements outlined in section 1116(d)(1-2) are met: as a component of the school-level parent and family engagement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and how the school and parents will build and develop a partnership to help children achieve Florida's challenging academic standards. Such compact shall — (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the Florida's challenging academic standards, and the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and (2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum — (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the individual child's achievement; (B) frequent reports to parents on their children's progress; (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and (D) ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. [Section 1116(d)].
Assurance 16: Building Capacity for Involvement: To assure the effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school, and LEA funded under Title I will meet the provisional requirements as outlined in section 1116(e)(1-5 and 14). [Section 1116(e)].
Assurance 17: Accessibility: In carrying out the parent and family engagement requirements under Title I, LEAs, and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, in a language such parents understand. [Section 1116(f)].
Assurance 18: Family Engagement in Education Programs: The LEA assures that in a state operating a program under part E of Title IV, each LEA or school that receives assistance under this part shall inform parents and organizations of the existence of the program. [Section 1116(g)].
Assurance 19: Private School Consultation: The LEA assures that after timely and meaningful consultation with appropriate private school officials, it will provide special educational services, instructional services, counseling, mentoring, one-on-one tutoring, or other benefits that address the needs of eligible children identified under section 1115(c); and, ensures that teachers and families of eligible children participate, on an equitable basis, in services and activities according to section 1116. [Section 1117(a)(1)(A) and (B)].
Assurance 20: Private School and LEA Agreement: The LEA assures that after conducting the timely and meaningful consultation with appropriate private school officials, it will submit a copy of the agreement between the LEA and the private school to the FDOE ombudsman in the Office of Grants Management. [Section 1117(b)(1)].
Assurance 21: Affirmation of Agreement: The LEA assures that it will submit to the FDOE ombudsman a written affirmation, signed by officials of each participating private school, that the meaningful consultation required by this section has occurred. The written affirmation shall provide the option for private school officials to indicate such officials' belief that timely and meaningful consultation has not occurred or that the program design is not equitable for eligible private school children. If such officials do not provide such affirmation within a reasonable time, the LEA shall forward the documentation that such consultation has, or attempts at such consultation has taken place to the state educational agency. [Section 1117(b)(5)].
Assurance 22: Supplement, Not Supplant Methodology: The LEA assures that it will be in compliance stipulated in paragraph (1) concerning supplement and not supplant requirements. To address this compliance, the LEA assures that it has a methodology used to allocate state and local funds to each school receiving assistance under this part is in place to ensure that such school receives all of the state and local funds it would otherwise receive if it were not receiving assistance under Title I, Part A. [Section 1118(b)(1-2)].
Assurance 23: Public School and Non-Public School Eligibility Survey (PSES/NPSES): The LEA assures they are in compliance with the PSES and NPSES guidelines to properly rank and serve their Public K-12 schools and to determine Title I, Part A equitable proportion of funds. [Sections 1113(a)(3) and 1117(a)(4)].
Assurance 24: English Language Learners (ELLs) Notification Requirements: The LEA assures that it will comply with the requirements outlined in section 1112(e)(3)(A-B): the use of Title I, Part A and/or Title III funds to provide a language instruction educational program as determined under Title III shall, not later than 30 days after the beginning of the school year, inform parents using the 'Annual Parent Notification Letter' of an English learner identified for participation or participating in such a program. For children who have not been identified as English learners before the beginning of the school year, but are identified as English learners during the such school year, the LEA shall notify the children's parents during the first two weeks of the child being placed in a language instruction educational program using the 'Initial Parent Notification Letter.' [Sections 1112(3)(A) and (B)].
Assurance 25: Comparability: The LEA assures that it will be in compliance with the requirements provided in section 1118(c)(2)(A) to ensure the following comparability requirements are met: an LEA-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; or a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. [Section 1118(c)(2)(A)].
Assurance 26: Constitutionally Protected Prayer: The LEA assures they will certify in writing to the Department that no policy of the LEA prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools. An LEA must provide this certification to the Bureau of Federal Educational Programs by October 1 of each year. [Section 8524(b)].
Assurance 27: Schoolwide Programs: The LEA will ensure that all schools operating Schoolwide Programs under Title I, Part A will develop and implement a Schoolwide program plan that is developed in compliance with all requirements per Section 1114 (b).
Title I, Part C: Migrant Education Program
Assurance 1: The LEA assures funds for Migrant Education Program (MEP) will be used only for programs and projects, including the acquisition of equipment, under ESEA, section 1306; and to coordinate such programs and projects with similar programs and projects within the state and in other states, as well as with other Federal programs that can benefit migratory children and their families. [Section 1304(c)(1)].
Assurance 2: The LEA assures programs and projects funded for MEP will be carried out in a manner consistent with the objectives of section 1114, subsections (b) and (d) of section 1115, subsections (b) and (c) of section 1118, and Part F. [Section 1304(c)(2)].
Assurance 3: The LEA assures that in the planning and operation of programs and projects, there is appropriate consultation with parents of migratory children, including parent advisory councils for programs of at least 1 (one) school year in duration, and that all such programs and projects are carried out in a manner that provides for the same parental involvement as is required for programs and projects under section 1116 unless extraordinary circumstances make such provision impractical; and in a format and language understandable to the parents. [Section 1304(c)(3)].
Assurance 4: The LEA assures that in planning and carrying out such programs and projects, there will be adequate provision for addressing the unmet educational needs of preschool migratory children and migratory children who have dropped out of school. [Section 1304(c)(4)].
Assurance 5: The LEA assures the effectiveness of such programs and projects will be determined, where feasible, using the same standards approaches that will be used to assess the performance of students, schools, and local educational agencies under Title I, Part A. [Section 1304(c)(5)].

Assurance 6: The LEA assures such programs and projects will provide for advocacy and outreach activities for migratory children and their families, to inform such children and families of other education, health, nutrition, and social services to help connect them to such services. [Section 1304(c)(6)].
Assurance 7: The LEA assures that such programs and projects will, to the extent feasible, provide for advocacy and other outreach activities for migratory children and their families, including helping such children and families gain access to other education, health, nutrition, and social services; professional development programs, including mentoring, for teachers and other program personnel; family literacy programs; the integration of information technology into educational and related programs; and programs that facilitate the transition of secondary school students to postsecondary education or employment. [Section 1304(c)(7)].
Assurance 8: The LEA assures they will conduct the transfer of migrant student records according to state-required policies and procedures including actively participating with and meeting all Migrant Student Information Exchange System requirements. [Section 1308(b)(2). 34 Code of Federal Regulations Part 200.85(d)].
Assurance 9: The LEA assures they will assist the state in determining the number of migratory children under Section 1303(a)(1), and the LEA shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or, have dropped out of school. [Section 1304(d). 34 CFR Part 200.89(c). Section 1304(c)(8)].
Assurance 10: The LEA assures they will assist the state to promote interstate and intrastate coordination of services for migratory children, including coordination with other relevant programs and local projects in the state and other states. [Section 1304(b)(3). 34 CFR Part 200.82(b)].
Assurance 11: The LEA assures that a child who ceases to be a migratory child during a school term shall be eligible for services funded through Title I, Part C until the end of such term and may continue to receive such services for one (1) additional school year if comparable services are not available through other programs. Additionally, the LEA assures that migrant students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation. [ESEA section 1304(e)]."
Title I, Part D, Subpart 2: Neglected and Delinquent Youth
Assurance 1: The LEA assures they shall adhere to the purpose of Section 1420 to provide opportunities for students to meet the same challenging state content standards and student academic achievement standards that all children in Florida are expected to meet. [Sections 1421 and 1425(6)]
Assurance 2: The LEA assures they shall design transitional and supportive programs to meet the needs of children and youth returning to schools within the LEA or other alternative educational programs and assist them in completing their education. [Sections 1422 and 1424].
Assurance 3: The LEA assures they shall, where feasible, involve parents in efforts to improve the educational achievement of their children and prevent further delinquent activities. [Section 1425(8)].
Assurance 4: The LEA assures they shall adhere to the provision of services under section 1423(2) and program requirements under section 1425 for any correctional facility to which the LEA has agreed. [Section 1423].
Assurance 5: The LEA assures they shall evaluate the program not less than once every three years to determine the program's impact on student outcomes. [Section 1431].
Title II, Part A: Supporting Effective Instruction
Assurance 1: The LEA assures they will comply with section 8501 (regarding participation by private school children and teachers). [Section 2102(b)(2)(E)].
Assurance 2: The LEA assures they will coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs. [Section 2102(b)(2)(F)].
Assurance 3: The LEA assures they will reduce class size to an evidence-based level, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers. [ESSA: Section 2103].
Assurance 4: Collaboration - The local educational agency (LEA) assures that, in developing the application, an LEA shall provide meaningful consultation with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in an LEA that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities. [ESEA section 2102(b)(3)]
Assurance 5: Professional Development - The LEA assures they will meet the statutory professional development definition as provided in ESEA section 8101(42) or other allowable uses of funds under section 2103(b)(3) of the ESEA.
Title III, Part A: English Language Acquisition, Language Enhancement and Academic Achievement
Assurance 1: The LEA assures that it will comply with section 1112(e) – Parents' Rights-to-know, before, and throughout, each school year as of the date of application. [Section 3116(b)(4)(A)].
Assurance 2: The LEA assures that it is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with Sections 3125 and 3126. [Section 3116(b)(4)(B)].
Assurance 3: The LEA assures that each school with English learner (EL) students receives funds from non-Federal sources to fulfill the LEA's obligations under Title IV of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act, before using Title III, Part A funds for languages services to EL students. [Section 3115(g)].
Assurance 4: The LEA assures that, if applicable, it will coordinate activities and share relevant data under its plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers. [Section 3116(b)(4)(D)].
Assurance 5: The LEA assures that it will consult with officials of private schools in a timely and meaningful manner to make available equitable Title III, Part A services to eligible English learners and immigrant children attending private schools located within the LEA's geographical boundaries. [Section 8501].
Assurance 6: The LEA assures that the current ELL population has enough students to generate the $10,000 threshold as indicated in Section 3114. [Section 3114 (c)].
Assurance 7: The LEA assures that not more than 2 percent of the LEA's Title III allocation will be used for the cost of administering the project. [Section 3115 (b)].
Title IV, Part A: Student Support and Academic Enrichment
Assurance 1: The LEA assures that it will prioritize the distribution of funds to schools served by the LEA or consortium of such agencies, that are among the schools with the greatest needs, as determined by a such LEA, or consortium; have the highest percentages or numbers of children counted under section 1124(c); are identified for comprehensive support and improvement under section 1111(c)(4)(D)(i); are implementing targeted support and improvement plans as described in section 1111(d)(2); or are identified as a persistently dangerous public elementary school or secondary school under section 8532. [Section 4106(e)(2)(A)].
Assurance 2: The LEA assures that it will comply with section 8501 regarding equitable participation by private school children and teachers. [Section 4106(e)(2)(B)].
Assurance 3: With the exception of LEAs outlined in special rule ESEA 4106(f), the LEA assures that it will use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under section 4107, and will coordinate with other schools and community-based services. [Section 4106(e)(2)(C)].
Assurance 4: With the exception of LEAs outlined in the special rule section 4106(f), the LEA assures that it will use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4108; coordinate with other schools and community-based services, foster safe, healthy, supportive, and drug-free enviornments that support student achievement; and promote the involvement of parents. [Section 4106(e)(2)(D)].
Assurance 5: With the exception of LEAs outlined in special rule section 4106(f), the LEA assures that it will use a portion of funds received under this subpart to support one or more activities authorized under section 4109(a), including an assurance that the local educational agency, or consortium of local educational agencies, will comply with section 4109(b). [Section 4106(e)(2)(E)].
Assurance 6: The LEA assures that it will annually report to the State for inclusion in the report described in section 4104(a)(2) how funds are being used under this subpart to meet the requirements of subparagraphs (C) through (E). [Section 4106(e)(2)(F)].

Assurance 7: The LEA assures that the LEA, or consortium of such agencies, shall develop its application through consultation with parents, teachers, principals, other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency), Indian tribes or tribal organizations that may be located in the region served by the local educational agency (where applicable), charter school teachers, principals, and other school leaders (if such agency or consortium of such agencies supports charter schools), and others with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this subpart. [Section 4106(c)(1)]
Assurance 8: With the exception of LEAs outlined in section 4106(d)(2), the LEA, or consortium of such agencies, shall conduct a comprehensive needs assessment of the local educatoinal agency or agencies proposed to be served under this subpart in order to examine needs for imporvement. [Section 4206(d)(1)]. The comprehensive needs assessment outlined in section 4109(b). [Section 4106(e)(2)(E)].
Title V, Part B, Subpart 2: Rural and Low-Income Schools
Assurance 1: The LEA assures that its project funds under Title V, Part B, subpart 2 will be used for any activities authorized under the following ESEA Title programs: Title I, Part A; Title II, Part A; Title III, Part A; Title IV, Part A; and parental involvement activities. [Section 5222(a)].
Assurance 2: The LEA assures that its project funds under Subpart 2 will be used to supplement, and not supplant, any other Federal, State, or local education funds. [Section 5232].
Assurance 3: The LEA assures that 20 percent or more of the children ages 5 through 17 years served by the LEA are from families with incomes below the poverty line. [Section 5221(a)(3)(C) (b)(1)(Ai)-(B)]
Assurance 4: The LEA assures that if eligible for funding under both this subpart and subpart 1, it will not receive funds under both subparts for such fiscal year. [Section 5225(a)]

Elementary and Secondary Education Act (ESEA) Federal Programs

Florida 2025-26 ESEA Federal Program Applications

Project Application (DOE 100A)

UEI Number *XKGXG94KMH65*

Manatee

Program Name Type an "X" in the green box below for the program(s) in which the LEA is applying for funds.		Project Number	TAPS Number	2024-25 Preliminary Allocation	Requested Allocation	Estimated Roll Forward	Total Funds Requested (Sum of Allocation and Estimated Roll)
	Title I, Part A		26A001	$11,577,309.00	$0.00	$0.00	$0.00
	Title I, Part C		26A020	$389,430.00	$0.00		$0.00
X	Title I, Part D, Subpart 2		26A009	$197,744.00	$197,744.00		$197,744.00
	Title II, Part A		26A011	$1,656,141.00	$0.00	$0.00	$0.00
	Title III, Part A		26A014	$950,191.00	$0.00	$0.00	$0.00
	Title IV, Part A		26A120	$911,189.00	$0.00	$0.00	$0.00
	Title V, Part B, Subpart 2		26A007	$0.00	$0.00		$0.00

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

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

Kevin Chapman

Printed Name of Agency Head

Signature of Agency Head	Title	Date
Kevin Chapman (May 29, 2025 12:12 EDT)	Interim Superintendent	05/29/2025

Florida 2025-26 ESEA Federal Programs Preliminary Allocations

Agency Number	Local Educational Agency	Title I, Part A	Title I, Part C	Title I, Part D, Subpart 2	Title II, Part A	Title III, Part A	Title IV, Part A	Title V, Part B, Subpart 2
10	Alachua	8149604	822076	251,804	1201682	162686	641412	0
15	UF, PK Yonge Devm't Research School	130255	0	0	25876	0	10250	0
20	Baker	1193781	0	0	201660	0	93954	0
30	Bay	8282445	0	137,994	1082718	227231	651867	0
40	Bradford	1255798	0	0	200540	0	98835	96154
50	Brevard	18041573	0	123768	2499136	472715	1419959	0
60	Broward	80071251	95244	264607	11950572	4577290	6302000	0
70	Calhoun	749488	0	0	123496	0	58986	67946
80	Charlotte	4050329	0	0	561830	93644	318779	0
90	Citrus	5702133	0	0	920814	23014	448784	0
100	Clay	6060929	0	0	1054300	202630	477024	0
110	Collier	12078306	3147633	64,018	1743282	1028095	950620	0
120	Columbia	3426515	0	0	598025	18120	269682	311599
130	Miami-Dade	129042677	1376878	186,363	14141336	10622058	10156292	0
140	DeSoto	2233399	380679	0	272406	72084	175777	141602
150	Dixie	986632	0	0	138607	0	77651	65280
160	Duval	56942313	0	258917	6531417	1478457	4481638	0
170	Escambia	20603438	0	190631	2447656	152237	1621590	0
180	Flagler	3170863	0	0	492623	69968	249560	0
190	Franklin	620916	0	0	77162	0	48867	38762
200	Gadsden	4235591	0	0	469769	45499	333360	150653
210	Gilchrist	776638	0	0	128247	16930	61123	0
220	Glades	405825	79779	0	65695	10846	31938	64302
230	Gulf	552240	0	0	92750	0	43462	61974
240	Hamilton	1118963	209514	0	130346	23279	88066	52133
250	Hardee	1929070	436426	0	291639	49864	151825	160081
260	Hendry	3356575	1032768	0	423255	159379	264178	470966
270	Hernando	6680927	0	0	976599	102902	525820	0
280	Highlands	4845881	685094	2845	653786	83724	381393	404146
290	Hillsborough	78055751	1934123	314399	8256821	3311780	6143370	0
300	Holmes	1162212	0	0	168996	0	91470	106407
310	Indian River	4463932	0	0	641316	126048	351331	0
320	Jackson	2349288	0	0	341973	12433	184898	199407
330	Jefferson	602707	0	0	93728	0	47435	22011

340	Lafayette	391156	8510	0	61844	0	30784	37748
350	Lake	12025965	11140	5690	1822745	354867	946501	0
360	Lee	26428661	360333	189208	3698159	2554563	2080064	0
370	Leon	11035826	0	140839	1360772	160966	868572	0
371	FSU Developmental Research School	295882	0	0	53649	0	23285	0
380	Levy	2664340	0	0	329452	29363	209695	187312
390	Liberty	338395	0	36988	53580	0	26631	44096
400	Madison	1120122	15161	0	152267		88157	73768
410	Manatee	11577309	389430	197744	1656141	950191	911189	0
420	Marion	16167512	0	477987	2529489	333440	1272461	0
430	Martin	4036373	0	1423	636421	304077	317680	0
440	Monroe	1839911	0	4268	308700	195620	144808	0
450	Nassau	1803055	0	0	350303	25924	141907	0
460	Okaloosa	6500330	0	82512	1011279	246013	511606	0
470	Okeechobee	2170814	449728	0	319607	85046	170852	207369
480	Orange	69858834	357051	349965	7693990	4260912	5498232	0
490	Osceola	22086752	0	0	2994517	1750393	1738334	0
500	Palm Beach	57332419	1928536	199167	6936163	4589458	4512342	0
510	Pasco	21908190	83840	137994	2627002	699152	1724280	0
520	Pinellas	27916213	0	294482	3518394	892391	2197141	0
530	Polk	44455590	1124111	246113	6047442	1635984	3498872	0
540	Putnam	6783827	98695	0	793639	93247	533918	327260
550	St. Johns	4084500	0	1423	875874	132265	321468	0
557	Florida School for the Deaf and Blind	124958	0	0	15738	0	10000	0
560	St. Lucie	15725200	272976	211970	2098514	861838	1237649	0
570	Santa Rosa	4543721	0	0	875059	39415	357611	0
580	Sarasota	8213596	0	0	1311848	515833	646448	0
590	Seminole	11792788	0	136572	2152304	519536	928148	0
600	Sumter	3170498	0	0	438786	50657	249532	0
610	Suwannee	2566973	229035	0	420058	32140	202031	192270
620	Taylor	1135333	0	0	178202	0	89354	81130
630	Union	652422	0	0	104803	0	51347	0
640	Volusia	20667947	136176	318667	2677771	431712	1626667	0
650	Wakulla	908046	0	0	182955	0	71466	0
660	Walton	2591794	0	0	478037	101315	203985	0
670	Washington	1374079	270101	0	205041	0	108145	108737
685	FAMU Developmental Research School	297126	0	0	30409	0	23383	0
687	FAU A. D. Henderson School	373178	0	0	61450	0	29369	0

708	Florida Department of Corrections	0	0	0	1037		0	0
815	Mater Academy	446879	0	0	56582	35712	35170	0
05E	Odyssey Charter	876398	0	0	89737	10184	92370	0
48C	Florida Virtual School	1173653	0	0	185131	10449	35533	0
48K	United Cerebral Palsy of Central Florida, Inc.	451500	0	0	45751	10317	79422	0
50D	South Tech	1009141	0	0	58618	0	187485	0
53D	Lake Wales	2382149	27897	0	275415	49070	60431	0
98Z	KIPP Miami	767846	0	0	58671	0	82183	0
99H	IDEA	1044220	0	0	276486	149724	68975	0
TBD	DJJ-Florida Scholars Academy	531977	0	0	62312	0	41867	0
TBD	Tallahassee Collegiate Academy	0	0	0	0	0	0	0
	Total	908971643	15962934	4828358	117172202	45254687	71540546	3673113

Title I, Part D, Subpart 2

Manatee

Prevention and Intervention Programs for Children and Youths Who are Neglected, Delinquent or At-Risk

To support the operation of LEA programs that involve collaboration with locally operated correctional facilities to carry out high quality education programs to prepare children and youth for secondary school completion, training, employment or further education; provide activities to facilitate the transition of children and youth from the correctional program to further education or employment; and operate programs in local schools, including schools operated or funded by the Bureau of Indian Education, for children and youth returning from correctional facilities and programs which may serve at-risk children and youth.

Preliminary Allocation	$197,744.00
Requested Allocation Amount	$197,744.00

Area of Focus 1	Student Achievement
Area of Focus 2	Transition, Dropout Prevention (DOP) and Support Services
Area of Focus 3	Coordination and Collaboration
Area of Focus 4	Administrative Costs

Population to be Served and its Needs

A. Provide a description of the long-term secure juvenile justice schools to be assisted with Part D funds. For each school, describe the current cooperative agreement that includes the 13 ESEA Section 1423 requirements and a current contract for educational services with the education provider, if applicable, or any formal agreements between the LEA and the facility provider.

Our Local Education Agency (LEA) does not operate long-term secure juvenile schools that necessitate the use of Part D funds. Instead, students placed in such residential commitment programs receive educational services from the Florida Department of Education or other designated providers. As these providers are not under our jurisdiction, we do not have formal agreements with them.

B. Provide a description of the adult correctional institutions to be assisted with Part D funds. Indicate if the school was supported with Part D funds in the last cycle. If the LEA has an adult correctional institution that will not be supported with Part D funds, explain why not. For each institution, describe the current cooperative agreement that includes the 13 ESEA Section 1423 requirements and a current agreement for educational services with the education provider, if applicable.

The LEA will assist one adult correctional institution with Part D funds: The Port Academy. This school was supported with Part D funds in the last cycle. The Port Academy is a county jail that provides educational services to inmates who are under the age of 18 and have not completed high school. The average number of students served at any given time is 40, and the number of educational staff assigned to the school is is two and one half. The school offers general educational programming and related educational services for all youth. The LEA uses Title I Part D funds to provide transition services to help students reenter the community and designate educational program. The LEA has a current cooperative agreement with the county sheriff's office that includes the 13 ESEA Section 1423 requirements. The agreement specifies the roles and responsibilities of the LEA and the sheriff's office, the standards and curriculum for the educational programs, the assessment and evaluation procedures, the professional development and support for the staff, the coordination and communication with other agencies, the provision of special education and related services, and the protection of the rights and privacy of the students. The LEA also has a current contract with the Port Academy that outlines the terms and conditions for the delivery of educational services, the allocation and use of Part D funds, the reporting and monitoring requirements, and the dispute resolution process. The contract is reviewed and renewed annually.

C. Provide a description of the juvenile detention center to be assisted with Part D funds. Indicate if the school was supported with Part D funds in the last cycle. If the LEA has a juvenile detention center that will not be supported with Part D funds, explain why not. For each center, describe the current cooperative agreement that includes the 13 ESEA Section 1423 requirements and a current contract for educational services with the education provider, if applicable.

The LEA will use Part D funds to support the educational services at the Juvenile Detention Center 2-12, which serves youth who are detained for a short period of time pending court disposition or placement in a long-term facility. The school was supported with Part D funds in the last cycle. The average number of students served at any given time is 58, and the total number of students served for the year was 465. The school has three and one half teachers who provide instruction in core academic subjects and life skills. The LEA has a current cooperative agreement with the county juvenile justice department that includes the 13 ESEA Section 1423 requirements. The agreement covers the provision and quality of the educational programs, the coordination and collaboration with other agencies and stakeholders, the transition and reentry planning and support, the staff training and development, the data collection and evaluation, and the student rights and protections. The LEA also has a current contract with the Juvenile Detention Center 2-12 that specifies the scope and duration of the educational services, the budget and allocation of Part D funds, the reporting and accountability requirements, and the dispute resolution process. The contract is reviewed and renewed annually.

D. Provide a description of the shelter(s), group home(s), ranch/wilderness camp(s) and residential treatment center(s) to be assisted with Part D funds. Indicate if the school was supported with Part D funds in the last cycle. For each facility, describe the current cooperative agreement that includes the 13 ESEA Section 1423 requirements and a current contract for educational services with the education provider, if applicable.

The LEA does not have any shelter(s), group home(s), ranch/wilderness camp(s) or residential treatment center(s) that serve neglected or delinquent youth. Therefore, the LEA does not need to provide a description of such facilities or the educational services they offer.

E. Provide a description of the at-risk programs to be assisted with Part D funds and the criteria to determine student eligibility to be served under this program. Indicate if the program was supported with Part D funds in the last grant cycle. For each program, describe the current cooperative agreement that includes the 13 ESEA Section 1423 requirements and a current contract for educational services with the education provider, if applicable.

With Part D funds, the LEA will support four contracted programs and one LEA operated alternative site that serve at-risk students: AMI Kids, Pace 6-12, Horizons Academy. These students are at risk of academic failure, dropping out of school, or involvement with the juvenile justice system. The referral from the court, the school district, or the parents/guardians determines the student eligibility criteria. These programs received Part D funds in the previous grant cycle. The LEA has a current cooperative agreement with each program that covers the ESEA 13 Section 1423 requirements (except for Horizons Academy because it is a district operated site), such as providing comparable and high-quality instruction, ensuring coordination with the home school, maintaining qualified staff, and evaluating the effectiveness of the program. The LEA also has a current contract for educational services with each educational provider, which defines the roles and responsibilities, the funding and payment procedures, the academic standards and assessments, the reporting and monitoring requirements, and the dispute resolution process.

F. Describe how the LEA will use the results of the most recent evaluation to plan and improve the activities and services supported by Part D funds.

The LEA will utilize the most recent school evaluations to inform our priorities for supporting N&D schools, with a particular focus on classroom instruction. These evaluations will highlight areas requiring improvement in evaluation, curriculum, and instructional practices. We intend to allocate Part D funds strategically to address these areas and drive growth. Our approach will be to tackle the most pressing needs first, prioritizing initiatives based on their potential impact on student achievement. By analyzing the evaluation results, we will refine our Part D-funded activities and services. This will involve collaboration with the identified programs and schools to understand their specific needs and develop targeted support to enhance their performance.

Area of Focus 1: Student Achievement

A. Describe how participating schools will work to ensure education staff and facility staff are aware of a student's individualized education program.

When a student enrolls, the school ensures that our education and facility staff are aware of their Individualized Education Program (IEP). During the enrollment process, parents or guardians are asked to provide information about the student's IEP. Our team then requests the relevant records, and our Lead ESE Teacher or Administrator reviews the IEP to ensure it is current. We work closely with families and teachers to implement the student's educational services. The IEP is securely stored on PEER, our district's system for managing IEPs and 504 Plans, which is accessible to all teachers and teacher assistants. This process ensures that each student's individual education plan is followed. Our registrar, ESE Lead, and School Counselor monitor the Plan Review and Re-evaluation dates, updating them as necessary based on student progress and goal objectives

B. Describe the steps the LEA will take to find alternative placements for students interested in continuing their education but not able to attend a traditional public school program.

School placement options are evaluated at the registration meeting/appointment scheduled with the returning student's parent/guardian, the student, and the school. The student's placement history and/or needs are discussed based on prior county records, records received from the commitment facility, and available information presented by the parent/guardian, student, and the school. At this time, current and future planning options are discussed, all available options are presented, and best options for the youth are recommended. The LEA provides many options for students who cannot go to a regular public-school program. Our itinerant Transition Specialist and social worker will communicate with the family, student, and school to identify the best program for the student. One option is Horizons Academy, our Alternative School. Horizons covers grades 2-12 and has certified teachers in all subjects. Students in this program can participate in a general education curriculum. PACE and AMI are for students who are in the Juvenile Justice system and work year-round. Just for Girls Middle and Just for Girls Elementary are for at-risk students who need a different option than a regular public-school program. Students who cannot get their High School Diploma because of credits or GPA can get their GED through Manatee Technical College. Classes and tests are offered throughout the school year.

C. Describe how participating schools will ensure students are enrolled in an education program that is comparable to the one in the local school they would otherwise attend. (Examples include instructional alignment to the state academic standards, student access to state academic assessments, course offerings for grade advancement, awarding of credits)

The district mandates that all facilities serving Neglected, Delinquent and At-Risk students adhere to the 2024-2025 District's Student Progression Plan (SPP). All facilities must offer a curriculum that is comparable to Florida Standards and the Florida Course Code Directory. All N&D and At-Risk students at the Juvenile Detention Center, Port Academy, and Manatee County Jail are taught by state certified staff and receive appropriate ESE. The N&D Grants supplement the programs with extra materials and resources. Transition Specialists and ESE Specialists provide mental, emotional health, and related services to students. Neglected, Delinquent and At-Risk students take part in formal and informal assessments that are like those given in traditional schools. Students' records (transcripts, cumulative files, IAP's, IEP's, FAST, DJJ Common Assessments, and EOC results) are kept on site for the duration of their enrollment. All educational programs are directly overseen by the district. The districts cooperative agreement is established to ensure programs follow the state required curriculum and the district's 2024-2025 Progression Plan (SPP).

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

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

Activity 1	Supplemental supplies including paper, pens, notebooks, rulers, calculators, white out, art supplies, student organizers, emotional regulation activities, trash liners, folders, binders, easel pads, dry erase markers for all the Neglected and Delinquent sites. Estimated cost is $6,449.22
Activity 2	Periodicals - Provides Scholastics reading supplements to JDC and The Port Academy for the School Year.
Activity 3	Technology Related Supplies for JFGM to enhance vocabulary in students 6-8th grade.
Activity 4	NCH - Utilize student services social worker to engage with parents and students as they transition out of our facilities during the summer.
Activity 5	Local travel for transition specialist to travel between Neglected and Delinquent sites and county offices. Outcomes: Timeline and Frequency: Monday through Friday continuing throughout the school year. Travel for N&D Specialist, Social Worker and Director.

Activity 6	Out of County Travel/Out of State Travel for extensive training at Drop Out prevention conferences. Registration fees, meals, airfare and mileage to be included. The estimated amount will be $9,000.00. Outcomes continuing through the school year.
Activity 7	Parent Involvement: Printing and supplies. Funds to print materials to support parents. Supplies for parent involvement activities.
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List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (if applicable)	Amount	Enter school or facility name (if applicable)
5100	510	AOF 1	1	Basic (FEFP K-12)-Supplies		$6,449.22	
5100	530	AOF 1	2	Basic (FEFP K-12)-Periodicals		$3,000.00	
5100	519	AOF 1	3	Basic (FEFP K-12)-Technology Related Supplies		$2,000.00	
5110	130	AOF 1	4	Attendance and Social Work-Other Certified		$4,600.42	
5110	210	AOF 1	4	Attendance and Social Work-Retirement		$645.44	
5110	240	AOF 1	4	Attendance and Social Work-Workers' Compensation		$46.00	
5110	220	AOF 1	4	Attendance and Social Work-Federal Insurance Contributions Act (FICA)		$351.93	
5300	330	AOF 1	5	Instruction and Curriculum Development Services-Travel		$3,500.00	
5400	330	AOF 1	6	Instructional Staff Training Services-Travel		$9,000.00	
5150	510	AOF 1	7	Parental Involvement-Supplies		$500.00	
5150	390	AOF 1	7	Parental Involvement-Other Purchased Services		$500.00	
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					Area of Focus 1 Total	$30,593.01	

Area of Focus 2: Transition, Dropout Prevention (DOP) and Support Services

A. Describe how the LEA facilitates the successful transition of students returning from correctional facilities and as appropriate, the services provided to those students and other students who are at risk of dropping out of school. Include a description of how the coordination of existing educational programs will continue to meet the unique educational needs of those students.

The district's Drop Out Prevention Transition Specialist participates in the monthly Re-Entry meetings to collaborate and stay abreast of students transitioning from correctional institutions and juvenile facilities. Upon the student's discharge, the Drop Out Prevention Transition Specialist receives the withdrawal transcripts. They coordinate and work with the receiving school with setting up intake/registration meeting with the student and family to review records and create schedule. Follow up communication is initiated to the parent/guardian of a youth who has not enrolled. The district' Drop Out Prevention staff collaborates with receiving schools, parents, and community agencies to develop individual plans to address the student needs. This process ensures that each student has access to the necessary resources and procedures for transitioning students between alternative and traditional educational settings. As part of this process, student records and information provided by the parents are reviewed and discussed to identify educational and community programs for successful reentry to the community. During these re-entry meetings pertinent DOP staff, parent, and student, and receiving school staff are present to review students educational plan, IEP/504, and other records to create the best plan to ensure students' effective transition. Additionally, students are referred to special programs or community programs. One of these programs is SAFE, a six- week Drug and Alcohol Prevention and Intervention program facilitated by the Drop Out Prevention department. This intervention/prevention program is offered to students as a re-entry program. Also, the DOP Transition Specialists work with Career Source Suncoast, Project Bridge, and Manatee Technical College to assist students with post commitment opportunities: GED, employment, and vocational.

B. Describe the process to facilitate the successful transition of students exiting the facility, including the coordination of next school placement and continued support services (e.g., social, health, other services) with the post-release LEA.

The Program prioritizes the return of students from commitment or correctional facilities. Two Transition Specialists help them transition. They work with the Facility staff, Probation Officer, Commitment Manager, Parent/Guardian, and school district Transition Specialists to plan educational services and community re-entry while the student is still in the facility. Other programs like Centerstone and Project Bridge also participate. When the student comes back to the district, a Certified Guidance Counselor reviews their transcripts, classes, and assessments for graduation. A meeting with the receiving school decides the best placement and any 504 plan or IEP. The transition specialists also talk to teachers and school staff about the placement. They meet the student regularly to help with academics, behavior, or anything else.

C. As appropriate, describe partnerships with institutions of higher learning and local businesses to facilitate postsecondary and workforce success for students returning from correctional faculties, such as participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming and mentoring for participating students.

The LEA and the Drop Out Prevention Department collaborate with CareerSource Suncoast to help students join the workforce. CareerSource provides programs such as paid internships, resume building, and soft skills to students who have committed offenses. The Program also works with Manatee Technical College to help students enroll in Career and Technical Programs such as Electrician, Plumbing, Culinary, Cosmetology, Engine Repair, and many others. Students who want to go to college can take classes at SCF, State College of Florida, while still in high school through a Dual- Enrollment program. Alternative School also has job coaches who share weekly job opportunities in the area and can also assist with interview skills and resume building. Project Bridge helps students who come back from Commitment Programs with transportation services, job training, GED prep, mental therapy sessions, and employability skills.

D. Describe how participating schools will involve parents/guardians in efforts to improve the educational achievement of their children, assist in dropout prevention activities and prevent the involvement of their children in delinquent activities.

D. Describe how participating schools will involve parents/guardians in efforts to improve the educational achievement of their children, assist in dropout prevention activities and prevent the involvement of their children in delinquent activities.

Parents have a role to play in every stage of the Transition Process. From the time a student is arrested, the teachers at the JDC will communicate with the parents to make sure the student is getting the right classes and placements. Parents are welcome to attend all IEP meetings and 504 meetings and can join by phone as well. The Department of Juvenile Justice encourages participation from parents for Commitment Staffing, Community Re-entry Teams meetings, and monthly check-ins. Parental feedback is requested each time a student is coming back from a Commitment Facility. The parents, student, school, and Transition Specialists work together to help figure out the best possible placement for the student. AMI and PACE offer parent nights for the parents and guardians of students. At these nights, families can come and meet the teacher, find out about school programs, arrange conference times, and get a better sense of the school.

E. Describe how participating schools will work with probation officers to help meet the needs of students returning from correctional facilities.

The Program prioritizes the return of a student from a commitment or correctional facility. Two Transition Specialists are assigned to assist with these transitions. The transition process begins while the student is still in the Commitment Facility. A Community Re-entry Team meeting is held with the Facility staff, Probation Officer, Commitment Manager, Parent/Guardian, and school district Transition Specialists. They discuss educational services and start a plan to help the student transition back to the community successfully. Community Mental Health Programs such as Centerstone and Project Bridge also participate. When the student returns to the school district, a Certified Guidance Counselor reviews the student's transcripts and talks with the student and parent about the classes the student needs to graduate. They also check the Assessments to see which tests the student needs to pass to graduate. A meeting is then arranged with the receiving school to talk about the best placement options and to review, if applicable, a 504 plan or IEP. When appropriate, the transition specialists meet with teachers and other school staff to talk about the placement options. When the student starts at the school, the transition specialists will meet with the student regularly to address academic issues, behavioral issues, or any other topic needed.

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

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

Activity 1	One Transition Specialist at 100% to provide transition support services to students returning from commitment facilities, students enrolling in and out of the Manatee Regional Juvenile Detention Center, students processed through the Juvenile Booking Facility, as well as at-risk students at all the neglected and delinquent sites and alternative schools. Estimated cost for this activity is $84,372.93. Timeline and Frequency: Monday through Friday continuing throughout the school year. This activity was funded in last years grant.
Activity 2	One Social Worker acting as Judicial Liaison. Estimated cost for this activity is $72,344.86. Timeline and Frequency: Monday through Friday continuing throughout the school year.
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List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (if applicable)	Amount	Enter school or facility name (if applicable)
5300	130	AOF 2	1	Instruction and Curriculum Development Services-Other Certified	1.00	$60,374.19	
5300	210	AOF 2	1	Instruction and Curriculum Development Services-Retirement		$8,470.50	
5300	220	AOF 2	1	Instruction and Curriculum Development Services-	FICA	$4,618.63	
5300	230	AOF 2	1	Instruction and Curriculum Development Services-Group Insurance		$10,167.01	
5300	230	AOF 2	1	Instruction and Curriculum Development Services-Group Insurance		$138.86	
5300	240	AOF 2	1	Instruction and Curriculum Development Services-Workers' Compensation		$603.74	
5110	130	AOF 2	2	Attendance and Social Work-Other Certified	1.00	$51,767.34	
5110	220	AOF 2	2	Attendance and Social Work-Federal Insurance Contributions Act (FICA)		$3,960.20	
5110	230	AOF 2	2	Attendance and Social Work-Group Insurance		$8,717.62	
5110	230	AOF 2	2	Attendance and Social Work-Group Insurance		$119.06	
		AOF 2					
		AOF 2					
5110	240	AOF 2	2	Attendance and Social Work-Workers' Compensation		$517.67	
5110	210	AOF 2	2	Attendance and Social Work-Retirement		$7,262.96	
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					Area of Focus 2 Total	$156,717.78	

Area of Focus 3: Coordination and Collaboration

A. Describe how the program will be coordinated with other Federal, State and local programs, such as those under Title I and career and technical education programs serving students who are at risk of dropping out of school.

The Federal Programs department of the Manatee County School District is excellent. Coordinators of all grants get together four times a year in Collaborative Grants Meetings to discuss the initiatives that each grant is implementing and to see how they can support each other and braid funds to support the neediest students in our district to afford them with all the educational opportunities that we offer. Students who have come back from Commitment programs and who meet the criteria based on grade level and grade point average can apply to join a dual enrollment program in our District's technical school. Program offerings include electrician, engine repair, marine mechanics, welding, and many more including some in the computer field. Students in our dropout prevention programs are urged to apply for this opportunity. Students who do not have enough credits and cannot graduate on time due to age can go to Manatee Technical College and take pre-GED classes to help them pass the GED test.

B. Describe how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974, reauthorized in 2018 as the Juvenile Justice Reform Act (e.g., gang violence prevention, human trafficking, mentoring), and other comparable programs, if applicable.

The School District of Manatee County provides several mentoring programs for our Neglected and Delinquent Youth and At-risk youth. The Department of Juvenile Justice collaborates with Re-Play, a mentoring program designed to equip with applicable job skills and homework assistance in lieu of probation. This program, coordinated through the Drop Out Prevention department, is also offered to the students at Horizons Academy. Project Bridge mentor students returning from commitment programs and offers academic and employment help as well. The LEA uses the Child Safety Matters curriculum to help combat the issue of Child and Human Trafficking. District wide training is offered with this curriculum for all instructional staff, district staff, and support staff annually. The District's Child Trafficking Prevention Implementation plan is available on the district's website. The LEA coordinates with Selah Freedom, a National Organization with a mission to end child trafficking.

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

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

Activity 1	
Activity 2	
Activity 3	
Activity 4	
Activity 5	
Activity 6	

Activity 7	
Activity 8	
Activity 9	
Activity 10	
Activity 11	
Activity 12	
Activity 13	
Activity 14	
Activity 15	
Activity 16	
Activity 17	
Activity 18	
Activity 19	
Activity 20	
Activity 21	
Activity 22	
Activity 23	
Activity 24	
Activity 25	

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

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Enter school or facility name (If applicable)
		AOF 3					
		AOF 3					
		AOF 3					
		AOF 3					
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					Area of Focus 3 Total	$0.00	

Area of Focus 4: Administrative Costs

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

Activity 1	Indirect cost at 5.57%.
Activity 2	
Activity 3	
Activity 4	
Activity 5	
Activity 6	
Activity 7	
Activity 8	
Activity 9	

Activity 10	
Activity 11	
Activity 12	
Activity 13	
Activity 14	
Activity 15	
Activity 16	
Activity 17	
Activity 18	
Activity 19	
Activity 20	
Activity 21	
Activity 22	
Activity 23	
Activity 24	
Activity 25	

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

Function	Object	Area of Focus	Activity Number	Activity Description	FTE If applicable	Amount
7200	790	AOF 4	1	General Administration (Superintendent's Office)-Miscellaneous		$10,433.21
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				Area of Focus 4 Total	$10,433.21	

Area of Focus		Area of Focus Total	Percent of Allocation
Area of Focus 1	Student Achievement	$30,593.01	15.47%
Area of Focus 2	Transition, Dropout Prevention (DOP) and Support Services	$156,717.78	79.25%
Area of Focus 3	Coordination and Collaboration	$0.00	0.00%
Area of Focus 4	Administrative Costs	$10,433.21	5.28%
	Grand Total	**$197,744.00**	**100.00%**

Click to return to the top of page.

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

Title I, Part D Summary Budget
DOE 101

Manatee		26A009
Name of LEA	Project Number	TAPS Number

Original Application

Requested Allocation Amount **$197,744.00**

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount
5100	510	AOF 1	1	Basic (FEFP K-12)-Supplies		$ 6,449.22
5100	530	AOF 1	2	Basic (FEFP K-12)-Periodicals		$ 3,000.00
5100	519	AOF 1	3	Basic (FEFP K-12)-Technology Related Supplies		$ 2,000.00
6110	130	AOF 1	4	Attendance and Social Work-Other Certified		$ 4,600.42
6110	210	AOF 1	4	Attendance and Social Work-Retirement		$ 645.44
6110	240	AOF 1	4	Attendance and Social Work-Workers' Compensation		$ 46.00
6110	220	AOF 1	4	Attendance and Social Work-Federal Insurance Contributions Act (FICA)		$ 351.93
6300	330	AOF 1	5	Instruction and Curriculum Development Services-Travel		$ 3,500.00
6400	330	AOF 1	6	Instructional Staff Training Services-Travel		$ 9,000.00
6150	510	AOF 1	7	Parental Involvement-Supplies		$ 500.00
6150	390	AOF 1	7	Parental Involvement-Other Purchased Services		$ 500.00
		AOF 1				$ -
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6300	130	AOF 2	1	Instruction and Curriculum Development Services-Other Certified	1	$ 60,374.19
6300	210	AOF 2	1	Instruction and Curriculum Development Services-Retirement		$ 8,470.50
6300	220	AOF 2	1	Instruction and Curriculum Development Services-Federal Insurance Contribu	FICA	$ 4,618.63
6300	230	AOF 2	1	Instruction and Curriculum Development Services-Group Insurance		$ 10,167.01
6300	230	AOF 2	1	Instruction and Curriculum Development Services-Group Insurance		$ 138.86
6300	240	AOF 2	1	Instruction and Curriculum Development Services-Workers' Compensation		$ 603.74
6110	130	AOF 2	2	Attendance and Social Work-Other Certified	1	$ 51,767.34
						$ -
6110	220	AOF 2	2	Attendance and Social Work-Federal Insurance Contributions Act (FICA)		$ 3,960.20

6110	230	AOF 2	2	Attendance and Social Work-Group Insurance		$ 8,717.62
6110	230	AOF 2	2	Attendance and Social Work-Group Insurance		$ 119.06
		AOF 2				$ -
		AOF 2				$ -
6110	240	AOF 2	2	Attendance and Social Work-Workers' Compensation		$ 517.67
6110	210	AOF 2	2	Attendance and Social Work-Retirement		$ 7,262.96
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7200	790	AOF 4	1	General Administration (Superintendent's Office)-Miscellaneous		$ 10,433.21
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FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION

Please return to:	A) Program Name:	DOE USE ONLY
Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0735	Title IX, Part A (TIXPA) – Education of Homeless Children and Youth (EHCY) Project **TAPS NUMBER: 26A006**	Date Received
B) Name and Address of Eligible Applicant: School Board of Manatee County, FL 215 Manatee Avenue West Bradenton, Florida 34205-8840		**Project Number (DOE Assigned)** **xxx-1276B-6CH01**

C) Total Funds Requested:

$124,994.00

DOE USE ONLY

Total Approved Project:

$

D) Applicant Contact & Business Information

Contact Name: Latrina Singleton, Director Federal Programs and Grants Fiscal Contact Name: Catherine Hayden Miley, Director of Finance	Telephone Numbers: 941-751-6550 ext 43347 941-708-8770 ext 41111
Mailing Address: 215 Manatee Avenue West Bradenton, Florida 34205-8840	E-mail Addresses: Singleton2l@manateeschools.net mileyc@manateeschools.net
Physical/Facility Address: 215 Manatee Avenue West Bradenton, Florida 34205-8840	UEI number: XKGXG94KMH65 FEIN number: 596000728

CERTIFICATION

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

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

E) _____ Superintendent 05/12/2025
Signature of Agency Head — Title — Date

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

Instructions for Completion of DOE 100A

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

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

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

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

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

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

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

2025-2026 Title IX, Part A (TIXPA) - Education for Homeless Children and Youth (EHCY) Project Year 2 Application

Local Educational Agency Name:	**Manatee**
Project Contact Name:	**Latrina Singleton**
Project Contact Title:	**Federal Programs and Grants, Director**
Project Contact Telephone:	**(941) 751-6550 ext. 43347**
Project Contact E-mail:	**Singleton2l@manateeschools.net**
Homeless Education Liaison Name:	**Brenda Rossi**

For more information, please contact:

Florida McKinney-Vento Program
Phone: (850) 245-0479
Email: flmvp@fldoe.org

Bureau of Federal Educational Programs
Florida McKinney-Vento Program

2025-26 TIXPA–EHCY Project – Year 2
Program Specific Assurances

The Local Educational Agency (LEA) must assure that:

- The LEA will comply with all reporting requirements by the requested time and contain such information as required, including but not limited to the requirements under the McKinney-Vento Homeless Assistance Act (MVA).
- All costs are reasonable and necessary and that these uses of funds align with the purpose of, and other requirements in, the MVA.
- The LEA will meet the requirements of section 442 of the General Education Provisions Act (GEPA), 20 U.S.C. 1232e, *Single local educational agency application*.

☒ By checking this box, I hereby certify that the LEA agrees to all the assurances of the TIXPA-EHCY Program, and will abide by all federal, state and local laws.

Part 1: SUMMARY

A. Outcomes

☒ By checking this box, I hereby certify that the intended outcomes for Year 2 have not changed from the TIXPA-EHCY Project Application-Year 1.

If the intended outcomes for Year 2 have changed, please describe the changes below.

Part 2: GOALS AND PROGRESS MONITORING

A. Areas of Focus

☒ By checking this box, I hereby certify that the **Areas of Focus** (AOFs) of Identification and Enrollment, Regular School Attendance and Full Participation and Support for Academic Achievement for Year 2 have not changed from the TIXPA-EHCY Project Application-Year 1.

If the Areas of Focus for Year 2 have changed, please describe the changes below.

B. Goals

☒ By checking this box, I hereby certify that the **Goals** for the AOFs for Year 2 have not changed from the TIXPA-EHCY Project Application-Year 1.

If the Goals for Year 2 have changed, please describe the changes below.

C. Progress Monitoring Indicator

☒ By checking this box, I hereby certify that the Progress Monitoring Indicators for Year 2 have not changed from the TIXPA-EHCY Project Application-Year 1.

If the Progress Monitoring **Indicators** for Year 2 has changed, please describe the changes below.

Part 3: IMPLEMENTATION PLAN

A. Use of Other Resources

1. What other federal funds is the LEA/consortium using to support the identification, enrollment, retention, and educational success of children and youth experiencing homelessness specifically? Select all that apply.

   ☒ Title I, Part A Homeless Set-aside funds reserved for children and youth experiencing homelessness
   ☒ Other funds and services available to children, youth, and families experiencing homelessness. Please specify below:

Title IV- Salaries for Graduation Enhancement Technicians which support the roles to serve homeless student enrollment and connecting families with community resources and partnerships

B. Use of Local Resources

☒ By checking this box, I hereby certify that the activities correlated to Area(s) of Focus with the use of local funds for Year 2 have not changed from the TIXPA-EHCY Project Application-Year 1.

If the activities have changed, please describe the changes below.

C. Use of Title I, Part A Reservation for Homeless Education

1. Provide the amount of the Title I, Part A Homeless (TIPA) Reservation for the 2024-25 and 2025-26 subgrants. Verify this amount with TIPA staff, especially for the 2025-26 school year.

2024-25 TIPA Homeless Reservation	2025-26 TIPA Homeless Reservation*
$56,118.13	$161,760.62

**The 2025-26 amount above must match the Homeless Set-Aside amount in the 2025-26 Title I, Part A application in order to be approved.*

2. Indicate how the amount of the 2025-26 Title I, Part A Reservation was determined. Include in your response, a brief explanation as to why the amount has remained the same, increased or decreased from the previous year (2024-25).

To effectively support homeless students and unaccompanied youth, additional funding is necessary to sustain and expand services. With rising enrollment, it's essential to maintain current support levels to ensure these students remain in educational programs, achieve academic success, and graduate at higher rates. In response to this need, funding has been increased for the 2025-2026 year to address the unique challenges faced by homeless students.

3. List by number (e.g., 1, 2, 3) the activities supported with the use of the 2025-26 Title I, Part A reservation.

1. Identification and enrollment of homeless children and youth
2. Regular School Attendance and Full Participation
3. Support for Academic Achievement

D. Proposed Use of TIXPA-EHCY Subgrant Funds for McKinney-Vento Activities

☒ By checking this box, I hereby certify that the Activities for Year 2 have not changed from the TIXPA-EHCY Project Application-Year 1. If no change, delete the blank Activity Table template.

If the activities for Year 2 have changed, please describe the changes below and complete an Activity Table for each new activity.

☐ By checking this box, I hereby certify that no amendments were submitted for Year 1.

If an amendment was or amendments were submitted for Year 1, briefly summarize the changes below for each one.

Amendment 1 of Title IX, Part A- Education of Homeless Children and Youth outlined a budget amendment to update existing lines based on The McKinney-Vento Liaison salary and corresponding benefits as well as activity needs in the amount of $6882.50.

A. Primary Activity	B. Secondary Activities (Optional)	C. Area(s) of Focus	D. Cycle Year	Target Group and Number Served	
				E. Target Group	F. Number Served
1. Choose an item.	Choose an item. Choose an item. ☒ Choose an item.	☐ Identification and Enrollment ☐ Regular School Attendance and Full Participation ☐ Support for Academic Achievement	☐ Year 2 ☐ Year 3		

a. **Please provide a description of this activity and how it will be implemented:**

1. What is the activity?
2. Why is the activity needed?
3. Who will implement it?
4. When will it be implemented?
5. Where will it be implemented?

b. **Budget Line Item(s) on the DOE 101S Form associated with this activity:**

LEA Program Operations Activities

A. Project Management

1. Homeless Education Liaison

☐ By checking this box, I hereby certify that the Homeless Education Liaison has not changed from the TIXPA-EHCY Project Application-Year 1. The name of the current liaison and other information is below.

First and Last Name	
Position Title	
% Time Devoted to the MVP	
% MVP Funding of Position	
% TIPA Funding of Position	
% Other Funding of Position (Specify)	

☒ By checking this box, I hereby certify that the Homeless Education Liaison has changed from the TIXPA-EHCY Project Application-Year 1. Below is information on the new liaison.

First and Last Name	Brenda Rossi
Position Title	McKinney-Vento Liaison
Email Address	rossib@manateeschools.net
Telephone Number	941-751-6550 ext 43293
Qualifications	Bachelor's Degree
% Time Devoted to the MVP	100%
% MVP Funding of Position	100%
% TIPA Funding of Position	
% Other Funding of Position (Specify)	

2. Project Manager

☒ By checking this box, I hereby certify that the Project Manager has not changed from the TIXPA-EHCY Project Application-Year 1.

☐ By checking this box, I hereby certify that the Project Manager has changed from the TIXPA-EHCY Project Application-Year 1. Below is information on the new Project Manager.

First and Last Name	
Position Title	
% Time Devoted to the MVP	
% MVP Funding of Position	
% TIPA Funding of Position	
% Other Funding of Position (Specify)	

3. Additional MV staff

☐ By checking this box, I hereby certify that the additional MV staff devoted to the MVP have not changed from the TIXPA-EHCY Project Application-Year 1.

☒ By checking this box, I hereby certify that the additional MV staff devoted to the MVP have changed from the TIXPA-EHCY Project Application-Year 1. Below is information on the new MV staff.

Name (First, Last)	Title/Duties	Actual Position FTE (e.g., 1.0)	% MVP Duties of Position	% MVP Funding	% TIPA Funding	% Other Funding
Virginia Urbina	Graduation Enhancement Technician	1.0	100%			Title IV
Sandra Ornelas Rivera	Graduation Enhancement Technician	1.0	100%			Title IV

Part 4: EVALUATION PLAN

A. Evaluation

☒ By checking this box, I hereby certify that the Evaluation Plan has not changed from the TIXPA-EHCY Project Application-Year 1.

If the Evaluation Plan has changed, please describe the changes below.

Part 5: STRATEGIC IMPERATIVES, EXECUTIVE ORDER, GEPA

A. Support for Strategic Imperatives

☒ By checking this box, I hereby certify that the Strategic Imperatives have not changed from the TIXPA-EHCY Project Application-Year 1.

If the Strategic Imperatives have changed, please describe the changes below.

B. Executive Order

Instructions: Read the statement on Executive Order 11-116 and then select the checkbox to continue.

☒ The employment of unauthorized aliens by any contractor is considered a violation of Section 274A (e) of the Immigration and Nationality Act. If the contractor knowingly employs unauthorized aliens, such violation shall be cause for unilateral cancellation of the contract. In addition, pursuant to Executive Order 11-116, for all contracts providing goods or services to the state in excess of nominal value; (a) the Contractor will utilize the E-Verify system established by the U.S. Department of Homeland Security to verify the employment eligibility of all new employees hired by the contractor during the Contract term, (b) require that Contractors include in such subcontracts the requirement that subcontractors performing work or providing services pursuant to the state contract utilize the E-Verify system to verify the employment eligibility of all new employees hired by the subcontractor during the contract term.

C. General Education Provisions Act (GEPA)

☒ By checking this box, I hereby certify that the GEPA statement has not changed from the TIXPA-EHCY Project Application-Year 1.

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM 101S

A) Name of Eligible Recipient/Fiscal Agent:	School District of Manatee County
B) DOE Assigned Project Number:	XXX-1276B-6CH01
C) TAPS Number:	26A006

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
LINE ITEM	ASSOCIATED ACTIVITY NUMBER(S)	FUNCTION	OBJECT	Account Title and Narrative	FTE POSITION	AMOUNT	% Allocated to This Project
1	Activity 1	6150	130	Parental Involvement - Other Certified: Salary- McKinney Vento homeless liaison to perform duties of the homeless liasion, collaborate with all district school sites and coordinate efforts with community partners	1.00	$60,756.61	
2	Activity 1	6150	210	Parental Involvement - Retirement: McKinney Vento Liaison 14.03%	1	$8,524.15	
3	Activity 1	6150	220	Parental Involvement - FICA: McKinney Vento Liaison 7.65%	1	$4,647.88	
4	Activity 1	6150	230	Parental Involvement - Group Insurance - Life Insurance: McKinney Vento Liaison 0.23%	1	$139.74	
5	Activity 1	6150	230	Parental Involvement - Group Insurance - Health Insurance: McKinney Vento Liaison 16.84%	1	$10,231.41	
6	Activity 1	6150	240	Parental Involvement - Worker's Compensation: McKinney Vento Liaison 1.00%	1	$607.57	
7	Activity 1	6150	330	Parental Involvement - Travel: Local Travel for McKinney Vento Liaison to support grant activities at different sites such as schools, shelters, and other		$1,500.00	
8	Activity 2	5100	510	Basic (FEFP K-12) - Supplies: School supplies for PreK, elementary and secondary education , such as wide rule paper, college rule paper, calculators, pens, pencils, colors, crayons, dictionaries, erasers, corrector, pencil boxes, binders, folders, separators, school uniforms, and backpacks for 500 homeless students @ $31.88 Per Student		$15,941.81	
9	Activity 2	6130	510	Health Services - Supplies: Health Supplies - Lice kits, Hygiene Kits and feminine hygiene kits for 50 students at $10 per student		$500.00	
10	Activity 2	7800	790	Student Transportation Services - Misc: District School Buses to take homeless and unaccompanied youth to local field experiences or college campus tours, both in and out of county		$500.00	
11	Activity 2	7800	360	Student Transportation Services - Rentals: Rental of Charter buses to take homeless children and unaccompanied youth on college tours.		$2,000.00	
12	Activity 2	5100	730	Basic (FEFP K-12) - Dues and Fees: various dues/fees & varying costs, such as, National Honor Society dues, HOSA and Skills USA fees for vocational students, birth certificates, GED approx. 70 students @ approx $71.43 per student		$5,000.00	

13	Activity 2	6400	510	Instructional Staff Training Services - Supplies: folders, pens, papers, and other related supplies for training presentations.		$500.00	
14	Activity 4	7730	330	Personnel Services - Travel: Travel for McKinney Vento Homeless Liasion and 3 additional Project Heart staff members to attend out of state conference (NAEHCY) to gain resources and collaborate on solutions to support homeless youth within the school district. Costs to include travel (4 airline tickets at $500/each, $2000), hotel accomodations (4 staff at $250/night for 4 nights, 4000), per diems (4 staff at 36/day for 4 days, $576) mileage reimbursement for travel to and from airport (4 staff members, $424)		$7,000.00	
15	Activity 2	6150	370	Parental Involvement - Communications: Postage cost for mailing letters to parents or other agencies.		$50.00	
16	Activity 2	6150	390	Parental Involvement - Other Purchased Services: printing for assorted referral info, intake, & case notes forms needs assessments		$500.00	
17		7200	790	General Administration (Superintendent's Office) - Misc: Indirect Cost 5.57%		$6,594.83	
					D) TOTAL	$124,994.00	

DOE ATTESTATION (Program and Grants Management)

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

FLORIDA DEPARTMENT OF EDUCATION
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April 2022 DOE 101S

AGENDA ITEM NO. 9.7

School Board of Manatee County
July 22, 2025 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval to Apply, Accept, and Expend the 2025-2026 National Farmworker Jobs Program Discretionary Competitive Grant, Including Ratification of the Memorandum of Understanding Between the School District of Manatee County and the Suncoast Workforce Board, Inc. dba CareerSource Suncoast, in the amount of $237,195.00 (Incoming Federal Grant Funds)

Executive Summary
The National Farmworker Jobs Program (NFJP), formerly known as the Adult Migrant and Seasonal Farmworker Program, is funded by the Department of Labor as authorized by the Workforce Innovation and Opportunity Act of 2014, Title I, Section 167. In Florida, NFJP is administered through the Florida Department of Education, Division of Career and Adult Education, Farmworker Career Development Office. The funding priority is to strengthen the ability of eligible farmworkers and their families to achieve economic self-sufficiency. Program year 2025-2026 is a continuation year for these discretionary funds.

Manatee County's Farmworker Career Development Program (FCDP) is under the direction of the Adult, Career and Technical Education Department of the School District of Manatee County. The Program has been serving disadvantaged migrant and seasonal farmworkers in Manatee County continuously since 1998. This program resides in Building 5, across the District's Office of Student Assignment in Palmetto. FCDP is geographically closer to where the highest concentration of farmworkers live in Manatee County.

The District was awarded $237,195.00 for the FCDP to administer a diversified program of workforce investment activities and related assistance to serve Florida Region 5 (Manatee, Sarasota, and Charlotte counties), with primary focus on Manatee County where, by far, the greatest number of farmworkers reside in the region. The award amount is subject to change based on Florida's federal award notification and/or the recommendation of the Commissioner.

A copy of the grant application is attached for review.

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

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

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

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 2025-2026 National Farmworker Jobs Program discretionary competitive grant, including ratification of the Memorandum of Understanding between the School District of Manatee County and the Suncoast Workforce Board, Inc. dba CareerSource Suncoast, in the amount of $237,195.00 (Incoming Federal Grant Funds).

Financial Impact
There will be no cost to General Fund. All activities under this grant are funded at no material expense to the

District, other than the furnished and equipped space the program will occupy and the associated communications, public utilities and energy. If funded in full, this grant will bring the district an estimated $237,195.00 for the period July 1, 2025, to June 30, 2026. There is a reduction in the amount of $36,077 in the grant budget as compared to last year. The funds are designated to be expended on allowances and work experience, tuition and fees, textbooks and supplies for eligible farmworkers and their dependents, as well as staff salary and benefits, printing and supplies, travel and professional development and 5% indirect to cover District-level grants accounting and finance related to this project.

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

Attachments:
Farmworker Career Development Program Grant Application 2025-2026, Board Date 07.22.2025

FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION

Please return to:	A) Program Name:	DOE USE ONLY
Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	National Farmworker's Jobs Program (NFJP) RFA **TAPS NUMBER: 26B001**	Date Received
B) Name and Address of Eligible Applicant: **School District of Manatee County** **215 Manatee Ave. W** **Bradenton, FL 34205**		**Project Number (DOE Assigned)**

C) **Total Funds Requested:**	D) **Applicant Contact & Business Information**	
$237,195	Contact Name: Anibal J. Rosario Planas Farmworker Career Development Program Coordinator Fiscal Contact Name: Amanda Means Accountant/Grants	Telephone Numbers: **941-751-7947 ext. 42099** **941-708-8770 ext. 41230**
DOE USE ONLY **Total Approved Project:** $	Mailing Address: Farmworker Career Development Program 1400 First Ave. E Palmetto, FL 34221	E-mail Addresses: rosarioplanasa@manateeschools.net meansa@manateeschools.net
	Physical/Facility Address: The School District of Manatee County 215 Manatee Ave W. Bradenton, FL 34205	DUNS number: 100012962 FEIN number: F596000728046

CERTIFICATION

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

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

E) _____ _____ _____

Signature of Agency Head
Pending Board approval

Title

Date

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM 101S

A) Name of Eligible Recipient/Fiscal Agent:	**The School District of Manatee County**
B) DOE Assigned Project Number:	**410-4056C-6CFJ1**
C) TAPS Number:	**26B001**

(1) FUNCTION	(2) OBJECT	(3) Account Title and Narrative	(4) FTE POSITION	(5) AMOUNT	(6) % Allocated to This Project
7200	792	**Indirect Cost** (5%) to cover district-level grants accounting & finance related to this grant		$11,295.00	100%
6190	112	**Staff Salaries**: for one full-time (FT) Coordinator Staff Salaries: for one full-time (FT) Coordinator to provide leadership and participate in performing participant services from enrollment to assessments, training programs and securing an in-demand occupation; responsible for identifying and providing outreach opportunities to secure participant services and participant enrollment. The total cost for the one position listed in (5), a Coordinator (1.0 FTE), is charged for this project. Therefore, the percentage of the cost for Salaries and Benefits allocated to this project is 100%.	1	$57,407.00	100%
6190	210	**Staff Benefits:** Retirement for Coordinator @ 14.03%		$8,054.20	100%
6190	220	**Staff Benefits:** Social Security for Coordinator @ 7.65%		$4,391.64	100%
6190	231	**Staff Benefits**: Health Insurance for Coordinator		$8,250.00	100%
6190	232	**Staff Benefits:** Life Insurance for Coordinator @ 0.23%		$132.04	100%
6190	240	**Staff Benefits:** Workers Compensation for Coordinator @ 1%		$574.07	100%
6190	160	**Staff Salaries:**Staff Salaries: for 1 FT Bookkeeper/Case Manager. The Bookkeeping position is required by Manatee School District to give access to the internal systems, reports, tasks, etc, to provide direct supportive services to the participants for tuition, books, materials/supplies, uniforms and stipends per the FCDP Supportive Services Policy. Additional responsibilities include program otureach, and program assistance to the Coordinator and Recuriter by entering case notes of supportive services in Employ Florida and updating the participants' tracker.	1	$43,740.00	100%
6190	210	**Staff Benefits:** Retirement for Bookkeeper @ 14.03%		$6,136.72	100%

6190	220	**Staff Benefits:** Social Security for Bookkeeper @ 7.65%		$3,346.11	100%
6190	231	**Staff Benefits**: Health Insurance for Bookkeeper		$8,400.00	100%
6190	232	**Staff Benefits**: Life Insurance for Bookkeeper @ 0.23%		$100.60	100%
6190	240	**Staff Benefits:** Workers Compensation for Bookkeeper @ 1%		$437.40	100%
6190	160	**Staff Salaries:** 1 Part Time Recruiter/Case Manager - Job Duties: program recruitment, assessment, counseling, placement, job development, referrals, retention, follow-up and monitoring of participants.	0.75	$32,824.00	100%
6190	210	**Staff Benefits:** Retirement for 1 Case Manager @ 14.03%		$4,605.21	100%
6190	220	**Staff Benefits:** Social Security for 1 Case Manager @ 7.65%		$2,511.04	100%
6190	231	**Staff Benefits:** Health Insurance for1 Case Manager		$8,400.00	100%
6190	232	**Staff Benefits**: Life Insurance for 1 Case Manager @ 0.23%		$75.50	100%
6190	240	**Staff Benefits:** Workers Compensation for 1 Case Manager @ 1%		$328.24	100%
6190	330	**Travel:** Will support mileage for 1 Recruiter, 1 Coordinator, 1 bookkeeper to travel in and out of the county for recruitment purposes, supportive services, job placements, etc. The mileage estimated for travel for district staff to and from the county office to other school sites, farms, businesses, home visits, etc. was estimated to be 4894.61 miles annually @ **$0.70**/mile		$3,426.23	100%
5350	790	**Miscellaneous - Allowances:** to pay participants who are enrolled in training a stipend in accordance with FL-DOE Support Services Policy.		$9,000	100%
6190	730	**Dues and Fees- Staff Training/Registration Fees:** Allocation for required registration to Farmworker Association/Cattleman Association.		$60	100%
6190	390	**Other Purchased Services-Copying and Printing:** For brochures and printed materials to use for program outreach and recruiting participants into the program.		$200	100%
5350/5400	590	**Other Materials & Supplies (Clients):** Cost of educational supplies (uniforms, shoes, safety glasses, tools, and kits) as needed for participants to use in approved classes/programs that lead to in demand occupations and for when a job placement requires their own tools.		$3,500	100%
5350/5400	520	**Textbooks/e-Books (Clients):** Cost of textbooks and workbooks that are required for participants to take approved training and/or classes that will lead to in demand occupations.		$2,000	100%

5350/5400	730	**Tuition Fees (Clients):** to pay for tuition and required tuition related fees, certification and testing fees for participants entering adult, career and technical education,classes that will lead to in demand occupations.		$18,000.00	100%
			D) TOTAL	**$ 237,195.00**	**100%**

DOE ATTESTATION (Program and Grants Management)

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

FLORIDA DEPARTMENT OF EDUCATION
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April 2022 **DOE 101S**

(A) District / Agency Name: School District of Manatee County		FLORIDA DEPARTMENT OF EDUCATION PROJECT DISBURSEMENT REPORT Workforce Innovation and Opportunity Act, Title I, Section 167 Migrant and Seasonal Farmworkers ☐ Interim Report ☐ Final Report *(INSTRUCTIONS ON PAGE 3)*	(F) Agency Number: 410
(B) Project Name: Farmworker Careeer Development Pr			(G) Grant Number: 4056C
(C) Effective Approval Date: July 1, 2025			(H) Project Code:
(D) Termination Date: September 30, 2026			(I) Contact Person Name: Amanda Means
(E) Total Project Funds:	$ 237,195.00		(J) Phone: (941) 708-8770 x 41230

(1) Function Code	(2) Object Code	(3) Description of Disbursement	(4) Budget Amount	(5) Total Disbursements As of / /	(6) Obligations	(7) Unobligated Balance	(8) Current Disbursement Reported
ADMINISTRATION							
7200	792	Indirect Costs	$ 11,295.00	$ -	$ -	$ 11,295.00	$ -
			$ -	$ -	$ -	$ -	$ -
(9) TOTAL ADMINISTRATIVE COST			$ 11,295.00	$ -	$ -	$ 11,295.00	$ -
STAFF COSTS							
6190	112, 160	Staff Salaries	$ 133,971.00	$ -	$ -	$ 133,971.00	$ -
		Temporary/Contract Staff Salaries	$ -	$ -	$ -	$ -	$ -
6190	210, 220, 231, 232, 240	Staff Benefits	$ 55,742.77	$ -	$ -	$ 55,742.77	$ -
		Workman's Compensation (can include in benefits)	$ -	$ -	$ -	$ -	$ -
		Other Staff Insurance (Group, Liability)	$ -	$ -	$ -	$ -	$ -
6190	330	Travel	$ 3,426.23	$ -	$ -	$ 3,426.23	$ -
			$ -	$ -	$ -	$ -	$ -
(10) TOTAL STAFF COSTS			$ 193,140.00	$ -	$ -	$ 193,140.00	$ -
RELATED ASSISTANCE							
		Emergency Assistance (Other Services)	$ -	$ -	$ -	$ -	$ -
			$ -	$ -	$ -	$ -	$ -
			$ -	$ -	$ -	$ -	$ -
(11) TOTAL RELATED ASSISTANCE			$ -	$ -	$ -	$ -	$ -
SUPPORTIVE SERVICES							
		Heatlh Care (Professional and Technical Services)	$ -	$ -	$ -	$ -	$ -
		Child Care (Other Purchased Services)	$ -	$ -	$ -	$ -	$ -
5350	790	Allowances (Miscellaneous)	$ 9,000.00	$ -	$ -	$ 9,000.00	$ -
		Transportation - Clients (Miscellaneous)	$ -	$ -	$ -	$ -	$ -
		Work Experience Wages (Other Personal Services)	$ -	$ -	$ -	$ -	$ -
			$ -	$ -	$ -	$ -	$ -
(12) TOTAL SUPPORTIVE SERVICES			$ 9,000.00	$ -	$ -	$ 9,000.00	$ -

OTHER PROGRAM COSTS							
		Background Check (Professional Services)	$ -	$ -	$ -	$ -	$ -
		Insurance - Clients	$ -	$ -	$ -	$ -	$ -
		Rentals (land, buildings, equipment)	$ -	$ -	$ -	$ -	$ -
		Technology Related Rentals	$ -	$ -	$ -	$ -	$ -
		Communications (postage, phone service)	$ -	$ -	$ -	$ -	$ -
		Telephone & Other Communications (internet)	$ -	$ -	$ -	$ -	$ -
6190	390	Printing and Copying (Other Services)	$ 200.00	$ -	$ -	$ 200.00	$ -
		Supplies (instructional, custodial, maintenance)	$ -	$ -	$ -	$ -	$ -
		Technology Related Supplies (flashdrives, ink)	$ -	$ -	$ -	$ -	$ -
5350/5400	520/529	Textbooks (workbooks, e-books)	$ 2,000.00	$ -	$ -	$ 2,000.00	$ -
		Technology Related Textbooks (electronic books)	$ -	$ -	$ -	$ -	$ -
5350/5400	590	Other Materials and Supplies (uniforms, kits, tools)	$ 3,500.00	$ -	$ -	$ 3,500.00	$ -
		Non-Capitalized Computer Hardware	$ -	$ -	$ -	$ -	$ -
		Technology Related Non-Capitalized Equipment	$ -	$ -	$ -	$ -	$ -
6190	730	Dues and Fees - Staff (training/registration fees)	$ 60.00	$ -	$ -	$ 60.00	$ -
5350/5400	730	Dues and Fees - Clients (tuition/training fees)	$ 18,000.00	$ -	$ -	$ 18,000.00	$ -
			$ -	$ -	$ -	$ -	$ -
(13) TOTAL OTHER PROGRAM COSTS			$ 23,760.00	$ -	$ -	$ 23,760.00	$ -
(14) TOTAL COSTS			**$ 237,195.00**	**$ -**	**$ -**	**$ 237,195.00**	**$ -**

(15) CERTIFICATION (COMPLETE ON LAST PAGE ONLY)

I hereby certify that I have reviewed this disbursement report and that all items shown above are in accordance with applicable laws and regulations and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by the state and federal monitoring staff. I further certify that as a disbursement report, all disbursements; were obligated after the project approval date and prior to the termination fate; have not been reported previously; and were not used for matching funds on this or any special project. Further, all inventory items included have been entered properly on the inventory records required by state and federal regulations.

DOE 599
Rev. 05/08/20 Report Number ____
Page ___ of ____

Certified Correct by:

Finance Officer or Authorized Representative

DOE USE	Audited By: _____ Date: ____/____/_____

ATTACHMENT H

PY 2025-2026 Staffing Breakout Form

NFJP/Workforce Innovation and Opportunity Act, Section 167

Project / Agency: Farmworker Career Development Program/Manatee County School District TAPS 26B001

	(1) Position Title	(2) FTE	(3) Name of Staff Member	(4) Total Annual Salary *(11.25 Months thru June 2026)*	(5) Total Annual Benefits *(11.25 Months thru June 2026)*	(6) Benefits %	(7) Total Salary Charged to WIOA 167	(8) Salary %	(9) Total Benefits Charged to WIOA 167	(10) Total Benefits %
1.	Coordinator/Recruiter	1.00	Anibal Rosario Planas	$57,407.00	$21,401.95	*37%*	*$57,407*	*100%*	$21,402	*37%*
2.	Bookkeeper/Case Manager	1.00	Carolina Prokic	$43,740.00	$18,420.83	*42%*	*$43,740*	*100%*	$18,421	*42%*
3.	Recruiter/Case Manager	0.75	Mary Ann Guerrero	$32,824.00	$15,919.99	*49%*	*$32,824*	*100%*	$15,920	*49%*
4.										
5.										
6.										
	Subtotals			$133,971.00	$55,742.77		$133,971.00		$55,742.77	
	Total Salary and Benefits Charged to WIOA 167						$133,971		$55,743	
	(11) Total Salary + Benefits Charged to WIOA 167								**$189,713.77**	
	(12) Grant Amount:	$237,195	Total Staff + Benefits Amount:				**$189,713.77**		Allocation % **79.98%**	

ALLOCATION % NOT TO EXCEED CHART BELOW

Supervisor Signature: _____ Date: _____

* Coordinators NOT funded by grant will be required to complete monthly Personnel Activity Reports (PAR)

(1) Enter the position title and include any vacant positions

(2) Enter the FTE (Full Time Emloyee)

Rev. 02/2026

NARRATIVE SECTION

1. Project Abstract of Summary

The Farmworker Career Development Program (FCDP) of the School District of Manatee County is currently operating a National Farmworker Jobs Program and has done so, since 1965. In the 2025-2026 program year, the FCDP will serve Total Participants Goal of 67 Adult and 54 Youth in Manatee, Sarasota and Charlotte Counties agricultural farm workers and their families with specific concentration in big farming communities where they reside.

Our primary purpose is to strengthen the ability of eligible farm workers and their families to achieve economic self-sufficiency. The FCDP mission is to provide leadership in the delivery of educational, training, supportive and job placement services to chronically underserved, undereducated and underemployed farm worker families. The FCDP goal is to help eligible farm workers and their dependents obtain sustainable, unsubsidized, full-time, non-agricultural employment with benefits. In helping them reach this goal, the FCDP also helps farmworkers increase knowledge of non-agricultural career opportunities and employability skills, helps them increase social skills and obtain the education and job skills to prepare them to enter the non-agricultural workforce, stabilizing families.

Program design includes career services, training, and related services, including basic education, occupational and workforce training, job placement, supportive services, including referral to appropriate community agencies, and emergency assistance.

2. Project Need

The geographic service area of FCDP of the School District of Manatee County is Manatee, Sarasota, and Charlotte Counties. According to information provided by the University of Florida's IFAS Agricultural Extension, as of September 2023, Manatee County has approximately 14,000 acres of citrus groves with around 1.3 million trees. Oranges comprise about 91% of the citrus crops in Florida. Manatee County is home of Tropicana, one of the State's largest processors, whose juice is sold worldwide. As of 2022, Manatee County has 692 farms, with 93% considered small farms and 91% family owned. Approximately 56,000 acres are used for fruit and vegetable production, with most of it going to fresh market. Manatee County grows sever of Florida's top economic crops: tomatoes, cucumbers, peppers, potatoes, green beans, sweet potatoes, and cabbage. The County ranks first in tomato production. Manatee County also has 11 fruit and vegetable packinghouses.

Agricultural worker in our area has had a decline, with constructions and developments taking a large portion of lands previously used for agriculture. The climate and other natural factors have affected many crops in the last couple of years. Many farmers are relaying more and more on work provided by H2-A visas. Agricultural workers and their dependents are in need of alternatives that will help them to be employed and be productive. But they also face challenges that they need to overcome. Language barriers, lack of education and skills outside of agriculture, transportation issues, long work hours in physically demanding jobs. This population needs basic education and intensive job training, which they can access through the Farmworker Program. The FCDP develops partnerships for participants to take advantage of English literacy, General Educational Development (GED) preparation and testing, job training, and apprenticeships to prepare them for high-skill, high-wage, and high-demand occupations. The biggest challenges are family issues

such as proper nutrition, abuse, education, bills, job training, lack of transportation, which are primary concerns when helping participants achieve education, training, and employment goals in the small amount of time we must work with them. Partnerships with community agencies allow us to work collaboratively to provide participants with the support they need.

3. Labor Market Assessment

Labor Market Assessment Chart	
Answer the following:	***Provide a written response in the space below:***
1. *What are* ***the top 10*** *industries that currently employ the most workers in the local services area?*	1. *Retail Trade* 2. *Health Care and Social Assistance* 3. *Accommodation and Food Services* 4. *Construction* 5. *Manufacturing* 6. *Administrative and Support and Waste Management and Remediation Services* 7. *Professional, Scientific, and Technical Services* 8. *Other Services (except Public Administration)* 9. *Wholesale Trade* 10. *Arts, Entertainment, and Recreation*
2. *What are the top 10* ***industries*** *predicted to have the most future job openings/growth in the local service area?*	1. *Specialty Trade Contractors* 2. *Food Services and Drinking Places* 3. *Ambulatory Health Care Services* 4. *Educational Services* 5. *Administrative and Support Services* 6. *Self-Employed Workers, Primary Job* 7. *Professional, Scientific, and Technical Services* 8. *Nursing and Resident Care Facilities* 9. *Clothing and Clothing Accessories Stores* 10. *Construction of Buildings*
3. *What are the top 10* ***occupations*** *predicted to have the most future job openings/growth in the local service area?*	1. *Chief Executives* 2. *General and Operations Managers* 3. *Legislators* 4. *Architects, Except Landscape and Naval* 5. *Surveyors* 6. *Civil Engineers* 7. *Electrical Engineers* 8. *Electronics Engineers, Except Computer* 9. *Industrial Engineers* 10. *Mechanical Engineers*

4. *What will be the 10 fastest growing **industries** (by percentage change of jobs) in the local service area?*	1. *Specialty Trade Contractors* 2. *Wood Product Manufacturing* 3. *Nonmetallic Mineral Product Manufacturing* 4. *Construction of Buildings* 5. *Water Transportation* 6. *Furniture and Home Furnishings Stores* 7. *Heavy and Civil Engineering Construction* 8. *Nursing and Residential Care Facilities* 9. *Ambulatory Health Care Services* 10. *Management of Companies and Enterprises*
5. *What will be the 10 fastest growing **occupations** (by percentage change of jobs) in the local service area?*	1. *Plasterers and Stucco Masons* 2. *Drywall and Ceiling Tile Installers* 3. *Roofers* 4. *Cargo and Freight Agents* 5. *Cost Estimators* 6. *Sheet Metal Workers* 7. *Cement Masons and Concrete Finishers* 8. *Physicians Assistants* 9. *Health Specialties Teachers, Postsecondary* 10. *Health Diagnosing and Treating Practitioners, All Other*
6. *What training is offered in the **agricultural** and **service** industries within the local service area?*	*None to report in our area.*
7. *What **employment** opportunities are available in the agricultural and service industries within the local service area?*	*None to report in our area.*

4. Project Design and Implementation (a-h)

a. Objectives and Timelines

Performance Target Plan for PY 25/26		
Performance Measures	**ADULT**	**YOUTH**
Total Participants	67	54
Attained a Credential	27	19
Entered Employment	27	19
Measurable Skill Gains	27	19
Reportable Individuals	8	4

Timeline for PY 25/26	
Quarters	**Plan to Achieve Measurable Objectives**
Quarter 1: July – September	18 Adults, 15 Youth to be identified and recruited at MTC, STC; all Manatee, Sarasota, and Charlotte County High Schools. Farm and community recruitment.
Quarter 2: October – December	18 Adults, 15 Youth to be identified and recruited at MTC, STC; all Manatee, Sarasota, and Charlotte County High Schools. Farm and community recruitment.
Quarter 3: January – March	18 Adults, 15 Youth to be identified and recruited at MTC, STC; all Manatee, Sarasota, and Charlotte County High Schools. Farm and community recruitment.
Quarter 4: April – June	13 Adults, 9 Youth to be identified and recruited at MTC, STC; all Manatee, Sarasota, and Charlotte County High Schools. Farm and community recruitment.

b. Participant Assessment

During the comprehensive assessment process, all program participants are pre-tested to determine their reading and math levels. This includes participants enrolled in Adult Basic Education (ABE), English for Speakers of other Languages (ESOL), General Educational Development (GED), Employability Skills, Career and Technical Education (CTE), Paid Work Experience (PWE), and On-the-Job Training (OJT). After intake, participants who can speak English are given the Test of Adult Basic Education (TABE). Limited English proficient (LEP) students are given Comprehensive Adult Student Assessment Systems (CASAS).

Upon enrollment in Manatee Technical College (MTC)-Adult Education program, Limited English Proficiency students (LEP) are assessed with the Florida Department of Education (FLDOE) approved Comprehensive Adult Student Assessment Systems (CASAS), a test used for basic skills, for placement in English literacy classes.

For Program Year 2025-26 it is planned that all program participants will complete a formal career assessment. "*My Next Move*" of Occupational Information Network (O*NET) online is the new Interest Profiler used by our Case Managers to help clients to find out what their interests are and how they relate to the world of work. The sections include sixty questions that cover self-assessment, occupational search, occupational requirements, interest and skills, new work options, and academic/college preparation. Upon completion, the case manager counsels each participant and assists in the completion of the Individual Employment Plan that establishes goals and steps to obtain full-time employment with benefits.

Using the assessment information, Department of labor Employment and Training Administration (DOLETA's) suite of online career tools, the labor market demands and the training programs available, the case manager develops a comprehensive Individual Employment Plan (IEP) for each participant which is aligned to both the participant's career aptitude and Workforce Innovation Opportunity (WIOA) guidelines and which takes into consideration the student's needs, background, barriers, and goals for employment. The purpose of the IEP is to set a realistic program goal and the steps to remove barriers to employment. This is not an ESE IEP, but a plan focused on Educational and Training Goals. The case manager proposes a recommended schedule based on testing results, past vocational experience, personal qualities, student interest, educational background, and class/program availability. If On the Job Training (OJT) or Paid Work Experience is indicated, an appropriate site is located for the participant. As the participant nears the end of his/her training, a post-test is administered documenting both possible employability enhancements and determining a participant's academic progress.

Initial Assessment/Post Assessment: Initial assessment includes the Test of Adult Basic Education (TABE) and O*Net Online career interest inventory. An initial assessment will determine eligibility and evaluate the needs. Eligible applicants are selected according to their need, which includes educational/vocational deficiencies and economic factors. Client motivation and interest and availability of programs designed for client's needs are also considered. The program orientation carried out by the coordinator includes a general introduction to program services of counseling, training, and job placement. Each participant is given a student handbook and informed of Farmworker Education Program Policies and Procedures.

Diagnostic Testing: During the comprehensive assessment process, all program participants are pre-tested to determine their reading and math levels. This includes participants enrolled in Adult ABE, ESOL, GED, Employability Skills, Vocational Education, Work Experience (WE), and OJT. The Test of Adult Basic Education (TABE), Level A, is the standardized test of basic skills used by both the Adult Education and Vocational Departments. Limited English Proficiency (LEP) are given a CASAS Placement Test, if unable to comprehend the TABE.

For Program Year 2024-25, it is planned that all 121 program participants will complete a formal vocational assessment system. The system, *My Next Move*, covers twelve interrelated sections including self-assessment, occupational search, occupational requirements, interest and skills, new work options, academic/college preparation, financial aid, career planning, decision-making, and short-term or four-year course strategies. Once testing is finished, the case manager counsels each participant and assists in the completion of the Individual Employment Plan that establishes goals and the steps to complete these goals. If On the Job Training (OJT) or Work Experience (WE) is indicated, an appropriate site is located for the participant.

As the participant nears the end of his/her training, a post-test is administered documenting both possible employability enhancements and determining a participant's academic progress. For reliable measurement purposes, every attempt is made to administer the same test as the pre-test (TABE, CASAS).

Technology-Based English Instruction: If English instruction is deemed necessary for participants enrolling in a specific career/technical education program, they will have the opportunity to participate concurrently in technology-based English instruction using Internet-based programs such as *Burlington English*, *Native Accent*, *Rosetta Stone*, or *Common Core Achievement* available via Manatee County Schools Adult General Education program.

Career-Oriented Service Plan: In accordance with our partnership with CareerSource, the FCDP serves as a resource center where information on training programs and local, regional, and state labor market is available to all customers. Bulletin boards display job openings and are updated weekly. So that clients may receive additional assistance, FCDP recruiters help all clients enroll in the ***Employ Florida Marketplace*** system. Assistance for WAGES and unemployment compensation is provided by the CareerSource Suncoast Career Centers in Bradenton, Sarasota, and Venice.

Training Providers: The three Jobs and Career Resource Centers of the CareerSource Suncoast (formerly Workforce Board), Manatee, and Suncoast Technical Colleges, Hillsborough Community College, Manatee Chamber of Commerce, the Latin Chamber of Commerce and State College of Florida play vital roles in the Economic Development Council to develop vocational training that meets the workforce demand in our area. These organizations are training providers for our students.

c. Training and Other Services

i. Adult Participants:

Planned Allowable Activities and Services	
Career Services	**How program plans to offer services that will be provided:**
• Basic Career Services	Determine if a participant is eligible to receive assistance. Assist Participant with job search, resume preparation and introduce them to the labor market where they can match their skills with labor market employers.
• Individualized Career Services	Complete Initial Assessment as well as aptitude assessment to complete and develop the IEP Plan with Participant on a step-by-step plan to obtain Career Training that will lead to full-time high pay employment.
• Follow up Services	Maintain contact with Participant after placement to advise on work ethic questions or guidance.
Training Services	
• Occupational Skills Training	Provide paid work experience matching career training to help individual the training skills to maintain a full-time job.
• Registered Apprenticeship	Refer to Stephen Seville (Apprenticeship Programs DOE) and CareerSource Suncoast.
• On the Job Training (*optional*)	
Related Assistance Services	
• Emergency Assistance to Reportable Individuals	We will refer Reportable Individuals to ALPI for Emergency Assistance for Housing/Rent, Food, Gas/Transportation.
• Pesticide and worker safety training (*optional*)	

ii. **MSFW/NFJP Youth Services:**

Planned Youth Required Services	
Youth Program Elements	**How program plans to offer services that will be provided:**
1. Tutoring, Study Skills Training, Instruction, and Dropout Prevention	Study skills-training for students in specific study skills mode, good study habits, instruction with practice, and constructive feedback after feedback. Collaboration with Migrant Education Program of the School District of Manatee County, ESOL Department of the SDMC, and ESOL Program at Manatee Technical College, Camp Program
2. Alternative Secondary School Dropout Recovery Services	Utilizing current organizational tools and agency specific/ Workforce. Collaboration with Manatee Technical College and their GED Program.
3. Paid and Unpaid Work Experience	On the job training opportunities-paid on the job learning. Collaboration with Manatee Technical College.
4. Occupational Skills Training	Occupational Skills Training criteria with results focused on generating a post-secondary credential.
5. Education Offered Concurrently with Workforce Preparation	Specific Occupational Training.
6. Leadership Development Opportunities	Training decision making, including determining priorities and problem solving. Collaborations with UnidosNow and Beth-El Farm Working Ministries / Harvesting Dreams Program.
7. Youth Supportive Services	Assistance with educational testing. Referrals to community partnerships for services including referrals to health services, legal services, food pantries, and other wrap-around services.
8. Adult Mentoring	Career options exposure that includes job requirements & Employability Prospects/Viability. Collaborations with UnidosNow and Beth-El Farm Working Ministries / Harvesting Dreams Program.
9. Follow up Services	Provide access to activities that help youth prepare for/transition to postsecondary education & training.
10. Comprehensive Guidance and Counseling	Career Counseling provided by Case Managers in collaboration with Graduation Enhancement Technician of the Migrant Education Program, school counselors.
11. Financial Literacy Education	Teach youth about credit reports, credit scores, and protecting against identity theft. Referral to Financial Literacy Classes offered by CHS at Daughtry Elementary School.

12. Entrepreneurial Skills Training	Important basics regarding starting and running a business.
13. Services that Provide Labor Market Information	Employ Florida Labor Market information in local area. Assistance with registering in Employ Florida, training on how to use it, assistance in office to expand search.
14. Postsecondary Preparation and Transition Activities	Successful completion of HS Diploma, GED or equivalency assessment. Information provided about scholarships. Assistance completing FAFSA.

d. Apprenticeship Capability: Participants interested in Apprenticeship Programs will be referred to Steve Seville, the Region's Apprenticeship and Training Representative for Florida and FCDP Manatee Advisory Board Member.

Apprenticeship Capability	
Local Registered Apprenticeship Training Representative (ATR):	Stephen Seville Apprenticeship Office, c/o State College of Florida
ATR Contact Information: ○ Phone ○ Email ○ Address	941-363-7223 Stephen.Seville@fldoe.org 7131 Professional Parkway, East Lakewood Ranch, Florida 34240
List Local Apprenticeship & Pre-Apprenticeship Programs:	ACF Sarasota Bay Chef Association, GNJ FL007900025 Cook (Hotel & Restaurant) 6000 Time-Based Hospitality & Tourism Seville Region 7 Brian Knecht (941) 924-1365 62438 brian_knecht@sarasota.k12.fl.us P. O. BOX 17434 Sarasota 34276 Sarasota County Bartelt Packaging, LLC Apprenticeship, INJ 2020-FL-75839 Machine Builder 2400 Competency-Based Manufacturing Seville Region 7Jennifer Rains (941) 359-4000 jennifer.rains@khs.com 5501 N. Washington Blvd Sarasota 34243 Sarasota County CareerSource Suncoast Apprenticeship Program GNJ 2018-FL-71010 Additive Manufacturing Technician (Manufacturing and Production Technician) 2000 Time-Based Manufacturing Seville Region 7 Anthony Gagliano (941) 343-8819 agagliano@careersourcesc.com 3660 N. Washington Boulevard Sarasota 34234 Sarasota County CareerSource Suncoast Apprenticeship Program GNJ 2018-FL-71010 Industrial Maintenance Mechanic 8000 Time-Based Manufacturing Seville Region 7 Anthony Gagliano (941) 343-8819 agagliano@careersourcesc.com 3660 N. Washington Boulevard Sarasota 34234 Sarasota County CareerSource Suncoast Apprenticeship Program GNJ 2018-FL-71010 Industrial Production Supervisor (Manager) 4000 Time-Based Manufacturing Seville Region 7 Anthony Gagliano

(941) 343-8819 agagliano@careersourcesc.com 3660 N. Washington Boulevard Sarasota 34234 Sarasota County CareerSource Suncoast Apprenticeship Program GNJ 2018-FL-71010 Project Manager 2000 Time-Based Architecture & Construction Seville Region 7 Anthony Gagliano (941) 343-8819 agagliano@careersourcesc.com 3660 N. Washington Boulevard Sarasota 34234 Sarasota County CareerSource Suncoast Apprenticeship Program GNJ 2018-FL-71010 Tool And Die Maker (Die Manufacturer) 8000 Competency-Based Manufacturing Seville Region 7 Anthony Gagliano (941) 343-8819 agagliano@careersourcesc.com 3660 N. Washington Boulevard Sarasota 34234 Sarasota County CareerSource Suncoast Apprenticeship Program GNJ 2018-FL-71010 Laundry-Machine Mechanic 6650 Competency-Based Manufacturing Seville Region 7 Anthony Gagliano (941) 343-8819 agagliano@careersourcesc.com 3660 N. Washington Boulevard Sarasota 34234 Sarasota County Childcare Apprenticeship Program of Manatee County FL007900014 Child Care Development Specialist 4000 Time-Based Education & Training Seville Region 7 Donna Desantis, Chairman (904) 665-7617 manateechildcare@gmail.com 6305 STATE ROAD 70 EAST Bradenton 34203 Manatee County Early Learning Coalition of Sarasota County Childcare Apprenticeship Program, GNJ 2023-FL-121458 Child Care Development Specialist 4000 Time-Based Education & Training Seville Region 7 Barbara Papantonakis (941) 954-4830 bpapantonakis@elcsarasota.org 6003 Honore Ave., Suite 106 Sarasota 36238 Sarasota County Florida Swimming Pool Association 2020-FL-75282 Swimming-Pool Servicer 4000 Time-Based Architecture & Construction Seville Region 7 Brittany Cagle (407) 450-7206 Brittany@FloridaPoolPro.com 2555 Porter Lake Dr., Suite 106 Sarasota 34240 Sarasota County Manasota Masonry Apprenticeship GNJ FL001970018 Bricklayer (Construction) 6000 Time-Based Architecture & Construction Seville Region 7 Dennis Neal, Chairman (941) 224-3787 tedpodgis@earthlink.net P. O. Box 19799 Sarasota 34276 Sarasota County Manasota PHCC Plumbing Apprenticeship Program, Inc. GNJ FL001950012 Plumber 8000 Time-Based Architecture & Construction Seville Region 7 Robb Wolf, Chairman (850) 433-7396 Robbie.wolf@sarasotacountyschools.net 4748 Beneva Road Sarasota 34233 Sarasota County Manatee Technical College Apprenticeship Program-GNJ 2024-FL-126935 Child Care Development Specialist 4000 Competency-Based Education & Training Seville Region 7 Michelle Meluch; Justin Erickson (941) 751-7900 ext-46004 meluchm@manateeschools.net;

	ericksonj@manateeschools.net 6305 State Road 70, East Bradenton 34203 Manatee County New Town Healthcare Apprenticeship Program, GNJ 2022-FL-112662 Dental Assistant 2000 Competency-Based Health Science Seville Region 7 Angela Miles (941) 306-6275 Holy1957@gmail.com PO Box 2785 Sarasota 34230 Sarasota County New Town Healthcare Apprenticeship Program, GNJ 2022-FL-112662 Dental Office Administrator 4000 Time-Based Business Management and Administrative Seville Region 7 Angela Miles (941) 306-6275 Holy1957@gmail.com PO Box 2785 Sarasota 34230 Sarasota County New Town Healthcare Apprenticeship Program, GNJ 2022-FL-112662 Dental Office Coordinator 2000 Time-Based Business Management and Administrative Seville Region 7 Angela Miles (941) 306-6275 Holy1957@gmail.com PO Box 2785 Sarasota 34230 Sarasota County Sarasota Child Care Apprenticeship Program GNJ FL007910008 Child Care Development Specialist 4000 Time-Based Education & Training Seville Region 7 Constance Snyder (904) 665-7617 elizabeth.ellis@sarasotacountyschools.net 4748 BENEVA ROAD Sarasota 34233 Sarasota County Sarasota County Fire Department JATC FL007830023 Fire Medic 7000 Time-Based Law, Public Safety & Security Seville Region 7 William Costello (941) 861-2190 mhaslem@scgov.net 400 NORTH BENEVA ROAD Sarasota 34232 Sarasota County Technical Education Council, LLC 2019-FL-72946 Electrical Technician (Low Voltage Technician) 8000 Time-Based Architecture & Construction Seville Region 7 Kelsey Usher (941) 410-0039 Kelsey@technicaleducationcouncil.com 168 Sarasota Center Blvd. Sarasota 34234 Sarasota County Technical Education Council, LLC 2019-FL-72946 Electrician (Alternate Title: Interior Electrician) 8000 Time-Based Architecture & Construction Seville Region 7 Kelsey Usher (941) 410-0039 Kelsey@technicaleducationcouncil.com 168 Sarasota Center Blvd. Sarasota 34234 Sarasota County Technical Education Council, LLC 2019-FL-72946 Roofer 4000 Time-Based Architecture & Construction Seville Region 7 Kelsey Usher (941) 410-0039 Kelsey@technicaleducationcouncil.com 168 Sarasota Center Blvd. Sarasota 34234 Sarasota County Volt Power Company Apprenticeship Program INJ FL006156744 Line Installer-Repairer 8000 Time-Based Energy Seville Region 7 Daniel Welch, President Of Training (561) 842-1063 dwelch@tdsolutions.com 2950 Lena Road Bradenton 34211 Manatee County
Number of participants placed in apprenticeship programs:	None of our participants have shown interest in apprenticeship programs. Most have a desire to complete a technical degree.

Plan to enroll participants into registered apprenticeship and pre-apprenticeship programs:	Participants interested in Apprenticeship Programs will be referred to Stephen Seville. We are also exploring the possibility of farmers in our area to start their own apprenticeship programs in collaboration with CareerSource Suncoast to provide them expanded knowledge and opportunities at better wages.
Past successes and challenges:	N/A

e. Collaboration with Local Agencies

The FCDP has an excellent partnership and a good referral system with community and business organizations, farm owners, Manatee District Schools, and programs serving the farm worker population. Agencies providing supportive services are the Association of Farm Worker Opportunity Programs, Catholic Charities, East Coast Migrant Head Start Program, Career Source Suncoast, Manatee County Health Department, Legal Services of Manasota, Family Services, Goodwill, HOPE, and Migrant Education Program. Health services are provided by MCR Health Services (formerly known as Manatee County Rural Health Services), Manatee Memorial Hospital Indigent Program, and We Care Manatee. Facilities are provided by Falkner Farms, and School District of Manatee County. Legal services are provided by Gulf Coast Legal Services. Domestic violence advocacy is provided by Helping Out People Every Day (HOPE) Family Services. Shelter and emergency services are provided by Salvation Army of Manatee County. Food and clothes are provided by Meals on Wheels, Goodwill, and Stillpoint House of Prayer. Tutoring, counseling, and training for farmworker youth are provided by CareerSource Suncoast.

f. Collaboration with the Local Workforce Development Board (LWDB)

A fully executed Memorandum of Understanding (MOU), with current signature, is included in this application. The FCDP has had an MOU with CareerSource Suncoast (Region 18 Workforce

Board) since the year 2000. We have an excellent partnership with them. One of the local CareerSource Florida Regional Team is present at MTC Monday through Thursday—MTC provides an office for their staff to work directly with students. The Collaboration agreement is attached.

g. Local Advisory Board

The Manatee FCDP Local Advisory Council (LAC) has been in existence for many years and very active since 1998. The Manatee LAC follows state guidelines for its organizational structure and how business is conducted. The overall mission of the LAC is to assist in program planning, marketing, and to provide information regarding job availability and placement possibilities to benefit participants' success. Local issues to discuss during the School Year 2025-26, sponsorships, apprenticeships, community needs for skills, jobs and trainings. Four LAC meetings are scheduled for the 2025-26 school year. A list of members is included in the attachments.

h. Evidence of Capability

The Farmworker Career Development Program of School District of Manatee County (SDMC) has been successfully operating since 1965. Since 1998, our program has helped establish a family literacy site in Falkner Migrant Camp in Myakka City, offering English and ABE classes, heat & stress, Pesticides and Occupational Safety and Health Administration (OSHA) training, tutoring, free health care services and other trainings. We have a long history of meeting or exceeding our communities' educational and training expectations, as well as goals and deliverables for federal, state, and local grants.

Evidence of Capability - Past Performance		
Performance Measures	**PY 23/24**	**PY 24/25**
Total Participants	111	98*

Entered Employment	24	37*
Attained a Credential	33	17*
Measurable Skill Gains	47	40*

*At the moment of completing this document, 2024-2025 Year has not finished. Therefore, these numbers do not reflect the complete data of the year.

5. Recruitment/Enrollment Plan

The Recruitment Enrollment Plan consists of the dissemination and sharing of information about the FCDP to migrant and seasonal farmworkers, as well as collaborating agencies, the local community, and other organized entities. FCDP Manatee uses a variety of outreach and recruitment strategies in English, Spanish, and Creole. Program promotions are done with the Migrant Education Program during their Migrant Resource Fairs, CareerSource Suncoast One-Stop Centers annual Job Fair, MCR (Manatee County Rural) Health Services Fairs, and East Coast Migrant Head Start Project in Myakka Annual Backpack Giveaway Sponsored by MCR and Tropicana. Home and school visits are made in areas where large concentrations of farmworkers reside. Information is disseminated through community events like sporting events and free health clinics. Announcements are made in local news media including Spanish language publications, as well as through attendance at CareerSource Suncoast board meetings and other interagency meetings. Manatee Technical College also promotes the program on the college website in English, Spanish, Haitian Creole, or any other language using Google Translate. MTC's website, Facebook page, Twitter, and You-Tube channel include news releases, photos of events, and general information on Manatee FCDP. Information includes services the FCDP offers, where and when services can be obtained, and information on program eligibility.

6. Budget

To accomplish the goals of this project, Manatee requests to use the project budget to pay for **staff costs** for salaries and benefits of three Farm Worker Career Development staff: a Coordinator/Recruiter (1.0 FTE), a Bookkeeper/Case Manager (1.0 FTE), and Case Manager/Recruiter (0.75 FTE). The staffing arrangement for this large program meets or exceeds the optimal staffing patterns directed by FLDOE, as well as the salary/benefit criteria at less than 80% (Manatee is at 79.98%) of the allocation. Travel will support mileage within the county and Out of County travel for outreach and recruitment, meetings, etc. Total for In and Out of County travel will not exceed $3,426.23. Out of county travel will cover staff expenses for recruitment in Sarasota, Ruskin, Arcadia, Wimauma, Wauchula and Charlotte County, state, and national conferences, as well as meetings outside Manatee County. Other expenses include Related Assistance, Allowance/stipend that will assist participants for training attendance, as an aid for transportation, gas, etc. and for measurable skills gain for training completion, as well as for placements. A Stipend per program year for participants obtaining a recognized credential and one for Job Placement following guidelines.

Per Justification for having a bookkeeper/support services provider: While located at Manatee Technical College (MTC) until 2018 our program was under their grants manager who made sure bookkeeping for FCDP was done. Upon releasing our program to a stand-alone project under Manatee County Schools Adult, Career and Technical Education (ACT), all program duties became the coordinator's responsibility. Since Internal Control does not allow the coordinator to handle bookkeeper duties, a bookkeeper was needed to continue the program. Upon our move, the accountant for adult education suggested for Carolina to move from secretary position to bookkeeping as she was already doing part of it at MTC. This would also grant her access to our

budget reports and different tasks. Several adjustments were made for PY2019-2020 to promote her to Bookkeeper, though she continued and continues to assist with many secretarial and other support services duties. By School District Standards, this program cannot function without a bookkeeper. Though housed with the Manatee County Schools Adult, Career and Technical Education (ACT) we are a stand-alone program, totally responsible for our being. This has been and continues to be since PY2018-19. Bookkeeper will also provide support in Case Management and Recruitment efforts.

Other Program Costs: Materials and Supplies (clients) $3,500 for uniforms and items/tools required in classes and/or training as well as for job placements; Tuition dues and fees $18,000 for classes, testing and industry certifications for participants enrolled in training programs such as in adult education, career and technical education; Textbooks and Workbooks $2,000 for class requirement or term; Printing and Copying $200.

Indirect cost is figured at the district approved rate of 5%. All expenses are allowable, realistic, accurate, and clearly relate to and reflect project activities, objectives, and outcomes. In-kind contributions include the office space and utilities, which are valued at $35,000 and support services (academic and career counseling and financial aid), valued at $75,000, provided by Manatee Technical College, for a combined in-kind of $110,000 from the School District of Manatee County.

7. For Federal Programs - General Education Provisions Act (GEPA)

In accordance with Section 427 of the General Education Provisions Act (GEPA) Public Law 103-382: Manatee County School Board prohibits discrimination and harassment in all its forms. 1. No person shall, on the basis of race, color, religion, sex, age, national or ethnic origin, marital status,

disability, or on the basis of the use of a language other than English, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity, or in any employment conditions practices conducted by this School District, except as provided by law. 2. The School Board shall comply with all state and federal legislation, including but not limited to Title V, Title VI, Title VII, Americans with Disabilities Act of 1990 (ADA), designed to protect the civil rights of all applicants, employees, and students.

Accommodations and modifications for students with disabilities: Adult students with disabilities must self-identify and request such services. Students with disabilities are provided accommodations as needed in such areas as instructional methods and materials, assignments, assessments, time demands, schedules, learning environment, assistive technology, and special communication systems. Other support services include personnel, such as interpreters, readers, and tutors. Schools are handicapped accessible. Outreach is done in English, Spanish, and Haitian Creole.

8. Support for Strategic Imperative

The Manatee Farmworker Career Development Program incorporates Florida's State Board of Education Strategic Plan Goals 1, 2, 3, and 4. Goal 1, Highest Student Achievement: increase college readiness and success, is incorporated by using federal- and state- approved assessment instruments to inform Individual Employment Plans (IEPs), direct instruction and effect student/participant outcomes. Goal 2, Seamless Articulation/Maximum Access: expand and maintain student access, is incorporated via MTC's Career Pathways Program including state and local articulation agreements and by encouraging enrollment in postsecondary education and training. Goal 3, Skilled Workforce/Economic Development: prepare for careers, is incorporated by students entering Registered Apprenticeship Programs, earning the Ready to Work credential,

enrolling in programs that prepare for High-Skill High-Wage High-Demand occupations, and/or earning a postsecondary certification, a nationally recognized industry certification, or professional license. Goal 4, Quality Efficient Services is incorporated by supporting each priority and creating an environment of high expectations.

Project Performance Accountability Form

The FCDP State Office has already populated this form with the required information.

- **Sign and submit this form with the proposal as printed.**
- **Refer to Checklist (last page of this RFP) for proper placement of this form in the proposal package.**

Definitions

- **Scope of Work-** The major tasks that the grantee is required to perform
- **Tasks-** The specific activities performed to complete the Scope of Work
- **Deliverables-** The products and/or services that directly relate to a task specified in the Scope of Work. Deliverables must be quantified, measurable, and verifiable
- **Evidence-** The tangible proof
- **Due Date-** Date for completion of tasks
- **Unit Cost-** Dollar value of deliverables

Scope of Work /Tasks/Activities	Deliverables	Evidence	Due Date
1) Total Participants Enrolled - Number of applicants who meet the WIOA, Title I, Section 167 eligibility requirements and are provided with career services, training services, youth services, and/or related assistance services.	100% of FDOE negotiated goal; pending notification from USDOL.	Management Information System of the FCDP State Office.	Submit the Monthly Balance Performance Report and monthly performance power point presentation by the fifth of the month following the month for which activities are reported.
2) Total Participants Entering Employment – Number of participants that are job placed after receipt of Career Services, Training Services, Youth Services and/or Related Assistance Services.			
3) Total Participants Entering a Training Service – Number of participants that have entered a minimum of one training service, such as vocational, occupational, on-the-job training, cooperative education, or entrepreneurial training.			
4) Total Participants Exiting – Number of participants who meet the WIOA, Title I, Section 167 eligibility requirements and are provided career services, training services, youth services, and/or related assistance services.			
USDOL CORE INDICATORS OF PERFORMANCE	**Deliverables**	**Evidence**	**Due Date**
Reportable Individuals - an individual who receives only related assistance services that do not require significant involvement of grantee staff time; and do not require a career assessment by grantee staff of an individual's skills, education, or career objectives (including all emergency assistance services). Any individual receiving only emergency services is counted as a reportable individual.	100% of FDOE negotiated goal; pending notification from USDOL.	Management Information System of the FCDP State Office.	FCDP State Office will provide to sub recipients by the following quarter after quarter close out.

Employment Rate - 2nd Quarter After Exit - The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program (For Title I Youth, the indicator is the percentage of participants in education or training activities, or in unsubsidized employment during the second quarter after exit).	100% of FDOE negotiated goal; pending notification from USDOL.	Management Information System of the FCDP State Office.	FCDP State Office will provide sub-recipient by the following quarter after quarter close out.
Employment Rate - 4th Quarter After Exit - The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program (For Title I Youth, the indicator is the percentage of participants in education or training activities, or in unsubsidized employment during the fourth quarter after exit).			
Median Earnings - 2nd Quarter After Exit - The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.			
Credential Attainment - The percentage of those participants enrolled in an education or training program (excluding those in on-the-job training [OJT] and customized training) who attain a recognized postsecondary or a secondary school diploma, or its recognized equivalent, during participation in or within one year after exit from the program. A participant who has attained a secondary school diploma or its recognized equivalent is included in the percentage of participants who have attained a secondary school diploma or its recognized equivalent only if the participant is employed or is enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit from the program.			
Measurable Skill Gains - The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such credential or employment.			
Effectiveness in Serving Employers – The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program with the same employer as they were in the second quarter after exit.	To be determined, pending notification from USDOL.		

Coordinator Signature: _____

Director Signature: _____

Date Submitted: _____

Allocation Funding Amount

The Allocation Chart is subject to change based on the final federal allocation. All awardees will be notified regarding their final allocation prior to the issuance of their PY 2025-2026, DOE 200, Award Notification. The method of payment will be Federal cash advances made by state warrant or electronic funds transfer (EFT). Requests for federal cash advance must be made through FDOE's Florida Grants System (FLAGS).

Use the chart below to determine your funding request amount per region.
The formula is as follows: The funding amount currently equals the cost per participant of $2,259.00.

Projected Subrecipient Allocations and Counties Served for PY 2025-2026		Maximum Amount Allowable Per Region 2025-2026	Adult Participant Plan 2025-2026	Youth Participant Plan 2025-2026	Participant Total Plan 2025-2026	Cost Per Participant
Regions 7, 8, 9, 10 &11	Serving Counties: Alachua, Bradford, Clay, Duval, Flagler, Marion, Nassau, Union, Putnam, St. Johns, Volusia Counties	$205,569	50	41	91	$2,259
Regions 14, 15 & 16	Serving Counties: Hillsborough, Pinellas and Pasco Counties	$336,591	80	69	149	$2,259
Region 17	Serving Counties: Polk County	$316,260	77	63	140	$2,259
Regions 18 & 24	Serving Counties: Charlotte, Manatee and Sarasota Counties	$237,195	57	48	105	$2,259
Region 19	Serving Counties: Desoto, Hardee and Highlands County	$280,116	70	54	124	$2,259
Regions 19 & 20	Serving Counties: Indian River, Martin, Okeechobee and St. Lucie Counties	$372,735	90	75	165	$2,259
Regions 21 & 24	Serving Counties: Hendry, Collier, Lee, Glades and Palm Beach Counties	$338,850	84	66	150	$2,259
Regions 22 & 23	Serving Counties: Miami-Dade and Monroe Counties	$415,656	100	84	184	$2,259
	Totals	*$2,502,972	608	500	1108	$2,259

*Total of funding amounts may vary based upon performance and USDOL funding levels.

Attachment B
Target Population

Eligibility for participation in WIOA §685.100 Section 167 NFJP program follow TEGLs & State Regulations:

- MSFW Adult and MSFW Youth (aged 14-24).
- Must be a citizen or national of the United States, a lawfully admitted permanent resident alien, refugee, asylee, or parolee, or other individual legally authorized to work in the United States [WIOA Section 188 (a)(5)].
- Must have not violated Section 3 of the Military Selective Service Act by knowingly and willfully failing to register for the Selective Service registration [20CFR §667.250; WIOA Section 189 (h).
- A low-income individual who faces multiple barriers to economic self-sufficiency (WIOA Section 3(36) (A)(B)) TEGL No. 18-16 Change 1.
- Must have performed labor for wages in occupations and industries within agricultural production and agricultural services for 12 consecutive months out of the 24 months prior to proposal for the program involved [20 CFR §685.110].
- The individual receives half of his/her total support from the eligible farmworker's family during the eligibility determination period.
- Follow all applicable TEGLs and updates to policies.

FLORIDA DEPARTMENT OF EDUCATION
Request for Proposal (RFP Discretionary)
2025-2026 Farmworker Career Development Program (FCDP)
Attachment F
Program Purpose and Overview of Allowable Activities and Services

The program's purpose is to strengthen the ability of eligible Florida farmworkers and their families to achieve economic self-sufficiency. The program serves eligible farmworkers and their dependents (Refer to **Attachment E**) that have the following socio-economic and educational barriers, as identified by the United States Department of Labor for WIOA, Title I, Section 167 funded programs:

• Dropout • Unemployed • Limited English proficient • English reading below grade 9 • Math skill below grade 9 • Migrant Farmworker • Seasonal Farmworker • Economically disadvantaged • Food stamp recipient • Veteran • Foster youth	• Unemployment claimant • Unemployment funds exhausted • Offender or parolee • Individuals with disability • Single parent with dependent under 18 • Pregnant / parenting youth • Long term agriculture employed • Lacks work history outside agriculture • Transportation hardship • Homelessness

Allowable Program Activities
To meet the education, training and employment needs of farmworkers and their families, program funds should be used to provide individuals with **Career Services** and **Training Services** as described in Section 134, paragraph (d)(2) of the Act. These services must reflect the needs of the farmworkers and their dependents in the service areas and include the services and training necessary to achieve each participant's employment goals.

Career Services
Services to be delivered by the program are listed below and are authorized by 20CFR §678.45-430
Basic Career Services:

- Eligibility determinations.
- Outreach, intake, and orientation to the information and services available through the workforce system.
- Initial assessment of skill levels, aptitudes, abilities, and supportive service needs.
- Labor exchange services, including:
  - Job search and placement assistance and career counseling; and
  - Appropriate recruitment and other business services on behalf of employers.
- Provision of referrals to and coordination of activities with other programs and services.
- Labor market information, including listings of job vacancies and the skills needed to obtain these jobs, and the occupations that are in demand in the local area and the earnings and skill requirements for such occupations.
- Information about the performance and cost of eligible training providers.
- Information about how the local workforce investment area is performing.
- Information about supportive services available in the area and referral to these services.
- Information about applying for unemployment compensation; and
- Assistance with establishing eligibility for non-WIOA programs of financial aid for training and education programs.

Individualized Career Services are to be provided by local areas as appropriate to help individuals obtain or retain employment, and may include the following:

- Comprehensive and specialized assessments of skill levels and service needs, which may include use of diagnostic testing and other assessment tools, in-depth interviewing and evaluation to identify employment barriers and appropriate employment goals.
- Developing an individual employment plan (IEP).
- Group counseling.
- Individual counseling.
- Career planning.
- Short-term pre-vocational services, including the development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct.
- Internships and work experiences that are linked to careers.
- Workforce preparation activities.
- Financial literacy services include educating participants on how to create budgets; opening bank accounts; managing spending, credit, and debt; make informed financial decisions; understand identity theft and the significance of credit reports and scores; etc.
- Out-of-area job search and relocation assistance; and
- English language acquisition and integrate education and training programs.

Follow-up services must be provided, as appropriate, including counseling regarding the workplace, for participants in adult or dislocated worker workforce investment activities who are placed in unsubsidized employment, for up to 12 months after the first day of employment.

Work Experience

An internship or work experience is a planned, structured learning experience that takes place in a workplace for a limited period. Work experience can be conducted in the private, nonprofit and public sectors. Work experience may be paid or unpaid, as appropriate and consistent with other laws, such as the Fair Labor Standards Act [20CFR §680.180]. Labor standards apply in any work experience setting where an employee/employer relationship, as defined by the Fair Labor Standards Act, exists.

Training Services

Training services may include the following [WIOA sec. 134(C)(3)(D) and 167(D) and 20 CFR §680.200]:

- Occupational skills training, including training for nontraditional employment.
- On-the-job training (OJT).
- Registered Apprenticeship.
- Incumbent worker training.
- Programs that combine workplace training with related instruction, which may include cooperative education programs.
- Training programs operated by the private sector.
- Skills upgrading and retraining.
- Entrepreneurial training.
- Transitional jobs.
- Job readiness training provided in combination with the services listed above.
- Adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with training services; and

- Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.

On-the-Job-Training
FCDP sub-recipients may utilize on-the-job training (OJT) as a training strategy to increase participant skills and to incentivize hiring of participants. OJT is provided under a contract between the sub-recipient with an employer in the public, non-profit, or private sectors. Through the OJT contract, occupational training is provided for the WIOA participant in exchange for the reimbursement, typically up to 50 percent of the wage rate of the participant, for the extraordinary costs of providing the training and supervision related to the training. In limited circumstances, the reimbursement may be up to 75 percent of the wage rate of the participant [WIOA sec. 134(c)(3)(h) and 20 CFR §680.700].

The OJT contract must be limited to the period required for the participant to become proficient in the occupation for which the training is being provided. In determining the appropriate length of time, FCDP sub recipients should consider the skill requirements of the occupation, the academic and occupational skill level of the participant, prior work experience, and the participant's individual employment plan [WIOA sec. 3(44) and 20 CFR §680.700]. FCDP sub-recipients must not contract with an employer who has exhibited a pattern of failing to provide OJT participants with continued long-term employment with wages, benefits, and working conditions equal to those provided to regular employees who have worked as similar length of time and are doing the same type of work [WIOA sec. 194(4) and 20CFR§680.700].

Customized Training
Customized training is designed to meet the specialized skill needs or requirements of one or more employers. Customized training is conducted through a commitment by the employer to retain the individual after successful completion of training. The employer is required to pay a significant share of the cost of the training. Customized training offers opportunities for employers to train individuals in their specific needs and gives the individual a chance to learn and gain desired skills specific to an employer or industry. [cf. State of Florida WIOA Unified Plan Two-Year Modification]

Registered Apprenticeship (Optional)
Registered Apprenticeship is a highly structured training system in which the apprentice works full-time during the day for a sponsoring employer, learning the skills of the trade through On-the-Job Training with a journey worker / mentor. Registered Apprenticeship is a commitment of a few years; not suitable for someone who cannot commit to a long-term training program.

For a complete list of registered apprenticeship occupations in Florida, visit: http://www.fldoe.org/academics/career-adult-edu/apprenticeship-programs/ (Florida Department of Education Division of Career and Adult Education Apprenticeship Section). By positioning apprenticeships as a proven model that helps employers build a highly skilled workforce, education and workforce partners are breaking through systemic barriers to strengthen the state's sector strategy initiatives.

Related Assistance Services
Related assistance can include, but is not limited to, the following activities [WIOA sec. 167(d) and 20 CFR §§685.110 and 380]:

- Emergency assistance.
- English language and literacy instruction.
- Pesticide and worker safety training.
- Work clothing.
- Transportation assistance.

- Housing (including permanent housing); and
- School dropout prevention and recovery activities.

FLORIDA DEPARTMENT OF EDUCATION
Request for Proposal (RFP Discretionary)
2025-2026 Farmworker Career Development Program (FCDP)
Attachment G
Enrolling and Serving MSFW Youth

Under WIOA, FCDP sub-recipients may provide youth services to Florida farmworkers or dependents aged 14-24. NFJP youth may face many of the same barriers to employment that adult farmworkers do, such as lack of transportation, lack of diploma or high school equivalency, and farmworker status. In addition to these barriers, many youth participants face additional barriers, such as lack of basic life or employability skills, challenging family situations or homelessness, a history of substance abuse, or justice involvement. Because of this potential combination of barriers, many participants can best be served by programs and services that are designed specifically for youth participants.

NFJP Youth Enrollment

When enrolling an NFJP participant as a farmworker Youth, NFJP sub-recipients should follow these steps:

- Make an eligibility determination based on TEGL 18-16, Change 2, and policy.
- Provide intake basic skills and career assessments.
- Develop an individual service strategy as part of the NFJP Youth's IEP, including which youth program would be appropriate for the individual; and
- Provide career, training, and related services or activities to the youth using the 14 elements.

NFJP participants between the ages of 14-24 can be identified as "**Youth**". Participants between ages 18 and 24 can be identified as "**Adults**" or "**Youth**" based on target needs. Assessments of the participant's skills, career-readiness, literacy, and supportive service needs should be taken into consideration when determining the appropriate program(s) for young adults. If, for example, they have already gained occupational skills through education or training, prior work experiences, and family responsibilities, they should be enrolled as an NFJP Adult. Other participants might benefit from specific youth services based on their personal characteristics, such as maturity, drug and alcohol abuse, homelessness, foster care status, family abuse/neglect, literacy challenges, pregnancy, and lack of employability skills. NFJP participants cannot be designated as both NFJP youth and adult. They must be categorized as one or the other upon enrollment, and their outcomes reported accordingly.

FCDP sub-recipients should look to enroll out of school youth and / or high school dropouts so as not to compete with secondary schools who offer similar programs to youth. Sub-recipients should look for opportunities to enroll youth in adult education programs with identifiable career pathway initiatives aligned to high demand careers.

Career pathway strategies are imperative to the farmworker demographic; coordination of adult education, workforce development, and social services help youth obtain the skills needed to achieve economic self-sufficiency. Career pathways for adult education not only coordinate residents and adult education learners with career resources but attempts to provide structured work-based learning opportunities, targeted training and other services to accelerate the educational and career advancement of the individual, and an opportunity for the acquisition of at least one micro-credential of value and one postsecondary credential. By aligning programming, funding and services within and across the community, providers assist individuals with the transition into and out of education and training programs and employment.

Objective Assessment

As discussed above, for NFJP youth between 18 and 24 years of age FCDP sub-recipients should assess the farmworker youth's occupational skills, prior work experience, employability, and needs to determine whether the NFJP youth or NFJP adult program would best meet the needs of the participant. To conduct an objective assessment the methods used by the sub-recipient should include:

- Structured in-depth interviews.
- Skills and aptitude assessments.
- Performance assessments (for example, skills or work samples, including those that measure interest and capability to train in non-traditional employment).
- Interest or attitude inventories.
- Career guidance instruments.

NFJP participants cannot be designated as both NFJP "Adult" and NFJP "Youth". They must be categorized as one or the other upon enrollment, and their outcomes reported accordingly. Upon identifying a participant, it cannot be changed and must be kept as an "Adult" or "Youth" as originally identified.

Any questions regarding the categorization of an NFJP participant as an NFJP Adult or an NFJP Youth should be referred to the FCDP State Office for resolution.

NFJP Youth Co-enrollment

Individuals who meet the respective program eligibility requirements may participate in both NFJP and other WIOA youth programs (e.g., WIOA Youth) concurrently. Co-enrollment can facilitate effective partnerships and cost sharing across programs and can also provide the youth with access to further resources and services. FCDP sub-recipients should leverage these partnerships whenever possible, while also identifying and tracking the funding streams to avoid double-dipping and duplication of services.

To find possible partners for referral or co-enrollment of an NFJP youth participant, coordinate with the local CareerSource agency to determine whether a Standing Youth Committee has been designated. Standing Youth Committee members will be familiar with the local organizations who are serving youth, including those who provide services under the following USDOL grant initiatives:

- WIOA Youth formula grants – focusing primarily on Out-of-School Youth
- YouthBuild – education and construction skills for youth ages 16-24
- REO – re-entry programs and services for ex-offenders, including young adults
- Job Corps – career development services for youth ages 16-24.

NFJP Youth 14 Program Elements

FCDP sub-recipients may provide activities and services to NFJP youth that include but are not limited to:

- Adult career services and training.
- Youth workforce investment activities specified in WIOA.
- Life skills activities, which may include self- and interpersonal skills development.
- Community service projects; and
- Other activities and services that conform to the use of funds for youth activities described in 20 CFR §681.

WIOA Youth Program Elements

Under the WIOA Youth Program, local programs are required to offer the following program elements to each participant. NFJP youth participants should also have access to these 14 elements through the One-stop System, of which NFJP is a required partner. Based on each NFJP youth's IEP, referrals and co-enrollments to various desired WIOA Youth program elements not provided by NFJP can be pursued through local One-stop partners or other partner programs.

1. Tutoring, Study Skills Training, Instruction, and Dropout Prevention

Tutoring, study skills training, and instruction lead to a high school diploma includes services such as providing academic support, helping a youth identify areas of academic concern, assisting with overcoming learning obstacles, or providing tools and resources to develop learning strategies. Tutoring, study skills training, and instruction can be provided one-on-one, in a group setting, or through developed resources and workshops. Dropout prevention strategies intended to lead to a high school diploma include activities that keep a young person in-school and engaged in a formal learning and/or training setting. Strategies include, but are not limited to, tutoring, literacy development, active learning experiences, after-school opportunities, and individualized instruction.

2. Alternative Secondary School and Dropout Recovery Services

Alternative secondary school services are services that assist youth who have struggled in traditional secondary education. Dropout recovery services are those that assist youth who have dropped out of school. Both types of services help youth to engage in education that leads to the completion of a recognized high school equivalent.

Examples of activities under this program include:

- Basic education skills training.
- Individualized academic instruction.
- English as a Second Language training.
- Credit recovery.
- Counseling and educational plan development.

3. Paid and Unpaid Work Experience

A WIOA Youth work experience is a planned, structured learning experience that takes place in a workplace for a limited period, and may take place in the private for-profit sector, the non-profit sector, or the public sector. Work experience provides the youth participant with opportunities for career exploration and skill development.

A key difference for WIOA youth work experiences (as compared to work experiences for adults and dislocated workers), is that they include academic and occupational education. The educational component may occur concurrently or sequentially with the work experience. This means that workforce preparation activities, basic academic skills, and hands-on occupational skills training are to be taught within the same time frame and connected to training in a specific occupation, occupational cluster, or career pathway.

Some types of work experience might include:

- Summer employment.
- Pre-apprenticeship programs.
- Internships and job-shadowing.
- OJT opportunities.

4. Occupational Skills Training

Occupational Skills Training is an organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels. Such training must:

- Be outcome-oriented and focused on an occupational goal specified in the individual service strategy.
- Be of sufficient duration to impart the skills needed to meet the occupational goal; and
- Lead to the attainment of a recognized postsecondary credential.

5. Education Offered Concurrently with Workforce Preparation

Educational opportunities offered to WIOA youth must be offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster. This should reflect an integrated education and training model where basic skills and occupational training are taught within the same time frame and connected to a specific occupation, occupational cluster, or career pathway.

6. Leadership Development Opportunities

Leadership development opportunities are opportunities that encourage responsibility, confidence, employability, self-determination, and other positive social behaviors through:

- Exposure to postsecondary educational possibilities.
- Community and service-learning projects.
- Peer-centered activities, including peer mentoring and tutoring.
- Organizational and teamwork training.
- Training in decision-making.
- Citizenship training, including life skills like parenting and work behavior.
- Civic engagement activities that promote the quality of life in a community; and
- Other leadership activities that place youth in leadership roles, such as serving on a Standing Youth Committee.

7. Youth Supportive Services

Supportive Services for WIOA youth are services that enable an individual to participate in WIOA activities. These include, but are not limited to:

- Linkages to community services.
- Assistance with transportation.
- Assistance with childcare and dependent care.
- Assistance with housing.
- Need-related payments.
- Assistance with educational testing.
- Reasonable accommodation for youth with disabilities.
- Legal aid services.
- Referrals to health care.
- Assistance with uniforms or other appropriate work attire and work-related tools, including such items as eyeglasses and protective eye gear.
- Assistance with books, fees, school supplies, and other necessary items for students enrolled in postsecondary education classes.
- Payments and fees for career and training-related proposals, tests, and certifications.

8. Adult Mentoring

Adult mentoring for WIOA youth must last at least 12 months and may take place both during the program and following exit from the program. It must be a formal relationship between a youth participant and an adult mentor that includes structured activities through which the mentor offers guidance, support, and encouragement to develop the competence and character of the mentee. It may also be offered in the workplace where the youth is matched with an employer or employee of a company. Group mentoring and mentoring remotely are acceptable, provided the youth is additionally matched with an individual mentor with whom he/she interacts face-to-face.

9. Follow-up Services

Follow-up services are critical services provided after a WIOA youth exits the program to help ensure Youth success in employment and/or postsecondary education and training. Exit is recorded

for a youth when 90 consecutive days of no services are received, retroactive to the last date of service. Follow-up services may include regular contact with a youth participant's employer, including assistance in addressing work-related problems that arise. Follow-up services do not extend exit, and for WIOA youth may also include:

- Supportive services.
- Mentoring and/or coaching.
- Financial literacy education.
- Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services.
- Activities that help youth prepare for and transition to postsecondary education and training.

All WIOA youth participants must be offered an opportunity to receive follow-up services that align with the individual service strategies identified in their IEP. Furthermore, follow-up services must be provided to all participants for a minimum of 12 months after the program exit, unless the participant declines to receive follow-up services, or the participant cannot be located or contacted. Follow-up services may be provided for more than 12 months at the State or local WDB's discretion, even if the participant by then is older than 24. The types of services provided, and the duration of services must be determined based on the needs of the individual; therefore, the type and intensity of follow-up services may differ for each participant. Follow-up services must include more than only a contact attempted or made for securing documentation to report a performance outcome. Comparatively, follow-up services for participants in adult or dislocated worker programs who are placed in unsubsidized employment must be provided for up to 12 months after the first day of employment.

10. Comprehensive Guidance and Counseling

Comprehensive guidance and counseling provide individualized counseling to participants. This includes drug and alcohol abuse counseling, mental health counseling, and referral to partner programs, as appropriate. When referring participants to necessary counseling that cannot be provided by the local WIOA Youth program or its service providers, the sub-recipient must coordinate with the organization it refers to ensure continuity of service.

11. Financial Literacy Education

Financial literacy education refers to activities that provide WIOA youth with the knowledge and skills they need to achieve long-term financial stability. This education encompasses information and activities on a range of topics, such as creating budgets; setting up checking and saving accounts; managing spending, credit, and debt; understanding credit reports and credit scores; and protecting against identify theft.

The financial literacy education program element may include activities that:

- Support the ability of participants to create budgets, initiate checking and savings accounts at banks, and make informed financial decisions.
- Support participants in learning how to effectively manage spending, credit, and debt, including student loans, consumer credit, and credit cards.
- Teach participants about the significance of credit reports and credit scores; what their rights are regarding their credit and financial information; how to determine the accuracy of a credit report and how to correct inaccuracies; and how to improve or maintain good credit.
- Support a participant's ability to understand, evaluate, and compare financial products, services, and opportunities and to make informed financial decisions.

- Educate participants about identity theft, ways to protect themselves from identify theft, and how to resolve cases of identity theft, and in other ways understand their rights and protections related to personal identity and financial data.
- Support activities that address the financial literacy needs of non-English speakers, including providing support through the development and distribution of multilingual financial literacy and education materials.
- Support activities that address the financial literacy needs of youth with disabilities, including connecting them to benefits-planning and work-incentives counseling.
- Provide financial education that is age appropriate, timely, and provides opportunities to put lessons into practice, such as providing access to safe and affordable financial products that enable money management and savings; and
- Implement other approaches to help participants gain the knowledge, skills, and confidence to make informed financial decisions that enable them to attain greater financial health and stability by using high quality, appropriate, and relevant strategies and channels, including, where possible, timely and customized information, guidance, tools, and instruction.

12. Entrepreneurial Skills Training

Entrepreneurial skills training provides the basics of starting and operating a small business, and develops the skills associated with entrepreneurship. Such skills may include, but are not limited to, the ability to:

- Take the initiative.
- Creatively seek out and identify business opportunities.
- Develop budgets and forecast resource needs.
- Understand various options for acquiring capital and the tradeoffs associated with each option.
- Communicate effectively and market oneself and one's ideas.

Approaches to teaching youth entrepreneurial skills include, but are not limited to, the following:

- Entrepreneurship education introduces the values and basics of starting and running a business. Entrepreneurship education programs often guide youth through the development of a business plan and may include simulations of business startup and operation.
- Enterprise development that provides support and services that incubate and help youth develop their own businesses. Enterprise development programs go beyond entrepreneurship education by helping youth access small loans or grants needed to begin business operations, and by providing more individualized attention to the development of viable business ideas.
- Experiential programs that provide youth with experience in the day-to-day operation of a business. These programs may involve the development of a youth-run business that young people participating in the program work in and manage; or they may facilitate placement in apprentice or internship positions with adult entrepreneurs in the community.

13. Services that Provide Labor Market Information

Labor market information refers to services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area and includes career awareness, career counseling, and career exploration services. Labor market information also identifies employment opportunities, and provides knowledge of job market expectations, including education and skill requirements and potential earnings. Numerous tools and proposals are available that are user-friendly and can be used to provide labor market and career information to youth. These tools can be used to help youth make appropriate decisions about education and careers.

14. Postsecondary Preparation and Transition Activities

These services include helping youth explore postsecondary education options, including technical training schools, community colleges, four-year colleges and universities, and Registered Apprenticeship programs.
Examples of other postsecondary preparation and transition activities include:

- Assisting youth to prepare for SAT/ACT testing.
- Assisting with college admission proposals.
- Searching and applying for scholarships and grants.
- Filling out the proper financial aid proposals and adhering to changing guidelines; and
- Connecting youth to postsecondary education programs.

FCDP Sub-recipients will provide guidance for youth based on the results of assessments to assist them with their transition options. One of the goals of Florida's strategic vision for WIOA implementation is to improve career exploration, educational attainment and skills training for in-demand industries and occupations for Florida youth that lead to enhanced employment, career development, credentialing and postsecondary education opportunities. FCDP sub recipients will guide the youth while keeping this goal in mind and assist them on their pathway to help them realize "The American Dream" of opportunity and success through hard work.

Integrated Education and Training

To transition to postsecondary education and training programs and eventually obtain employment leading to economic self-sufficiency, while exercising the rights and responsibilities of citizenship, an Integrated Education and Training (IET) service approach is used. The Division of Career and Adult Education (DCAE) promotes the planning, development and implementation of an integrated education and training (IET) service approach by providing concurrent and contextualized adult education and literacy activities in combination with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

The State of Florida WIOA Unified Plan outlines courses such as English Literacy for Career and Technical Education (ELCATE). This course is designed for ESOL students who have a goal of enrolling in a career and technical program; helps prepare students for a successful transition to and completion of career and technical education. As well as Adult ESOL College and Career Readiness Course, which is designed to improve advanced ESOL students' abilities to communicate in English, allowing them to acquire secondary level English language skills. College and career readiness standards are integrated into this course with the intention of successful transition to and completion of postsecondary education. [cf. State of Florida WIOA Unified Plan] With this coordination of efforts in place, FCDP sub recipients can greatly assist MSFW youth with their transition activities.

Common Performance Measures for Youth

The employment rate for Title I Youth is slightly different from the adult. Under WIOA, a Title I Youth in education or training programs would count positively towards both Employment Rate Measures (2nd and 4th quarter), as would employment.

Youth Employment/Education/Training Rate – 2nd Quarter after Exit is the percentage of participants in education or training activities, or in unsubsidized employment, during the second quarter after exit.

Youth Employment/Education/Training Rate – 4th Quarter after Exit is the percentage of program participants who are in education or training activities, or in unsubsidized employment, during the fourth quarter after exit from the program.

Attachment H
Special Conditions for WIOA, Section 167 Project Awards Form

General
The sub-recipients agree to comply with the requirements of the Workforce Innovation and Opportunity Act (WIOA) and all federal regulations, policies, or procedures that may replace or modify WIOA Title I, Section 167. The sub recipient agrees to fully perform the services prescribed in the Project Proposal and will comply with the Florida Department of Education (FDOE) Green Book General Assurance, Terms and Conditions for Participation of Federal and State programs, which are required to be signed and submitted to FDOE prior to the issuance of grant award notification. The Department has the option of reducing project funding due to a project's failure to meet performance goals, meet minimum data accuracy requirements, or comply with the resolution of program, fiscal, or data validation / monitoring findings.

Operational Guidelines and Internal Procedures
Sub-recipients must implement project operations as instructed in WIOA, Title I, Section 167, USDOL guidance notices/letters, all FCDP State Office policy related technical assistance papers, memos, and manuals no later than July 31 of the program year. The FCDP State Office requires the use of an online database Employ Florida (EF) and Grantee Performance Management System (GPMS), to conduct and manage daily business. The database is used to enter, update, and store participants' information. Access to Employ Florida requires successful completion of a Level 2 Security Background check every 5 years and completion of the Department of Economic Opportunity's Tier I, training. In addition, The Department of Revenue's SUNTAX is used to confirm participants' wages and employer information.

Program Branding
An organization name and logo are the centerpiece of a brand and sets the stage for how an organization is perceived among its key stakeholders. All funded agencies must ensure that the office(s) supported by these funds are named, "Farmworker Career Development Program of Grant Host Agency Name" and that all program promotional materials, web sites, agreements, memoranda of understanding, and contracts use this name (and the associated program logo) to identify and describe program services. In addition, telephone and email forms of communication should include this name as part of the ongoing effort to brand the program statewide as one whose main purpose is to build sustainable and rewarding careers for eligible farmworkers.

NFJP Eligibility Determination
Sub-recipients will be required to have coordinators and all intake/case management staff successfully complete NFJP eligibility certification training provided by the FCDP State Office to determine and document participant eligibility for the FCDP program. Instructions on how to maintain source documentation validating eligibility criteria and entering applicable eligibility data into EF and GPMS provided for this purpose will be included in this eligibility certification training.

Project Planning and Placement Process
- **Individual Employment Plans** – The Individual Employment Plan (IEP) with associated counseling notes will be completed for each participant in Employ Florida prior to receipt of training services in accordance with FCDP State Office policy. The IEP establishes employment, education, and support goals for the individual, denotes barriers, and provides a service plan.
- **Assessment** – The participant initial assessment is to evaluate the career goals with an interest profiler, such as USDOL's O*NET My Next Move. The next step is to assess the participant's academic levels in reading, language, and mathematics, through administration of the TABE or CASAS within 60 days of NFJP Enrollment. If a participant falls below the 9th grade level, they are considered basic skills deficient, and this should be reflected in their application.

Additionally, they will need to posttest (TABE or CASAS) each year until they are no longer basic skills deficient. The test scores and interest profiler should support a specific employment goal. The following steps in

the planning process are the development of a specific plan of action to improve any deficiencies in language and academic areas, the development and/or improvement of specific work-related skills through work-based experiences, career and technical coursework, or other post-secondary skill development program, and employability skills. Where possible, IEP goals should be accomplished concurrently instead of sequentially; and always kept current.

For NFJP Youth, the initial education and training goals must be linked to a career pathway ultimately resulting in the attainment of the overarching participant employment goal. The completed IEP must be signed electronically by the participant with a signature pad once the IEP is established and for any subsequent IEP updates. The original IEP and any updates must be stored electronically in the Staff Documents Section of EF and GPMS.

- **Participant Monthly Contact–** It is critically important that participant progress on accomplishing various steps identified in the IEP will be monitored monthly with participants. Participant's progress should be documented in Employ Florida with a monthly case note titled "Monthly Contact – Month".
- **Job-Driven Training** – All training provided to FCDP participants should be focused on ultimately resulting in a high-wage regionally in demand job for the participant and be provided by either the host educational agency or through a training provider identified on the sub-recipient's Eligible Training Provider List (ETPL).
- **Eligible Training Provider List (ETPL)** – All sub-recipients must submit to the FCDP State Office a prospective ETPL for the funded program year with the grant proposal for review and approval. Sub-recipients may not encumber participant training funds on agencies/trainers not identified on the approved ETPL and/or received state office approval. In addition, all sub-recipients should focus on training opportunities for their participants. Each training provider must complete a training vendor application and submit the required attachments. The sub-recipient will use these completed applications to compile the prospective ETPL. All vendor applications must be included with the ETPL sent to the FCDP State Office.
- **Targeted Occupation List (TOL)** - All sub-recipients must submit to the State Office a prospective TOL for the funded program year with the grant proposal for review and approval. Sub-recipients may not encumber participant training funds on programs not identified on the approved TOL and/or received state office approval. In addition, all sub-recipients should focus on apprenticeship and pre-apprenticeship training opportunities for their participants.
- **Placement and Transition** – Since the focus of the FCDP is to find meaningful and sustainable careers for farmworkers, sub-recipients are expected to include in their project design strategies for assisting the target population with employment placement and transition services. These strategies should include the development of working partnerships with the local CareerSource team, prospective employers, and other community agencies charged with providing employment assistance to jobseekers. All placement and transition related activities provided to eligible participants should be documented in the case notes and the appropriate placement sections of Employ Florida. (Policy No. 17-01).
- **Quarterly Narrative Reports (QNR)** – This is a federal requirement that includes participant success stories. All sub-recipients must submit a quarterly narrative report on the last day of each quarter; September 30, December 31, March 31 and June 30. Refer to **Attachment N** for a sample and specific formatting requirement.
- **Follow-Up Activities** – USDOL guidelines regarding this federal program require an organized, consistent, and accurate follow-up and process to be established for all eligible participants after their exit from the program. FCDP State Office guidelines regarding the structure, timing, and form of this follow-up must be adhered to ensure participants receive every assistance possible to be successful, but also, to ensure the accurate reporting of employment related performance data to USDOL. Follow-up wage information should be obtained from a valid external source such as wage records or direct employer contact and notated in EF/GPMS.

Work Experience, Employability Skills, and Workforce System Access

- **Grantee Performance Management System** - All FCDP participants must be registered in GPMS during the participant intake process. This registration includes the appropriate selection training type that will be included in the NFJP module of Employ Florida.
- **Employability Skills** – All FCDP participants will be provided employability skills training prior to their exit from the program through either a sub-recipient provided stand-alone program or through referral to an external provider who is listed on the sub-recipient's ETPL.
- **Work Experience** – Work experience (paid or unpaid) may be used to supplement employability skill training for participants who have been identified in the IEP as needing additional work-related experience before exited with employment. All work experience must be consistent with the participant's IEP. Paid Work Experience must be for a limited period and be administered in keeping with State Office policies. Participants may not be enrolled in paid Work Experience for more than 300 total hours without written approval from the State Director.

Collaboration with Local Agencies

Sub-recipients must submit a list of 25 collaborative contacts on a quarterly basis. See sample provided.

- **Local Advisory Board** – A Local Advisory Board (LAB) must be established to assist participants to obtain meaningful employment. The LAB must operate within the guidelines set forth by the FCDP State Office for Local Advisory Board operations. Members of this Board should be comprised of key stakeholders in the community who will be able to inform the sub-recipients of any career opportunities for their NFJP participants. Membership shall include a minimum of two community job providers. For additional LAB members, refer to FDOE's list of business partners at: http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/business-partners.stml.
- **Title I Migrant Education Office** – Collaboration with the Title I Migrant Education Office(s) who serve migrant children in the service area of the FCDP is required and shall be documented with a signed collaboration agreement. This agreement should identify the specific way the collaboration will take place to include shared outreach efforts, program awareness building, and identification of ways in which program participants may benefit from this collaboration. It may be value-added to have a representative from the local Title I Migrant Education Office be an active member of the Local Advisory Board.
- **Other Agencies** – Local agencies who service the same targeted population of farmworkers may also be included.
- **Training Providers** – Training Provider agreements must be completed for each training provider listed on the ETPL and submitted to the FCDP State Office with the grant proposal. (Refer to ETPL section in this attachment).

Personnel Requirements

- **Time and Effort Reporting** – The sub-recipient agrees that staff whose total annual compensation is derived from WIOA Title I, Sections 167 funds shall contribute 100% of compensated time to completion of approved WIOA Title I, Section 167 project activities. The sub-recipient **must** submit to the State Office the Time and Effort form in September and March of the project year to document the staff's work 100% on a single cost objective. Time and Efforts forms are to be maintained for a period of five years.
- **Personal Activities Report (PAR)** – Sub-recipient staff positions funded in part by WIOA Title I, Section 167 funds in combination with any other funds will be charged on a proportional basis based on actual activities. The sub-recipient **must** submit to the FCDP office the PAR forms by the 6th of the following month. PAR forms are to be maintained for a period of five years. In addition, regardless of the funding source, all coordinators must document and submit the PAR form demonstrating a minimum of 50% of the time spent on leading the program site. Coordinators who spend 100% of their time leading the program site do not need to submit a PAR form.
- **Position Descriptions and Personnel Selection** Assigned FCDP staff leader must work at least 50% of their time for the program. The FCDP State Office will review the position descriptions of all projects funded positions to ensure they document the required knowledge, skills, and abilities for positions supporting the FCDP project. Salary schedules will be verified for each applicable job description. All

personnel must attend ongoing professional development sessions provided by the FCDP State Office, complete required certifications related to their specific position and continuously seek to upgrade and enhance their professional skills related to effectively building participant career plans, project management best practices, and developing employment-seeking and referral skills.

- **Personnel Related Changes** – Sub-recipients will immediately notify the FCDP State Office of any changes to personnel, salary, or FTEs. The FCDP office staff must be informed of the sub-recipient interview process, be provided with any new position descriptions and final candidate resumes to ensure they meet the minimum standards outlined in the applicable job description. The state approvals must be received by the sub-recipient prior to the candidate's job offer. All Personnel hired will be required to attend and complete "New Staff Training" provided by the FCDP State Office. Upon the State Director's approval of the proposed changes, sub-recipients will submit their approved Staffing Form, **Attachment D**, within ten (10) days of the change to the budget specialist. Any changes to salary or benefits as outlined in the originally approved Staffing Form must be pre-approved by the State Director before any grant funds are encumbered for this purpose and will require an amendment.
- **Staffing Parameters** – Staffing and associated salary/benefits should meet staffing patterns outlined in the chart below. The staffing expenditures allocated to this grant, should include cost from July through June of the program year. Requests to vary from this staffing model must be submitted to the State Director for approval. Any variations must be temporary, strongly justified to avoid jeopardizing the overarching goal of assisting farmworkers to build sustainable and rewarding careers. Staff must be employees of the sub-recipient; staffing may not be contracted out to vendors or other agencies. The sub-recipient **must** receive prior written authorization from the FCDP State Office prior to making any changes to direct personnel costs charged to the budget

Sub-Recipient Minimum Staff	Maximum Salary Plus Benefits Allocation Percentage
2.0 FTE	80% of Project Funding

Criteria

- *The assigned FCDP leader must work at least 50% for the program.*
- *Outreach and recruitment are a program requirement and must be included in the 101S budget narrative for every staff member regardless of job title.*
- *All activities and services listed in **Attachments F** shall be included as job responsibilities in 101S budget narrative, including, but not limited to the following:*
  - *Outreach and recruitment.*
  - *Career Services.*
  - *Training services.*
  - *Related Assistance Services.*
  - *Assessments.*
  - *Individual Employment Plans (IEP) for participants.*
  - *Placement and follow-up of employment.*
  - *Follow Up Activities monitored quarterly.*
  - *Collaboration with local agencies Workforce (CareerSource).*

Sample of Budget Narrative:

Staff Salary for (Local Job Position Title): FCDP team leader responsible for program compliance, staff development, all program and participants services; plan and participate in program outreach and participant recruitment with local agencies and advisory groups
Staff Salary for (Local Job Position Title): Responsible for program outreach, participant recruitment, participant assessments, participant services: employment plans, placements and follow up activities

Fiscal Management

- **Cost Standards** - The sub-recipient agrees that WIOA Title I, Section 167 funds may only be used for activities allowable under WIOA Title I, Section 167. Costs must be necessary and reasonable for

proper and efficient performance and administration of the project. The cost is allocable to a particular project grant if the goods or services involved are chargeable or assigned to such a project grant in accordance with relative benefits received. This would include the cost for compensation of employees for the time devoted and identified specifically to the performance of the project, cost of materials acquired, consumed, or expended specifically for the purpose of the project, and equipment and other approved capital expenditures.

- **Program** Costs - The sub-recipient agrees that administration expenses for the program year may not exceed five (5%) percent, including indirect cost, of total expenditures on the final report. Total expenditures are defined as the amount reported as Total All Categories (line 13) on the Florida Department of Education's Form DOE-599, Project Disbursement Report. Administration expenses are defined as those expenses reported in the Total Administration (line 9) cost category on the State of Florida, Department of Education's Form DOE-599, Project Disbursement Report.
- **Travel Costs** - The sub-recipient agrees that all staff charging travel costs to WIOA Title I, Section 167 funds must derive their salary from WIOA Title I, Section 167 funds and the travel must relate to WIOA Title I, Section 167 activities.
- **Travel Approval** - Sub-recipients must request prior permission in writing from the FCDP State Director for approval to charge out-of-state travel. Approval will be given only if such travel supports the goals of WIOA Title I, Section 167. Travel must comply with Section 112.061, Florida Statutes, as outlined in Section H of the **Green Book**, available at: Green Book
- **Project Amendments – Green Book Section B – page B-1** – Requests for realignment of funds between approved budget categories and any requests for additional funds prior to the end of the project year must be submitted to the FCDP State Office for review and approval using the appropriate budget and project amendment forms identified in the Green Book: Green Book, Forms Project Amendment Request (DOE150) and Budget Amendment Narrative Form (DOE 151).
- **Electronic Budget and Monthly Disbursement Reports** – Funded agencies are required to submit the Budget Narrative Form, DOE 101S, at the beginning of the program year and agree to generate the monthly DOE-599, Project Disbursement Report, using the e599 (electronic 599) workbooks provided by the State Office at the beginning of the program year. Final certified copies of DOE 599 must be submitted monthly to the FDOE Comptroller's office no later than twenty (20) days following the close of the reporting month, indicating the amount of funds expended (by budget category) for this project during the reporting month. A copy of these monthly DOE 599s must be provided to the State Office at the same time as the originals are forwarded to the FDOE.
- **Close-Out** – Each project must be closed out promptly after expiration or termination. The final expenditure report is due to the Office of the Comptroller no later than November 20 following the close of the Program Year. One copy must be submitted to the FCDP State Office. If the business operations of the sub-recipient agency are suspended, such agency will deliver the most current program records within 30 days of the close of business to the FCDP State Office. The FCDP State Office may terminate the project award for cause. In this event, a written termination notice will be prepared by the FCDP State Office to become effective thirty (30) days after such notice is given. In closing out projects, the following shall be observed: The closeout of a project does not affect the retention period for records or access rights by federal or state personnel. If a project is closed out without an audit, FDOE retains the right to disallow any appropriate amount after considering any recommended disallowances resulting from a subsequent audit.

Program Non-Compliance Policy

The sub-recipient agrees that the FDOE may discontinue the project award, not refund the sub-recipient, or impose special conditions if the sub-recipient has failed to provide services specified herein or in the project award or failed to achieve goals and identified performance standards.

Property Standards

The sub-recipient may purchase items/property with a value or cost less than $1,000 without prior written approval from the FCDP State Office. However, all purchases must be necessary for the support of staff and/or participants and considered allowable activities WIOA Title I, Section 167. Sub-recipients must request written

permission to purchase items/property with a value or cost of $1,000 or more. Property is defined as equipment, fixtures, and other tangible personal property of a non-consumable and non-expendable nature, with a value or cost of $1,000 or more and the normal expected life is one year or more. The sub-recipient agrees that items purchased with WIOA Section 167 funds and defined as property with a cost of $1,000 or more may be inventoried by the FDOE.

Record Retention

The sub-recipient agrees to retain all records pertinent to the project award including financial, statistical, property and participant records, and supporting documentation for five years from the final closing date of the project award. If there is ongoing litigation or an outstanding audit involving those records, the sub-recipient shall retain the records until resolution of the litigation or audit.

Audits

Private nonprofit organizations must provide an audit prepared in accordance with U. S. Department of Labor laws and regulations to the Office of the Comptroller and the Farmworker Career Development State Office.

Signature of Authorized Agency Representative — Date: 6/10/25

Title: Executive Director for Adult, Career and Technical Education

INFRASTRUCTURE FUNDING AGREEMENT

ONE-STOP CAREER CENTER SYSTEM

BY AND BETWEEN CAREERSOURCE SUNCOAST

AND

SCHOOL BOARD OF MANATEE COUNTY – FARMWORKERS CAREER DEVELOPMENT PROGRAM

I.PARTIES

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

The contact information for Partner is as follows:

Name:	Anibal Rosario Planas
Title:	Program Coordinator
Phone:	941-410-4947 x 42099
Email:	RosarioPlanasA@manateeschools.net

II. Purpose

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

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

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

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

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

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

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

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

III. Partners

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

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

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

iv. One-Stop Operating Budget

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

CareerSource Suncoast
One Stop Operating Budget
Infrastructure Funding Agreement Budget
PY 2025-2026 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	$239,772	
Copier Usage and Maintenance for Clients	$1,920	
Internet, Phone, Fax	$16,920	
Kiosk Software	$1,600	
Website Maintenance	$5,370	
Microsoft Defender and Enterprise Mobility	$4,484	
Labs Computer Software Maintenance	$2,891	
Phones (Ring Central)	$8,887	
Total Infrasture Costs		$281,844
Additional Services:		
IT Services - Crosswalk Maintenance	$2,146	
Total Additional Services		$2,146
Total One Stop Operating Budget		$283,990
FTEs Supporting the American Job Center (as of July 2025)		32
Cost per FTE = $283,990/32 FTEs (as of July 2025)		$8,875
Direct Linkage/Virtual Presence = 0.1 x Cost per FTE (as of July 2025)		$887

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 $8,875 = $8,875 **(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 $ 8,875 = $887 **(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 1, 2025** or the date last executed by both parties, whichever is later, through **June 30, 2026**. 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.

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

Name: Joshua Matlock

Title: President/CEO

Signature: Joshua Matlock (Jun 5, 2025 07:17 EDT)

Date: 06/09/2025

Partner Agency: Farmworker Career Development Program

Name: Doug Wagner

Title: Director

Signature: Paul Wagner (Jun 9, 2025 09:41 EDT)

Date: 06/09/2025

Chief Local Elected Officials

Manatee Board of County Commissioners

Name: Tal Siddique

Title: Manatee County Commissioner

Signature: Tal Siddique (Jun 9, 2025 09:09 EDT)

Date: 06/09/2025

Sarasota Board of County Commissioners

Name: Teresa Mast

Title: Sarasota County Commissioner

Signature: Teresa Mast (Jun 10, 2025 09:51 EDT)

Date: 06/10/2025

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ATTACHMENT A

Partner On-Site Representation Schedule

$283,990 estimated

Required Partners	Governance	Local Grantee	# of Staff	% of Total FTEs	Partner Contribution	Physical or Virual Presence
WIOA, TANF, SNAP RESEA	DOL & HHS	CSS	24.00	75.00%	$212,993	Physical
Wagner Peyser	DOL	CSS	3.94	12.31%	$34,966	Physical
Veteran Program	DOL	CSS	2.00	6.25%	$17,749	Physical
TAA	DOL	CSS	0.06	0.19%	$532	Physical
Senior Community Employment Prog	DOL	AARP-Man/Sara	0.10	0.31%	$887	Virtual
Adult Ed & Literacy - GED	DOE	SCSB	1.00	3.13%	$8,875	Physical
Adult Ed & Literacy - GED	DOE	MCSB	0.10	0.31%	$887	Virtual
Migrant Seasonal Farmworker Jobs Prog	DOL/DOE	MCSB	0.10	0.31%	$887	Virtual
Vocational Rehabilitation	DOE	VR	0.10	0.31%	$887	Virtual
Division of Blind Services	DOE	FL Div BS	0.10	0.31%	$887	Virtual
Job Corp	DOL	JC Pinellas CO	0.10	0.31%	$887	Virtual
CSBG	HHS	SC Health & Human Svcs	0.10	0.31%	$887	Virtual
CSBG	HHS	Step-Up Suncoast	0.10	0.31%	$887	Virtual
Dept Housing & Urban Development	HUD	MC Housing Authority	0.10	0.31%	$887	Virtual
Dept Housing & Urban Development	HUD	SC Housing Authority	0.10	0.31%	$887	Virtual
Totals			**32.00**	**100.00%**	**$283,990**	

SCHOOL BOARD

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Chair

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Vice Chair

Heather Felton
Charlie Kennedy
Richard Tatem

INTERIM
SUPERINTENDENT

Kevin Chapman

SCHOOL DISTRICT OF MANATEE COUNTY

Agreement of Collaboration for Services to the Farmworker Population
(July 1, 2025 – June 30, 2026)

We agree to continue our collaboration to provide services to migrant and seasonal farmworkers and their dependents in the community to strengthen their ability to achieve economic self-sufficiency. This agreement is submitted to satisfy National Farmworker Jobs Program requirements during the 2025-2026 project year for the Farmworker Career Development Program (FCDP) of the School District of Manatee County (under the supervision of the Department of Adult, Career and Technical Education) and is between Children's Home Society (CHS) and the FCDP of Manatee County.

The primary role of the FCDP is to help farmworkers and their dependents to obtain sustainable, un-subsidized, full-time, nonagricultural employment. Activities include basic education, career counseling, occupational and workforce training, job placement, supportive services, and emergency assistance through a collaboration with community partners. Expectations: The FCDP will provide outreach opportunities to CHS and support their community efforts as appropriate.

The primary role of CHS is to establish community partnerships that can provide services and support to the families being served at Blanche H. Daughtrey Elementary School. Expectations: CHS will provide outreach opportunities to the FCDP and will refer individuals to the FCDP as appropriate.

By working together, the FCDP and CHS establish a strong linkage to help ensure accessibility to supportive services for the farmworker community.

Aníbal Rosario Planas 6/09/2025

Aníbal J. Rosario Planas, Coordinator — Date
Farmworker Career Development Program
Manatee School District
1400 1st Avenue E Bldg. 5
Palmetto, FL 34221
O: 941-751-7947 x 42099
rosarioplanasa@manateeschools.net

Jes[illegible] (Jun 9, 2025 15:07 EDT) 06/09/2025

Jessie Garcia, Community Partnership School Director — Date
Children's Home Society
Blanche H. Daughtrey Elementary School
515 63rd Ave E, Bradenton, FL 34203
941-751-7023
Jessie.garcia@chsfl.org

P.O. Box 9069
Bradenton, FL 34206-9069
215 Manatee Avenue West
Bradenton, FL 34205
941.708.8770
www.manateeschools.net

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The primary role of the FCDP is to help farmworkers and their dependents to obtain sustainable, un-subsidized, full-time, nonagricultural employment. Activities include basic education, career counseling, occupational and workforce training, job placement, supportive services, and emergency assistance through a collaboration with community partners. Expectations: The FCDP will provide outreach opportunities to Manatee County MEP and will support their community efforts as appropriate. FCDP will also refer families to Manatee County MEP for services as appropriate.

The primary role of Manatee County MEP is to serve and support students from Migrant/Seasonal farm working families in Manatee County. Expectations: Manatee County MEP will provide outreach opportunities to the FCDP and will refer individuals to the FCDP as appropriate.

By working together, the FCDP and Manatee County MEP establish a strong linkage to help ensure accessibility to supportive services for the farmworker community.

Aníbal Rosario Planas — 6/9/2025

Aníbal J. Rosario Planas, Coordinator — Date
Farmworker Career Development Program
Manatee School District
1400 1st Avenue E Bldg. 5
Palmetto, FL 34221
O: 941-751-7947 x 42099
rosarioplanasa@manateeschools.net

Mario Mendoza (Jun 10, 2025 13:23 EDT) — 06/10/2025

Mario K. Mendoza, Program Coordinator — Date
Migrant Education Program
Manatee County School District
2501 63rd Ave E, Bradenton, FL 34203
O: 941-751-6550 x 43333
mendozam@manateeschools.net

P.O. Box 9069
Bradenton, FL 34206-9069
215 Manatee Avenue West
Bradenton, FL 34205
941.708.8770
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SCHOOL DISTRICT OF MANATEE COUNTY

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The primary role of the FCDP is to help farmworkers and their dependents to obtain sustainable, un-subsidized, full-time, nonagricultural employment. Activities include basic education, career counseling, occupational and workforce training, job placement, supportive services, and emergency assistance through a collaboration with community partners. Expectations: The FCDP will provide outreach opportunities to Unidos Now and support their community efforts as appropriate. FCDP will also refer families to Unidos Now for services as appropriate.

Unidos Now seeks to elevate the quality of life of the growing Hispanic/Latino community in the Manatee and Sarasota region through education, integration and civic engagement. Expectations: Unidos Now will provide outreach opportunities to the FCDP and will refer individuals to the FCDP as appropriate.

By working together, the FCDP and Unidos Now establish a strong linkage to help ensure accessibility to supportive services for the farmworker community.

Aníbal Rosario Planas — 6/9/2025

Aníbal J. Rosario Planas, Coordinator — Date
Farmworker Career Development Program
Manatee School District
1400 1st Avenue E Bldg. 5
Palmetto, FL 34221
O: 941-751-7947 x 42099
rosarioplanasa@manateeschools.net

Evelyn Almodóvar — 06/09/2025

Evelyn Almodóvar (Jun 9, 2025 15:50 EDT)

Evelyn Almodóvar, Executive Director — Date
Unidos Now
evelyn@unidosnow.org

P.O. Box 9069
Bradenton, FL 34206-9069
215 Manatee Avenue West
Bradenton, FL 34205
941.708.8770
www.manateeschools.net

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Kevin Chapman

SCHOOL DISTRICT OF MANATEE COUNTY

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The primary role of the FCDP is to help farmworkers and their dependents to obtain sustainable, un-subsidized, full-time, nonagricultural employment. Activities include basic education, career counseling, occupational and workforce training, job placement, supportive services, and emergency assistance through a collaboration with community partners. Expectations: The FCDP will provide outreach opportunities to Whole Child Manatee and support their community efforts as appropriate. FCDP will also refer families to Whole Child Manatee for services as appropriate.

Whole Child Manatee is an organization that aims to build connections between agencies in the Manatee County area to provide a wide variety of services to families in need, specially looking out for the wellbeing of children. They provide assistance in the way of referrals to agencies in the area, coordination of services, assistance to apply for benefits, among others. Expectations: Whole Child Manatee will provide outreach opportunities to the FCDP and will refer individuals to the FCDP as appropriate.

By working together, the FCDP and Whole Child Manatee establish a strong linkage to help ensure accessibility to supportive services for the farmworker community.

Aníbal Rosario Planas — 6/9/2025

Aníbal J. Rosario Planas, Coordinator — Date
Farmworker Career Development Program
Manatee School District
1400 1st Avenue E Bldg. 5
Palmetto, FL 34221
O: 941-751-7947 x 42099
rosarioplanasa@manateeschools.net

Kim Ross — 06/10/2025

Kim Ross, Coordinator — Date
Whole Child Manatee
O: 941-749-3059 x. 3092
kim.ross@mymanatee.com

P.O. Box 9069
Bradenton, FL 34206-9069
215 Manatee Avenue West
Bradenton, FL 34205
941.708.8770
www.manateeschools.net

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Cindy Spray
Vice Chair

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Charlie Kennedy
Richard Tatem

INTERIM SUPERINTENDENT

Kevin Chapman

SCHOOL DISTRICT OF MANATEE COUNTY

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(July 1, 2025 – June 30, 2026)

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The primary role of the FCDP is to help farmworkers and their dependents to obtain sustainable, un-subsidized, full-time, nonagricultural employment. Activities include basic education, career counseling, occupational and workforce training, job placement, supportive services, and emergency assistance through a collaboration with community partners. Expectations: The FCDP will provide outreach opportunities to Goodwill and refer participants to their Jobs Plus Program as appropriate.

Goodwill Manasota provides job opportunities in the community and has programs to help individuals develop skills necessary to advance in the workforce. Expectations: Goodwill Manasota will provide outreach opportunities to the FCDP and will refer individuals to the FCDP as appropriate.

By working together, the FCDP and Goodwill Manasota establish a strong linkage to help ensure accessibility to supportive services for the farmworker community.

Aníbal Rosario Planas — 6/11/2025

Aníbal J. Rosario Planas, Coordinator — Date
Farmworker Career Development Program
Manatee School District
1400 1st Avenue E Bldg. 5
Palmetto, FL 34221
O: 941-751-7947 x 42099
rosarioplanasa@manateeschools.net

Margie Genter — 06/12/2025

Margie Genter (Jun 12, 2025 07:10 EDT)

Margie Genter — Date
Vice President of Mission Services
Goodwill Manasota
2705 51st Ave E
Bradenton, FL 34203
O: 941-355-2721 x. 155
margieg@gimi.org

P.O. Box 9069
Bradenton, FL 34206-9069
215 Manatee Avenue West
Bradenton, FL 34205
941.708.8770
www.manateeschools.net

GET THERE
Farmworker Career Development Program

Farmworker Career Development Program
School District of Manatee County
Local Advisory Board

Jessie Garcia (Chair)	Children's Home Society	Jessie.Garcia@chsfl.org	941-751-7023 x.58003
Orlando Alvarado (Co-Chair)	East Coast Migrant Head Start	oalvarado@ECMHSP.org	863-220-7268
Dr. Jose Villalpando Sanchez	Children's Home Society	Jose.Sanchez@chsfl.org	941-279 – 7787
Ann Marie Colonna	Take Stock in Children	colonnaa@manateeschools.net	941-209-7375
Mario Mendoza	Migrant Education Program Manatee County	mendozam@manateeschools.net	941-751-6550 x.43333
Arely Gutierrez	Migrant Education Program Manatee County	GutierrezA@Manateeschools.net	941-751-6550 x.43362
Daniel Jaime	East Coast Migrant Head Start	djaime@ecmhsp.org	863-285-8210
Nirma Marrero-Padilla	East Coast Migrant Head Start	nmarrero@ecmhsp.org	941-322-6064
Craig Warzecha	Bradenton Marauders	Craig.Warzecha@pirates.com	941-269-4790
Karena Ballard	Bradenton Marauders	Karena.Ballard@pirates.com	412-323-5000 x.4358
Jose Cordovez	CareerSource Suncoast	jcordovez@careersourcesc.com	941-800-3360
Linda Benavides	Centerstone	Linda.Benavides@centerstone.org	941-782-4226
Yadira Leyja	Centerstone	Yadira.Leyja@centerstone.org	941-782-4226
Nelly Nelson	IFAS Extension	nelly.nelson@ufl.edu	941-722-4524 x.1854
William De La Torres, Pastor	St. Mary's Episcopal Church	wdelat@hotmail.com	941-722-5292
Esperanza Gamboa	MCR Health	egamboa@mcr.health	941-776-4000
Adonis Lopez Pina	MCR Health	alopezpina@mcr.health	941-776-4000
Andrea Gonzalez Fonseca	MCR Health	agonzalezfonseca@mcr.health	941-776-4000
Lisa Murray	Gulf Coast Legal Services	lisam@gulfcoastlegal.org	941-746-6151 x.122
Catrese Estes Allen	Boys & Girls Clubs	catrese.estesallen@bgcmanatee.org	941-761-2582 x.110
Sandra Alves	Family Resources	salves@Family-Resources.org	941-741-3575
Teresita Matos-Post	Beth-El Farm Working Ministry	teresita@beth-el.org	813-773-7599
Stephen Seville	DOE, Apprenticeship Programs	Stephen.Seville@fldoe.org	941-363-7223
Natalie Caukwell	Goodwill	Natalie.Caukwell@gimi.org	941-355-2721 x.293
Margie Genter	Goodwill	margieg@gimi.org	941-355-2721 x.155
Sara Torres	Children's Home Society	sara.torres@mymanatee.org	941-749-3059
Char Young	HOPE Family Services	char.young@HOPEFAMILYSERVICE.ORG	941-747-8499

Dora Amaro	HOPE Family Services	dora.amaro@HOPEFAMILYSERVICE.ORG	941-747-8499
Laurel Lynch	HOPE Family Services	Laurel.lynch@hopefamilyservice.org	941-730-0074
Alexandra DeMartino	UnidosNow	alex@unidosnow.org	941-363-6259
Evelyn Almodóvar	UnidosNow	evelyn@unidosnow.org	941-363-6259

PY 2024-2025 Local Targeted Occupations List

Workforce Development Area 18 - Manatee and Sarasota Counties
Sorted by Standard Occupational Classification Code
Effective July 1, 2024

SOC Code†	HSHW††	Occupational Title†	FLDOE Training Code†††	Data Source††††
111021	HSHW	General and Operations Managers	6	R
112021	HSHW	Marketing Managers	6	R
112022	HSHW	Sales Managers	6	R
113012	HSHW	Administrative Services Managers	6	R
113013	HSHW	Facilities Managers	6	S
113021	HSHW	Computer and Information Systems Managers	6	R
113031	HSHW	Financial Managers	6	R
113061	HSHW	Purchasing Managers	6	N
113071	HSHW	Transportation, Storage, and Distribution Managers	6	S
113121	HSHW	Human Resources Managers	6	S
119013	HSHW	Farmers, Ranchers, and Other Agricultural Managers	6	S
119021	HSHW	Construction Managers	6	R
119041	HSHW	Architectural and Engineering Managers	6	S
119051	HSHW	Food Service Managers	3	R
119081	HSHW	Lodging Managers	6	S
119111	HSHW	Medical and Health Services Managers	6	R
119121	HSHW	Natural Sciences Managers	6	N
119141	HSHW	Property, Real Estate, and Community Association Managers	6	R
119151	HSHW	Social and Community Service Managers	6	S
119199	HSHW	Managers, All Other	6	R
131031	HSHW	Claims Adjusters, Examiners, and Investigators	3	R
131041	HSHW	Compliance Officers	6	R
131051	HSHW	Cost Estimators	6	R
131071	HSHW	Human Resources Specialists	6	R
131081	HSHW	Logisticians	6	R
131082	HSHW	Project Management Specialists	6	R
131111	HSHW	Management Analysts	6	R
131121		Meeting, Convention, and Event Planners	6	R
131131		Fundraisers	6	S
131141	HSHW	Compensation, Benefits, and Job Analysis Specialists	6	S
131151		Training and Development Specialists	6	R
131161	HSHW	Market Research Analysts and Marketing Specialists	6	R
131199	HSHW	Business Operations Specialists, All Other	6	R
132011	HSHW	Accountants and Auditors	6	R
132020	HSHW	Property Appraisers and Assessors	6	R
132051	HSHW	Financial and Investment Analysts	6	S
132052	HSHW	Personal Financial Advisors	6	R
132061	HSHW	Financial Examiners	6	N
132072		Loan Officers	6	R
132099	HSHW	Financial Specialists, All Other	6	S
151211	HSHW	Computer Systems Analysts	6	R
151212	HSHW	Information Security Analysts	6	R
151231	HSHW	Computer Network Support Specialists	5	S
151232	HSHW	Computer User Support Specialists	4	R
151241	HSHW	Computer Network Architects	6	N
151244	HSHW	Network and Computer Systems Administrators	6	R
151252	HSHW	Software Developers	6	R
151253	HSHW	Software Quality Assurance Analysts and Testers	6	R
151254	HSHW	Web Developers	5	R
151255	HSHW	Web and Digital Interface Designers	5	N
151299	HSHW	Computer Occupations, All Other	6	S
152031	HSHW	Operations Research Analysts	6	S
152051	HSHW	Data Scientists	6	S
171011	HSHW	Architects, Except Landscape and Naval	6	S
172051	HSHW	Civil Engineers	6	R
172071	HSHW	Electrical Engineers	6	S
172072	HSHW	Electronics Engineers, Except Computer	6	N
172112	HSHW	Industrial Engineers	6	S
172141	HSHW	Mechanical Engineers	6	R
172199	HSHW	Engineers, All Other	6	N
173011	HSHW	Architectural and Civil Drafters	5	R

SOC Code†	HSHW††	Occupational Title†	FLDOE Training Code†††	Data Source††††
173026		Industrial Engineering Technologists and Technicians	5	N
173029	HSHW	Engineering Technologists and Technicians, Except Drafters, All Other	5	N
173031		Surveying and Mapping Technicians	5	R
191042	HSHW	Medical Scientists, Except Epidemiologists	6	N
192031	HSHW	Chemists	6	N
192041	HSHW	Environmental Scientists and Specialists, Including Health	6	N
194021		Biological Technicians	6	N
194031		Chemical Technicians	5	N
194099		Life, Physical, and Social Science Technicians, All Other	6	N
195011	HSHW	Occupational Health and Safety Specialists	6	S
211018		Substance Abuse, Behavioral Disorder, and Mental Health Counselors	6	R
211021		Child, Family, and School Social Workers	6	R
211023		Mental Health and Substance Abuse Social Workers	6	N
211029		Social Workers, All Other	6	N
211091	HSHW	Health Education Specialists	6	N
211094		Community Health Workers	6	N
211099		Community and Social Service Specialists, All Other	6	N
212021	HSHW	Directors, Religious Activities and Education	6	R
212099		Religious Workers, All Other	6	S
232011		Paralegals and Legal Assistants	5	R
251071	HSHW	Health Specialties Teachers, Postsecondary	6	S
252012	HSHW	Kindergarten Teachers, Except Special Education	6	R
252021	HSHW	Elementary School Teachers, Except Special Education	6	R
252022	HSHW	Middle School Teachers, Except Special and Career/Technical Education	6	R
252031	HSHW	Secondary School Teachers, Except Special and Career/Technical Education	6	R
252032	HSHW	Career/Technical Education Teachers, Secondary School	6	S
252058	HSHW	Special Education Teachers, Secondary School	6	S
253099		Teachers and Instructors, All Other	6	N
271011	HSHW	Art Directors	6	S
271014	HSHW	Special Effects Artists and Animators	6	N
271024		Graphic Designers	6	R
271025		Interior Designers	6	R
272012	HSHW	Producers and Directors	6	N
272022		Coaches and Scouts	6	R
272042	HSHW	Musicians and Singers	3	R
273031	HSHW	Public Relations Specialists	6	R
273043	HSHW	Writers and Authors	6	N
273091		Interpreters and Translators	6	N
274011		Audio and Video Technicians	5	S
291126	HSHW	Respiratory Therapists	5	S
291141	HSHW	Registered Nurses	6	R
291292	HSHW	Dental Hygienists	5	R
292010		Clinical Laboratory Technologists and Technicians	5	R
292032	HSHW	Diagnostic Medical Sonographers	5	S
292034	HSHW	Radiologic Technologists and Technicians	5	R
292052		Pharmacy Technicians	4	R
292055		Surgical Technologists	4	R
292056		Veterinary Technologists and Technicians	5	R
292057		Ophthalmic Medical Technicians	4	S
292061		Licensed Practical and Licensed Vocational Nurses	4	R
292072		Medical Records Specialists	4	R
292081		Opticians, Dispensing	4	R
292099		Health Technologists and Technicians, All Other	4	R
299021		Health Information Technologists and Medical Registrars	4	S
312011	HSHW	Occupational Therapy Assistants	5	R
312021	HSHW	Physical Therapist Assistants	5	R
319011		Massage Therapists	4	R
319091		Dental Assistants	4	R
319092		Medical Assistants	4	R
319097		Phlebotomists	4	R
331012	HSHW	First-Line Supervisors of Police and Detectives	6	N
332011		Firefighters	4	R
333051	HSHW	Police and Sheriff's Patrol Officers	5	R
351011	HSHW	Chefs and Head Cooks	5	R
371012		First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers	3	R
391014		First-Line Supervisors of Entertainment and Recreation Workers, Except Gambling Services	3	R

SOC Code†	HSHW††	Occupational Title†	FLDOE Training Code†††	Data Source††††
391022		First-Line Supervisors of Personal Service Workers	3	R
411011		First-Line Supervisors of Retail Sales Workers	3	R
411012	HSHW	First-Line Supervisors of Non-Retail Sales Workers	3	R
413021	HSHW	Insurance Sales Agents	4	R
413031	HSHW	Securities, Commodities, and Financial Services Sales Agents	6	R
413091		Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel	6	R
414011	HSHW	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	6	R
414012	HSHW	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	3	R
419021	HSHW	Real Estate Brokers	4	N
419022		Real Estate Sales Agents	4	S
431011	HSHW	First-Line Supervisors of Office and Administrative Support Workers	3	R
433031		Bookkeeping, Accounting, and Auditing Clerks	3	R
433051		Payroll and Timekeeping Clerks	3	R
435061		Production, Planning, and Expediting Clerks	3	R
436013		Medical Secretaries and Administrative Assistants	3	R
471011	HSHW	First-Line Supervisors of Construction Trades and Extraction Workers	3	R
472031		Carpenters	4	R
472111		Electricians	4	R
472152		Plumbers, Pipefitters, and Steamfitters	4	R
474011	HSHW	Construction and Building Inspectors	4	R
491011	HSHW	First-Line Supervisors of Mechanics, Installers, and Repairers	3	R
492022		Telecommunications Equipment Installers and Repairers, Except Line Installers	4	R
492098		Security and Fire Alarm Systems Installers	4	R
493011	HSHW	Aircraft Mechanics and Service Technicians	5	S
493021		Automotive Body and Related Repairers	4	R
493023		Automotive Service Technicians and Mechanics	4	R
493031		Bus and Truck Mechanics and Diesel Engine Specialists	4	R
493042		Mobile Heavy Equipment Mechanics, Except Engines	4	R
493051		Motorboat Mechanics and Service Technicians	4	S
499021		Heating, Air Conditioning, and Refrigeration Mechanics and Installers	4	R
499041		Industrial Machinery Mechanics	4	R
499051	HSHW	Electrical Power-Line Installers and Repairers	4	N
499052		Telecommunications Line Installers and Repairers	4	R
499062		Medical Equipment Repairers	5	S
511011	HSHW	First-Line Supervisors of Production and Operating Workers	3	R
514041		Machinists	4	R
514121		Welders, Cutters, Solderers, and Brazers	4	R
519061		Inspectors, Testers, Sorters, Samplers, and Weighers	4	S
519161		Computer Numerically Controlled Tool Operators	4	R
531047	HSHW	First-Line Supervisors of Transportation and Material Moving Workers, Except Aircraft Cargo Handling Supervisors	3	R
532011	HSHW	Airline Pilots, Copilots, and Flight Engineers	6	N
532012	HSHW	Commercial Pilots	4	N
533032		Heavy and Tractor-Trailer Truck Drivers	4	R

†SOC Code and Occupational Title refers to Standard Occupational Classification codes and titles.
††HSHW = High Skill/High Wage = (Mean Wage - $27.59/hour & Entry Wage - $17.62/hour).
†††FLDOE (Florida Department of Education) Training Code:
3 = Post Secondary Adult Vocational Certificate
4 = Community College Credit/Degree
5 = Bachelor's Degree
††††Data Source:
R = Meets regional wage and openings criteria based on state Labor Market Statistics employer survey data.
S = Meets statewide wage and openings criteria based on state Labor Market Statistics employer survey data.
L = Meets local review criteria.

Sources: Florida Commerce, Bureau of Labor Market Statistics, 2024-25 Regional Demand Occupations List (RDOL)
Local Business & Industry Input/Data

CareerSource Suncoast (LWDB 18) PY2024-2025 Eligible Training Provider List

Access Computer Training 1537 Dale Mabry Hwy, Suite 101 Lutz, FL 33548 (813) 326-2628 www.accesscomputertraining.com	PELL Eligible (Y/N)	Credential	SOC Code	Clock/ Credit Hours	Non-ITA Application Fees	Non-ITA Program Screening Fees	Total ITA Allowable Costs	Total Program Cost	Graduation Rate	Placement Rate	Average Wage at Placement	Basic Skills Grade Level R / M / L
A+ Certification Prep (A+CERT)	N	Cert	15.1232	115	$ -	$ -	$ 5,500	$ 5,500	92%	85%	$ 19.25	9/9/9
Information Technology Career Prep	N	Diploma	15.1232	401	$ 250	$ -	$ 16,900	$ 17,150	100%	100%	$ 18.35	9/9/9
Microsoft Excel (EXCELALL)	N	Diploma	43.1011	40	$ -	$ -	$ 1,500	$ 1,500	100%	100%	$ 18.75	9/9/9
Microsoft Office Fundamentals (MSFUND)	N	Diploma	43.1011	36	$ -	$ -	$ 1,500	$ 1,500	No Data	No Data	No Data	9/9/9
Microsoft Office (MSALL)	N	Diploma	43.1011	136	$ -	$ -	$ 3,500	$ 3,500	No Data	No Data	No Data	9/9/9
Network+ Certification Prep (NET+CERT)	N	Cert	15.1231	57	$ -	$ -	$ 3,000	$ 3,000	100%	77%	$ 19.25	9/9/9
Security+ Certification Prep	N	Cert	15.1212	57	$ -	$ -	$ 3,000	$ 3,000	100%	73%	$ 20.00	9/9/9
American Vocational Academy 1080 Enterprise Ct. Suite D Nokomis, Fl. 34275 (941)281-2541 www.americanvocationalacademy.com	**PELL Eligible (Y/N)**	**Credential**	**SOC Code**	**Clock/ Credit Hours**	**Non-ITA Application Fees**	**Non-ITA Program Screening Fees**	**Total ITA Allowable Costs**	**Total Program Cost**	**Graduation Rate**	**Placement Rate**	**Average Wage at Placement**	**Basic Skills Grade Level R / M / L**
Heating, Ventilation, and Air Conditioning Technician	N	Cert	49.9021	240	$ 150	$ -	$ 5,745	$ 5,895	100%	100%	$ 19.00	12/12/12
Plumbing Assistant	N	Cert	47.2152	240	$ 150	$ -	$ 5,745	$ 5,895	100%	100%	$ 19.00	12/12/12
Center for Technology Training 1300 N West Shore Blvd., Suite 235 Tampa, FL 33607 (813) 341-8594 www.cttschool.com	**PELL Eligible (Y/N)**	**Credential**	**SOC Code**	**Clock/ Credit Hours**	**Non-ITA Application Fees**	**Non-ITA Program Screening Fees**	**Total ITA Allowable Costs**	**Total Program Cost**	**Graduation Rate**	**Placement Rate**	**Average Wage at Placement**	**Basic Skills Grade Level R / M / L**
Cisco Networking	N	Diploma	15.1244	33	$ -	$ -	$ 3,995	$ 3,995	100%	100%	$ 43.00	9/9/9
Ethical Hacking and Forensics	N	Diploma	15.1212	32	$ -	$ -	$ 5,990	$ 5,990	67%	100%	$ 51.72	9/9/9
Information Systems Security Professional	N	Diploma	15.1212	24	$ -	$ -	$ 4,495	$ 2,495	100%	100%	$ 57.87	9/9/9
Microsoft Network Administration -MCSA-MNA	N	Diploma	15.1244	176	$ -	$ -	$ 9,495	$ 9,495	60%	100%	$ 43.00	9/9/9
Microsoft Network Expert	N	Diploma	15.1244	176	$ -	$ -	$ 8,495	$ 8,495	75%	100%	$ 43.00	9/9/9
Network Technician (Network+)	N	Diploma	15.1231	24	$ -	$ -	$ 2,495	$ 2,495	61%	100%	$ 43.00	9/9/9
PC Repair Technician (A+ Prep)	N	Diploma	15.1232	72	$ -	$ -	$ 2,495	$ 2,495	95%	100%	$ 27.40	9/9/9
Security Professional (Security+)	N	Diploma	15.1212	24	$ -	$ -	$ 2,495	$ 4,495	71%	100%	$ 51.72	9/9/9
Charlotte Technical Center - (CTC) 18150 Murdock Circle Port Charlotte, FL (941) 255-7000 www.yourcharlotteschools.net/ctc	**PELL Eligible (Y/N)**	**Credential**	**SOC Code**	**Clock/ Credit Hours**	**Non-ITA Application Fees**	**Non-ITA Program Screening Fees**	**Total ITA Allowable Costs**	**Total Program Cost**	**Graduation Rate**	**Placement Rate**	**Average Wage at Placement**	**Basic Skills Grade Level R / M / L**
Air-Conditioning, Refrigeration & Heating Technology (HVAC/R1	Y	Cert	49.9021	750	$ 45	$ -	$ 5,093	$ 5,138	100%	100%	$ 23.00	9/10/9
Dental Assisting Technology and Management - ATD	Y	Cert	31.9091	1230	$ 45	$ 170	$ 5,481	$ 5,696	100%	100%	$ 21.00	10/10/9
Practical Nursing	Y	Cert	29.2061	1350	$ 45	$ 372	$ 6,829	$ 7,246	92%	100%	$ 28.60	11/11/11

CodeBoxx Academy 136 4th St. N, Suite 201 St. Petersburg, FL 33701 (800) 887-2497 academy.codeboxx.com	PELL Eligible (Y/N)	Credential	SOC Code	Clock/ Credit Hours	Non-ITA Application Fees	Non-ITA Program Screening Fees	Total ITA Allowable Costs	Total Program Cost	Graduation Rate	Placement Rate	Average Wage at Placement	Basic Skills Grade Level R / M / L
Full Stack Development	N	Diploma	15.1254	620	$ -	$ -	$ 9,800	$ 9,800	79%	51%	$ 25.00	12/12/12
Computer Coach IT Training **5005 N. Hesperides St** **Tampa, FL 33614** **(813) 947-0552** www.computercoach.com	**PELL Eligible (Y/N)**	**Credential**	**SOC Code**	**Clock/ Credit Hours**	**Non-ITA Application Fees**	**Non-ITA Program Screening Fees**	**Total ITA Allowable Costs**	**Total Program Cost**	**Graduation Rate**	**Placement Rate**	**Average Wage at Placement**	**Basic Skills Grade Level R / M / L**
Business Office Specialist	N	Cert	43.3031	104	$ 100	$ -	$ 4,900	$ 5,000	81%	92%	$ 22.05	9/9/9
Cloud Integration Specialist	N	Cert	15.1231	96	$ 100	$ -	$ 7,400	$ 7,500	100%	91%	$ 41.50	9/9/9
Cyber Security Specialist	N	Cert	15.1212	200	$ 100	$ -	$ 12,900	$ 13,000	85%	96%	$ 27.75	9/9/9
Computer Support Technician	N	Cert	15.1232	160	$ 100	$ -	$ 9,900	$ 10,000	90%	89%	$ 25.00	9/9/9
Data Specialist	N	Cert	13.2011	120	$ 100	$ -	$ 8,400	$ 8,500	100%	100%	$ 25.25	9/9/9
Digital Marketing Specialists	N	Cert	13.1161	76	$ 100	$ -	$ 6,400	$ 6,500	80%	92%	$ 20.00	9/9/9
Front End Web Development	N	Cert	27.1024	200	$ 100	$ -	$ 12,900	$ 13,000	76%	89%	$ 23.00	9/9/9
Full Stack Web Development	N	Cert	27.1024	200	$ 100	$ -	$ 12,900	$ 13,000	100%	100%	$ 23.00	9/9/9
IT Network Administrator	N	Cert	15.1244	120	$ 100	$ -	$ 10,400	$ 10,500	100%	100%	$ 22.00	9/9/9
IT Security Professional	N	Cert	15.1212	120	$ 100	$ -	$ 9,900	$ 10,000	88%	71%	$ 26.25	9/9/9
Project Management Specialist	N	Cert	11.1021	96	$ 100	$ -	$ 9,900	$ 10,000	100%	75%	$ 25.00	9/9/9
Fleet Force Driving School **8437 Tuttle Avenue #345** **Sarasota, FL 34243** **(941) 770-4235** www.fleetforcetruckdrivingschool.com		**Credential**	**SOC Code**	**Clock/ Credit Hours**	**Non-ITA Application Fees**	**Non-ITA Program Screening Fees**	**Total ITA Allowable Costs**	**Total Program Cost**	**Graduation Rate**	**Placement Rate**	**Average Wage at Placement**	**Basic Skills Grade Level R / M / L**
Class A CDL License Certification	N	Cert	53.3032	160	$ -	$ 184	$ 7,076	$ 7,260	89%	80%	$ 26.00	9/9/9
Class B CDL License Certification	N	Cert	53.3032	40	$ -	$ 184	$ 3,076	$ 3,260	98%	88%	$ 22.00	9/9/9
Manatee Technical College (MTC) **6305 State Road 70 East** **Bradenton, FL 34203** **(941) 751-7900** www.ManateeTech.edu	**PELL Eligible (Y/N)**	**Credential**	**SOC Code**	**Clock/ Credit Hours**	**Non-ITA Application Fees**	**Non-ITA Program Screening Fees**	**Total ITA Allowable Costs**	**Total Program Cost**	**Graduation Rate**	**Placement Rate**	**Average Wage at Placement**	**Basic Skills Grade Level R / M / L**
Accounting Operations	Y	Cert	43.3031	900	$ 45	$ -	$ 3,878	$ 3,923	60%	40%	$ 21.28	10/10/10
Administrative Office Specialist	Y	Cert	43.1011	1050	$ 45	$ -	$ 4,029	$ 4,074	100%	40%	$ 19.02	10/10/10
Automotive Collision Technology Technician	Y	Cert	49.3021	1400	$ 45	$ 28	$ 7,663	$ 7,736	100%	89%	$ 21.86	9/9/9
Automotive Services Technology 1	Y	Cert	49.3023	1050	$ 45	$ 28	$ 4,689	$ 4,762	86%	67%	$ 21.97	9/10/9
Baking and Pastry Arts	Y	Cert	35.1011	600	$ 45	$ -	$ 4,025	$ 4,070	70%	43%	$ 25.29	9/9/9
Building Construction Technology	Y	Cert	47.1011	1050	$ 45	$ 28	$ 6,420	$ 6,493	91%	95%	$ 21.63	9/9/9
Computer-Aided Drawing and Modeling(CAD)	Y	Cert	17.3011	1200	$ 45	$ -	$ 4,894	$ 4,939	100%	58%	$ 27.50	9/10/9
Computer Systems & Information Technology	Y	Cert	15.1231	900	$ 45	$ -	$ 4,009	$ 4,054	83%	73%	$ 22.89	9/9/9
Dental Assisting Technology and Management	Y	Cert	31.9091	1230	$ 45	$ 28	$ 7,330	$ 7,403	67%	92%	$ 20.35	10/10/10
Diesel Systems Technician 1	Y	Cert	49.3031	1050	$ 45	$ 28	$ 5,729	$ 5,802	80%	75%	$ 25.02	9/9/9
Digital Design	Y	Cert	27.1024	1200	$ 45	$ -	$ 5,268	$ 5,313	88%	57%	$ 24.59	9/9/9
Electrician	Y	Cert	47.2111	1500	$ 45	$ 28	$ 6,970	$ 7,043	69%	89%	$ 23.38	9/9/9
Fire Fighter/Emergency Medical Technician Combo	Y	Cert	33.2011	792	$ 45	$ 28	$ 5,809	$ 5,882	73%	38%	$ 24.42	10/10/10
Fire Fighter	N	Cert	33.2011	492	$ 45	$ -	$ 3,937	$ 3,982	82%	50%	$ 24.42	10/10/10

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Manatee Technical College (MTC) (Continued) 6305 State Road 70 East Bradenton, FL 34203 (941) 751-7900 www.ManateeTech.edu	PELL Eligible (Y/N)	Credential	SOC Code	Clock/ Credit Hours	Non-ITA Application Fees	Non-ITA Program Screening Fees	Total ITA Allowable Costs	Total Program Cost	Graduation Rate	Placement Rate	Average Wage at Placement	Basic Skills Grade Level R / M / L
Global Logistics	Y	Cert	13.1081	600	$ 45	$ 28	$ 3,049	$ 3,122	100%	No Data	$ 30.03	9/9/9
Heating Ventilation AC Ref - HVAC/R	Y	Cert	49.9021	1350	$ 45	$ 28	$ 5,515	$ 5,588	90%	74%	$ 22.72	9/10/9
Machining Technologies	Y	Cert	51.4041	1500	$ 45	$ 28	$ 5,426	$ 5,499	67%	50%	$ 22.66	9/9/8
Marine Services Technology	Y	Cert	49.3051	1350	$ 45	$ 28	$ 7,209	$ 7,282	54%	90%	$ 23.27	9/9/9
Master Automotive Services Technology	Y	Cert	49.3023	1800	$ 45	$ 56	$ 7,759	$ 7,860	97%	71%	$ 21.97	9/10/9
Medical Assisting	Y	Cert	31.9092	1300	$ 45	$ 28	$ 6,876	$ 6,949	69%	82%	$ 17.76	10/10/10
Medical Coder/Biller ATD	Y	Cert	29.9021	1110	$ 45	$ -	$ 4,839	$ 4,884	59%	89%	$ 18.46	11/9/11
Pharmacy Technician ATD	Y	Cert	29.2052	1050	$ 45	$ 28	$ 4,877	$ 4,950	78%	86%	$ 17.70	10/11/10
Police & Law Enforcement Academy	Y	Cert	33.3051	770	$ 45	$ -	$ 4,372	$ 4,417	83%	96%	$ 30.70	10/10/10
Practical Nursing	Y	Cert	29.2061	1350	$ 45	$ 25	$ 8,471	$ 8,541	61%	93%	$ 24.14	11/11/11
Surgical Technology	Y	Cert	29.2055	1330	$ 45	$ 55	$ 6,679	$ 6,779	47%	86%	$ 24.46	11/10/11
Welding Technology	Y	Cert	51.4121	1050	$ 45	$ 28	$ 6,548	$ 6,621	49%	76%	$ 22.13	9/9/9

Meridian College 7020 Professional Parkway East Sarasota, FL 34240 (941) 377-4880 www.meridian.edu	PELL Eligible (Y/N)	Credential	SOC Code	Clock/ Credit Hours	Non-ITA Application Fees	Non-ITA Program Screening Fees	Total ITA Allowable Costs	Total Program Cost	Graduation Rate	Placement Rate	Average Wage at Placement	Basic Skills Grade Level R / M / L
Dental Assistant	Y	Cert	31.9091	900	$ 25	$ 25	$ 16,084	$ 16,134	64%	100%	$ 17.50	10/10/10
Diagnostic Medical Ultrasound	Y	AS	29.2032	1392	$ 25	$ 65	$ 42,384	$ 42,474	74%	92%	$ 22.50	12/12/12
Medical Administration	Y	AS	43.6013	1152	$ 25	$ -	$ 39,384	$ 39,409	100%	100%	$ 18.75	12/12/12
Medical Assistant	Y	Diploma	31.9092	660	$ 25	$ 25	$ 19,184	$ 19,234	90%	92%	$ 17.25	10/10/10
Medical Assisting - Associate Degree	Y	AS	31.9092	1236	$ 25	$ 25	$ 38,384	$ 38,434	100%	100%	$ 18.75	12/12/12
Medical Insurance Billing & Coding	Y	Diploma	43.6013	576	$ 25	$ 25	$ 20,284	$ 20,334	100%	100%	$ 19.00	10/10/10

Meridian West Central College 201 Montgomery Avenue Sarasota, FL 34243 (941) 893-5543 www.meridianwestcentral.college	PELL Eligible (Y/N)	Credential	SOC Code	Clock/ Credit Hours	Non-ITA Application Fees	Non-ITA Program Screening Fees	Total ITA Allowable Costs	Total Program Cost	Graduation Rate	Placement Rate	Average Wage at Placement	Basic Skills Grade Level R / M / L
Associate Degree in Nursing	N	AS	29.1141	77	$ 150	$ -	$ 22,307	$ 22,457	100%	75%	$ 30.00	12/12/12

National Aviation Academy 6225 Ulmerton Rd. Clearwater, FL 33760 (727) 531-2080 https://www.naa.edu/	PELL Eligible (Y/N)	Credential	SOC Code	Clock/ Credit Hours	Non-ITA Application Fees	Non-ITA Program Screening Fees	Total ITA Allowable Costs	Total Program Cost	Graduation Rate	Placement Rate	Average Wage at Placement	Basic Skills Grade Level R / M / L
Aviation Maintenance Professional	Y	AS	49.3011	3000	$ 150	$ -	$ 59,850	$ 60,000	80%	97%	$ 31.28	12/12/12
Aviation Maintenance Technology	Y	AS	49.3011	2000	$ 150	$ -	$ 39,900	$ 40,050	80%	97%	$ 31.28	12/12/12

My IT Future Institute 5402 W Laurel St. Tampa, FL 33607 (813) 387-3500 www.nhtampabay.com	PELL Eligible (Y/N)	Credential	SOC Code	Clock/ Credit Hours	Non-ITA Application Fees	Non-ITA Program Screening Fees	Total ITA Allowable Costs	Total Program Cost	Graduation Rate	Placement Rate	Average Wage at Placement	Basic Skills Grade Level R / M / L
Cisco® Implement - Admin Cisco® Solutions v1.0 (CCNA)	N	Cert	15.1231	40	$ -	$ -	$ 4,990	$ 4,990	100%	100%	$ 35.50	9/9/9
CompTIA A+	N	Cert	15.1231	40	$ -	$ -	$ 2,495	$ 2,495	100%	89%	$ 17.95	9/9/9
CompTIA Network +	N	Cert	15.1231	36	$ -	$ -	$ 2,495	$ 2,495	100%	89%	$ 17.95	9/9/9
CompTIA Security +	N	Cert	15.1231	36	$ -	$ -	$ 2,495	$ 2,495	100%	89%	$ 18.50	9/9/9
ITIL® 4 Foundation	N	Cert	15.1231	16	$ -	$ -	$ 1,895	$ 1,895	100%	100%	$ 27.25	9/9/9
Project Management Professional (PMP)	N	Cert	11.9199	40	$ -	$ -	$ 3,895	$ 3,895	100%	95%	$ 27.25	9/9/9
Preparatory Program For Cyber Security IT Professional	N	Cert	15.1231	36	$ -	$ -	$ 12,495	$ 12,495	100%	95%	$ 22.55	9/9/9

Roadmaster Drivers School, Inc. 5025 Orient Road Tampa, FL 33610 (727) 342-6420 www.roadmaster.com	PELL Eligible (Y/N)	Credential	SOC Code	Clock/ Credit Hours	Non-ITA Application Fees	Non-ITA Program Screening Fees	Total ITA Allowable Costs	Total Program Cost	Graduation Rate	Placement Rate	Average Wage at Placement	Basic Skills Grade Level R / M / L
Commercial Truck Driver Training	N	Diploma	53.3032	180	$ -	$ 200	$ 7,495	$ 7,695	89%	83%	$ 25.06	9/9/9

State College of Florida (SCF) Manatee-Sarasota 5840 26th Street West Bradenton, FL 34207 (941) 752-5000 *Includes all Campus Locations in Manatee and Sarasota County www.scf.edu	PELL Eligible (Y/N)	Credential	SOC Code	Clock/ Credit Hours	Non-ITA Application Fees	Non-ITA Program Screening Fees	Total ITA Allowable Costs	Total Program Cost	Graduation Rate	Placement Rate	Average Wage at Placement	Basic Skills Grade Level R / M / L
AWS Cloud Integration Specialist	N	Cert	15.1212	48	$ -	$ -	$ 3,250	$ 3,250	80%	30%	$ 31.00	9/9/9
CompTIA A+	N	Cert	15.1211	108	$ -	$ -	$ 3,250	$ 3,250	80%	No Data	$ 25.00	9/9/9
CompTIA Security +/Cybersecurity Technician	N	Cert	15.1212	72	$ -	$ -	$ 3,250	$ 3,250	100%	13%	$ 31.00	9/9/9
Cyber Security Specialist Bootcamp	N	Cert	15.1212	440	$ -	$ -	$ 5,500	$ 5,500	100%	50%	$ 31.00	9/9/9
Dental Hygiene 2029	Y	AS	29.1292	88	$ -	$ -	$ 17,785	$ 17,785	77%	100%	$ 30.00	13/13/13
Microsoft Office with CoPilot	N	Cert	15.1232	124	$ -	$ -	$ 1,250	$ 1,250	90%	50%	$ 25.00	9/9/9
Microsoft Power Platform Fundamentals	N	Cert	15.1232	72	$ -	$ -	$ 1,250	$ 1,250	74%	15%	$ 25.00	9/9/9
Nursing ASN (Artic-to BS Degree)	Y	AS	29.1141	72	$ -	$ 100	$ 12,027	$ 12,127	83%	99%	$ 32.00	13/13/13
Occupational Therapy Assistant	Y	AS	31.2011	74	$ -	$ -	$ 15,106	$ 15,106	75%	93%	$ 26.00	12/12/12
Physical Therapy Assistant	Y	AS	31.2021	74	$ -	$ -	$ 11,386	$ 11,386	80%	88%	$ 33.00	12/12/12
Radiography 2023	Y	AS	29.2034	77	$ -	$ -	$ 12,106	$ 12,106	60%	100%	$ 28.00	12/12/12

Suncoast Technical College (STC) **4748 Beneva Road** **Sarasota, FL 34233** **(941) 924-1365** www.suncoast.edu	**PELL Eligible (Y/N)**	**Credential**	**SOC Code**	**Clock/ Credit Hours**	**Non-ITA Application Fees**	**Non-ITA Program Screening Fees**	**Total ITA Allowable Costs**	**Total Program Cost**	**Graduation Rate**	**Placement Rate**	**Average Wage at Placement**	**Basic Skills Grade Level R / M / L**
Accounting Operations	Y	Cert	43.3031	800	$ 25	$ -	$ 4,848	$ 4,873	100%	100%	$ 21.31	10/10/10
Business Administration Management	Y	Cert	11.1021	900	$ 25	$ -	$ 4,616	$ 4,641	100%	100%	$ 17.96	9/9/9
Carpentry	Y	Cert	47.2031	1200	$ 25	$ -	$ 5,926	$ 5,951	80%	75%	$ 19.40	9/9/9
Crossover from Correctional Officer to Law Enforcement Officer	N	Cert	33.3051	518	$ 25	$ -	$ 2,730	$ 2,755	100%	100%	$ 24.03	10/10/10
Professional Culinary Arts-Food Service Manager	Y	Cert	11.9051	1200	$ 25	$ -	$ 6,610	$ 6,635	78%	100%	$ 27.17	9/9/9
Digital Design	Y	Cert	27.1024	1200	$ 25	$ -	$ 5,667	$ 5,692	69%	91%	$ 25.52	9/9/9
Digital Video Technology	Y	Cert	27.4011	900	$ 25	$ -	$ 3,753	$ 3,778	67%	100%	$ 17.76	9/9/9
Electricity	Y	Cert	47.2111	1200	$ 25	$ -	$ 5,933	$ 5,958	67%	100%	$ 20.64	9/9/9
Fire Fighter	N	Cert	33.2011	492	$ 25	$ -	$ 5,925	$ 5,950	90%	83%	$ 22.00	10/10/10
Fire Fighter /EMT	Y	Cert	33.2011	792	$ 25	$ 120	$ 8,641	$ 8,786	No Data	No Data	$ 23.50	10/10/10
FL Law Enforcement Officer	Y	Cert	33.3051	770	$ 25	$ 30	$ 4,986	$ 5,041	97%	89%	$ 30.22	10/10/10
Heating Ventilation AC Ref HVAC/R 1	Y	Cert	49.9021	750	$ 25	$ -	$ 5,181	$ 5,206	94%	100%	$ 17.16	9/10/9
Industrial Machinery Maintenance & Repair	Y	Cert	49.9041	1350	$ 25	$ -	$ 6,139	$ 6,164	100%	100%	$ 20.25	9/9/9
Master Automotive Services Technology	Y	Cert	49.3023	1800	$ 25		$ 9,767	$ 9,792	92%	97%	$ 18.25	10/10/10
Medical Administrative Assistant	Y	Cert	43.6013	1100	$ 25	$ -	$ 5,173	$ 5,198	60%	100%	$ 18.51	9/9/9
.Net Application Development & Programming	Y	Cert	15.1244	900	$ 25	$ -	$ 4,371	$ 4,396	86%	83%	$ 20.73	9/9/9
Plumbing	Y	Cert	47.2152	1080	$ 25	$ -	$ 5,759	$ 5,784	75%	100%	$ 17.07	9/9/9
Practical Nursing	Y	Cert	29.2061	1350	$ 25	$ 280	$ 7,819	$ 8,124	85%	77%	$ 22.50	11/11/11
Machining Technologies	Y	Cert	51.4041	1500	$ 25	$ -	$ 6,134	$ 6,159	88%	100%	$ 17.00	9/9/9
Marine Service Technologies	Y	Cert	49.3051	1350	$ 25	$ -	$ 9,674	$ 9,699	89%	94%	$ 20.03	9/9/9
Surgical Technology	Y	Cert	29.2055	1330	$ 25	$ 210	$ 7,851	$ 8,086	91%	95%	$ 17.90	11/11/11
Technology Support Services	Y	Cert	15.1232	1330	$ 25	$ 210	$ 7,851	$ 8,086	91%	95%	$ 17.90	11/11/11

Suncoast Trucking Academy **217 S. Polk Ave.** **Arcadia, FL 34266** **(941) 347-7445** www.suncoasttrucking.com	**PELL Eligible (Y/N)**	**Credential**	**SOC Code**	**Clock/ Credit Hours**	**Non-ITA Application Fees**	**Non-ITA Program Screening Fees**	**Total ITA Allowable Costs**	**Total Program Cost**	**Graduation Rate**	**Placement Rate**	**Average Wage at Placement**	**Basic Skills Grade Level R / M / L**
Class A CDL(Heavy and Tractor-Trailer Truck Drivers)	N	Cert	53.3032	160	$ -	$ 195	$ 6,420	$ 6,615	93%	92%	$ 24.00	12/12/12

Registered Apprenticeship Programs

ACI Learning Tech Academy 6855 S. Havana St., Suite 420 Centennial, CO 80112 (720)452-7041 https://www.acitechacademy.com/training/	PELL Eligible (Y/N)	Credential	SOC Code	Clock Hours	Non-ITA Application Fees	Non-ITA Program Screening Fees	Total ITA Allowable Costs	Total Program Cost	Graduation Rate	Placement Rate	Average Wage at Placement	Basic Skills Grade Level R / M / L
Cybersecurity Support Technician	N	Cert	15.1212	753	$ -	$ -	$ 10,985	$ 10,985	No Data	No Data	No Data	Dplm/GED
Tech Support Specialist	N	Cert	15-1232	328	$ -	$ -	$ 14,685	$ 14,685	No Data	No Data	No Data	Dplm/GED
CareerSource Suncoast **3660 N. Washington Blvd.** **Sarasota, FL 34234** **(941) 358-4200** www.careersourcesuncoast.com	**PELL Eligible (Y/N)**	**Credential**	**SOC Code**	**Clock Hours**	**Non-ITA Application Fees**	**Non-ITA Program Screening Fees**	**Total ITA Allowable Costs**	**Total Program Cost**	**Graduation Rate**	**Placement Rate**	**Average Wage at Placement**	**Basic Skills Grade Level R / M / L**
Tool & Die Maker	N	Cert	51.4111	576	$ -	$ -	$ 10,080	$ 10,080	No Data	No Data	$ 17.75	Dplm/GED
Fleet Force Driving School **8437 Tuttle Avenue #345** **Sarasota, FL 34243** **(941) 770-4235** www.fleetforcetruckdrivingschool.com	**PELL Eligible (Y/N)**	**Credential**	**SOC Code**	**Clock Hours**	**Non-ITA Application Fees**	**Non-ITA Program Screening Fees**	**Total ITA Allowable Costs**	**Total Program Cost**	**Graduation Rate**	**Placement Rate**	**Average Wage at Placement**	**Basic Skills Grade Level R / M / L**
Heavy and Tractor Trailor Truck Driver	N	Cert	53.3032	160	$ -	$ -	$ 6,995	$ 6,995	No Data	No Data	$ 32.55	Dplm/GED
FloridaMakes **800 North Magnolia Ave, Suite 1800** **Orlando, FL 32803** **(407) 450-7206** www.floridamakes.com	**PELL Eligible (Y/N)**	**Credential**	**SOC Code**	**Clock Hours**	**Non-ITA Application Fees**	**Non-ITA Program Screening Fees**	**Total ITA Allowable Costs**	**Total Program Cost**	**Graduation Rate**	**Placement Rate**	**Average Wage at Placement**	**Basic Skills Grade Level R / M / L**
Industrial Manufacturing Technician	N	Cert	17.3026	200	$ -	$ -	$ 1,600	$ 1,600	No Data	No Data	$ 23.08	Dplm/GED
Production Technologist Associate	N	Cert	51.2099	154	$ -	$ -	$ 1,225	$ 1,225	No Data	No Data	$ 17.51	Dplm/GED
Quality Control Technician	N	Cert	17.3026	216	$ -	$ -	$ 1,600	$ 1,600	No Data	No Data	$ 23.08	Dplm/GED
Manasota Air Conditioning Contracting Association **1532 US Highway 41 Bypass S. #144** **Venice, FL 34293** **(941) 404-3407** www.macca.us	**PELL Eligible (Y/N)**	**Credential**	**SOC Code**	**Clock Hours**	**Non-ITA Application Fees**	**Non-ITA Program Screening Fees**	**Total ITA Allowable Costs**	**Total Program Cost**	**Graduation Rate**	**Placement Rate**	**Average Wage at Placement**	**Basic Skills Grade Level R / M / L**
Heating and Air Conditioning Installer/Servicer	N	Cert	49.9021	144	$ -	$ -	$ 4,725	$ 4,725	100%	100%	$ 17.00	Dplm/GED

Tampa Area Electrical JATC 5625 Harney Road Tampa, FL 33610 (813) 621-3002 www.tampajatc.org	PELL Eligible (Y/N)	Credential	SOC Code	Clock Hours	Non-ITA Application Fees	Non-ITA Program Screening Fees	Total ITA Allowable Costs	Total Program Cost	Graduation Rate	Placement Rate	Average Wage at Placement	Basic Skills Grade Level R / M / L
Electrician	N	Cert	47.2111	900	$ -	$ -	$ 4,745	$ 4,745	75%	100%	$ 30.84	Dplm/GED
Tampa Bay Pipe Trades JATC **3601 McIntosh Rd.** **Dover, FL 33527** **(813) 636-0123** www.tampajatc.org	**PELL Eligible (Y/N)**	**Credential**	**SOC Code**	**Clock Hours**	**Non-ITA Application Fees**	**Non-ITA Program Screening Fees**	**Total ITA Allowable Costs**	**Total Program Cost**	**Graduation Rate**	**Placement Rate**	**Average Wage at Placement**	**Basic Skills Grade Level R / M / L**
Heating, Ventilation, and Air Conditioning	N	Cert	49.9021	246	$ 267	$ -	$ 21,204	$ 21,471	No Data	No Data	$ 35.59	Dplm/GED
Pipefitters	N	Cert	47.2152	246	$ 267	$ -	$ 21,204	$ 21,471	No Data	No Data	$ 34.25	Dplm/GED
Plumber	N	Cert	47.2152	246	$ 267	$ -	$ 21,204	$ 21,471	No Data	No Data	$ 34.25	Dplm/GED
Technical Education Council (TEC) **168 Sarasota Center Blvd.** **Sarasota, Fl 34240.** **(941) 363-1632** www.technicaleducationcouncil.com	**PELL Eligible (Y/N)**	**Credential**	**SOC Code**	**Clock Hours**	**Non-ITA Application Fees**	**Non-ITA Program Screening Fees**	**Total ITA Allowable Costs**	**Total Program Cost**	**Graduation Rate**	**Placement Rate**	**Average Wage at Placement**	**Basic Skills Grade Level R / M / L**
Electrician	N	Cert	47.2111	144	$ -	$ -	$ 5,200	$ 5,200	100%	100%	$ 18.00	12/12/12

Notes:
> ITA = WIOA Individual Training Account/CSS Scholarship
> Other Third-Party Costs ITA = Required for training completion from a third party vendor (licensure, books, uniforms, tools, etc.)
> Basic Skills Grade Level R = Reading, M = Math, L= Language

Quarterly Written Narrative Report
Instructions for FCDP Subrecipients

Be sure to identify specific information for each section. The quarterly written narrative reports (QNRs) shall:

•Include specific details and give concrete examples by answering the "who, what, when, where, why, and how" questions.
•Provide specific details of outcomes and the strategies used to achieve target goals.
•Include strategies that have not succeeded, and how you used these experiences to learn.
•Ensure the information is quarter specific, and/or is relevant to current events in your program area.

(Please write your responses in bold blue font)

Section I. Contact Information

New Project Number:	
Project Subrecipient Name:	
Project Name (If different):	
Project Address:	
Project Period of Performance:	(Example-Q1 (July, Aug., Sept. 30th)
Point of Contact: Name. email, & phone number.	

Section II. Summary of Grant Activities

The purpose of this section is to provide an executive summary of grant activities, events including planned and actual progress.

Use this section to summarize all grant activities and services supported by the grant during the current quarter. Be sure to provide information on actual progress on all activities outlined in the awarded project narrative, and/or most recent program plan when describing service delivery activities, other types of training offered within the program, and the types of credential training targeted. As a new requirement, subrecipients shall also describe supportive services provided. If there are no changes in this section, subrecipients must include an explanation as to why there are no changes. (Respond to each section)

Example: Site Response. Specificity is Essential.

1) (Fictitious Site) Wonderland attended three community health events. At one of the events, team members identified five adult participants that are eligible to begin our community college courses. We attend community events and provide monthly counseling sessions for participants while they are enrolled in classes. Two of those monthly attendees completed coursework in this quarter. One tested and passed their CNA certification.

2) (Fictitious Site) Mickey's Playhouse attends Career Source events. We have had very good success within the community and collaborating with the Playhouse School District. Due to this partnership and attending career fairs at our local high schools, we were able to assist two youth farmworkers with additional scholarship money to support them as they transition to receive certifications.

Section A

This may include additional activities that provide services and training activities and results that supplement the data submitted on the Quarterly Performance Report.

Section B

In accordance with the funding opportunity under which the grant was awarded, subrecipients that are providing supportive services and other unique/specialized participant services should include the following:

- A description of the type(s) of services offered in this quarter.
- How were they delivered and received by participants?
- How they contributed to a participant's ability to fully engage in grant-funded activities that benefit participants?

Section C

If there are no changes to report on the above items relative to previously submitted reports, in this section **indicate the reason for their lack of changes.** (Write NO Substantive Changes and explanation).

Section III Progress Towards Grant Goals

The purpose of this section is to describe the progress of your grant's project goals, benchmarks, and important deliverables. It should provide an executive summary of grant goals and progress made to achieve or surpass the established grant goals, including present or future grant goal attainment progress.

Use this section to summarize all grant goals and services provided that positively contributed to goal attainment. Be sure to provide information on actual goals progress that is in alignment with the awarded project narrative, and/or most recent program plan when describing grant goals attainment. As a new requirement, subrecipients should also describe supportive services provided. If there are no changes in this section, subrecipients must **include an explanation as to why there are no changes.**

Example: Site Response. Specificity is Essential.

1) *(Fictitious Site) Wonderland's goal is to recruit and enroll ten new participants. This first quarter we enrolled seven eligible participants. The remaining participants will be found at the joint recruitment event scheduled for next*

month in collaboration with Career Source.

2) (Fictitious Site) Mickey's Playhouse goals were not attained this quarter. One member of the staff assigned to new enrollment goal attainment retired and a second staff member left our department. Currently we are recruiting to fill these two staff positions with highly qualified team members. The coordinator has pivoted and is doing recruitment to achieve our new participant goal.

The purpose of this section is to describe the progress towards and achievement of grant's target goals in the various areas identified in the Balanced Performance Chart. (Respond to each section)

Section A

Provide any updates on the progress of the FCDP approved grant goals. Highlight action steps from your work plan and program activities that have a direct correlation and support the established Balance Performance goal targets.

Section B

Provide any updates on key deliverables and products developed for broad dissemination to the workforce system, as applicable. This includes identifying products developed with grant-funds such as educational curriculum, websites, communication/marketing materials and other resources that support goal attainment.

Section C

Utilize the work plan in the awarded project narrative to identify all major program action steps and training for the reporting quarter that resulted in goal attainment. The work plan will demonstrate the project flow and include start and end dates, schedule of activities, and projected outcomes. The work plan must be updated each quarter noting the actual date of each activity's completion
as accomplished to achieve your goals. (Use a chart to identify each component)

Section D

Identify any **challenges or concerns** the project has encountered that may have affected or slowed grant progress of the work plan, and **how the project intends to resolve them**.

Section E

Identify and describe the next action steps or key focus areas planned for the project in the next quarter.

Quarterly Written Narrative Report
Instructions for FCDP Subrecipients

Section F

Use this section to provide additional information that describes the status of capacity building both for staff members and participants. Identify activities occurring under the program. This may include highlighting those items that have been completed and assessing how well the capacity building strategies of the program are meeting the training needs of the targeted industries through previously identified impact measures to achieve all goals.

Section G

Subrecipients who have nothing to report should indicate (Nothing to Report-NTR). NTR responses shall include an explanation as to why they have not made progress toward grant goals.

Section IV Development & Implementation of Effective Practices & Program Model Strategies (Best Practices)

The purpose is to describe how your program model is achieving the program's intended purpose and goals/objectives or activities outlined in your grant application and work plan.

In this section elaborate on ways in which the program model/design advances the program's intended purpose as well as the goals/objectives and activities outlined in your grant application and program plan. Include promising practices and describe any barriers and methods/resolutions for addressing barriers.

QUESTION:
Is there a specific area where you are having a positive impact? (i.e., local area or county)

Example: Site Response. Specificity Essential
1.) (Fictitious Site) Wonderland noticed that many program participants struggle to maintain employment because of the quality of their transportation. The issues with their cars were causing hardship/difficulty for them to get to work on time (or in some cases not at all.) Wonderland partnered with a local mechanic and local auto parts store to provide related assistance for program participants with this issue. This innovative practice enabled participants to have safe and reliable transportation to be able to report to work and keep their newly acquired employment.

2) (Fictitious Site) Mickey's Playhouse made connections with local sector strategies partnerships and learned about apprenticeship programs that would be beneficial to program participants. Mickey's Playhouse now regularly includes these successful apprenticeship programs in their options for employment presented to program participants. These programs are invited to the LAB meetings.

Section V Status Update on Match and/or Leveraged Resources

The purpose of this section is to provide updates on the status of all matches and/or leveraged resources. (Depending on site may be NOT Applicable)

Quarterly Written Narrative Report
Instructions for FCDP Subrecipients

This section is new and requires the subrecipient to provide information on their Match and/or Leveraged resources. If the grantee included leveraged resources in their awarded project narrative, annual program narrative, and/or State Plan, they must provide information as requested in this section.

QUESTION:
What are your leveraging resources with One-Stop partners/programs or others in your area? How does it support your program?

Example: Site Response. Specificity Essential
1) Three days a week (Fictitious Site) Wonderland has a physical presence in the local One-Stop center. Wonderland participates in resource sharing with the One-Stop Operator and is part of the operating MOU. In exchange for space, FCDP case managers contribute two hours weekly at the One-Stop front desk and in the resource room with the Career Source team.

2) (Fictitious Site) Mickey's Playhouse collaborates with the local NFJP housing grantee to partner with Habitat for Humanity and, through an MOU, pool resources to fill appropriate housing for new single-family residences that are eligible farmworker families.

Section VI. Status Update on Strategic Partnership Activities

The purpose of this section is to describe how partners are working together to implement the project and to communicate the dynamic growth and development of the strategic cross-agency partnership.

In this section describe how partnerships are working together to implement the project. Subrecipients completing this section should report on the critical aspects of the grant partnership activities, including establishing and maintaining strategic partnerships. **If there are no changes in this section, you must now include an explanation as to why there are none.**

Example: Site Response. Specificity Essential
1.(Fictitious Site) Wonderland has established a new partnership with a local foodbank and a local Dress for Success organization. Once per month all three organizations bring mobile units to a pre-determined community location and distribute food and clothing, as well as inform community members about FCDP services to enroll new participants.

2) (Fictitious Site) Mickey's Playhouse partners with local Migrant HeadStart programs to identify families who may qualify for NFJP services. One of our team members took on a new role as coordinator of the local farmworker alliance and we continue to foster that relationship.

Section VII Status Update on Employer Engagement Strategies

The purpose of this section is to share information related to promising practices. Subrecipients shall provide information/updates of "On-the-Job Trainings" and share information related to promising practices and strategies that have strengthened existing employer partnerships.

This section requires subrecipients to provide/share efforts that have been undertaken to receive feedback from local area employers to identify their employee pipeline needs and engage local

employers to interview, assess, train, and/or hire program participants and any other methods leading to successfully hiring program participants.

Example: Site Response. Specificity Essential

1.(Fictitious Site) Wonderland in County XYZ, uses labor market data. It indicated that there is a need for "X" type of workers. Three employers have stated they need 25 employees in the next year. We plan to take the following action to ensure that our participants can be employed to fill those jobs. (1. Advertise qualifications for the identified job, 2. Inform participants of the required certification, 3. Identify that career in the interested participants' IEP. Continue to review job boards or consults with local workforce development LMI teams to identify companies that have recurrent openings, which indicates high turnover.

2.(Fictitious Site) Mickey's Playhouse coordinates with partner organizations, identifies a point person, and holds a meeting with a business that has identified needing staff. We listen throughout this meeting. Together (us & the business) find a workforce solution that works for the business. We have established a relationship with that business and are viewed as a trusted partner for finding needed talent.

3) In the two identified subrecipients areas- a large employer will open a new factory. Each subrecipient above will connect with new employer and make needed connections to identify positions and qualifying participants in the program to secure favorable employment.

Section VIII Key Issues & Technical Assistance Needs

This section requires subrecipients to summarize significant opportunities, issues, or challenges such as performance reporting, recruitment of eligible applicants, and meeting youth goals encountered during the quarter and any resolution of these issues identified in previous quarters. Subrecipients should use this section to describe questions for the program office, as well as any technical assistance needs.

*For FCDP Tampa Team

QUESTION: In addition to key issues this quarter, which provided strategies (or potential strategies) were useful/helpful to overcome these challenges?

Example: Site Response. Specificity Essential (What do you need?) (What is beneficial?)

1) We need ideas on how to get started. We would like to partner with local workforce organizations to obtain and interpret labor market information.

2) We are experiencing much lower program enrollment. We need some assistance in pursuing effective outreach and engagement ideas that are successful in similar geographic areas.

3) It was beneficial to brainstorm together employment opportunities for participants that do not have entry level skills and find local employers that are willing to offer training in the identified field.

4) Subrecipient received beneficial informative and training at our 2024 conference in Indian River location.

Section IX Significant Activities, Accomplishments, and Success Stories

The purpose of this section is to provide additional, in-depth information regarding promising activities, new processes resulting in success, participant success stories and/or lessons learned that are not addressed elsewhere in the report.

This section requires subrecipient to provide any additional information about their program not covered in other sections. Include participant success stories, new processes, promising practices, and successful outcomes.

Example: Site Response. Specificity Essential

1.(Fictitious Site) Wonderland program participant success story – subrecipients assisted program participant with connections to housing, education, and employment. Participant now has a stable job with benefits. (Use template guidelines provided with space for participant picture.)

The template success stories shall include the following:

- Participant's Full Legal Name
- Group Type: Adult or Youth
- Summative background story including hardships/challenges
- Current journey including achieved milestones
- Future goals, dreams, and achievements
- This success bio shall include at least two participant pictures

2) (Fictitious Site) Mickey's Playhouse has received recognition for excellent service provision from the local public workforce system. (Fictitious Site) Mickey's Playhouse received additional project funding to pursue FCDP activities because of achieved program goals.

Section X: Evidence and Evaluation (Data Driven Program)

The purpose of this section is to show how evidence data and evaluations are being developed and applied in your area to enhance results.

This section is intended to identify ways in which data, evidence, and evaluation findings are being developed and applied to assist the grantee and improve service delivery. Subrecipients who have nothing to report should indicate so and explain why.

Example: Site Response. Specificity Essential

1) (Fictitious Site) Wonderland has engaged an independent monitor to annually conduct an on-site assessment of subrecipient progress and to identify areas of improvement.

2) (Fictitious Site) Mickey's Playhouse uses local labor market information to identify employment trends and conduct employer outreach.

Section XI: Additional Information

The purpose of this section is to provide any additional relevant information that is not included elsewhere in the report.

This section requires subrecipients to provide information on their status of the activities described in specialized training activities, progression on special projects, and the status of any complaints/grievances. Subrecipients can provide other grant-specific information considered to be important but not captured in other sections of the quarterly narrative report.

Example: Site Response. Specificity Essential

1) (Fictitious Site) Wonderland experienced difficulties this quarter due to natural disaster (Hurricane Hay). We are in the process of cleaning up. We shall be back to full capacity for next quarter.

2) (Fictitious Site) Mickey's Playhouse assisted three program participants who have just completed their bachelor's degrees to find jobs in the AI industry. Their names are Maria Rodriguez-Youth, Andrew Rodriguez-Adult and secured jobs at the AI Horizon to earn a rate of $34.00/hour. The employer wants to further develop a partnership with our team to further support participants.

National Farmworker Jobs Program
Discretionary Fiscal Year 2025-2026

- **Place all items requested in the order indicated below.**
- Include only the items requested. (Do not include **Instruction** pages).
- Place page numbers on every page consecutively, at the bottom, beginning with the DOE 100A as page 1. Page numbers written by hand are permissible if electronic numbering is a problem.
- Include this form in the proposal package.

PLACEMENT ORDER	ITEM	APPLICANT	FDOE STAFF ✓ Check appropriate box below	
		Indicate Page Numbers Below	Complete	Incomplete
1	DOE 100A, Project Proposal – with original signature	1		
2	DOE 101S, Budget Narrative Form	2-4		
	DOE 599, Project Disbursement Form	5-6		
3	Projected Equipment Purchases Form or other equipment documentation - if applicable	N/A		
4	Staffing Breakout Form, Job Descriptions and Salary Schedules	7		
	Narrative Components			
5	1. Project Abstract or Summary (2 page maximum)	8		
	2. Project Need	9-10		
	3. Labor Market Assessment	10-11		
	4. Project Design and Implementation	11-23		
	Objectives and Timelines	11-12		
	Participant Assessments	12-15		
	Training and Other Services	16-18		
	Adult Participants:	16		
	Youth Participants	17-18		
	Apprenticeship Capability	18-21		
	Collaboration with Local Agencies	21		
	Collaboration with the LWDB	21-22		
	Local Advisory Board	22		
	Evidence of Capability	22-23		
	5. Recruitment/Enrollment Plan	23		
	6. Budget	24-25		
	7. General Education Provisions Act (GEPA)-one page	25-26		
	8. Support Strategic Imperatives	26-27		
6	9. Project Performance Accountability	28-29		
	Attachments			
7	Allocation Chart	30		
8	Target Population	31		
9	Program Purpose and Overview of Allowable Activities Services	32-35		
10	Enrolling and Serving MSFW Youth Program	36-42		
11	Special Conditions for WIOA Project Awards Form	43-48		
12	Collaboration Agreements	49-62		
13	Local Advisory Board	63-64		
14	Targeted Occupation List	65-67		
15	Eligible Training Provider List	68-74		
16	Quarterly Narrative Report Format	75-82		
17	Projected Invoice Schedule Form - *if applicable*	N/A		
18	Risk Analysis (DOE 610 or DOE 620) - *if applicable*	N/A		
19	Contractual Service Agreements – *if applicable*	N/A		
20	Proposal Review Criteria and Checklist	83		

AGENDA ITEM NO. 9.8

School Board of Manatee County
July 22, 2025 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of the District and Food Service Petty Cash Funds for Fiscal Year 2025-2026 in the Amount of $900.00 (General Fund and Food Service Funds)

Executive Summary
Per Board Policy PO6620 - 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 2025-2026 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 2025-2026
Food Service Petty Cash Fund 2025-2026

Approval of District Petty Cash Funds for Fiscal Year 2025-2026

Department	Individual Responsible	Amount
Capital Projects	Reginald Goff	$ 300.00
Transportation	Jamie Warrington	$ 300.00
Total		**$ 600.00**

Approval of District Petty Cash Funds for Fiscal Year 2025-2026

Department	Individual Responsible	Amount
Food and Nutrition	Regina Thoma	$ 300.00
Total		**$ 300.00**

AGENDA ITEM NO. 9.9

School Board of Manatee County
July 22, 2025 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of the Food Service and School's Internal Accounts Change Funds for Fiscal Year 2025-2026, in the Amount of $33,675.00 (Food Service and Internal Account Funds)

Executive Summary
Per Board Policy PO6621 - 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 2025-2026, in the amount of $33,675.00 (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:
MTC Internal Accounts Change fund 2025-2026
School's Internal Accounts Change Funds 2025-2026
Food Service Change Funds 2025-2026

MANATEE TECHNICAL COLLEGE

Main Campus
6305 State Road 70 East
Bradenton, FL 34203
941.751.7900

To: Kathleen Troiani, Accounting Manager
From: Doug Wagner, MTC Director
Date: May 5, 2025
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 2025 – 2026 school year. Please accept this as our request to renew this fund.

If you have any questions regarding these funds, please contact Vickie Nissen via email or by phone at 941-751-7900 est. 46167.

CHANGE FUND CASH DRAWER 2025-2026 SCHOOL YEAR

LOCATION	CASHIER	AMOUNT
East Campus (Law Bldg.)		
Café	Darla Walker	$150.00
Safe/Change Box	Jay Romine and Lesley Chevalier	$200.00
Subtotal		**$350.00**
Main Campus		
Cosmetology	Lesvia Franco & Change Bag	$200.00
Bookstore Drawers 4 x $100	Chelsea Harper, Alonda Allen, Margaret Rouff and a Change Bag	$400.00
Café @ Main / Bistro 2 x $200	Beata Szostak	$200.00
Safe	Joseph Martinez	$1,500.00
Cosmetology PM Classes x 5 $50	Cosmo, Nails, Barbering, Facials, Massage Lesvia Franco & Evening Instructors	$250.00
Subtotal		**$2,550.00**
Total		**$2,900.00**

Approval of School's Internal Accounts Change Funds for Fiscal Year 2025-2026

Department	Individual Responsible	Amount
Abel Elementary	Samatha Webb	$ 200.00
Braden River High School	Wendell Butler	$ 2,500.00
Buffalo Creek Middle School	Brad Scarbrough	$ 400.00
Haile Middle School	Irene Nikilopoulos	$ 250.00
Lakewood Ranch High School	Dustin Dahlquist	$ 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	$ 200.00
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	Greg Sander	$ 150.00
Sea Breeze Elementary School	Aliki Bovoletis	$ 100.00
Southeast High School	Ginger Collins	$ 1,000.00
Sugg Middle School	Terrance Marshall (Interim)	$ 300.00
Total		**$ 17,100.00**

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
Harvey North River	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	TBD
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	Amanda Farrelly
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	Jennifer Pettas
Mills El	0791	$ 75.00	Deanna Sabatino
Mona Jain Middle	0853	$ 300.00	Virginia Thomas
Moody El	0601	$ 75.00	Joslyn Draper
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	Jessica Martinez
Palma Sola El	0291	$ 75.00	Renate Muldoon
Palmetto El	0301	$ 75.00	Lori Moffet
Palmetto High	0351	$ 1,000.00	Arlan Burgos-Cruz
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
Samoset El	0421	$ 75.00	TBD
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
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		**$ 13,375.00**	
Summer Feeding Funds has carry over change funds of		**$300.00**	

Rev date 06/11/25

AGENDA ITEM NO. 9.10

School Board of Manatee County
July 22, 2025 - 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 for the 2025-2026 School Year (No Net Financial Impact)

Executive Summary
Pace Center for Girls, Inc. serves at-risk and troubled teens. Pace Center for Girls, Inc. addresses the therapeutic, social, and educational needs of young girls by creating an environment that fosters growth. Pace values all girls and young women, believing each one deserves an opportunity to find her voice to achieve her potential, and to celebrate a life defined by responsibility, dignity, serenity, and grace.

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.

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 for the 2025-2026 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:
2025-2026 PACE Center For Girls Agreement

PACE CENTER FOR GIRLS, INC.
AND
THE SCHOOL BOARD OF MANATEE COUNTY, FLORIDA
For 2025-2026 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, 2025, and expires June 30, 2026.

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, 2025 and terminate June 30, 2026 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 indemnify 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 30 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:

Superintendent Date
School District of Manatee County

By:

School Board Chair Date
School Board of Manatee County

By:

Kevin Pendley, Esq.
School District
Attorney

PACE CENTER FOR GIRLS, INC.

6/19/25

April Dobes, CBO Date

Glenda McClendon 6/20/25

Witness Date

AGENDA ITEM NO. 9.11

School Board of Manatee County
July 22, 2025 - 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 for the 2025-2026 School Year (No Net Financial Impact)

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 for the 2025-2026 school year (No Net Financial Impact).

Financial Impact
The district will reimburse AMIKids Manatee County, Inc. 95% of the weighted Full-Time Equivalency (FTE) based upon FTE generated during the 2025-2026 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:
2025-2026 AMIKids Manatee Agreements
AFFIDAVIT_REGARDING_THE_USE_OF_COERCION_FOR_LABOR_AND_SERVICES.

THE SCHOOL BOARD OF MANATEE COUNTY, FLORIDA
And
AMIKIDS MANATEE, INC.
2025-2026 School Year

This Agreement, made and entered into this 1st day of July 2025, 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 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. The BOARD will retain 5% 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.

E. The BOARD will pay PROVIDER 95% 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, 2025, and ending June 30, 2026. 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.

F. 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.

G. 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.

H. PROVIDER shall be staffed by qualified personnel as defined in FAC 6A-1.0503, 6A-4.003, 6A-1.0502 and 6A-4.004. PROVIDER shall employ four (4) Florida certified teachers, with no less than one teacher certified in exceptional student education and one teacher endorsed in ESOL. Educators must have all certification and endorsements as required by Florida Statutes and State Board Rules. Failure to comply could result in the School District of Manatee County invoicing PROVIDER for non-contracted hours to pay for additional support. 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. PROVIDER will provide the district certification documentation for each member of its instructional staff. PROVIDER certified teachers shall be responsible for the supervision of instructional activities and must certify mastery of student performance objectives of courses for credit toward a standard high school diploma. The teachers will be responsible for District reports and procedures typically required of the BOARD's teachers at dropout prevention programs. PROVIDER teachers will be eligible to attend and receive credit for professional development and training conducted by the BOARD at no additional cost to

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.

I. 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.

J. PROVIDER shall have final authority regarding the placement of any boy in the program based on AMIKIDS' intake assessment and screening.

K. 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.

L. 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:

1. Demographic information
2. ESE data
3. Grade level assignment
4. Required health information
5. Required discipline codes/incident data
6. Daily attendance
7. Transportation
8. Student schedule
9. Teacher demographics
10. Master schedule
11. ESOL immigrant codes
12. Grades/grading period/grading scale
13. ERW (entry, withdrawal information)
14. Test scores
15. Academic history and transcripts, and
16. Student lunch information as required

M. 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.

N. 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.

O. 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.

P. 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.

Q. 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.

R. 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.

S. PROVIDER is responsible for meeting applicable safety, health, and sanitation standards of authorized state and local agencies.

T. 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.

U. 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.

V. 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.

W. 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 District Dropout Prevention Administrator 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.

X. 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 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.

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 these Ten (10) 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

By:_____ By: _____
Superintendent Date Chair Date
School District of Manatee County School Board of Manatee County

AMIKIDS MANATEE COUNTY, INC.

Attest: Lynnique Richardson 6/9/2025 By: 6/9/25
Lynnique Richardson, Executive Director Date Fayth Jenkins, Board Chair Date

By:

_____
School District Attorney

Contractor Affidavit Regarding the Use of Coercion for Labor and Services

Contractor Name: AMIkids Manatee

Address: 6423 9th Street E., Bradenton, FL 34203

Phone Number: 941-751-7027

Authorized Representative's Name: Lynnique Richardson

Authorized Representative's Title: Executive Director

Email Address: lrichardson@amikids.org/richardsonl3@manateeschools.net

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.

LyiRLs _____ 06/09/2025 _____

Signature of Authorized Representative Date

AGENDA ITEM NO. 9.12

School Board of Manatee County
July 22, 2025 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of the Memorandum of Understanding (MOU) Between the School Board of Manatee County, Florida and Empath Stratum, Inc. dba Empath Health for the 2025-2026 School Year (No Financial Impact)

Executive Summary
This Memorandum of Understanding (MOU) is established between the School Board of Manatee County, Florida, and Empath-Stratum, Inc. dba Empath Health to collaboratively provide grief counseling, social services and support to school students and their families in Manatee County.

Empath-Stratum operates the Blue Butterfly Family Grief Program which serves and supports grieving children and teens ages 5-18 following the death of a significant person in their lives. Grief expressions in children come in many forms and can include emotional outbursts, increase in negative behaviors, changes in school performance, both negative and positive.

All student participants must receive parent/guardian consent.

The Blue Butterfly Family Grief Program is staffed by clinical mental health professionals whose business model includes evidence-based interventions and activities to help children feel safe to share their feelings and work through their pain alongside their peers.

Under this agreement, the School District of Manatee County will designate appropriate space within its facilities for Blue Butterfly to deliver on-site grief counselling and support services.

The School District of Manatee County and Empath Stratum, Inc. dba Empath Health will work in partnership to benchmark program outcomes, share best practices, and strengthen community partnerships to enhance the reach and impact of services provided.

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 School Board of Manatee County, Florida and Empath Stratum, Inc. dba Empath Health for the 2025-2026 school year (No Financial Impact).

Financial Impact
There is no financial impact

Contact
Submitting Department: Student Services
Initiated By: Lisa Lyon

Attachments:
2025-2026 Empath-Stratum, Inc. (Blue Butterfly) Agreement

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MEMORANDUM OF UNDERSTANDING

THIS MEMORANDUM OF UNDERSTANDING (this "Memorandum") is entered into as of July 1, 2025 ("Effective Date"), by and between **Empath-Stratum, Inc. dba Empath Health,** a Florida not-for-profit corporation, together with its subsidiaries and affiliated entities ("Empath"), and **The School District of Manatee County**, a Florida public school ("School") (Empath and School may be referred to herein individually as a "party" or collectively as the "parties").

BACKGROUND INFORMATION:

WHEREAS, Empath operates the Blue Butterfly Family Grief Program which serves and supports grieving children and teens ages 5-18 following the death of a significant person in their lives;

WHEREAS, Empath desires to provide the same grief services and support in local schools and, therefore, initiated a program known as the Blue Butterfly School Program "Program");

WHEREAS, the School desires to implement the Program at its school for the benefit of eligible students;

WHEREAS, the parties have entered into a Memorandum of Understanding dated March 1, 2023 (the "2023 MOU") which the parties wish to terminate upon the effective date of this Memorandum;

WHEREAS, the parties agree to enter into this Memorandum of Understanding to outline the terms and conditions as set forth below.

UNDERSTANDING:

NOW, THEREFORE, in consideration of the foregoing promises and the mutual covenants set forth below, the adequacy and sufficiency of which is hereby acknowledged, the parties acknowledge their understanding of the proposed transactions to be as follows:

1. **Background Information**. The above Background Information is true and correct and incorporated herein by reference.

2. **Empath Obligations**. In order to implement the Program at the School, Empath shall select, train and provide support to two (2) eligible School staff members who shall fill the role as the Program's Group Facilitator and Group Co-Facilitator. The Group Facilitator shall have a Master's degree in a counseling profession and/or be license eligible. The Group Co-Facilitator shall have an Associate's or Bachelor's degree. Empath and the Group Facilitator and Group Co-Facilitator shall enter into the Independent Contractor Agreements attached hereto and incorporated herein as Exhibits "A" and "B," respectively. Empath shall be responsible for the hourly payment to the Group Facilitator and Group Co-Facilitator for training and attendance at

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the meetings of the students in the Program. Empath shall provide the curriculum, supplies and paperwork necessary to implement the Program and provide the grief services and support to the students in the Program.

When invited by the School, Empath shall provide crisis intervention services through its Blue Butterfly and Empath Tidewell Grief Care program.

3. **School's Obligation**. The School shall provide to Empath a list of School staff members who are eligible to serve in the roles of Group Facilitator and Group Co-Facilitator. Empath shall then select and approve the School staff members to serve in such roles. To the extent a vacancy occurs in either role, the School shall recommend eligible School staff members for selection and approval by Empath. The School shall permit the Group Facilitator and Group Co-Facilitator time during school hours to train for, implement, and operate the Program. The School shall provide information to the Group Facilitator and Group Co-Facilitator to allow them to recruit eligible students for the Program. The School shall provide meeting space for the Group Facilitator and the Group Co-Facilitator to hold meetings of the students in the Program.

BINDING PROVISIONS:

Upon execution by the parties of this Memorandum, or counterparts thereof, the following numbered paragraphs (the "Binding Provisions") of this Memorandum shall constitute the legally binding and enforceable agreements of the parties (in recognition of the significant costs to be borne by the parties in pursuing this proposed transaction and further in consideration of their mutual undertaking as to the matters described herein). The Binding Provisions shall survive termination of this Memorandum.

1. **Disclosure of Information**. School recognizes and acknowledges that School shall be exposed to Empath's proprietary and confidential information (the "Information") in the performance of this Memorandum and agrees that such Information is a valuable, special, and unique asset of Empath's business. School will not, during or after the term of this Memorandum, disclose the Information or any part thereof to any person, firm, corporation, association or other entity for any reason or purpose whatsoever. School agrees that: (a) the Information belongs to and shall remain the property of Empath, and School has no proprietary interest therein; (b) School shall receive the Information in strict confidence; (c) School shall use the Information solely for the purpose described in this Memorandum; (d) School shall not disclose the Information or the existence of the Information in any manner to any person, or other entity not a party to or bound by this Memorandum, without the prior written consent of Empath; (e) School shall notify all persons or other entities who receive the Information from School, including but not limited to School's employees, agents and servants, of the provisions of this Section and shall require such persons or other entities to join in this Section prior to their providing services under this Memorandum. In the event of a breach or threatened breach by School of the provisions of this Section, Empath shall be entitled to an injunction restraining School from disclosing, in whole or in part, the Information, or from rendering any services to any person, firm, corporation, association, or other entity to whom such Information, in whole or in part, has been disclosed or is threatened to be disclosed. Nothing herein shall be construed as prohibiting Empath from

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pursuing any other remedies available to School for such breach or threatened breach, including the recovery of damages from School.

2. **Termination**. Either party may terminate this Memorandum with thirty (30) days' written notice to the other party.

3. **Entire Agreement and Amendment**. This Memorandum constitutes the entire agreement between the parties. There are no other agreements, understandings, warranties or representations between the parties except as set forth in this Memorandum. This Memorandum may not be amended except in writing executed by both parties. If there are any conflicts in the terms of this Memorandum and its Exhibits, the terms of this Memorandum shall prevail.

4. **Governing Law; Venue**. The Binding Provisions shall be governed by and construed under the laws of the State of Florida without regard to conflicts-of-laws principles. Any action or proceeding seeking to enforce any provision of, or based on any right arising out of, the Binding Provisions shall be brought against any of the parties in the courts of Manatee County, Florida.

5. **Amendment**. This Memorandum may be amended only by an instrument in writing signed by both parties.

6. **Notice**. All notices provided for herein shall be in writing, and may be by hand delivery (or courier), overnight mail, or by certified or registered receipt requested mail, addressed as follows:

Empath-Stratum, Inc.

Empath-Stratum, Inc.
Attn: Chief Legal Officer
6310 Capital Drive
Lakewood Ranch, FL 34202
legal@empathhealth.org

School District of Manatee County
Attn: General Counsel
215 Manatee Avenue West
Bradenton, FL 34205
teitelbaumm@manateeschools.net

Notice to any party shall be deemed complete upon the occurrence of any one of the following: (i) hand delivery to said party, (ii) one (1) business day after sending said notice by overnight mail or, (iii) five business days after depositing the same with the United States Postal Service, addressed to that party with the proper amount of postage affixed thereto, if sent by registered or certified mail, return receipt requested.

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7. **Attorneys' Fees and Costs**. In any action at law or in equity arising out of this Memorandum, the prevailing party shall be entitled to reasonable attorneys' fees, expenses and court costs in addition to any other relief to which it may be entitled.

8. **Waiver**. Any waiver by either party of a breach of any provision of this Memorandum by the other party shall not be construed as a waiver of any subsequent breach.

9. **Binding Effect; Assignment**. This Memorandum shall be binding upon and inure to the benefit of the parties hereto and their respective heirs, legatees, representatives, successors, and assigns, provided, however, that no party hereto may assign this Memorandum without the prior written consent of the other party.

10. **Counterparts**. This Memorandum may be executed in one or more counterparts, including by facsimile or an email of a PDF file containing a copy of the signature page of the person executing the document, each of which will be deemed to be an original of this letter and all of which, when taken together, shall be deemed to constitute one and the same letter.

11. **Severability**. In case any one or more provision contained in the Memorandum shall, for any reason, be held invalid, illegal or unenforceable in any respect, such invalidity shall not affect any other provision of this Memorandum.

12. **Construction**. Section headings, captions, and abbreviations are used for convenience only and shall not be resorted to for interpretation of this Memorandum. Wherever the context so requires, the masculine shall refer to the feminine, the singular shall refer to the plural, and vice versa. Furthermore, designation of "it" or "its" shall refer to the masculine or feminine when need be.

IN WITNESS WHEREOF, the parties have executed this Memorandum effective as of the date first set forth above.

EMPATH-STRATUM, INC.,
a Florida not for profit corporation

By: Signed by: Saida Boukamid 06822B2B7428467... 6/11/2025 | 3:12 PM EDT

As Its: CFO

By: _____

Superintendent, Manatee County School District

By: _____
General Counsel

By: _____

Chair, School Board of Manatee County

AGENDA ITEM NO. 9.13

School Board of Manatee County
July 22, 2025 - Regular Board Meeting and Public Hearing
Action Item

Title
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 2025-2026 School Year (No Financial Impact)

Executive Summary
YMCA of Southwest Florida Inc., will provide before-school and/or after-school programs, for middle school students attending the following schools: Braden River Middle School, Buffalo Creek Middle School, Haile Middle School, Louise R. Johnson K -8 School of International Studies, King Middle School, Lee Middle School, Dr. Mona Jain Middle School, Nolan Middle School, and Sugg Middle School (at the Bradenton Branch of the YMCA).

The YMCA agrees to provide these services to all students attending the school in which a program is located, provided appropriate fees are paid and scholarships are made available to needy students. A student participation fee, not to exceed $1,100.00 annually, per participant, shall apply at each site.

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 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 2025-2026 school year (No Financial Impact).

Financial Impact
There is no financial impact.

Contact
Submitting Department: Secondary Education
Initiated By: Sharon Scarbrough

Attachments:
25-26 YMCA Contract for Services

YMCA OF SOUTHWEST FLORIDA INC., AND
THE SCHOOL BOARD OF MANATEE COUNTY

MIDDLE SCHOOL SERVICES
2025-2026

This Memorandum of Agreement is entered into between YMCA OF SOUTHWEST FLORIDA INC., 200 Nokomis Ave. Venice, Florida, hereinafter referred to as "The Provider, or YMCA" and THE SCHOOL BOARD OF MANATEE COUNTY, hereinafter referred to as "The Board."

That this Agreement will only take effect during times that the School District of Manatee County operates student learning in traditional brick and mortar schools.

In addition, only employees of the School District of Manatee County may administer and participate in the program that takes place on school grounds unless otherwise modified or amended in writing. 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 a before- and/or after-school care program, for middle school students attending the following middle schools: **Braden River, Buffalo Creek, Haile, Johnson KS, King, Mona Jain, Nolan, and Sugg (at Bradenton Branch).**

B. To provide middle school programs beginning **August 11, 2025,** and ending on **May 28, 2026.**

C. To operate out of school time programs. The specific time of operation shall be determined in collaboration with each school principal. At a minimum, the program will run on regular school attendance days.

D. To use a student participation fee not to exceed $1,100.00 annually and provide these services to all students attending the school in which a program is located, provided appropriate fees are paid and scholarships are made available to needy students. Please refer to Appendix A defining student participation fee.

E. 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 such insurance will name The School 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. Failure to provide such insurance allows the School Board, the election to immediately terminate this agreement.

F. To provide a site coordinator for each program who will be responsible for the overall supervision and management of the total operation of the program at each designated school.

G. To repair or replace, in the event of loss or damage to The Board's equipment, materials or facilities due to The Provider's use.

H. To the extent permitted by law, to indemnify and save and hold harmless the School Board of Manatee County, 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, 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. To reimburse the school for additional cost associated with running the program during non-school attendance days.

K. 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 FloridaStatutes. 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 termsof 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

L. Confidentiality is pursuant to Florida Public Records Act and all Federal, State and LocalStatutes, 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.

II. The Board Agrees:

A. To waive the facility usage fees for operation of middle school programs at the designated schools for the thirty-six weeks schools are in session. These programs will be in operation on student attendance days.

B. To provide suitable space for the programs as designated by the school principal.

C. To provide general maintenance and cleaning of the program space, including refuse removal.

D. A means for emergency communication when the school office is closed.

III. Miscellaneous

A. This agreement will remain in effect for the **2025-2026** school year unless terminated by either party by giving written notice to the other party that the agreement will terminate 60 days from receipt of the said notice.

B. The school principal 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 the work or services to be performed, or 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,

IV. Compliance with Jessica Lunsforel 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. 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 failureto 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. 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 I, 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 fonn annexed to this agreement.

VII. 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 anoriginal 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 unlessin writing and signed by both pa1ties. Notice is by writing sent certified mail. In the event of conflict, the terms of this agreement shall govern.

Appendix A: supporting Point 1 D.

YMCA of Southwest Florida YDASH Program Fees:

	Bank drafted
Monthly program fee per student	$110.00/members & $120.00/nonmembers

No annual student participation fee should exceed $1,100 for the school period stated in contract.

No student is turned away due to an inability pay. As of 05/01/2024, there were 60 scholarshipped out of total 550 registered participants.

YDASH, also referred to as before and/or after school care program for middle school students, is offered for a 10-month period.

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SCHOOL BOARD OF MANATEE COUNTY

Superintendent Date

Chad Choate III, Board Chair Date

Approved as to Form

General Counsel Date

YMCA OF SOUTHWEST FLORIDA INC.

06/20/202

John Campbell (Jun 20, 2025 10:26 EDT)

Authorized Signatory Date

E-Verify Number 164368

AGENDA ITEM NO. 9.14

School Board of Manatee County
July 22, 2025 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of the Department of Juvenile Justice (DJJ), Pace Center for Girls, and AMIKIds Manatee, Inc. 2025-2026 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 2025-2026 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 2025-2026 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, and AMIKids Manatee, Inc. 2025-2026 school calendars (No Financial Impact).

Financial Impact
No Financial Impact

Contact
Submitting Department: Student Services
Initiated By: Lisa Lyon

Attachments:
25-26 DJJ Calendar
25-26 PACE Center for Girls Bell Schedule
DJJ New Bell Schedule as of 51225
AMIkids 2025-2026 Bell Schedule -Both Rotations
PACE Center for Girls 2025-2026 Calendar
2025-2026 AMIkids Manatee (2081) School Calendar

July	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
DAYS	JJ	JJ	JJ	H	JJT	W	B	B	B	B	B	W	W	JJ	JJ	JJ	JJ	JJ	W	W	JJ	JJ	JJ	JJ	JJ	JJT	W	JJ	JJ	JJ	JJ
August	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
DAYS	JJ	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	JJT	W
September	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	
DAYS	H	X	X	X	X	W	W	X	X	X	X	X	W	W	X	X	X	X	X	W	W	X	X	X	X	X	JJT	W	X	X	
October	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
DAYS	X	X	X	W	W	X	X	X	X	X	W	W	JJ	X	X	X	X	W	W	X	X	X	X	X	JJT	W	X	X	X	X	X
November	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	
DAYS	W	W	X	X	X	X	X	W	W	X	JJ	X	X	X	W	W	X	X	X	X	X	JJT	W	B	B	B	H	B	W	W	
December	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
DAYS	X	X	X	X	X	W	W	X	X	X	X	X	W	W	X	X	X	X	X	W	W	B	B	B	H	B	W	W	JJ	JJ	JJ
January	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
DAYS	H	JJ	W	W	JJ	X	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
February	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			
DAYS	W	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			
March	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
DAYS	W	X	X	X	X	X	W	W	X	X	X	X	X	JJT	W	JJ	JJ	JJ	JJ	JJ	W	W	JJ	X	X	X	X	W	W	X	X
April	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	
DAYS	X	X	JJ	W	W	X	X	X	X	X	JJT	W	X	X	X	X	X	W	W	X	X	X	X	X	W	W	X	X	X	X	
May	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
DAYS	X	W	W	X	X	X	X	X	W	W	X	X	X	X	X	W	W	X	X	X	X	X	W	W	H	X	X	X	JJ	W	W
June	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	
DAYS	JJ	JJ	JJ	JJ	JJ	JJT	W	JJ	JJ	JJ	JJ	JJ	W	W	JJ	JJ	JJ	JJ	JJ	JJT	W	JJ	JJ	JJ	JJ	JJ	W	W	JJ	JJ	

240 days

X District Student Academic Day = 180

JJ Juvenile Justice Student day = 240

B Break

H Holiday

JJT Juvenile Justice Teacher day = 250

2025-2026 PACE Center for Girls Bell Schedule

Period	Time	Number of Mins
Breakfast	8:00-8:15	15
Transition	8:15-8:17	2
1	8:17-9:24	67
Transition	9:24-9:27	3
2	9:27-10:34	67
Transition	10:34-10:37	3
3	10:37-11:44	67
		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

2024-2025 (NEW) 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

A-DAY SCHEDULE

Arrival/ Search 8:15-8:25						
	Alpha (SOCIAL STUDIES Homeroom)		**Beta (MATH Homeroom)**		**Zeta (LANGUAGE ARTS Homeroom)**	
Block 1	**Alpha**	**8:30-9:00 30 min**	**Beta**	**8:30-9:00 30 min**	**Zeta**	**8:30-9:00 30 min**
	9:05- 9:45 BREAKFAST /MORNING LARGE GROUP					
	Alpha	**9:45-10:15 30 min**	**Beta**	**9:45-10:15 30 min**		**9:45-10:15 30 min**
Block 2	**Planning**	**Planning**	**Alpha**	**10:18-11:18 60 min**	**Beta**	**10:18-11:18 60 min**
	Transition /Water and Bathroom Break (11:18-11:28)					
Block 3	**Zeta**	**11:28-12:28 60 min**	**Planning**		**Alpha**	**11:28-12:28 60 min**
Lunch	**Lunch/Bathroom Break 12:30-1:00**					
Block 4	Beta	**1:05-2:05 60 min**	**Zeta**	**1:05-2:05 60 min**		**Planning**
	Transition					
Block 5	**Elective Time 2:07-3:07**					
	Transition/Water Break					
"Block 6"	**DJJ Time (A-Days) A.R.T. 3:10-4:10 (60 min)**					
	Large Group and Dismissal 4:10-4:15					

****This schedule may be adjusted by Exec. Director or designee as needed to address student/staff needs or in case of emergencies. Additional Educational opportunities will be provided to ensure Education Access requirements. ****

B-DAY SCHEDULE

Arrival/ Search 8:15-8:25						
	Alpha (WORKFORCE READY Homeroom)		**Beta (SCIENCE Homeroom)**		**Zeta (READING Homeroom)**	
Block 1	**Alpha**	**8:30-9:00 30 min**	**Beta**	**8:30-9:00 30 min**	**Zeta**	**8:30-9:00 30 min**
	9:05- 9:45 BREAKFAST /MORNING LARGE GROUP					
	Alpha	**9:45-10:15 30 min**	**Beta**	**9:45-10:15 30 min**		**9:45-10:15 30 min**
Block 2	**Planning**	**Planning**	**Alpha**	**10:18-11:18 60 min**	**Beta**	**10:18-11:18 60 min**
	Transition /Water and Bathroom Break (11:18-11:28)					
Block 3	**Zeta**	**11:28-12:28 60 min**	**Planning**		**Alpha**	**11:28-12:28 60 min**
Lunch	**Lunch/Bathroom Break 12:30-1:00**					
Block 4	Beta	**1:05-2:05 60 min**	**Zeta**	**1:05-2:05 60 min**		**Planning**
	Transition					
Block 5	**Elective Time 2:07-3:07**					
	Transition/Water Break					
"Block 6"	**DJJ Time (B-Days) Boys Council 3:10-4:40 (90 min)**					
	Large Group and Dismissal 4:40-4:45					

****This schedule may be adjusted by Exec. Director or designee as needed to address student/staff needs or in case of emergencies. Additional Educational opportunities will be provided to ensure Education Access requirements. ****

Manatee Calendar | 2025-2026

July 2025						
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= 22 IN=0 H=1

Aug 2025						
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=16 IN=5 H=0

Sept 2025						
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 IN=0 H=1

Oct 2025						
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=22 IN=0 H=1

Nov 2025						
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 18 days
A= 17 IN=1 H=3

Dec 2025						
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= 15 IN= 7 H=2

Jan 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 20 days
A= 19 IN= 1 H= 2

Feb 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

Must be open 19 days
A= 19 IN= 0 H= 1

March 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= 17 IN=5 H=0

April 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 22 days
A=21 IN= 1 H=1

May 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 20 days
A= 20 IN=0 H= 1

June 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 IN=0 H= 1

Academic Days: 22+16+21+22+17+15+19+19+17+21+20+21=230
Inservice Days:0+5+0+0+1+7+1+0+5+1+0+0=20
Holidays: 1+0+1+1+3+2+2+1+0+1+1+1=14

APPROVED

AMIkids Manatee (2081)
2025-2026 Academic Calendar

August 2025

S	M	T	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						

Aug 5 — End of Summer Session
Aug 6-8 — Staff Training Days
Aug 11 — First Day for Students

September 2025

S	M	T	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				

Sep 1 — Labor Day - All District Sites Closed
Sep 22-24 — Rosh Hashana

October 2025

S	M	T	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	

Oct 1-2 — Yom Kippur
Oct 6-10 — FTE Survey 2 Window
Oct 10 — End of Qtr 1
Oct 13 — Staff Training Day

November 2025

S	M	T	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						

Nov 11 — Veteran's Day- Site Closed
Nov 26, 28 — Staff Training Days
Nov 27 — Thanksgiving Day -Site Closed
*Nov 26, 28 — Hurricane make-up days if needed

December 2025

S	M	T	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			

Dec 14-22 — Hanukkah
Dec 19 — End of Q2
Dec 25 — Christmas Holiday-Site Closed
Dec 22-23, 26, 29-31 — Staff Training Days

January 2026

S	M	T	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

Jan 1 — Site Closed
Jan 2 — Staff Training Day
Jan 5 — Students Return
Jan 19 — MLK Day - Site Closed

February 2026

S	M	T	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

Feb 2-6 — FTE Survey 3 Window
Feb 16 — Staff Training Day

March 2026

S	M	T	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				

Mar 13 — End Qtr 3
Mar 16-20 — Spring Break/Staff Training Days
Mar 23 — Students Return

April 2026

S	M	T	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		

Apr 1-9 — Passover
Apr 3 — Good Friday- Site Closed
Apr 10, 20 — Staff Training Day

May 2026

S	M	T	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						

May 25 — Memorial Day - Site Closed
May 29 — Last Day of Regular School Year - End 2nd Semester

June 2026

S	M	T	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				

Jun 1 — Summer School Begins (tentative)
Jun 15-19 — FTE Survey 4 Window

July 2026

S	M	T	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	

Jul 31 — End of Summer Session

- Staff Training Days
- Students Return to School
- No School for Students/Staff Training Days
- Last Day for Students
- Paid Holiday
- FTE Days (School Spirit Days)

Adopted: 4/1/2025

AGENDA ITEM NO. 9.15

School Board of Manatee County
July 22, 2025 - Regular Board Meeting and Public Hearing
Action Item

Title

Approval to Renew the Agreement Between Big Brothers Big Sisters of Sun Coast, Inc., and the School Board of Manatee County for the 2025-2026 School Year (No Financial Impact)

Executive Summary
This agreement between Big Brothers Big Sisters of the Sun Coast, Inc. and the School Board of Manatee County will provide one-to-one mentoring to students enrolled in Manatee County Schools through the "Bigs in School Program" for the 2025-2026 school year. Big Brothers Big Sisters of the Sun Coast provides one-to-one mentoring relationships to children ages 6-18 years old throughout the Gulf Coast of Florida in Sarasota, Manatee, DeSoto, Highlands, Hardee, Charlotte, Lee, Hendry and Collier counties.

A copy of the agreement is attached for review. Parent/Guardian consent is required for a student to participate in this program.

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

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

Ready 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 the renewal agreement between Big Brothers Big Sisters of Sun Coast, Inc. and the School Board of Manatee County for the 2025-2026 school year (No Financial Impact).

Financial Impact
There is no financial impact.

Contact
Submitting Department: Student Services
Submitted By: Dr. Laurie Breslin, Executive Director Student Support and Family Engagement

Attachments:
Signed_2025-2026 BBBS SDMC Board Agreement Copy

Agreement

Big Brothers Big Sisters of the Sun Coast, Inc.
5731 Rosin Way
Sarasota, FL 34233
(941) 488-4009

&

The School Board of Manatee County
215 Manatee Ave. West
Bradenton, Florida 34205
(941) 708-8770

This agreement is entered into by and between Big Brothers Big Sisters of the Sun Coast, Inc. ("Big Brothers Big Sisters") and the School Board of Manatee County, Florida (the "Board"), for the school year 2025-2026 this 1st day of July 2025, for the 2025-2026 School Year only. It will expire on June 30, 2026.

Purpose: To provide one-to-one mentoring to students enrolled in Manatee County Schools through the "Bigs In School Program".

Big Brothers Big Sisters agrees to:

Big Brothers Big Sisters agrees to follow The School District of Manatee County's protocols:

1. Administer the Bigs in School program.

2. Screen every Big Brother and Big Sister applicant according to the National Standards and Procedures of Big Brothers Big Sisters of the Sun Coast, Inc., and Big Brothers Big Sisters of America. This screening shall include Orientation, In-depth Interview, Reference Checks, Police Background Checks and Fingerprinting as more fully set forth below.

3. Provide volunteer training for each accepted Big Brothers Big Sisters Volunteer.

4. Assess each student who is referred to the Bigs in School program. This assessment includes Orientation, Interview, and School Assessment.

5. Match a Big Brothers Big Sisters volunteer with a student referred to the Bigs in School program and share with the appropriate school personnel, the results of the matches.

6. Provide agency activities for all Bigs in School matches.

7. Provide on-going supervision for all Bigs in School matches.

8. Assure that each of its volunteers assigned hereunder has been fingerprinted and processed by the State Department of Law Enforcement and the Federal Bureau of Investigation for criminal background checks. As per the Jessica Lunsford Act, more fully incorporated herein. Report the results of all such background investigations and fingerprinting in writing to the District.

9. Big Brothers Big Sisters shall abide by all state and federals laws and regulations governing student privacy and shall maintain the confidentiality of any grades transmitted to it by the Board in a confidential manner and hereby agrees not to discriminate, distribute, or communicate said grades to any individual, organization or any such person who does not evaluate such information under the agreement.

10. Hold harmless, indemnify, and defend the Board , its agents, servants, employees, in their official and individual capacity, from 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 it, is incident to, or in any manner connected with this agreement, specifically including the Board's routine day-to-da y supervision of volunteers. 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.

11. Provide pay for and maintain a minimum of $1,000,000 comprehensive general liability insurance by an insurance company acceptable to Board who are duly licensed and authorized by the Department of Insurance of the State of Florida to transact the appropriate insurance business in the State of Florida naming the Board as an additional insured. In addition, provide Worker's Compensation insurance. If any insurance provided pursuant to the Agreement expires prior to the completion of the Services required hereunder, renewal Certificates of Insurance and, if requested by Board, copies of the renewal policies and applicable additional insured endorsements, shall be furnished to Owner fifteen (15) calendar days prior to the date of expiration. Big Brothers Big Sisters shall deliver to Board properly executed Certificate of Insurance forms and required additional insured endorsements in form acceptable to Board upon execution of this agreement and any time during the term of the Agreement upon request. Board shall also be furnished with full copies of all policies upon request.

12. Abide by all District rules and policies related to all matters involving this agreement.

13. The parties shall not discriminate against any employee, participant, or student, in the performance of the duties and responsibilities and obligations under this agreement because ofrace, age, religion, color, gender, national origin, marital status, disability or sexual orientationunder all statutes and regulations of the State of Florida and the United States.

14. Provide each school with the Big Brothers Big Sisters of the Sun Coast, Inc. CB/Bigs in School/Site Based Mentoring Program Application/Permission Form, whereby the parent(s) or guardian signature must be notarized or signed and witnessed in the presenceof a staff member at the participating school.

15. Provide a copy of the executed Permission Form to the District.

16. Provide the District with a complete list of mentor matches, providing an updated list as the list is updated.

Big Brothers Big Sisters agrees to transmit to the District the student names, grade levels, and schools in an Excel spreadsheet format, two weeks prior to each Record Day.

The Board agrees to:

1. To the extent permitted by law and FERPA, refer to Big Brothers Big Sisters students who have an identified need for a mentor.
2. Procure the permission of the parent/guardian for the students' participation in the Bigs in School Program, using the School/Site Based Mentoring Program Application/Permission Form, provided by Big Brothers Big Sisters, whereby the parent(s) or guardian signature must be notarized or signed and witnessed in the presence of a staff member at the participating school.
3. Assist with the scheduling of the mentoring time between the students and the Big BrothersBig Sisters mentor.
4. Provide space for mentors and students to meet.
5. Provide an area for training volunteer mentors.
6. The School District of Manatee County will 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 Big Brothers Big Sisters of the Sun Coast, Inc. These areas include:

Elementary Schools:

- Improved attendance (10% cut-off, percent of students who have more than 10% absences).
- K-5 ELA: Improved progress towards grade level proficiency on State Progress Monitoring Assessments (administered at beginning, mid-year, and end of year).

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 (February and June) for attendance data.
Twice per year: (February and June) for State Progress Monitoring data.

Middle Schools:

- Improved attendance (10% cut-off, percent of students who have more than 10% absences).
- 6-8 ELA: Improved progress towards grade level proficiency on State Progress Monitoring Assessments (administered at beginning, mid-year, and end of year).
- Improved student GPA.

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 (February and June) for course grades and attendance data. Twice per year: (February and June) for State Progress Monitoring data.

High Schools:

- Improved attendance (10% cut-off, percent of students who have more than 10% absences).
- Improved progress toward grade level proficiency, including state ELA assessment for 9-10th grade, Algebra 1, Geometry, US History, Biology.
- Improved credits for credit deficient students and improved student GPA.
- Improved progress towards concordant scores for students yet to meet 10th ELA or Algebra 1 testing requirements for graduation.

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 (February and June) for course grades and attendance data. Twice per year: (February and June) for State Progress Monitoring data.

Other Provisions:

COMPLIANCE WITH JESSICA LUNSFORD ACT:

The School District of Manatee County and State of Florida, requires all contractors/subcontractors to comply with the Jessica Lunsford Act (JLA) which consists of a level II background screening via fingerprinting. Vendors, individuals or entities under contract with the School Board of Manatee County required to go on school grounds when students are present, must comply with the requirements of the law and agree to indemnify and hold harmless the School Board of Manatee County for any claims made against the School Board related to the failure to comply with Florida Statute Section 1012.465 and Section 1012.32 Florida Statutes. Information on JLA requirements and how to comply can be accessed at:

http://www.manateeschools.net/pages/SDMC/Departments/District_Support_Services/Purchasing/Jessica_Lunsford_Act

SOVEREIGN IMMUNITY:

The parties acknowledge and agree that the School Board of Manatee County, Florida, as an agency of the State of Florida, is a sovereign entity that is by law immune from suit except to the extent specified in 768.28 of Florida Statutes. No provision of the agreement shall constitute, or be interpreted as, a waiverof sovereign immunity, and all defenses relative to sovereign immunity shall be preserved.

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:

Records Custodian
215 Manatee Avenue W. Bradenton,
Florida, 34205
(941) 708-8770
Publicrecords@manateeschools.net

CONFIDENTIALITY:

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 Actof 1993, Americans with Disabilities Act of 1990, and Genetic Information Non Discrimination Act of 2008.

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 Big Brother Big Sisters 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 Big Brothers Big Sisters, nor any other outside entity on behalf of the Big Brothers Big Sisters.

TERMINATION:

Either party to this agreement may terminate the agreement with 30 days written notice to:

If to Big Brothers Big Sisters: **Big Brothers Big Sisters of the Sun Coast, Inc.**
1000 S Tamiami Trail
Venice, FL 34285

If to the Board: **The School Board of Manatee County**
215 Manatee Ave. West
Bradenton, Florida 34209

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 anoriginal 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.

BIG BROTHERS BIG SISTERS OF THE SUN COAST, INC.

By: Kamala J. Martinez _____ 6/23/25
Kamala Martinez — Date
President/CEO

THE SCHOOL BOARD OF MANATEE COUNTY

By: _____ _____
Chad Choate III — Date
Board Chair

By: _____ _____
Mr. Kevin Chapman — Date
Interim Superintendent

AGENDA ITEM NO. 9.16

School Board of Manatee County
July 22, 2025 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of the Bid for Park and Playground Equipment, SDMC No. 26-0041-MR, Estimated in the Amount of $1,300,000.00 Annually (Multiple Funding Sources)

Executive Summary
Park and playground equipment are requested by schools and departments periodically throughout the school year to replace/repair broken equipment and to add/replace identified old/obsolete play structures. Each vendor listed agrees to adhere to all required codes and standards and provide the School District of Manatee County with a fixed percentage discount on various manufacturers plus installation where applicable. Based on these criteria and to offer the schools a variety of manufacturer's equipment, it is recommended to award to all responsive bidders.

The requested contract is for the period of September 1, 2025 through August 31, 2030. This bid is for a period of five (5) years with the option to renew for two (2) additional one-year periods.

Historical expenditures are as follows:
YTD 2024-2025: $1,486,130.64
Fiscal Year 2023-2024: $678,164.21
Fiscal Year 2022-2023: $1,889,647.54

Approval of this agenda item does not indicate immediate or complete expenditure of funds. Funds will only be expended as budget(s) allow.

The bid is recommended for award to:

- 360 Recreation, Orlando, FL, Florida Document No. L18000019622
- Advanced Recreational Concepts, LLC, Melbourne, FL, Florida Document No. L03000023078
- Apollo Sunguard Systems, Inc., Sarasota, FL, Florida Document No. F06000005042
- Bliss Products and Services, Inc., Lithia Springs, FL, Florida Document No. G95904
- BSN Sports, LLC. North Palm Beach, FL, Florida Document No. M15000000011
- Creative Shade Solutions,In., Tarpon Springs, FL, Florida Document No. P07000037393
- Dragon Recreation Servcies, Inc. Fort Myers, FL, Florida Document No. P19000078810
- Florida Recreational Products, LLC, Lynn Haven, FL, Florida Document No. L24000346241
- Industrial Shadeports, Inc., Fort Lauderdale, FL, Florida Document No. P160000586011
- Kompan, Inc., Tallahassee, FL, Florida Document No. F12000002586
- Lanier Plans, Inc. dba Korkat, Jacksonville, FL, Florida Document No. F09000003271
- Legacy Construction Servceis Group, Inc., Tallahassee, FL, Florida Document No. P16000004378
- Miller Recreation Equipment & Design, Inc./Miracle Recreation Equipment, Bradenton, FL/Monett, MO, Florida Document No. F06000007491
- PlayCore Wisconsin DBA Game Time, Plantation, FL, State, Florida Document No. F07000002689
- Playmore West, Inc., Fort Myers, FL, Florida Document No. P000000016534
- Playspace Services, Inc., Melbourne, FL, Florida Document No. V52938
- Project Innovations, Inc., Tarpon Springs, FL, Florida Document No. P10000094250
- Rep Services Inc., Longwood, FL, Florida Document No. L25288
- Shade Aerica, Inc., Saint Augustine, FL, State, Florida Document No. P003000009318
- Southern Park and Play Systems, Melbourne, FL, Florida Document No. L2000030478

- Swartz Associates, Inc., Naples, FL, Florida Document No. L49389
- We Build Fun Inc., Saint Petersburg, FL, Florida Document No. F25000002176

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

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

Ready To Grow | Goal 5
Continue our secure financial position, utilize referendum millage funds effectively, and modernize and enhance our current schools to meet our school community needs, including building vibrant, new schools

Recommendation
The Superintendent recommends approval of the bid for Park and Playground Equipment, SDMC No. 26-0041-MR, estimated in the amount of $1,300,000.00 annually (Multiple Funding Sources)

Financial Impact
The funding source for this estimated expenditure is Local Capital Improvement, General Fund, Grants and other source as identified and is included in Maintenance, Operations & Central Distribution Warehouse Department and other departments proposed budget for 2025-2026. **(Multiple Funding Sources)**

Contact
Submitting Departments: Maintenance, Operations & Central Distribution Warehouse and Purchasing
Initiated By: Todd Henson

Attachments:
26-0041-MR Tabulation

NOTICE OF INTENT TO AWARD

BID ON PARK AND PLAYGROUND EQUIPMENT, MCSD No. 26-0041-MR

CONTRACT PERIOD: SEPTEMBER 1, 2025 THROUGH AUGUST 31, 2030

BOARD APPROVED ON JULY 22, 2025

TABULATION OF BIDS ON PARK AND PLAYGROUND EQUIPMENT, MCSD No. 26-0041-MR

Bids Due: 3:00 p.m., June 11, 2025

BIDDERS:	ITEM 1: PLAYGROUND EQUIPMENT		
	Catalog Name	Catalog Number/Year	Percentage Discount off of Catalog
360 Recreation LLC- Orlando, FL	**Blue Imp-Play Strong**	**2025**	**4%**
	Psagot	**2025**	**4%**
	PlayMart-Nature of Early Play	**2025**	**4%**
Advanced Recreational Concepts, LLC- Melbourne, FL	**Ground for Play**	**2025**	**5%**
	Ultra Play	**2025**	**5%**
	Playtopia	**2025**	**5%**
	Sports Play	**2025**	**5%**
	ID Sculpture	**2025**	**5%**
Apollo Sunguard Systems, Inc. - Sarasota, FL	No Bid	No Bid	No Bid
Bliss Products and Services, Inc. - Lithia Springs, GA	**Play and Play Structures**	**Website**	**5% (1)**
	Ultra Play	**Website**	**5% (1)**
	Big Toys	**Website**	**5% (1)**
	Free Notes Harmony Park	**Website**	**5% (1)**
	Sportsplay	**Website**	**5% (1)**
	Elephant Play	**2025 Web/Digital**	**5%**
	Dynamo	**2025 Web/Digital**	**5%**
	Adventurous Chils	**2025 Web/Digital**	**5%**
	AAA State of Play	**2025 Web/Digital**	**5%**
	Cemrock	**2025 Web/Digital**	**5%**
	Everlast Climbing	**2025 Web/Digital**	**5%**
	Jensen Swings	**2025 Web/Digital**	**5%**
	Action Play Systems	**2025 Web/Digital**	**5%**
	Forte Products	**2025 Web/Digital**	**5%**
	Store.blissproducts.com	**2025 Web/Digital**	**5%**
	Compac Water Play	**2025 Web/Digital**	**5%**
	Dynacushion	**2025 Web/Digital**	**5%**
	Superior Play	**2025 Web/Digital**	**5%**
	ID Sculpture	**2025 Web/Digital**	**5%**
	Snug Play	**2025 Web/Digital**	**5%**
	Net Play USA	**2025 Web/Digital**	**5%**

TABULATION OF BIDS ON PARK AND PLAYGROUND EQUIPMENT, MCSD No. 26-0041-MR

Bids Due: 3:00 p.m., June 11, 2025

BIDDERS:	ITEM 1: PLAYGROUND EQUIPMENT Catalog Name	Number	Discount
BSN Sports, LLC- Farmers Branch, TX	www.bsnsports.com	www.bsnsports.com	10%
Creative Shade Solutions - Tarpon Springs, FL	No Bid	No Bid	No Bid
Dragon Recreation Services - Fort Myers, FL	PlaygroundEquipment.com	2025	5%
Florida Recreational Products LLC - Lynn Haven, FL	BCI-Burke	01/2025	10%
Industrial Shadeports Inc. - Fort Lauderdale, FL	Industrial Shadeports	Current (2023,2024 & 2025)	5%
Kompan, Inc. - Austin, TX	Kompan US Price List	2025	9%
Lanier Plans, Inc. DBA Korkat - Carrollton, GA	Superior Play SRPFX Themed Childworks Nature of Early Play Freenotes Harmony Park	2025 2025 2025 2025 2025	4% 4% 4% 4% 4%
Legacy Construction Services Group LLC dba Pro Playground- Tallahassee, FL	Pro Playgrounds Wisdom Playgrounds World Klass Playgrounds Superior Recreation	2025-2030 2025-2030 2025-2030 2025-2030	10% 10% 10% 10%
Miller Recreation Equipment & Design, Inc. dba Miracle Recreation Equipment Company - Monett , MO	Miracle Recreation Equipment Company	Website	8% from $0-$4,999 (3) 12% $5,000-$9,999 (3) 15% $10,000-$14,999 (3) 18% $15,000-$24,999 (3) 20% $25,000-above (3)
PlayCore Wisconsin, Inc. dba Gametime - Fort Payne, FL	Gametime	2025.00	10%+ (4)

TABULATION OF BIDS ON PARK AND PLAYGROUND EQUIPMENT, MCSD No. 26-0041-MR

Bids Due: 3:00 p.m., June 11, 2025

BIDDERS:	ITEM 1: PLAYGROUND EQUIPMENT Catalog Name	Number	Discount
Playmore West, Inc.- Fort Myers, FL	**Action Play Systems** **Playworld** **Berliner** **Cre8Play** **Exofit** **Trekfit**		**3%** **5%** **3%** **3%** **5%** **3%**
Playspace Services- Melbourne, FL	No Bid- Installation only -See section 5.		
Project Innovations Inc. - Tarpon Springs, FL	**Jambette** **Wisdom** **World Klass Play** **Play Ground Equipment.com**	**2025-2026** **2025** **2025** **2025**	**4%** **6%** **4%** **6%**
Rep Services, Inc. - Longwood, FL	**Landscape Structures, Inc.**	**2025**	**3%**
Shade America, Inc. - St. Augustine, FL	No Bid	No Bid	No Bid
Southern Park and Play, LLC - Melbourne, FL	**Childworks** **Grounds for Play** **Indoor Play** **Cre8play** **GameTime** **Jensen Swing** **Superior Playgrounds** **UltraPlay** **Pole Padding- Custom** **Sports Play**	**2025** **2025** **2025** **2025** **2025** **2025** **2025** **2025** **2025** **2025**	**5%** **5%** **5%** **5%** **5%** **5%** **5%** **5%** **5%** **5%**
Swartz Associates, Inc. - Naples, FL	**Henderson Recreation** **Child Works** **Action Play Systems**	**2025** **2025** **2025**	**6% (14)** **10% (14)** **10% (14)**
Webuildfun, Inc. - Allen, TX	**Miracle Recreation Equipment Co.** **Hags** **UPC Parks** **SoftPlay**	**2025** **2025** **2025** **2025**	**15% (3) (15)** **5% (3)** **5% (3)** **5% (3)**

TABULATION OF BIDS ON PARK AND PLAYGROUND EQUIPMENT, MCSD No. 26-0041-MR

Bids Due: 3:00 p.m., June 11, 2025

BIDDERS:	ITEM 2: SITE EQUIPMENT		
	Catalog Name	Catalog Number/Year	Percentage Discount off of Catalog
360 Recreation LLC- Orlando, FL	**Ultra Play**	**2025**	**3.5%**
	Premier Polystell	**2025**	**3.5%**
Advanced Recreational Concepts, LLC- Melbourne, FL	**Ultrasite**	**2025**	**5%**
	SRP/Webcoat	**2025**	**5%**
	Frog Furnishings	**2025**	**5%**
	Bison	**2025**	**5%**
	NRS Bleachers	**2025**	**5%**
Apollo Sunguard Systems, Inc. - Sarasota, FL	No Bid	No Bid	No Bid
Bliss Products and Services, Inc. - Lithia Springs, GA	**Ultra Site**	**Website**	**5% (1)**
	Frog Furnishings	**Website**	**5% (1)**
	Doty & Sons	**Website**	**5% (1)**
	Most Dependable Fountains	**Website**	**5% (1)**
	Murdock Fountains	**Website**	**5% (1)**
	Superior	**2025 Web/Digital**	**5%**
	Webcoat	**2025 Web/Digital**	**5%**
	Action Fit	**2025 Web/Digital**	**5%**
	Bark Park	**2025 Web/Digital**	**5%**
	Everlast Climbing	**2025 Web/Digital**	**5%**
	Sportsfield Specialties	**2025 Web/Digital**	**5%**
	National Rec. Systems	**2025 Web/Digital**	**5%**
	GT Grandstands	**2025 Web/Digital**	**5%**
	DERO	**2025 Web/Digital**	**5%**
	Jaypro	**2025 Web/Digital**	**5%**
	Athletic Connection	**2025 Web/Digital**	**5%**
	King River Castings	**2025 Web/Digital**	**5%**
	Store.blissproducts.com	**2025 Web/Digital**	**5%**
	Stewart Tennis	**2025 Web/Digital**	**5%**
	US Tennis	**2025 Web/Digital**	**5%**
	Gared Sports	**2025 Web/Digital**	**5%**
	Kay Park	**2025 Web/Digital**	**5%**
	American Flagpole	**2025 Web/Digital**	**5%**
	Umbrella Source	**2025 Web/Digital**	**5%**
	Beacon Athletics	**2025 Web/Digital**	**5%**
	Colorado Time Systems	**2025 Web/Digital**	**5%**

TABULATION OF BIDS ON PARK AND PLAYGROUND EQUIPMENT, MCSD No. 26-0041-MR

Bids Due: 3:00 p.m., June 11, 2025

BIDDERS:	ITEM 2: SITE EQUIPMENT		
	Catalog Name	Catalog Number/Year	Percentage Discount off of Catalog
Bliss Products and Services, Inc. - Lithia Springs, GA	**Spectrum Aquatics**	**2025 Web/Digital**	**5%**
	Electro-Mech	**2025 Web/Digital**	**5%**
	Daktronics	**2025 Web/Digital**	**5%**
	Greenfields Outdoors	**2025 Web/Digital**	**5%**
	Jensen Swings	**2025 Web/Digital**	**5%**
	LOLL	**2025 Web/Digital**	**5%**
	Landscape Forms	**2025 Web/Digital**	**5%**
	Qualite Lighting	**2025 Web/Digital**	**5%**
	Recycle Plastic Factory	**2025 Web/Digital**	**5%**
	Wausau Tile	**2025 Web/Digital**	**5%**
	Dog On It Parks	**2025 Web/Digital**	**5%**
BSN Sports, LLC- Farmers Branch, TX	www.bsnsports.com	www.bsnsports.com	**10%**
Creative Shade Solutions - Tarpon Springs, FL	No Bid	No Bid	No Bid
Dragon Recreation Services - Fort Myers, FL	No Bid	No Bid	No Bid
Florida Recreational Products LLC - Lynn Haven, FL	**Action Playsystems**	**01/2025**	**10%**
	Gared	**01/2025**	**10%**
	Henderson	**01/2025**	**10%**
Industrial Shadeports Inc. - Fort Lauderdale, FL	**Industrial Shadeports**	**Current (2023,2024 & 2025)**	**5%**
Kompan, Inc. - Austin, TX	**Kompan US Price List**	**2025**	**4%**
Lanier Plans, Inc. DBA Korkat - Carrollton, GA	**Superior Amenities**	**2025**	**4%**
	Paris	**2025**	**4%**
	Frog Furnishings	**2025**	**4%**
	Thomas Steele	**2025**	**4%**
Legacy Construction Services Group LLC dba Pro Playground- Tallahassee, FL	**Pro Playgrounds**	**2025-2030**	**10%**
	Wisdom Playgrounds	**2025-2030**	**10%**
	World Klass Playgrounds	**2025-2030**	**10%**
	Superior Recreation	**2025-2030**	**10%**

TABULATION OF BIDS ON PARK AND PLAYGROUND EQUIPMENT, MCSD No. 26-0041-MR

Bids Due: 3:00 p.m., June 11, 2025

BIDDERS:	ITEM 2: SITE EQUIPMENT Catalog Name	Number	Discount
Miller Recreation Equipment & Design, Inc. dba Miracle Recreation Equipment Company - Monett , MO	**Mircle Recreation Equipment Company** **Wabash valley**	**Website** **Website**	**5%** **5%**
PlayCore Wisconsin, Inc. dba Gametime - Fort Payne, FL	**GT Site (Amenities)**	**2025**	**3%**
Playmore West, Inc.- Fort Myers, FL	**Wabash Vallet** **Premier Polysteel**		**3%** **3%**
Playspace Services- Melbourne, FL	No Bid- Installation only -See section 5.		
Project Innovations Inc. - Tarpon Springs, FL	**Webcoat** **Wisdom** **Playground Equipment.com** **Markstarr** **Anthem**	**2025** **2025** **2025** **2025** **2025**	**4%** **4%** **4%** **4%** **4%**
Rep Services, Inc. - Longwood, FL	**DuMor Site Furnishings** **Anova Furnishings**	**2025** **2025**	**3%** **3%**
Shade America, Inc. - St. Augustine, FL	No Bid	No Bid	No Bid
Southern Park and Play, LLC - Melbourne, FL	**Victor Stanley** **Keystone Ridge** **Thomas Steele** **Commercial Zone** **Anova** **Pilot Rocks/RJ Thomas Manufacturing** **UltraSite** **Superior Amenities** **Stem Williams** **Barco Products/Kirby Built**	**2025** **2025** **2025** **2025** **2025** **2025** **2025** **2025** **2025** **2025**	**5%** **5%** **5%** **5%** **5%** **5%** **5%** **5%** **5%** **5%**

TABULATION OF BIDS ON PARK AND PLAYGROUND EQUIPMENT, MCSD No. 26-0041-MR

Bids Due: 3:00 p.m., June 11, 2025

BIDDERS:	ITEM 2: SITE EQUIPMENT		
	Catalog Name	Number	Discount
Swartz Associates, Inc. - Naples, FL	First Team Sports	2025	8% (14)
	Ultra Site	2025	8% (14)
	My T Coat	2025	8% (14)
	National Recreation Systems	2025	8% (14)
	Site Scapes, Inc.	2025	5% (14)
	Kay Park Recreation	2025	5% (14)
	Frog Furnishings	2025	8% (14)
Webuildfun, Inc. - Allen, TX	Ultra Site	2025	5% (3)
	BardPark	2025	5% (3)
	Action Fit	2025	5% (3)
	Wabash Valley	2025	5% (3)
	Thomas Steele/Madrax	2025	5% (3)
	MyTCoat	2025	5% (3)
	Bison	2025	5% (3)
	Harmony Parks	2025	5% (3)
	Greenfields Fitness	2025	5% (3)
	Action Play Systems	2025	5% (3)

TABULATION OF BIDS ON PARK AND PLAYGROUND EQUIPMENT, MCSD No. 26-0041-MR

Bids Due: 3:00 p.m., June 11, 2025

BIDDERS:	ITEM 3: SHADE STRUCTURE Catalog Name	Catalog Number/Year	Percentage Discount off of Catalog
360 Recreation LLC- Orlando, FL	Shade System Modern Shade	2025 2025	3.5% 3.5%
Advanced Recreational Concepts, LLC- Melbourne, FL	SRP Shade USA Shade Shade Systems Cedar Forest Products	2025 2025 2025 2025	5% 5% 5% 5%
Apollo Sunguard Systems, Inc. - Sarasota, FL	Apollo Sunguard	2024	5%
Bliss Products and Services, Inc. - Lithia Springs, GA	Modern Shade Superior Shade Shade America Cedar Forest Products Suncoast Buildings Superior Shade USA Shade Accent Awnings Americana Building Play and Park Structures Shade Systems Creative Shade Store.blissproducts.com Big Cypress Tiki Huts Hut World	Website Website Website Website Website 2025 Web/Digital 2025 Web/Digital 2025 Web/Digital 2025 Web/Digital 2025 Web/Digital 2025 Web/Digital 2025 Web/Digital 2025 Web/Digital 2025 Web/Digital 2025 Web/Digital	5% 5% 5% 5% 5% 5% 5% 5% 5% 5% 5% 5% 5% 5% 5%
BSN Sports, LLC- Farmers Branch, TX	www.bsnsports.com	www.bsnsports.com	10%
Creative Shade Solutions - Tarpon Springs, FL	Fabric Shade Structures Fabric Shade Sails Steel Shade Structures	01/2025 01/2025 01/2025	15% 10% 10%
Dragon Recreation Services - Fort Myers, FL	RCP Structures	2025.00	5%

TABULATION OF BIDS ON PARK AND PLAYGROUND EQUIPMENT, MCSD No. 26-0041-MR

Bids Due: 3:00 p.m., June 11, 2025

BIDDERS:	ITEM 3: SHADE STRUCTURE Catalog Name	Number	Discount
Florida Recreational Products LLC - Lynn Haven, FL	**Shade Systems** **BCI- Burke**	**01/2025** **01/2025**	**10%** **10%**
Industrial Shadeports Inc. - Fort Lauderdale, FL	**Industrial Shadeports**	**Current (2023,2024 & 2025)**	**5%**
Kompan, Inc. - Austin, TX	**Shade Price List**	**2025**	**4%**
Lanier Plans, Inc. DBA Korkat - Carrollton, GA	**Superior Shade** **Superior Shelter** **Enwood Shelter** **Coverworx Shelter**	**2025** **2025** **2025** **2025**	**4%** **4%** **4%** **4%**
Legacy Construction Services Group LLC dba Pro Playground- Tallahassee, FL	**Superior Shade**	**2025-2030**	**10%**
Miller Recreation Equipment & Design, Inc. dba Miracle Recreation Equipment Company - Monett , MO	**USA Shade**	**Website**	**5%**
PlayCore Wisconsin, Inc. dba Gametime - Fort Payne, FL	**GT Shade**	**2025**	**3%**
Playmore West, Inc.- Fort Myers, FL	**USA Shade** **Shade Systems** **Apollo Sunguard** **Americana** **Playworld Shade**		**3%** **3%** **3%** **3%** **3%**
Playspace Services- Melbourne, FL	No Bid- Installation only -See section 5.		
Project Innovations Inc. - Tarpon Springs, FL	**Pro Shade By Project Innovations**	**2025**	**4%**
Rep Services, Inc. - Longwood, FL	**Skyways Shades** **Poligon Fabric**	**2025** **2024**	**3%** **3%**

TABULATION OF BIDS ON PARK AND PLAYGROUND EQUIPMENT, MCSD No. 26-0041-MR

Bids Due: 3:00 p.m., June 11, 2025

BIDDERS:	ITEM 3: SHADE STRUCTURE Catalog Name	Number	Discount
Shade America, Inc. - St. Augustine, FL	**Shade America**	**2025**	**5%**
	Superior Shade	**2025**	**5%**
	Ultra Shade	**2025**	**5%**
	EZ Up	**2025**	**5%**
	Americana	**2025**	**5%**
Southern Park and Play, LLC - Melbourne, FL	**Barco Products**	**2025**	**5%**
	Superior Shade	**2025**	**6% (14)**
Swartz Associates, Inc. - Naples, FL	**Americana**	**2025**	**6% (14)**
	USA Shade	**2025**	**5% (3)**
Webuildfun, Inc. - Allen, TX	**Classic Recreation-Shelters**	**2025**	**5% (3)**

TABULATION OF BIDS ON PARK AND PLAYGROUND EQUIPMENT, MCSD No. 26-0041-MR

Bids Due: 3:00 p.m., June 11, 2025

BIDDERS:	ITEM 4: SURFACING MATERIALS Catalog Name	Catalog Number/Year	Percentage Discount off of Catalog
360 Recreation LLC- Orlando, FL	**Artificial Grass**	**AR Group-X Grass**	**5%**
	Playground Mulch-Imulch		**2%**
	Pour in Place Rubber Fibar		**2%**
Advanced Recreational Concepts, LLC- Melbourne, FL	**Sprint Play**	**2025**	**3%**
	Rubber Designs	**2025**	**5%**
	Playspace Services	**2025**	**5% or less**
	Poly Soft	**2025**	**3%**
	Flexground	**2025**	**3**
	Forever Lawn	**2025**	**3**
Apollo Sunguard Systems, Inc. - Sarasota, FL	No Bid	No Bid	No Bid
Bliss Products and Services, Inc. - Lithia Springs, GA	**Shady Surfacing**	**Website**	**5% (1)**
	Foreverlawn		**5% (1)**
	Safety First		**5% (1)**
	X-Grass	**2025 Web/Digital**	**5%**
	Zeager Bros	**2025 Web/Digital**	**5%**
	Fibar	**2025 Web/Digital**	**5%**
	East Coast Mulch	**2025 Web/Digital**	**5%**
	IMC Outdoor	**2025 Web/Digital**	**5%**
	Rubber Recycle	**2025 Web/Digital**	**5%**
	OTS	**2025 Web/Digital**	**5%**
	Surface Max	**2025 Web/Digital**	**5%**
	Forestry Resources	**2025 Web/Digital**	**5%**
	Express Mulch	**2025 Web/Digital**	**5%**
	Choppers	**2025 Web/Digital**	**5%**
	Store.blissproducts.com	**2025 Web/Digital**	**5%**
	American Mulch	**2025 Web/Digital**	**5%**
	Kemfer Sawmill	**2025 Web/Digital**	**5%**
	Dura Play	**2025 Web/Digital**	**5%**
	I Play	**2025 Web/Digital**	**5%**
	Play Hard Recreation	**2025 Web/Digital**	**5%**
BSN Sports, LLC- Farmers Branch, TX	No Bid	No Bid	No Bid

TABULATION OF BIDS ON PARK AND PLAYGROUND EQUIPMENT, MCSD No. 26-0041-MR

Bids Due: 3:00 p.m., June 11, 2025

BIDDERS:	ITEM 4: SURFACING MATERIALS Catalog Name	Number	Discount
Creative Shade Solutions - Tarpon Springs, FL	No Bid	No Bid	No Bid
Dragon Recreation Services - Fort Myers, FL	No Bid	No Bid	No Bid
Florida Recreational Products LLC - Lynn Haven, FL	**Vitrituf** **Sunshine Turf** **Zrager**	**01/2025** **01/2025** **01/2025**	**5%** **5%** **5%**
Industrial Shadeports Inc. - Fort Lauderdale, FL	**Industrial Shadeports**	**Current (2023,2024 & 2025)**	**5%**
Kompan, Inc. - Austin, TX	**Kompan Price List**	**2025**	**9%**
Lanier Plans, Inc. DBA Korkat - Carrollton, GA	**Outdoor Safety Surfacing**	**2025.00**	**4%**
Legacy Construction Services Group LLC dba Pro Playground- Tallahassee, FL	**Pro Playgrounds**	**2025-2030**	**10%**
Miller Recreation Equipment & Design, Inc. dba Miracle Recreation Equipment Company - Monett , MO	**No Fault Surfacing**	**Website**	**5%**
PlayCore Wisconsin, Inc. dba Gametime - Fort Payne, FL	**GT Impax**	**2025**	**5% (6)**
Playmore West, Inc.- Fort Myers, FL	**The Mulch and Soil Company** **Zeager** **DuraPlay** **Sunshine Turf** **The Recreational Group** **No Fault** **Foreverlawn** **Pro-techs**		**3%** **3%** **3%** **3%** **3%** **3%** **3%** **3%**

TABULATION OF BIDS ON PARK AND PLAYGROUND EQUIPMENT, MCSD No. 26-0041-MR

Bids Due: 3:00 p.m., June 11, 2025

BIDDERS:	ITEM 4: SURFACING MATERIALS Catalog Name	Number	Discount
Playspace Services- Melbourne, FL	**Sprint Play**	**2025**	**3%**
	Rubber Design	**2025**	**5%**
	Playspace Services	**2025**	**5% or less**
	Poly Soft	**2025**	**3%**
	Flexground	**2025**	**3%**
	Forever lawn	**2025**	**3%**
Project Innovations Inc. - Tarpon Springs, FL	**Kids Pro Surf Turf & Play Pad by Project Innovations Inc**	**2025**	**4%**
Rep Services, Inc. - Longwood, FL	**IMulch**	**N/A**	**3%**
	Forever Lawn	**2024**	**3%**
	Tot Turf	**2022**	**3%**
	No Fualt Sports Group	**2022**	**3%**
	Safe4Play	**N/A**	**3%**
	Dura Play	**2022.00**	**3%**
Shade America, Inc. - St. Augustine, FL	No Bid	No Bid	No Bid
Southern Park and Play, LLC - Melbourne, FL	**Superior Recreation**	**2025**	**5%**
	Ultra Play	**2025**	**5%**
	IPEMA Mulch	**2025**	**5%**
	Action Play Systems	**2025**	**5%**
	Kompan	**2025**	**5%**
Swartz Associates, Inc. - Naples, FL	**Forestry Resources**	**2025**	**10% (14)**
	Cowart Mulch	**2025**	**10% (14)**
	IMC Outdoor	**2025**	**8% (14)**
Webuildfun, Inc. - Allen, TX	**Synlawn**	**2025**	**5% (3)**
	Vitriturf	**2025**	**5% (3)**
	No Fault	**2025**	**5% (3)**
	DuraPlay	**2025**	**5% (3)**
	Fibar	**2025.00**	**5% (3)**

TABULATION OF BIDS ON PARK AND PLAYGROUND EQUIPMENT, MCSD No. 26-0041-MR

Bids Due: 3:00 p.m., June 11, 2025

BIDDERS:	ITEM 5: INSTALLATION OR SUBCONTRACTOR COMPANY NAME Installer/Subcontractor Name	Percentage Mark Up of Equipment Cost
360 Recreation LLC- Orlando, FL	**Hurley Construction, Inc.** **Total Maintenance**	**25%** **25%**
Advanced Recreational Concepts, LLC- Melbourne, FL	**Playspace Services**	**37%**
Apollo Sunguard Systems, Inc. - Sarasota, FL	**Home Builders, Inc.** **InMotion Recreation** **PK, Inc.** **Trinity Installation & Repairs**	**80%** **80%** **80%** **80%**
Bliss Products and Services, Inc. - Lithia Springs, GA	**Shady Surfacing** **Complete Construction** **Safety First** **Bliss Products** **Playcore**	**75% (1)** **75% (1)** **75% (1)** **75% (1)** **75% (1)**
BSN Sports, LLC- Farmers Branch, TX		**10%**
Creative Shade Solutions - Tarpon Springs, FL	**Creative Shade Solutions** **Legakis Enterprises**	**75%** **75%**
Dragon Recreation Services - Fort Myers, FL	**Dragon Recreation Services**	**65%**
Florida Recreational Products LLC - Lynn Haven, FL	**Florida Recreational Products, LLC** **Finns Playgrounds Installations** **Eddington Builds, LLC**	**30%** **30%** **30%**
Industrial Shadeports Inc. - Fort Lauderdale, FL	**Industrial Shadeports**	**85%**
Kompan, Inc. - Austin, TX	**Precision** **Safe 4 Play** **IGS** **Sky Living** **HG Construction**	**35-100%** **35-100%** **35-100%** **35-100%** **35-100%**

TABULATION OF BIDS ON PARK AND PLAYGROUND EQUIPMENT, MCSD No. 26-0041-MR

Bids Due: 3:00 p.m., June 11, 2025

BIDDERS:	ITEM 5: INSTALLATION OR SUBCONTRACTOR COMPANY NAME Installer/Sub Contractor Name	Percentage Mark up
Lanier Plans, Inc. DBA Korkat - Carrollton, GA	**Korkat-Playgrounds** **Korkat-Amenities** **Korkat-Shade** **Korkat-Shelter**	**35%** **35%** **90%** **90%**
Legacy Construction Services Group LLC dba Pro Playground- Tallahassee, FL	**Pro Playground**	**35%**
Miller Recreation Equipment & Design, Inc. dba Miracle Recreation Equipment Company - Monett , MO	**Ryan's Maintenance**	**27%**
PlayCore Wisconsin, Inc. dba Gametime - Fort Payne, FL	**Gametime Certified Installers**	**35% (5)**
Playmore West, Inc.- Fort Myers, FL	**Playmore West, Inc-Playground Equipment** **Playmore West, Inc-Site Furnishings** **Playmore West, Inc-Shade** **Playmore West, Inc-Loose Fill Surfacing/Engineered Wood Fiber**	**40%** **60%** **150%** **100%**
Playspace Services- Melbourne, FL	**Playspace Services (7)**	**37%**
Project Innovations Inc. - Tarpon Springs, FL	**Jason Donton** **Noah Priest** **Ron Kramer** **Talon Gauthier** **River Cremasco**	**65%** **65%** **65%** **65%** **65%**
Rep Services, Inc. - Longwood, FL	**Johnny Pitts Construction** **Al Bosgraaf and Sons, Inc.** **DW Recreation Services, Inc.**	**85%** **85%** **85%**
Shade America, Inc. - St. Augustine, FL	**Shade America, Inc.**	**25% (8)**
Southern Park and Play, LLC - Melbourne, FL	No Bid	No Bid

TABULATION OF BIDS ON PARK AND PLAYGROUND EQUIPMENT, MCSD No. 26-0041-MR

Bids Due: 3:00 p.m., June 11, 2025

BIDDERS:	ITEM 5: INSTALLATION OR SUBCONTRACTOR COMPANY NAME	
	Installer/Sub Contractor Name	Percentage Mark up
Swartz Associates, Inc. - Naples, FL	**Kennico, Inc. or** **Jim's Complete Construction or** **Precision Playground**	**38% (11)** **118% (12)** **65% (13)**
Webuildfun, Inc. - Allen, TX	**Ryan's Maintenance**	**30%**

TABULATION OF BIDS ON PARK AND PLAYGROUND EQUIPMENT, MCSD No. 26-0041-MR

Bids Due: 3:00 p.m., June 11, 2025

BIDDERS:	ITEM 6: REPAIR TECHNICIAN-STANDARD HOURLY RATE- PER HOUR	ITEM 7: REPAIR TECHNICIAN-NON-STANDARD HOURLY RATE- PER HOUR
360 Recreation LLC- Orlando, FL	**$85.00**	**$85.00**
Advanced Recreational Concepts, LLC- Melbourne, FL	**$600.00**	**$1,200.00**
Apollo Sunguard Systems, Inc.-Sarasota , FL	**$175.00**	**$275.00**
Bliss Products and Services, Inc. - Lithia Springs, GA	**$300.00 plus mobilization fee**	**$300.00 plus mobilization fee**
BSN Sports, LLC- Farmers Branch, TX	No Bid	No Bid
Creative Shade Solutions - Tarpon Springs, FL	**$175.00 (2)**	**$250.00 (2)**
Dragon Recreation Services - Fort Myers, FL	**$75.00**	**$90.00**
Florida Recreational Products LLC - Lynn Haven, FL	**$50.00**	**$100.00**
Industrial Shadeports Inc. - Fort Lauderdale, FL	**$135.00**	**$200.00**
Kompan, Inc. - Austin, TX	**$175.00**	**$225.00**
Lanier Plans, Inc. DBA Korkat - Carrollton, GA	**$75.00**	**$112.50**
Legacy Construction Services Group LLC dba Pro Playground- Tallahassee, FL	**$50.00**	**$75.00**

TABULATION OF BIDS ON PARK AND PLAYGROUND EQUIPMENT, MCSD No. 26-0041-MR

Bids Due: 3:00 p.m., June 11, 2025

BIDDERS:	ITEM 6: REPAIR TECHNICIAN-STANDARD HOURLY RATE- PER HOUR	ITEM 7: REPAIR TECHNICIAN-NON-STANDARD HOURLY RATE- PER HOUR
Miller Recreation Equipment & Design, Inc. dba Miracle Recreation Equipment Company - Monett , MO	**$175.00**	**$175.00**
PlayCore Wisconsin, Inc. dba Gametime - Fort Payne, FL	**$100.00**	**$150.00**
Playmore West, Inc.- Fort Myers, FL	**$200.00**	**$250.00**
Playspace Services- Melbourne, FL	**$600.00**	**$1,200.00**
Project Innovations Inc. - Tarpon Springs, FL	**$950.00**	**$1,250.00**
Rep Services, Inc. - Longwood, FL	No Bid	No Bid
Shade America, Inc. - St. Augustine, FL	**$195.00 (9) $125.00 (10)**	**$235.00 (9) $175.00 (10)**
Southern Park and Play, LLC - Melbourne, FL	No Bid	No Bid
Swartz Associates, Inc. - Naples, FL	**$250.00**	**$300.00**
Webuildfun, Inc. - Allen, TX	**$250.00**	**$250.00**

TABULATION OF BIDS ON PARK AND PLAYGROUND EQUIPMENT, MCSD No. 26-0041-MR

Bids Due: 3:00 p.m., June 11, 2025

BIDDERS:	ITEM 8: PERCENTAGE MARK-UP OF REPAIR MATERIALS	ITEM 9: RENTAL OF EQUIPMENT	Additional Details
360 Recreation LLC- Orlando, FL	**15%**	**5%**	**PCard- NO** **Delivery 30-90 days**
Advanced Recreational Concepts, LLC- Melbourne, FL	**15%**	**10%**	**PCard- YES** **Delivery 90 or less**
Apollo Sunguard Systems, Inc.-Sarasota , FL	**15%**	**10.00%**	**PCard- NO** **Delivery 90 days**
Bliss Products and Services, Inc. - Lithia Springs, GA	**15%**	**10.00%**	**PCard- NO** **Delivery 160 days**
BSN Sports, LLC- Farmers Branch, TX	No Bid	No Bid	PCard- Not provided Delivery Not provided
Creative Shade Solutions - Tarpon Springs, FL	**15%**	**10%**	**PCard- YES** **Delivery 60**
Dragon Recreation Services - Fort Myers, FL	**15%**	**10%**	**PCard- NO** **Delivery 45 days**
Florida Recreational Products LLC - Lynn Haven, FL	**15%**	**10%**	**PCard- NO** **Delivery 60 days**
Industrial Shadeports Inc. - Fort Lauderdale, FL	**15%**	**10%**	**PCard- YES** **Delivery 60 days**
Kompan, Inc. - Austin, TX	**15%**	**10%**	**PCard- YES** **Delivery 60-180 days**
Lanier Plans, Inc. DBA Korkat - Carrollton, GA	**10%**	**10%**	**PCard- YES** **Delivery 70 days**

TABULATION OF BIDS ON PARK AND PLAYGROUND EQUIPMENT, MCSD No. 26-0041-MR

Bids Due: 3:00 p.m., June 11, 2025

BIDDERS:	ITEM 8: PERCENTAGE MARK-UP OF REPAIR MATERIALS	ITEM 9: RENTAL OF EQUIPMENT	Additional Details
Legacy Construction Services Group LLC dba Pro Playground- Tallahassee, FL	**10%**	**5%**	**PCard- YES** **Delivery 30 days**
Miller Recreation Equipment & Design, Inc. dba Miracle Recreation Equipment Company - Monett , MO	No Bid	**10%**	**PCard- YES** **Delivery 42-56 days**
PlayCore Wisconsin, Inc. dba Gametime - Fort Payne, FL	**0%**	**10%**	**PCard- YES** **Delivery 60 days**
Playmore West, Inc.- Fort Myers, FL	**15%**	**10%**	**PCard-NO** **Delivery 30-150 days**
Playspace Services- Melbourne, FL	**15%**	**10%**	**PCard-YES** **Delivery 90 days or less**
Project Innovations Inc. - Tarpon Springs, FL	**15%**	**10%**	**PCard-No** **Delivery 180 days**
Rep Services, Inc. - Longwood, FL	No Bid	No Bid	**PCard-NO** **Delivery 90 days**
Shade America, Inc. - St. Augustine, FL	**15%**	**10%**	**PCard-YES** **Delivery 90 days**
Southern Park and Play, LLC - Melbourne, FL	No Bid	No Bid	**PCard- YES** **Delivery 30-45 days**
Swartz Associates, Inc. - Naples, FL	No Bid	No Bid	**PCard- NO** **Delivery 30-70 days**
Webuildfun, Inc. - Allen, TX	**10%**	**10%**	**PCard- YES** **Delivery 56-84 days**

TABULATION OF BIDS ON PARK AND PLAYGROUND EQUIPMENT, MCSD No. 26-0041-MR

Bids Due: 3:00 p.m., June 11, 2025

NOTES:

1) Playground Equipment
   a. Play and Park Structures swings and swing components have a 1% discount.
   b. Engineering and permitting have 0% discount.

Installation Notes
   c. Shade and Shelter installation- Prices per job.
   d. Sports courts-Priced per Job.
   e. Site prep and site restoration are not included in install-Priced per job.
   f. Concrete slabs-Priced per job.
   g. Concrete curb- Priced per job.
   h. Only play and park structures requires certified installers.
   i. Site work and demolition is priced per job.

2) Travel rates $125.00 per hour.

3) Discount does not include freight, specials/sales flyers, parts.

4) All GameTime Equipment
   All GameTime -$100 and above 10% discount on equipment list price
   All Playground Systems-15% discount on equipment list price
   GameTime GTImpaz Surfacing Components
   GameTime GT Fit Items- 10% discount on equipment list price

5) Installation
   Minimum trip charge for nay installation service-$2,500
   Shade and shelter installations at a different rate and to be determined for we=ach project, will include footers and crane rental. And additional services as needed.
   All installation services by a GameTime certified installer. With invoicing and billing going through Gametime.

Site Preparation-

Digout/Excavation $1.75 per SQ FT	4" think concrete $1200 per SQ FT
Removal of Spoils $2.00 per SQ FT	crushed stone $5.50 per SQ FT
Concrete Curb $50.00 per LN FT	Utility locates $1,500.00 each
Signed/Sealed Drawings $1,400.00 per job	

6) Surfacing Matrix (all pricing includes installation, but no sub-base)

Poured Rubber- GT Aromatic- 1/2" thick wear course-50% color-Aromatic Urethane

	1000+ sq. ft.
4’ fall height (2” thick)	$25.00
5’ fall height (2.5” thick)	$26.00
6’ fall height (3” thick)	$27.00
8’ fall height (3.5” thick)	$29.00

Add $1.75 per sq. ft. for 100% Color
Add $2.50 per sq. ft. for Aliphatic Binder

TABULATION OF BIDS ON PARK AND PLAYGROUND EQUIPMENT, MCSD No. 26-0041-MR

Bids Due: 3:00 p.m., June 11, 2025

NOTES:

6) continued

GT Turf, GT vTurf-60 oz. with infill

	1000+ sq. ft.
0' fall height	$25.00
4' fall height	$26.00
6' fall height	$27.00
8' fall height	$29.00

Engineered Wood Fiber

Regardless of truck size 1-100 cubic yards, freight is $1,500 per truck load

Each cubic yard of ADA & ASTM compliant Wood Fiber is $30.00

Wood Fiber Installation = $.75 per sq. ft.

Please call for more up to date quote, as Wood Fiber Freight cost does fluctuate monthly!

7) Playground Equipment installation only.

Freenotes Harmony Park, Playcraft Systems, Grounds for Play, Ultra Play, Playtopia, Sports Play, ID Sculpture

Site Equipment installation only.

Tuuci, Ultrasite,SRP/Webcoat, Frog Furnishings, Bison NRS Bleachers

Shade Structure installation only.

SRP Shade, USA Shade, Shade Systems, Cedar Forest Products

8) Includes foundations, equipment and labor.

9) Supervisor 1 team leader.

10) General worker

11) Playground Equipment and Site Equipment. $1,300.00 minimum charge for installation.

12) Shade Structures. $1,300.00 minimum charge for installation.

13)Surfacing Materials. $1,300.00 minimum charge for installation.

14) Prepay & add freight for all manufacturers. Any Permitting requirements and cost (if applicable) will incur additional fee.

15) 8% for $0.00 - $4,999.
12% for $5,000-$9,999
15% $10,000-$14,999
18% $15,000-$24,999
20% $25,000-above

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

AGENDA ITEM NO. 9.17

School Board of Manatee County
July 22, 2025 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval to Use the Orange County Public Schools Contract for Temporary Staffing Services #ITB2201024, SDMC No. 26-0016-TG, Estimated in the Amount of $2,100,000.00 (Multiple Funding Sources)

Executive Summary
The District intends to utilize the Orange County Public Schools contract for Temporary Staffing Services #2201024. The awarded supplier(s) will provide the District with temporary staffing in critical shortage areas. These areas are difficult for the District to staff and would allow another way for schools to staff these important high need areas.

The requested contract is for the period of July 1, 2025 through June 30, 2027, with renewals through June 30, 2032, and extensions as executed by Orange County Public Schools.

Approval of this proposal and 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.

Vendors agreed to extend the pricing to the School District of Manatee County under the same terms and conditions as the Orange County School Board contract. Copies of the agreement specifications and pricing are on file in the Purchasing Department.

Rule 6A-1.012(6), Florida Administrative Code, states "In lieu of requesting competitive solicitations from three (3) or more sources, district school boards may make purchases at or below the specified prices from contracts awarded by other city or county governmental agencies, other district school boards, community colleges, federal agencies, the public or governmental agencies of any state, or from state university system cooperative bid agreements, when the proposer awarded a contract by another entity defined herein will permit purchases by a district school board at the same terms, conditions, and prices (or below such prices) awarded in such contract, and such purchases are to the economic advantage of the district school board."
Orange County Public Schools awarded this bid to:

- Amerigas Healthcare Staffing, Inc, Columbia, MD, Florida Document No. F19000000882
- Additional suppliers may be utilized as awarded by Orange County Public Schools.

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 use the Orange County Public Schools contract for temporary staffing services, #ITB2201024, SDMC 26-0016-TG, estimated in the amount of $2,100,00.00 (Multiple Funding Sources).

Financial Impact
The funding for this annually estimated expenditure is General, IDEA, and other funding sources as needed and is included in the proposed budgets for 2025-2026.

Contact

Submitting Department: Exceptional Student Education and Purchasing
Initiated By: Joshua Bennett

Attachments:
Orange County Fully Executed Agreement

Orange County Public Schools

445 W. Amelia Street · Orlando, Florida 32801 · (407) 317-3200 · www.ocps.net

INVITATION TO BID AND CONTRACTOR ACKNOWLEDGEMENT FORM

POSTING DATE: **March 7, 2022**

PROCUREMENT CONTACT & EMAIL:
CASSANDRA PALM, ADMINISTRATOR
Cassandra.Palm@ocps.net

BID NUMBER AND TITLE:

ITB2201024 TEMPORARY STAFFING SERVICES

BID DUE DATE & TIME:

MARCH 30, 2022 at 2:00 PM EST

NOTE: RESPONSES RECEIVED AFTER THE DUE DATE AND TIME WILL NOT BE ACCEPTED

QUESTION DEADLINE:

MARCH 16, 2022 at 2:00 PM EST

PRE-BID MEETING DATE & TIME: **March 15, 2022 at 10:00 AM EST**
A conference call-in line is available for participants to dial in: Phone **415-655-0001**; Access code **2309 990 0859**

THE FOLLOWING MUST BE COMPLETED, SIGNED, AND RETURNED AS PART OF YOUR RESPONSE. YOUR RESPONSE WILL NOT BE ACCEPTED WITHOUT THIS FORM, SIGNED BY AN AUTHORIZED AGENT OF THE CONTRACTOR.

COMPANY NAME: Maxim Healthcare Staffing Services, Inc.

MAILING ADDRESS: 7227 Lee Deforest Drive

CITY, STATE, ZIP: Columbia, MD 21046

FEDERAL EMPLOYERS IDENTIFICATION NUMBER (FEIN): 83-2976157

TELEPHONE NUMBER: 410.910.1500 FACSIMILE NUMBER: 410.910.2077

EMAIL: bramcgee@maximstaffing.com

AUTHORIZED SIGNATURE:

TYPE OR PRINTED NAME: Brandan McGee

TITLE: Assistant Controller

DATE: 03/29/2022

NOTICE: Failure to file a protest within the time prescribed in Section 120.57(3) Florida Statutes will constitute a waiver of proceedings under Chapter 120, Florida Statutes and School Board Rules.

BID SUBMITTAL CHECKLIST

The following documents must be submitted as part of the bid submission:

- ☑ Invitation to Bid and Contractor Acknowledgement – page #1
- ☑ Exhibit A - Office of Business Opportunity MWBE/LDB/VBE Subcontractor Participation Form
- ☑ Exhibit B - Drug-free Workplace Certification
- ☑ Exhibit C - Certification Regarding Debarment, Suspension Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions
- ☑ Exhibit D - Contractor's Statement of Principal Place of Business
- ☑ Exhibit E - Byrd Anti-Lobbying Amendment Certification
- ☑ Exhibit F – Bid Price Sheet
- ☑ Certificate of Insurance
- ☑ If a Florida Corporation, a screenshot of "ACTIVE" status through www.sunbiz.org
- ☑ If a Non-Florida Corporation, a screenshot of "ACTIVE" status from the state in which the business was formed
- ☑ All Addenda (if applicable)

Exhibit A

Office of Business Opportunity MWBE/LDB/VBE Subcontractor Participation Form

OCPS has established annual participation goals for the procurement of goods and non-professional services with Minority-Owned & Women-Owned Business Enterprises (MWBEs), Local Developing Businesses (LDBs) and Veterans Business Enterprise (VBEs). For the purpose of calculating the MWBE, LDB, and VBE participation percentages, only those dollars awarded to certified MWBE, LDB, and VBE Contractors will be utilized. Monies contracted or subcontracted to MWBE, LDB, and VBE Contractors are included in the calculation. As a result, Contractors are asked to include certified MWBE, LDB and VBE subcontractor participation information below. If the Contractor has questions regarding a subcontractor's certification, they may contact the OCPS Office of Business Opportunity at (407) 317-3739.

Overall percent of MWBE Subcontractor Participation expected:

Overall percent of LDB Subcontractor Participation expected:

Overall percent of VBE Subcontractor Participation expected:

Please complete the following table by indicating the name of the subcontractor, whether or not they are an MWBE and/or LDB and/or VBE, the type of work or material to be supplied by the subcontractor, anticipated dollar value, and the anticipated percent of the contract value.

Subcontractor	MWBE and/or LDB and/or VBE	Type of Work/Material	$ Value	% of Contract Value
N/A				

The Contractor agrees to supply all subcontractor payment information to OCPS Office of Business Opportunity. The due date and report format will be established upon award of the Bid.

Maxim Healthcare Staffing Services, Inc.
Contractor Name

Brandan McGee, Assistant Controller
Name and Title of Authorized Representative

Signature

03/29/2022
Date

Exhibit B

DRUG-FREE WORKPLACE CERTIFICATION FORM

In accordance with Section 287.087, F.S., preference shall be given to businesses with drug-free workplace programs. Whenever two or more Bid submittals, which are equal with respect to price, quality and service, are received by any political subdivision for the procurement of commodities or contractual services, a bid received from a business that certifies that it has implemented a drug-free workplace program shall be given preference in the award process. Established procedures for processing tie bids will be followed if none of the tied Contractors has a drug-free workplace program. In order to have a drug-free workplace program, a business shall:

1. Publish a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the workplace and specifying the actions that will be taken against employees for violations of such prohibition.

2. Inform employees about the dangers of drug abuse in the workplace, the business's policy of maintaining a drug-free workplace, any available drug counseling, rehabilitation and employee assistance programs, the penalties that may be imposed upon employees for drug abuse violations.

3. Give each employee engaged in providing the commodities or contractual services that are under bid a copy of the statement specified in subsection (1).

4. In the statement specified in subsection (1), notify the employees that, as a condition of working on the commodities or contractual services that are under bid, the employee will abide by the terms of the statement and will notify the employer of any conviction of, or plea of guilty or nolo contendere to, any violation of Chapter 893 or of any controlled substance law of the United States or any state, for a violation occurring in the workplace no later than five (5) days after such conviction.

5. Impose a sanction on, or require the satisfactory participation in, a drug abuse assistance or rehabilitation program if such is available who is so convicted.

6. Make a good faith effort to continue to maintain a drug-free workplace through implementation of this section.

As the person authorized to sign the statement, I certify that this Contractor complies fully with the above requirements.

Maxim Healthcare Staffing Services, Inc.
Contractor Name

Brandan McGee, Assistant Controller
Name and Title of Authorized Representative

Signature

03/29/2022
Date

Exhibit C

CERTIFICATION REGARDING DEBARMENT, SUSPENSION INELIGIBILITY AND VOLUNTARY EXCLUSION – LOWER TIER COVERED TRANSACTIONS

This certification is required by the regulations implementing *Executive Order 12549, Debarment and Suspension, 7 CFR Part 3017, Section 3017.510 Participants responsibilities.* The regulations were published as ***Part IV of the January 30, 1989, Federal Register (pages 4722-4733).***

***** BEFORE COMPLETING CERTIFICATION, READ INSTRUCTIONS ON THE PREVIOUS PAGE *****

(1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department of agency.

(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Maxim Healthcare Staffing Services, Inc.
Contractor Name

Brandan McGee, Assistant Controller
Name and Title of Authorized Representative

Signature

03/29/2022
Date

Exhibit D

CONTRACTOR'S STATEMENT OF PRINCIPAL PLACE OF BUSINESS

Name of Contractor: Maxim Healthcare Staffing Services, Inc.

Identify state in which Contractor has its principal place of business: Maryland

If your principal place of business is the state of Florida, you do not need to proceed any further on this form.

If outside of Florida, identify political subdivision (county or municipality) in which Contractor has its principal place of business:

NOTE: Section 287.084(2), F.S. states that "A vendor whose principal place of business is outside this state must accompany any written bid, proposal or reply documents with a written opinion of an attorney at law licensed to practice law in that foreign state, as to the preferences, if any or none, granted by the law of that state, or political subdivision, to its own business entities whose principal places of business are in that foreign state in the letting of any or all public contracts."

LEGAL OPINION REGARDING STATE BIDDING PREFERENCES

(To be completed by the Attorney for an Out of State Contractor, please select one)

☒ Contractor's principal place of business is in the State of Maryland and it is my legal opinion that the laws of that state **do not grant a preference** in the letting of any or all public contracts to business entities whose principal places of business are in that state.

☐ Contractor's principal place of business is in the State of _____ and it is my legal opinion that the laws of that state **grant the following preference(s)** in the letting of any or all public contracts to business entities whose principal places of business are in that state. (Please describe applicable preference(s) and identify applicable state laws):

LEGAL OPINION REGARDING POLITICAL SUBDIVISION BIDDING PREFERENCES

(To be completed by the Attorney for an Out of State Contractor, please select one)

☒ Contractor's principal place of business is in the political subdivision of Columbia, Howard Co and it is my legal opinion that the laws of that political subdivision **do not grant a preference** in the letting of any or all public contracts to business entities whose principal places of business are in that state.

☐ Contractor's principal place of business is in the political subdivision of _____ and it is my legal opinion that the laws of that political subdivision **grant the following preference(s)** in the letting of any or all public contracts to business entities whose principal places of business are in that state. (Please describe applicable preference(s) and identify applicable state laws:

Signature of out of state Contractor's attorney: Carrie O'Brien

Printed name of out of state Contractor's attorney:
Carrie O'Brien

Address of out of state Contractor's attorney: 7227 Lee Deforest Drive, Columbia, MD 21046

Telephone number of out of state Contractor's attorney: 410.910.1500

Email of out of state Contractor's attorney: caobrien@maximstaffing.com

Attorney's state(s) of bar admission: Maryland

Exhibit E

BYRD ANTI-LOBBYING AMENDMENT CERTIFICATION

(To be submitted with each bid or offer exceeding $100,000)

The undersigned company certifies to the best of his or her knowledge that:

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

3. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by 31, U.S.C. § 1352 (as amended by the Lobbying Disclosure Act of 1995). Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

The undersigned company certifies or affirms the truthfulness and accuracy of each statement of its certification and disclosure, if any. In addition, the Contractor understands and agrees that the provisions of 31 U.S.C. § 3801 et seq., apply to this certification and disclosure, if any.

Maxim Healthcare Staffing Services, Inc.
Contractor Name

Brandan McGee, Assistant Controller
Name and Title of Authorized Representative

Signature

03/29/2022
Date

Exhibit F

BID PRICE SHEET

Item	Description	Unit of Measure	Unit Price
1	Registered Nurse / Licensed Practical Nurse	Percentage	95 %
2	Speech Language Pathologist	Percentage	85 %
3	Speech Language Pathologist Assistant	Percentage	85 %
4	Psychologist	Percentage	85 %
5	Occupational / Physical Therapist	Percentage	85 %
6	Occupational / Physical Therapist Assistant	Percentage	85 %
7	Custodian	Percentage	95 %
8	Office / Clerical Staff	Percentage	95 %
9	Food Service Worker	Percentage	95 %
10	Security Guard/Safety Screener	Percentage	95 %
11	Bus Driver	Percentage	%
12	Industrial Staff (Plumber, Electrician, etc.)	Percentage	%
13	Any additional position as needed	Percentage	%

All abovementioned rates have a markup percent that is 5%-15% lower than all other districts that Maxim services in neighboring district and across the state of Florida.

Maxim Healthcare Staffing Services, Inc.
Contractor Name

Brandan McGee, Assistant Controller
Name and Title of Authorized Representative

Signature

03/29/2022
Date

Area representative who can be contacted to provide quotes:

Name: Erin Gallagher

Phone Number: 904.396.5077

Email Address: erinmiller@maximstaffing.com

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 11/10/2021

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 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: COI	
Altus Partners, Inc 201 King of Prussia Road Suite 100 Radnor PA 19087	PHONE (A/C, No, Ext): (610)526-9130	FAX (A/C, No): (610)526-2021
	E-MAIL ADDRESS: coi@altuspartners.com	
	INSURER(S) AFFORDING COVERAGE	NAIC #
	INSURER A: Lloyds of London	2623/623
INSURED Maxim Healthcare Staffing Services, Inc. 7227 Lee DeForest Drive Columbia MD 21046	INSURER B: ACE Amercian Insurance Company	22667
	INSURER C: Indemnity Ins. Co. of North America	43575
	INSURER D:	
	INSURER E:	
	INSURER F:	

COVERAGES **CERTIFICATE NUMBER:** 21-22 MHSS + XS **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 X CLAIMS-MADE ☐ OCCUR X $3,000,000 SIR GEN'L AGGREGATE LIMIT APPLIES PER: X POLICY ☐ PRO-JECT ☐ LOC ☐ OTHER:			HC2100107	11/30/2021	11/30/2022 Products Exclusion	EACH OCCURRENCE	$ 3,000,000
							DAMAGE TO RENTED PREMISES (Ea occurrence)	$ 300,000
							MED EXP (Any one person)	$ 10,000
							PERSONAL & ADV INJURY	$ 1,000,000
							GENERAL AGGREGATE	$ 3,000,000
							PRODUCTS - COMP/OP AGG	$ 3,000,000
								$
B	AUTOMOBILE LIABILITY ☐ ANY AUTO X ALL OWNED AUTOS ☐ SCHEDULED AUTOS X HIRED AUTOS X NON-OWNED AUTOS			H25546726 (Hired/Non-Owned)	11/30/2021	11/30/2022	COMBINED SINGLE LIMIT (Ea accident)	$ 1,000,000
							BODILY INJURY (Per person)	$
							BODILY INJURY (Per accident)	$
							PROPERTY DAMAGE (Per accident)	$
								$
A	X UMBRELLA LIAB ☐ OCCUR ☐ EXCESS LIAB X CLAIMS-MADE ☐ DED ☐ RETENTION $			HC2100107	11/30/2021	11/30/2022	EACH OCCURRENCE	$ 10,000,000
							AGGREGATE	$ 10,000,000
								$
C	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) Y/N: N / N/A If yes, describe under DESCRIPTION OF OPERATIONS below			C68925708 (AOS) C68925745 (CA & MA) C68925629 (WI) C68925666 (Excess OH/WA)	11/30/2021 11/30/2021 11/30/2021 11/30/2021	11/30/2022 11/30/2022 11/30/2022 11/30/2022	X PER STATUTE ☐ OTH-ER	
							E.L. EACH ACCIDENT	$ 1,000,000
							E.L. DISEASE - EA EMPLOYEE	$ 1,000,000
							E.L. DISEASE - POLICY LIMIT	$ 1,000,000
A	Professional Liability			HC2100107 ($4M SIR)	11/30/2021	11/30/2022	$4,000,000 per claim $4,000,000 per aggregate	

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Certificate is issued as evidence of insurance per policy terms, conditions and exclusions.

CERTIFICATE HOLDER

For Information Purposes Only

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Krista Dean/KMD

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Detail by Entity Name

Foreign Profit Corporation
MAXIM HEALTHCARE STAFFING SERVICES, INC.

Filing Information

Document Number	F19000000882
FEI/EIN Number	83-2976157
Date Filed	02/20/2019
State	MD
Status	ACTIVE

Principal Address

7227 Lee Deforest Dr
Columbia, MD 21046-3236

Changed: 04/28/2020

Mailing Address

7227 Lee Deforest Dr
Columbia, MD 21046-3236

Changed: 04/28/2020

Registered Agent Name & Address

CORPORATION SERVICE COMPANY
1201 HAYS STREET
TALLAHASSEE, FL 32301

Address Changed: 04/28/2020

Officer/Director Detail

Name & Address

Title VP, CFO, Treasurer

CARTER, SCOTT
7227 Lee Deforest Dr
Columbia, MD 21046-3236

Title VP, Secretary, General Counsel

O'BRIEN, CARRIE

7227 Lee Deforest Dr
Columbia, MD 21046-3236

Title President, CEO, Director

Butz, William
7227 Lee Deforest Dr
Columbia, MD 21046-3236

Title Director

Davis, James
7227 Lee Deforest Dr
Columbia, MD 21046-3236

Title Director

Sones, Randall
7227 Lee Deforest Dr
Columbia, MD 21046-3236

Annual Reports

Report Year	Filed Date
2020	04/28/2020
2021	04/23/2021
2022	03/04/2022

Document Images

03/04/2022 -- ANNUAL REPORT	View image in PDF format
04/23/2021 -- ANNUAL REPORT	View image in PDF format
04/28/2020 -- ANNUAL REPORT	View image in PDF format
02/20/2019 -- Foreign Profit	View image in PDF format

Florida Department of State, Division of Corporations

MAXIM HEALTHCARE STAFFING: T00484644

Status:

ACTIVE

Owner:

TONI JEAN LISA

7227 LEE DEFOREST DR.

COLUMBIA MD 21046

Location:

MAXIM HEALTHCARE STAFFING

7227 LEE DEFOREST DR.

COLUMBIA MD 21046

Expiration Date:

05/26/2025

Orange County Public Schools

445 W. Amelia Street · Orlando, Florida 32801 · (407) 317-3200 · www.ocps.net

ADDENDUM NO. 1

March 17, 2022

ITB2201024 TEMPORARY STAFFING SERVICES

The original Invitation To Bid (ITB) documents shall remain in full force and effect, except as modified herein, which shall take precedence over any contrary provisions in the prior documents. The submittal deadline shall NOT be changed and will remain **March 30, 2022 at 2:00 PM EST**.

This addendum is being issued to address questions received. A second addendum will be posted with additional questions received that are currently pending answers.

The following are questions and answers regarding the above mentioned solicitation:

1. **Question:** Please share the names of current vendors providing these services.
Answer:

A & Associates, Inc.
ACT 1 Government Solution dba AppleOne
AUE Staffing, Inc.
PSP Personnel Solutions Plus
Top Talent Staffing LLC
Resource Employment Solutions
CareerStaff Unlimited, LLC
CSI Nurse World, Inc.
Invo Healthcare Associates LLC
Orange Tree Staffing LLC
TTF Solutions LLC dba Sunbelt Staffing
The Stepping Stones Group LLC
HealthPro Heritage, LLC
Competitive Edge Partners & Consulting, LLC
Kemp Group International Corporation
Vinali LLC dba Vinali Staffing
Andy Frain Services, Inc.
Royal Protection & Security LLC
ESS Southeast, LLC
Fasttrack Staffing, Inc.
Hire Quest LLC dba Trojan Labor
KBI Staffing Solutions LLC
StaffEZ of Florida, LLC
Quality Choice Transportation Services LLC
Shark Vision Cleaning Services LLC
Bangor Security Services, Inc.
RTK Security, Inc.
Syotos LLC
TEF Staffing Agency, LLC
Veterans Security Corps of America

2. **Question:** What is the annual past spending under the current contract or the estimated budget for the resulting contract?
Answer: *The approximate spend under the current temporary staffing contracts is $19,000,000.*

3. **Question:** Is it possible to share the incumbent contracts and their pricing information? If yes, please share.
Answer: *Due to the file size, this information can be requested from our Records Management department at records@ocps.net. Please be specific with which contracts you would like information.*

4. **Question:** Throughout the tenure of the existing contract, please confirm the number of temporary staff worked under the incumbent contracts and how many are active at this time?
Answer: *This is unknown.*

5. **Question:** Are there any challenges fulfilling the current staff needs with the existing contracts for related services or improvements required?
Answer: *Yes.*

6. **Question:** Is there any local preference for this contract?
Answer: *No.*

7. **Question:** Is it mandatory to fulfill one these goals MWBE and/or LDB and/or VBE?
Answer: *It is strongly encouraged.*

8. **Question:** How many temporary personnel(s) are placed on the ongoing contract?
Answer: *Please see answer to question number 4.*

9. **Question:** Please share the details of the incumbents currently providing the services.
Answer: *Please see answer to question number 1.*

10. **Question:** What are the challenges or pain areas of the ongoing contract?
Answer: *Please see answer to question number 5.*

11. **Question:** How many vendors is OCPS planning to award under the RFP?
Answer: *We are pre-qualifying a pool a vendors. The actual number is unknown.*

12. **Question:** Is there any subcontracting goal under the contract?
Answer: *Please see page 35 of the bid document.*

13. **Question:** Is it mandatory to bid on all position under the RFP?
Answer: *No.*

14. **Question:** Is there a tentative budget assigned for the resultant contract?
Answer: *No.*

15. **Question:** What type of work authorization(s) will be considered for the proposed candidates? Is it limited to only U.S. Citizens and Green Card Holders or candidates holding Employment Authorization Document (EAD) will also be considered?
Answer: *While we are not asking for actual candidates as part of this Bid, all individuals working for OCPS under this Bid must be legally allowed to work in the United States.*

16. **Question:** What is the evaluation criteria under the RFP?
Answer: *This is not an RFP; therefore, there is no evaluation criteria.*

17. **Question:** What are the points OCPS wants us to cover under our proposal?
Answer: *We are not requesting a proposal; this is an Invitation to Bid. Specifications can be found on page 3 and 4 of the bid document.*

18. **Question:** Do the proposed candidates work in a public setting/environment with minors?
Answer: *This will be dependent on the position requested.*

19. **Question:** Is this a new initiative? If not, please provide the names of the current vendor(s) providing the services.
Answer: *No. Please see answer to question number 1.*

20. **Question:** Can you please let us know the previous spend of this contract?
Answer: *Please see answer to question number 2.*

21. **Question:** Please confirm if we can get the proposals or pricing of the incumbent(s).
Answer: *Please see answer to question number 3.*

22. **Question:** Are there any pain points or issues with the current vendor(s)?
Answer: *Please see answer to question number 5.*

23. **Question:** Please confirm the anticipated number of awards.
Answer: *Please see answer to question number 11.*

24. **Question:** Can we bid just the categories we are interested in supplying? Will that hurt us in evaluation?
Answer: *Yes, you can bid just the categories you are interested in supplying. No, it will not hurt the evaluation.*

25. **Question:** What was the total dollars spent under this contract in 2020 and in 2021 for the following categories: Food Service, Custodial, Office/Clerical?

Answer: *The below information is the dollar amount encumbered in PO's for that calendar year and not necessarily an indication of what was actually paid out.*

	2020	2021
Food Service	$1,468,968.88	$3,006,360.00
Custodial	$1,462,891.60	$2,523,758.35
Office/Clerical	$1,616,340.30	$821,592.42

26. **Question:** Who is the incumbent?
Answer: *Please see answer to question number 1.*

27. **Question:** What does it mean "consolidated" on page 3 of 43, section 1? To secure a single fixed percentage markup?
Answer: *OCPS has approximately 14 different labor contracts that we are consolidating into one contract. We are asking for a fixed percentage markup to determine the billable hourly rate.*

28. **Question:** Under the Goals for Participation, do we have to meet all 3 to be considered, Minority Owned/Women Owned, Local Dev. Bus, and Veteran owned or can we partner with one of these?
Answer: *You do not have to meet all three.*

29. **Question:** We found the current pay rates for most, but don't see a current pay rate for Food Service?
Answer: *The current pay rate for a Food Service Assistant under the current Food and Nutrition Temporary Staffing Contract is $10.00/HR.*

30. **Question:** The RFP clearly states that the cost of the Jessica Lunsford, Level 2 is at the cost of the Contractor, is there any conversation about reimbursement after the worker actually works a week or two?
Answer: *No, OCPS is not responsible for the costs of complying with the Jessica Lunsford Act.*

31. **Question:** Who are the current vendors providing services?
Answer: *Please see answer to question number 1.*

32. **Question:** Are your current vendors meeting your needs?
Answer: *We have difficulty filling vacancies.*

33. **Question:** What is the anticipated award date?
Answer: *April 26, 2022.*

34. **Question:** How will vendors be notified of award?
Answer: *Notice will be posted to VendorLink.*

35. **Question:** What are the current hourly bill rates by vendor?
Answer: *Please see answer to question number 3.*

36. **Question:** If we provide per eval rates, does the district require vendors to provide all of the assessments?
Answer: *We are asking for a percentage markup.*

37. **Question:** How many billable hours are in a school day?
Answer: *There are 7.5 hours in a school day. Billable hours will only be for hours worked.*

38. **Question:** What is the anticipated # of full-time or # of part-time positions?
Answer: *This is unknown.*

39. **Question:** Is the vendor expected to have a clinic or local office?
Answer: *No.*

40. **Question:** Will services be provided on site or virtually or a hybrid of both for the 22/23 SY?
Answer: *Currently all services are provided onsite.*

41. **Question:** Will assigned candidates have access to materials, supplies, equipment, evaluation kits, and protocols provided by your schools?
Answer: *Yes.*

42. **Question:** Will assigned candidates have access to computers/laptops and printers provided by your schools?
Answer: *If it is required of the position, yes.*

43. **Question:** Do you require resumes of potential contracted candidates to be included in our submission?
Answer: *No.*

44. **Question:** Do you require the candidate's license verification to be included in our submission?
Answer: *No, however this may be requested at a later time depending on the position*

45. **Question:** Is it the school's expectation to hire the candidates we will include in our proposal response if we get awarded?
Answer: *We are not asking for candidates at this time.*

46. **Question:** How many candidates/resumes will you need per discipline?
Answer: *Please see answer to question number 45.*

47. **Question:** Can pricing increase during the term of the contract?
Answer: *We are asking for a percentage markup that will remain fixed for initial term of the contract.*

48. **Question:** What is the length of the contract term?
Answer: *Please see #2 of the General Terms and Conditions.*

49. **Question:** Does the school district reimburse for mileage?
Answer: *No.*

50. **Question:** We are not an MWBE/LDE/VBE firm, are we required to subcontract with a MWBE/LDB/VBE?
Answer: *No.*

51. **Question:** If we are unable to subcontract with an MWBE/LDE/VBE, can we submit a good faith effort?
Answer: *Yes.*

52. **Question:** The bid pricing unit of measurement is in a percentage, can you advise how to complete? We typically charge by the hour.
Answer: *Please see number 1 of the Specifications/Scope of Work.*

53. **Question:** Can bid pricing increase during the term of the contract?
Answer: *Please see answer to question number 47.*

54. **Question:** Besides the required forms, is there additional information we should include in our proposal?
Answer: *Please utilize the checklist on page 2 of the bid document.*

55. **Question:** Is there a specific format for responding to this ITB?
Answer: *No.*

56. **Question:** Will you accept teletherapy rates?
Answer: *No. The intent of this Bid is for onsite staffing needs.*

57. **Question:** Do contracted therapists have access to computers/printers?
Answer: *Please see answer to question number 42.*

58. **Question:** Is vendor required to provide any technology to contracted staff (laptops, printers, etc)?
Answer: *No.*

59. **Question:** Will assigned therapists (SLP, School Psych) have access to protocols and/or therapy materials?
Answer: *Please see answer to question number 41.*

60. **Question:** How many billable hours in a school day?
Answer: *Please see answer to question number 37.*

61. **Question:** How many vendors do you intend to award for this contract?
Answer: *Please see answer to question number 11.*

62. **Question:** Can you please provide us with an estimated or NTE budget allocated for this contract?
Answer: *Please see answer to question number 2.*

63. **Question:** What is the place of performance of the candidate?
Answer: *Depends on the position needed.*

64. **Question:** Is this a new contract or are there any incumbents? If there is an incumbent, could you please let us know the incumbent name?
Answer: *Please see answer to question number 1.*

65. **Question:** If there is an incumbent for this contract, is the incumbent eligible to submit the proposal again?
Answer: *Yes.*

66. **Question:** What is the total number of resources who are currently working on this project? Please let us know their position name and hourly rate?
Answer: *Please see answer to question number 4.*

67. **Question:** Considering the current COVID-19 pandemic situation, if the proposed candidates are not available at the time of award, will the agency allow us to provide replacement personnel with similar or more skill sets?
Answer: *We are not asking for proposed candidates.*

68. **Question:** Are hourly rate ranges acceptable for proposed personnel?
Answer: *No.*

69. **Question:** Is it entirely onsite work or can it be done remotely to some extent / Does the services need to be delivered onsite or is there a possibility for remote operations and performance?
Answer: *Please see answer to question number 40.*

70. **Question:** What will be the mode of interview?
Answer: *This will be at the discretion of the school or end user department.*

71. **Question:** Do we need to submit the actual resumes for proposed candidates or can we submit the sample resumes?
Answer: *Please see answer to question number 69.*

72. **Question:** How many people are currently working onsite and offsite?
Answer: *Please see answer to question number 4.*

73. **Question:** Do we need to submit the actual resumes for proposed candidates or can we submit the sample resumes?
Answer: *Please see answer to question number 43 and 44.*

74. **Question:** Could you please provide the list of holidays?
Answer: *The District's school calendar can be found at this link: https://www.ocps.net/about_us/calendars*

75. **Question:** Are there any mandated Paid Time Off, Vacation, etc.?
Answer: *No.*

76. **Question:** Do we need to bid on all categories or can we bid on one or more categories?
Answer: *Please see answer to question number 13.*

77. **Question:** Please provide the evaluation criteria for evaluating the bids for this ITB.
Answer: *Please see answer to question number 11.*

78. **Question:** What are the contents that need to be submitted in our proposal?
Answer: *Please see answer to question number 56.*

79. **Question:** Please provide the previous spending of this project?
Answer: *Please see answer to question number 2.*

80. **Question:** How many vendors are currently providing these services?
Answer: *Please see answer to question number 1.*

81. **Question:** Please disclose the incumbents' names and if possible please provide the incumbent proposals?
Answer: *Please see answer to question number 1.*

82. **Question:** To offer you competitive pricing, please share the incumbents cost proposal.
Answer: *Please see answer to question number 3.*

83. **Question:** How many awards the OCPS is plan to make?
Answer: *Please see answer to question number 11.*

84. **Question:** Is it possible for OCPS to share the current salary or hourly rate of the requesting positions?
Answer: *Please see Exhibit A attached herein.*

85. **Question:** How many temporaries are currently working under this contract?
Answer: *Please see answer to question number 4.*

86. **Question:** Is OCPS facing any issues under the current contract?
Answer: *Please see answer to question number 32.*

87. **Question:** Please provide a list of current vendors with current markup %'s
Answer: *Below are the vendors and their percentage markups. The markup varies based on the position.*
A & Associates, Inc.: 29%, 33%, 35%
AUE Staffing, Inc.: 24.77%, 27.72%, 31.88%
Top Talent Staffing: 25%, 30%, 32%
Resource Employment Solutions: 32%
AppleOne: 38%
PSP Personnel Solutions Plus: 30%, 36%, 38%
ESS Southeast: 34%
Fasttrack Staffing, Inc.: 45%
Hire Quest LLC: 35%
KBI Staffing Solutions LLC: 47%
PESG of Florida LLC: 39.95%
Quality Choice Transportation Services LLC: 29%
Shark Vision Cleaning Services: 25%

The other vendors listed who we contract with do not have a contracted markup percentage and only an hourly bill rate.

88. **Question:** Will the contracted positions be for a min length of time- ie; The full school year, or 6 weeks?
Answer: *No, they are as needed.*

89. **Question:** Do you require vendors to guarantee the provision of contracted services, or is it understood that vendors will begin recruiting on a best efforts basis upon contract award?
Answer: *We do not require a guarantee of services.*

90. **Question:** Are all the participation goals mandatory or we could utilize any one of the three participation goal?
Answer: *Please see answer to question number 7.*

91. **Question:** What is the new Budget for the current solicitation?
Answer: *Please see question number 14.*

92. **Question:** Do we need to submit any additional technical information or just the pricing and additional forms?
Answer: *No.*

93. **Question:** Will the awarded vendors be expected to pay candidates the pay rate established by OCPS that is based on directly hired employees, or will we be allowed flexibility as long as our bill rate remains at the awarded % mark-up?
Answer: *We are encouraging our end user departments to utilize the pay rates established by OCPS, however, there will be flexibility. The vendors submitted percentage markup must remain the same.*

94. **Question:** What are the current hourly rates for the following disciplines: SLP, OT, PT, School Psychologist, School Counselor/Social Worker, Nursing - School Nurse and 1:1 Nurse?
Answer: *Please see Exhibit A attached herein.*

95. **Question:** What is the spend breakdown between job categories?
Answer:

Office/Clerical/Positions not specified under a current contract	$825,834.14
RN/LPN	$9,059,331.37
SLP/SLPA	$1,478,452.88
Psychologist	$0.00
OT/PT/COTA/PTA	$2,229,134.07
Custodian	$2,952,581.83
Food Service Assistant	$2,108,610.00
Security Guard	$318,382.95
Safety Screener	$30,500.00
School Bus Driver	$0.00
Industrial Staff	$12,478.25

96. **Question:** Does OCPS intend to pay invoices with a purchasing card, or can we elect to be paid by ACH or check?
Answer: *It depends on how your vendor profile is set up.*

97. **Question:** Will the District provide laptops and all necessary supplies to perform the scope of work?
Answer: *Please see answer to question number 42.*

98. **Question:** Is a proposal narrative required?
Answer: *No.*

99. **Question:** What current vendors does OCPS have providing SLP contracted services?
Answer: *CareerStaff Unlimited, LLC*

100. **Question:** What are the current contracted SLP services rates or % mark up?
Answer: *Please see Exhibit A attached herein.*

101. **Question:** Approximately, how many hours of service do you anticipate will be needed weekly by discipline?
Answer: *The needs vary by school.*

102. **Question:** May an electronic invoice be sent in lieu of mailing in a hard copy?
Answer: *This will be at the discretion of the school/end user department.*

103. **Question:** May invoices be sent weekly? If not, in what frequency would OCPS prefer to be invoiced?
Answer: *This can be agreed upon between the school/end user department.*

104. **Question:** What are OCPS' net payment terms?
Answer: *Please see number 25 of the General Terms and Conditions.*

105. **Question:** Will bid bonds be required?
Answer: *No.*

106. **Question:** For the goals for participation, is the requirement a total of 25% of which 12% is for MWBE, 10% for LDB, and 3% for VBE?
Answer: *This is not a requirement.*

107. **Question:** If a contractor satisfies the MWBE certification, will they be required to also meet a goal of 10% for a LDB and 3% for a VBE?
Answer: *This is not a requirement.*

108. **Question:** Does OCPS have a sample contract that respondents can review?
Answer: *Please see General Terms and Conditions #37 of the bid document.*

109. **Question:** To be responsive, are all job categories required to be bid on?
Answer: *Please see answer to question number 13.*

110. **Question:** During the initial 5-year term will there be an opportunity to request an increase based on the CPI for inflation and cost beyond the contractors control?
Answer: *Please see Special Conditions #4 of the bid document.*

111. **Question:** During the initial 5-year term if the laws mandate the minimum wage be increased annually will the county raise the minimum wage with the markup % added or is it expected that the contractor satisfy the requirement with no reimbursement?
Answer: *Yes, OCPS will increase the pay in accordance with the minimum wage, however, it must be requested in accordance with Special Conditions #4 of the bid document.*

112. **Question:** Regarding #32, Fingerprinting / Jessica Lunsford Act – it states that the level 2 screening requirements will be the sole expense of the contractor; does the county have any objection to passing that cost onto the contractor's employees?
Answer: *No.*

113. **Question:** #51 – Confidential Proprietary or Trade Secret – Does the bid require financial records; if so please state where in the solicitation it is located.
Answer: *No.*

114. **Question:** May OCPS confirm that the unit of measure on Exhibit F is a percentage above an hourly pay rate?
Answer: *Yes.*

If you should have any questions regarding this addendum, please do not hesitate to contact Cassandra Palm, the purchasing agent responsible for this solicitation at Cassandra.Palm@ocps.net.

Sincerely,

DocuSigned by:
David Wheeler
95E947B65C5E4C7...

David Wheeler, NIGP-CPP, CPPO, CPPB
Director, Procurement and Contracting

Acknowledgement of Addendum No. 1 by Contractor
The Contractor hereby acknowledges receipt of the following Addendum:

This addendum shall be completed and signed by an authorized representative and returned with the solicitation submittal. The Acknowledgement of Addendum receipt will become an integral part of the solicitation document. In acknowledging receipt of this Addendum, the undersigned understands and accepts the foregoing solicitation changes and clarifications.

All other bid terms, conditions, and specifications as originally issued remain unchanged.

Officer (or Principal)	Chief Financial Officer Title
Scott Carter Manual Signature	03/29/2022 Date
Maxim Healthcare Staffing Services, Inc. Company Name	7227 Lee Deforest Drive, Columbia, MD 21046 Address

410.910.1500	410.910.2077
Telephone Number	Fax Number

EXHIBIT A

Hourly Bill Rates per Vendor											
Administrative Specialist	$17.88	$17.96	$17.66	$17.33	$18.30	$19.13	$18.02				
Executive Assistant	$20.09	$20.78	$19.84	$19.46	$20.55	$21.49	$20.24				
Finance Payroll Clerk	$13.98	$17.29	$13.82	$13.55	$14.30	$14.96	$14.09				
General Laborer	$12.90	$14.63	$11.51	$11.26	$11.26	$11.77	$11.60				
Grounds Maintenance Tech	$12.90	$14.63	$11.51	$11.26	$11.26	$11.77	$11.60				
Receptionist/Switchboard Operator	$12.90	$15.49	$10.32	$10.13	$10.69	$11.18	$10.53				
Secretary	$14.77	$15.49	$14.59	$14.31	$15.11	$15.80	$14.89				
Semi-Skilled Tradesman	$20.87	$21.88	$21.83	$21.03	$21.36	$22.33	$22.33				
Support Service Clerk	$12.90	$14.96	$11.47	$11.25	$11.88	$12.42	$11.70				
Registered Nurse	$39.00	$36.00	$33.00	$45.00	$56.00	$56.00					
License Practical Nurse	$32.95	$28.50	$30.00	$35.00	$45.00	$46.00					
Speech Language Pathologist	$61.00										
Speech Language Pathologist Assistant	$50.40										
Psychologist	$71.00										
Occupational Therapist	$61.00	$55.47									
Occupational Therapist Assistant	$50.40	$42.00									
Physical Therapy	$61.00	$54.00									
Physical Therapy Assistant	$50.40	$42.00									
Custodian	$13.57	$13.03	$13.67	$14.79	$13.77	$14.99	$13.16	$12.75	$14.28	$13.26	$14.67
Food Service Assistant	$13.50	$13.19	$13.40	$13.20							
Security Guard	$14.25	$19.57	$14.35	$17.00	$16.52	$22.88	$17.00	$21.70	$24.97		
Safety Screener	$21.13	$17.00	$17.00	$26.25							
School Bus Driver	$19.50										

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Orange County Public Schools

445 W. Amelia Street · Orlando, Florida 32801 · (407) 317-3200 · www.ocps.net

ADDENDUM NO. 2

March 24, 2022

ITB2201024 TEMPORARY STAFFING SERVICES

The original Invitation to Bid (ITB) documents shall remain in full force and effect, except as modified herein, which shall take precedence over any contrary provisions in the prior documents. The submittal deadline shall be changed to **April 1, 2022 at 2:00 PM EST.**

This addendum is being issued to address questions received.

The following are questions and answers regarding the above mentioned solicitation:

1. **Question:** Do contractors have to travel between schools during the workday? If so, are they required to clock out during travel between schools or are they able to stay clocked in during travel between schools?
   Answer: *Most positions will remain at one location each day and will not be required to travel between sites. There have been on occasion, where a nurse is asked to travel to the school next door for feedings and have not been asked to clock out. For OT, PT, ST they are required to travel and will be paid during travel time. They will not be paid for lunch.*

2. **Question:** Should the percentage markup be based off the minimum or the maximum salaries listed?
   Answer: *The markup percentage shall be consistent regardless of the salary OCPS is paying.*

3. **Question:** Please provide a sample invoice for the following: a. Registered Nurse / Licensed Practical Nurse b. Speech Language Pathologist c. Speech Language Pathologist Assistant d. Psychologist e. Occupational / Physical Therapist f. Occupational / Physical Therapist Assistant.
   Answer: *All invoices must match the rates specified on the purchase order.*

4. **Question:** How will the hourly pay rates be determined if it is currently listed as "range" for the modality?
   Answer: *All pay rates will start at the minimum of the salary range.*

5. **Question:** Is it possible for OCPS to share the transcript of questions and answers raised in the Pre-bid meeting?
   Answer: *Due to the file size, please submit a records request to records@ocps.net and the meeting recording can be provided.*

6. **Question:** What were the FTE requests/usage for the 2019-2020 SY for the following positions: SLP, OT, PT, School Psychologist, School Counselor/Social Worker, Nursing - School Nurse and 1:1 Nurse?
   Answer: *ST Contract 18 FTEs*
   OT 20 FTEs
   COTA 4 FTEs
   PT 7 FTEs
   PTAs 2 FTEs

7. **Question:** What are the anticipated FTE requests for the 2022-2023 School Year for the following positions: SLP, OT, PT, School Psychologist, School Counselor/Social Worker, Nursing - School Nurse and 1:1 Nurse?
   Answer: *ST Contract 17-18 FTEs; 4-5 SLAs*
   OT 20 FTEs
   COTA 4 FTEs
   PT 7 FTEs
   PTAs 2 FTEs

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8. **Question:** The RFP indicates the vendor will be provided with a 30-day notice if a contract candidate is hired as a direct employee. How many temp-to-perm conversions were made during the past three school years (2019-20, 2020-21, 2021-present) for the following disciplines: SLP, OT, PT, School Psychologist, School Counselor/Social Worker, Nursing - School Nurse and 1:1 Nurse?
Answer: *Typically for ST, OT and PT there is not a cross over by employers unless there are extenuating circumstances such as the staff member can only work 4 days or would like healthcare that may not be offered. Those conversations in rare circumstances are agreed upon by both parties. 2019-2020: 1; 2020-2021: none 2021-2022: none.*

9. **Question:** For the hourly/salary rates publicly posted on the OCPS website that we are using, does this include the additional FICA taxes, benefit costs, and other employment costs the District is currently responsible for per position?
Answer: *No, this is the salary earned by employees in those positions. The markup bid by each Contractor shall include FICA taxes, benefit costs, and other employment cost.*

10. **Question:** For positions that have a salary or range of pay that is based on years of experience or service to the district, will OCPS provide a set hourly rate or clear hourly rate range that the bidding vendors are able to use to determine a viable % mark-up?
Answer: *Please see answer to question number 4.*

11. **Question:** The RFP notes that additional services need to be provided for some disciplines such as Related Service Providers which may include training/in-services or PD activities and the contractor should include anticipated costs in the mark-up. Can you clarify the dollar amount for these costs? Will all vendors be expected to contribute equally to these costs (even if you are not able to provide a dollar amount) or are they based on the percentage of business with the district?
Answer: *Any additional services required by OCPS such as professional development in-service trainings will be paid at the hourly rate assigned to that temporary worker plus the markup percentage.*

12. **Question:** I understand that you want a set mark-up % for each category we are bidding on. How will this work with categories that have different salaries for different experience levels? Is there a number or a set amount of years we should base our mark-up % on?
Answer: *Please see answer to question number 4.*

13. **Question:** We looked over the salary schedule and found all the specified job code rates except for the SLP rates. What are the salary rates for SLP?
Answer: *Instructional positions such as OT/PT, SLP, RN will be paid at the minimum of the range. Instructional positions work 197 days at 7.5 hours a day. The pay rate equates to $32.15/HR ($47,500/197 days = 241.12/7.5 = 32.15).*

14. **Question:** Will the salary ranges be based off the standard school calendar not to include summer?
Answer: *The school calendar will not affect the salary schedule. Pay rates will start at the minimum of the range.*

15. **Question:** I do not see the salary rates for the following: SLP; SLPA; RN; LPN; COTA ; PTA Can you provide these pay rates?
Answer: *Please see answer to question number 13.*

16. **Question:** Can we submit a % markup range?
Answer: *No, the markup percentage shall be consistent regardless of the salary OCPS is paying.*

17. **Question:** The scope of works states "the pay rate shall be in accordance with the most recently posted OCPS salary schedule," however, these pay rates are based on annual salaries, not hourly costs. Which year of the annual salaries would the District like vendor's to base their percentage mark-up on?
Answer: *Please see answer to question number 13.*

18. **Question:** Which positions will be provided keys or security access badges by the district?
Answer: *Most positions will not require the issuance of these items.*

19. **Question:** Will respondents be disqualified or adversely impacted during the evaluation process if they were to submit exceptions to OCPS?
Answer: *Yes.*

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20. **Question:** What percentage of the historical spend has been federally funded?
Answer: *Approximately 23%.*

21. **Question:** Historically, what has the spend been that was paid for by a Purchasing Card?
Answer: *All labor is paid using purchase orders.*

22. **Question:** What positions will be subject to the Service Contract Labor Standards, (SCLS), formerly known as the McNamara-O'Hara Service Contract Act of 1965 (SCA)?
Answer: *According to the Department of Labor, "This [Service Contract Labor Standards] Act applies only to contracts for services awarded by the federal or District of Columbia governments." It appears this act has no applicability to OCPS.*

23. **Question:** May OCPS include an Item 14 on the Exhibit F, Bid Price Sheet for positions that would be entitled to federal benefits? This will allow for appropriate pricing to meet federal regulations as they are applicable.
Answer: *No.*

If you should have any questions regarding this addendum, please do not hesitate to contact Cassandra Palm, the purchasing agent responsible for this solicitation at Cassandra.Palm@ocps.net.

Sincerely,

DocuSigned by:
David Wheeler
05E947B65C6E4C7...

David Wheeler, NIGP-CPP, CPPO, CPPB
Director, Procurement and Contracting

Acknowledgement of Addendum No. 2 by Contractor
The Contractor hereby acknowledges receipt of the following Addendum:

This addendum shall be completed and signed by an authorized representative and returned with the solicitation submittal. The Acknowledgement of Addendum receipt will become an integral part of the solicitation document. In acknowledging receipt of this Addendum, the undersigned understands and accepts the foregoing solicitation changes and clarifications.

All other bid terms, conditions, and specifications as originally issued remain unchanged.

Scott Carter	Chief Financial Officer
Officer (or Principal)	Title
Scott A Carter	03/29/2020
Manual Signature	Date
Maxim Healthcare Staffing Services, Inc.	7227 Lee Deforest Drive, Columbia, MD 21046
Company Name	Address
410.910.1500	410.910.2077
Telephone Number	Fax Number

AGENDA ITEM NO. 9.18

School Board of Manatee County
July 22, 2025 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of the Bid on Irrigation Well and Pump Installation and Repairs, SDMC No. 26-0037-MR, Estimated in the Amount of $150,000.00 Annually (Capital Funds)

Executive Summary
The purpose of this bid is to provide services for installation and repair of irrigation wells and pumps throughout the District. Due to insufficient responses from the initial bid solicitation, direct negotiations were undertaken with selected suppliers to ensure timely procurement while maintaining cost-effectiveness and quality service. This approach allows the District to engage and secure reliable vendors. The committee recommends awarding to Water Equipment Technologies and Young Well Drilling.

The requested contract is for the period of August 1, 2025 through July 30, 2028. This bid is for a period of three (3) years with the option to renew for two (2) additional one-year periods.

Historical expenditures are as follows:
YTD 2024-2025: $180,315.67
Fiscal Year 2023-2024: $95,752.73
Fiscal Year 2022-2023: $93,319.14

Approval of this agenda item does not indicate immediate or complete expenditure of funds. Funds will only be expended as budget(s) allow.

The bid is recommended for award to:
Water Equipment Technologies of Southwest Florida, Sarasota, FL, Florida Document No. L02000026229
Young Well Drilling, Bradenton, FL, Florida Document No. L04000005626

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

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

Ready To Grow | Goal 5
Continue our secure financial position, utilize referendum millage funds effectively, and modernize and enhance our current schools to meet our school community needs, including building vibrant, new schools

Recommendation
The Superintendent recommends approval of the bid on irrigation well and pump installation and repairs, SDMC No. 26-0037-MR, not to exceed $150,000.00 annually (Capital Funds).

Financial Impact
The funding source for this estimated expenditure is Local Capital Improvement and is included in Maintenance, Operations & Central Distribution Warehouse Department proposal budget for 2025-2026. **(Capital Funds)**

Contact
Submitting Departments: Maintenance, Operations & Central Distribution Warehouse and Purchasing

Initiated By: Todd Henson

Attachments:
260037 tabulation

NOTICE OF INTENT TO AWARD

BID ON IRRIGATION WELL AND PUMP INSTALLATION AND REPAIR, SDMC No. 26-0037-MR

CONTRACT PERIOD: AUGUST 1, 2025 THROUGH JULY 30, 2028

BOARD APPROVAL ON JUNE 24, 2025

TABULATION OF BIDS ON IRRIGATION WELL AND PUMP INSTALLATION AND REPAIR, SDMC No. 26-0037-MR

Bids Due: 3:00 p.m., Friday, May 23, 2025

Bidder's Name	1. Repair Technician Working Hours Standard Hourly Rate		2. Repair Technician Non Standard Hours Hourly Rate		3. General Laborer- Standard Hours Hourly Rate		4. General Laborer- Non Standard Hours Hourly Rate	
	Hourly Rate	Notes	Hourly Rate	Notes	Hourly Rate	Notes	Hourly Rate	Notes
YOUNG WELL DRILLING	$175.00		$262.50		$150.00		$225.00	
WATER EQUIPMENT TECHNOLOGIES	$150.00		$225.00		$150.00		$225.00	

Bidder's Name	5. Rental of Equipment- MAXIMUM OF 10% MARKUP		6. Contractor Owned Equipment Other			Contractor Owned Equipment			7. Use of Subcontractors - MAXIMUM OF 10% MARKUP	
	Percentage Markup	Notes	Hourly Rate		Notes	Daily Rate		Notes	Percentage Markup	Notes
YOUNG WELL DRILLING	10%		$250.00			$2,000.00			10%	
WATER EQUIPMENT TECHNOLOGIES	10%		No Bid			No Bid			10%	

Bidder's Name	8. Well Drilling-600 Feet											
	a. 4" Well Drilling			b. 5" Well Drilling			c. 6" Well Drilling			d. 10" Well Drilling		
	Price Per Foot	Total Price	Notes	Price Per Foot	Total Price	Notes	Price Per Foot	Total Price	Notes	Price Per Foot	Total Price	Notes
YOUNG WELL DRILLING	$19.60	$11,760.00		$22.40	$13,440.00		$25.20	$15,120.00		$28.00	$16,800.00	
WATER EQUIPMENT TECHNOLOGIES	No Bid			No Bid			No Bid			No Bid		

Bidder's Name	9. Schedule 40 Casing (Steel)											
	a. 4" Casing			b. 5" Casing			c. 6" Casing			d. 10" Casing		
	Price Per Foot	Total Price	Notes	Price Per Foot	Total Price	Notes	Price Per Foot	Total Price	Notes	Price Per Foot	Total Price	Notes
YOUNG WELL DRILLING	$46.00	$27,600.00	(1)	No Bid	(1)		No Bid	(1)		No Bid	(1)	
WATER EQUIPMENT TECHNOLOGIES	No Bid			No Bid			No Bid			No Bid		

Bidder's Name	10. Submersible Cable Flat or Double Jacketed											
	a. #10, 4 Wire Cable			b. #12, 4 Wire Cable			c. #14, 3 Wire Cable			d. #14, 4 Wire Cable		
	Price Per Foot	Total Price	Notes	Price Per Foot	Total Price	Notes	Price Per Foot	Total Price	Notes	Price Per Foot	Total Price	Notes
YOUNG WELL DRILLING	$4.34	$1,736.00		$3.95	$1,580.00		$3.30	$1,320.00		$3.45	$13.80	
WATER EQUIPMENT TECHNOLOGIES	$3.50	$1,300.00		$2.59	$1,036.00		$2.17	$868.00		$2.25	$900.00	

Bidder's Name	10. Submersible Cable Flat or Double Jacketed					
	e. #6 Flat Wire			f. #8 Flat Wire		
	Price Per Foot	Total Price	Notes	Price Per Foot	Total Price	Notes
YOUNG WELL DRILLING	$7.33	$2,932.00		$6.48	$2,592.00	
WATER EQUIPMENT TECHNOLOGIES	$5.43	$2,172.00		$4.81	$1,924.00	

Bidder's Name	11. Fitting- 400 feet								
	a. 2" Galvanized Drop Pipe			b. 3" Galvanized Drop Pipe			c. 4" Galvanized Drop Pipe		
	Price Per Foot	Total Price	Notes	Price Per Foot	Total Price	Notes	Price Per Foot	Total Price	Notes
YOUNG WELL DRILLING	$13.30	$5,320.00		$20.30	$8,120.00		$25.20	$10,080.00	
WATER EQUIPMENT TECHNOLOGIES	$9.55	$3,820.00		$13.55	$5,420.00		$16.02	$6,408.00	

TABULATION OF BIDS ON IRRIGATION WELL AND PUMP INSTALLATION AND REPAIR, SDMC No. 26-0037-MR

Bids Due: 3:00 p.m., Friday, May 23, 2025

Bidder's Name	12. Submersible Pumps, Liquid Ends, Control Boxes/Pumps Panels, Controls											
	a. Submersible Pump Motors –Franklin,			b. Submersible Liquid End			c. Control Boxes with Magnetic Contactor/			d. 10-30 HP Pump Control Panel or V.F.D.		
	Percentage Markup	Brands	Notes	Percentage Markup	Brands	Notes	Percentage Markup	Brands	Notes	Percentage Markup	Brands	Notes
YOUNG WELL DRILLING	35%	Franklin, Goulds, Grundfos		35%	Franklin, Goulds, Grundfos		35%	Franklin, Goulds, Furnace		35%	Grundfos, Yazkawa, Franklin	
WATER EQUIPMENT TECHNOLOGIES	15%	Gundfos, Flowise, Pentair		15%	Gundfos, Flowise		15%	Gundfos, Flowise		15%	Yaskawa	

Bidder's Name	13. Equipment or Supplies		
	a. Balance of line		
	Manufacturer Name	Percentage Markup	Notes
YOUNG WELL DRILLING	All other	35%	
WATER EQUIPMENT TECHNOLOGIES		15%	

NOTES:
1) PVC rates 4" casing $25.20/FT, 5" casing $28.00/FT,6" casing $32.00/FT and 10" casing $40.00/FT

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

AGENDA ITEM NO. 9.19

School Board of Manatee County
July 22, 2025 - Regular Board Meeting and Public Hearing
Action Item

Title

Approval of the 2025-2026 Uniform Statewide Assessment Calendar (No Financial Impact) - updated 7.21.2025

Executive Summary

Section 1008.22(7)(b), F.S., requires the Department of Education to publish uniform assessment calendars by January 1 of each year, and the calendars published must include statewide assessment schedule information for the next two years. Each school district is then required to populate the calendar for the following year with district assessment information. Rule 6A-1.094224, F.A.C. was approved by the State Board of Education on September 20, 2022, and established the guidelines and template to be used for this requirement. The School District of Manatee County 2025-2026 Uniform Statewide Assessment Calendar is attached.

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 2025-2026 Uniform Statewide Assessment Calendar (No Financial Impact).

Financial Impact

No Financial Impact.

Contact

Submitting Department: Assessment, Accountability, and Research

Initiated By: Evan McCarthy

Attachments:
2526StatewideAssessmentSched
K12UniformAssessmentCalendar2526 - added 7/21/2025

FLORIDA STATEWIDE ASSESSMENT PROGRAM
2025–2026 SCHEDULE

The testing windows below denote the amount of time provided for districts and schools to select test administration days; they do not represent the amount of time students spend taking the assessments. The windows are established to provide maximum flexibility to efficiently deliver these important measurements of student progress and performance and maximize student learning and instructional time.

Dates[1]	Assessment
Fall	
August 4–September 26, 2025	**Florida Assessment of Student Thinking (FAST) PM1** Grades K–2 FAST English Language Art (ELA) Reading & Mathematics
August 11–September 26, 2025	**FAST PM1** Grades 3–10 FAST ELA Reading Grades 3–8 FAST Mathematics
September 8–October 3, 2025	**FAST Retake** Grade 10 ELA Reading Retake
	End-of-Course (EOC) Assessments Algebra 1, Geometry, Biology 1, Civics, U.S. History
Winter	
December 1, 2025–January 23, 2026	**FAST PM2** Grades K–2 FAST Reading & Mathematics Grades 3–10 FAST ELA Reading Grades 3–8 FAST Mathematics
December 1–19, 2025	**EOC Assessments** Algebra 1, Geometry, Biology 1, Civics, U.S. History
	FAST Retake Grade 10 ELA Reading Retake
Spring	
March 30–April 10, 2026	**Writing** Grades 4–10
April 13–May 29, 2026	**FAST PM3** Grades K–2 FAST Reading & Mathematics
May 1–29, 2026	**FAST PM3** Grades 3–10 FAST ELA Reading Grades 3–8 FAST Mathematics
	Statewide Science Assessment Grades 5 & 8 Science
	EOC Assessments Algebra 1, Geometry, Biology 1, Civics, U.S. History
	FAST Retake Grade 10 ELA Reading Retake
Summer	
July 13–24, 2026	**EOC Assessments** Algebra 1, Geometry, Biology 1, Civics, U.S. History
	FAST Grade 3 ELA Reading Grade 10 ELA Reading Retake

[1]School districts establish daily testing schedules within these windows according to state-provided guidance. For more detailed scheduling information for a specific school or district, please visit that organization's website.

FLORIDA STATEWIDE ASSESSMENT PROGRAM
2025–2026 SCHEDULE

FAST Voluntary Prekindergarten (VPK)	
Dates	**Assessment**
Traditional VPK Programs (83 or more instructional days) [2]**:** • **First Administration (PM1):** within the first 30 instructional days. • **Second Administration (PM2):** in the period of time in a VPK class schedule where at least 40% and no more than 60% of a program's instructional hours have been completed. • **Third Administration (PM3):** within the last 30 instructional days.	FAST Star Early Literacy

[2]For non-traditional school-year and summer VPK programs (82 or fewer instructional days), see the Administration Schedule and guidance for VPK programs available at https://www.fldoe.org/schools/early-learning/providers/fast-star-earlit.stml.

Florida Alternate Assessment (FAA)	
Dates	**Grade Levels and Subjects**
September 22–October 10, 2025	**FAA—Performance Task** Grade 10 ELA Makeup Algebra 1 Makeup
March 2–April 10, 2026	**FAA—Performance Task** Grades 3–8 ELA & Mathematics Grades 4–8 Writing Grades 5 & 8 Science EOC Assessment (Civics)
March 9–April 24, 2026	**FAA—Performance Task** Grades 9 & 10 ELA Grades 9 & 10 Writing EOC Assessments (Algebra 1, Biology 1, Geometry, U.S. History)
Data Collection Periods: September–October 2025 November–December 2025 February–March 2026	**FAA—Datafolio** Grades 3–10 ELA (Reading & Writing) Grades 3–8 Mathematics Grades 5 & 8 Science EOC Assessments (Algebra 1, Biology 1, Civics, Geometry, U.S. History)

FLORIDA STATEWIDE ASSESSMENT PROGRAM
2025–2026 SCHEDULE

Other Statewide Assessments	
Dates	**Assessment**
October 2025–April 2026	Preliminary ACT (PreACT)
October 2025	Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)
November 3–December 19, 2025 March 30–May 29, 2026	Florida Civic Literacy Exam (FCLE)
January–March 2026	National Assessment of Educational Progress (NAEP) Reading (Grades 4, 8) Mathematics (Grades 4, 8) Civics (Grade 8) U.S. History (Grade 8)
January 12–March 13, 2026	ACCESS for ELLs Alternate ACCESS
March–April 2026	ACT[3]
March–April 2026	SAT[3]
March–April 2026	Classic Learning Test (CLT)[3]
August 2025–May 2026	Armed Services Vocational Aptitude Battery (ASVAB)
May 2026	Advanced Placement (AP) Exams

[3]Districts will select either ACT, SAT or CLT to administer to all Grade 11 students in the district.

2025–26 Uniform Statewide Assessment Calendar

According to Section (s.) 1008.22(7)(b), Florida Statutes (F.S.), and State Board of Education Rule 6A-1.094224, Florida Administrative Code (F.A.C.), the uniform assessment calendar must be published on the Florida Department of Education (FDOE) website by January of each year for, at a minimum, the following two school years. Prior to posting, FDOE will complete sections 1 through 4 with the appropriate information.

Each school district must then complete the uniform calendar with district-required assessment information, publish the calendar to the district website, and provide it to the FDOE by October 1 of each school year. Districts must provide completed calendars to schools and include the calendar in their parent guides. In addition, each school must publish the completed calendar on its website.

The statewide assessment information provided by the Department in sections 1 through 4 should not be altered; however, districts may otherwise modify and populate this template to accurately indicate their assessment schedules for the school year.

1. Glossary of Assessment Terms

The following glossary includes definitions of assessment terms and explanations of acronyms used throughout this template. The FDOE will populate this section with state-level terms in addition to those specified in s. 1008.22(7)(i), F.S. Districts may add rows as needed for additional glossary terms that are specific to district-required assessments but should not modify any FDOE-provided information.

Acronym/Term	Definition
WIDA ACCESS	Assessment to measure English language acquisition of English Language Learners (ELLs).
Accommodation	Per Rule 6A-1.0943, F.A.C., "Accommodations are defined as adjustments to the presentation of the statewide, standardized assessment questions, methods of recording examinee responses to the questions, scheduling for the administration of a statewide, standardized assessment to include amount of time for administration, settings for administration of a statewide, standardized assessment, and the use of assistive technology or devices to facilitate the student's participation in a statewide standardized assessment."
ASVAB	Armed Services Vocational Aptitude Battery
B.E.S.T.	Benchmarks for Excellent Student Thinking
CBT	Computer-Based Test
CLT	Classic Learning Test
Concordant and Comparative Scores	Concordant and comparative scores refer to scores that have been determined by establishing a relationship between assessments that measure similar (but not identical) constructs, such as the Algebra 1 End-of-Course Assessment and the SAT. In statute, concordant refers to scores associated with the ELA assessment and comparative refers to scores associated with the Algebra 1 assessment. A student can meet assessment graduation requirements by earning a concordant or comparative score, as specified in Rule 6A-1.09422, F.A.C.
Diagnostic	Assessments that measure students' understanding of a subject area or skills base, which allow teachers and educators to evaluate student learning, focusing on strengths and areas of need.
District Window	The selected dates within the statewide window during which a district will administer a given assessment.
District-Required Assessments	Assessments required by the school district for students in a specific grade or course.
ELA	English Language Arts
EOC	End-of-Course

2025–26 Uniform Statewide Assessment Calendar

Acronym/Term	Definition
Evaluative	Assessments that measure student proficiency at selected intervals in order to compare change over time and to compare state-level results.
FAA	Florida Alternate Assessment; The FAA—Datafolio is designed to provide meaningful information about students with the most significant cognitive disabilities who typically do not have a formal mode of communication and are working at pre-academic levels. The FAA—Performance Task is a performance-based assessment for students with the most significant cognitive disabilities aligned to the state's alternate academic achievement standards.
FAST	Florida Assessment of Student Thinking
FCLE	Florida Civic Literacy Exam
Formative	Formative assessments are the formal and informal ways that teachers and students gather and respond to evidence of student learning. Formative assessments are part of teaching in the classroom. Formative assessments will not result in a score that will appear on a student's report card, but they serve the greater purpose of informing both students and teachers on what changes need to happen in classroom instruction to better serve the needs of individual students.
Interim	Interim assessments are administered on a smaller scale (i.e., school or district) with results that can be used at the classroom level or aggregated at the school- or district-level. Depending on the design, interim assessments can be used to predict a student's ability to succeed on a summative assessment, to evaluate a program, or to diagnose student learning gaps.
NAEP	National Assessment of Educational Progress
PBT	Paper-Based Test
PM1	The baseline administration of FAST progress monitoring in the beginning of the school year.
PM2	The midyear administration of FAST progress monitoring in the middle of the school year.
PM3	The summative administration of FAST progress monitoring at the end of the school year; the statewide, standardized ELA assessment for students in grades 3 through 10 and the statewide, standardized Mathematics assessment for students in grades 3 through 8.
Progress Monitoring	The process used to determine whether a student's academic performance is improving, at what rate it is improving, and how effective instruction has been. In accordance with s. 1008.25(9)(b)1., F.S., the progress monitoring assessments for VPK through grade 2 must be administered at least three times within a program year or school year, as applicable, with the first administration occurring no later than the first 30 instructional days after a student's enrollment or the start of the program or school year, the second administration occurring midyear, and the third administration occurring within the last 30 days of the program or school year. In accordance with s. 1008.25(9)(b)2., F.S., the progress monitoring assessments for grades 3 through 10 must be administered at the beginning, middle, and end of the school year.
PSAT/NMSQT	Preliminary SAT/National Merit Scholarship Qualifying Test
Summative	Assessments that evaluate student mastery of Florida's state academic standards at or near the conclusion of the course of instruction.
Statewide, Standardized Assessments	All assessments required by s. 1008.22, F.S.
Statewide Window	The range of dates during which districts and/or schools may choose to administer a given assessment.
Testing Time	The amount of time individual students are each given to respond to test items on each test.
VPK	Florida's Voluntary Prekindergarten Education Program

2025–26 Uniform Statewide Assessment Calendar

2. Test, Type, and Purpose/Use

FDOE will populate this section with information related to state-level tests. Districts may add rows as needed to define district-required tests, test type, and their purpose/use in the district, but they should not modify any FDOE-provided information. If additional types are added, define applicable types in the glossary.

Test	Type	Purpose/Required Use	Statutory Authority/Required Use Citation
WIDA ACCESS	Diagnostic	Measure English language acquisition of ELLs	s. 1003.56, F.S. Rule 6A-6.0902, F.A.C. Rule 6A-6.09021, F.A.C. Rule 6A-6.0903, F.A.C. Rule 6A-1.09432, F.A.C
WIDA Alternate ACCESS	Diagnostic	Measure English language acquisition of ELLs with the most significant cognitive disabilities	
ACT	Summative	Inform course placement; can be used as a concordant or comparative score to meet assessment graduation requirements; provide postsecondary opportunities	s. 1008.22, F.S. Rule 6A-1.09422, F.A.C. Rule 6A-10.0315, F.A.C. Rule 6A-20.028, F.A.C.
ASVAB	Evaluative	Determine whether a student is qualified to enlist in the military and to assign an appropriate military job	s. 1003.451, F.S. s. 1008.34, F.S. Rule 6A-1.09981, F.A.C.
CLT	Summative	Inform course placement; can be used as a concordant or comparative score to meet assessment graduation requirements; provide postsecondary opportunities	s. 1008.22, F.S. Rule 6A-1.09422, F.A.C. Rule 6A-10.0315, F.A.C. Rule 6A-20.028, F.A.C.
CLT10	Summative	Inform course placement; can be used as a concordant or comparative score to meet assessment graduation requirements	s. 1007.35, F.S. s. 1008.22, F.S. Rule 6A-1.09422, F.A.C. Rule 6A-10.0315, F.A.C.
FAST PM1 and PM2	Diagnostic/Progress Monitoring	Provides information in mastering the appropriate grade-level standards and provides information on students' progress to parents, teachers, and school and program administrators. Used to provide data for accountability of the Voluntary Prekindergarten Education Program.	s. 1002.68, F.S. s. 1008.25(9), F.S. Rule 6M-8.601, F.A.C.
FCLE	Summative	If passed, exempts students from the postsecondary civic literacy assessment requirement established by s. 1007.25(5), F.S.	s. 1003.4282(3)(d), F.S. s. 1007.25(5)(b), F.S.
B.E.S.T. Writing	Summative	Purpose: statewide, standardized assessments, including FAST PM3, measure student achievement of Florida's state academic standards Required uses: third grade retention; high school standard	s. 1002.38, F.S. s. 1002.394, F.S. s. 1002.395, F.S. s. 1002.40, F.S.
EOC	Summative		
FAST PM3	Progress Monitoring/Summative		
FAA—Performance Task	Summative		

2025–26 Uniform Statewide Assessment Calendar

Test	Type	Purpose/Required Use	Statutory Authority/Required Use Citation
FAA—Datafolio	Portfolio	diploma; EOC assessments as 30% of course grade; school grades; school improvement ratings; district grades; School Improvement; Federal Percent of Points Index (FPPI); Value-Added Model (VAM); Scholar designation; Credit Acceleration Program; school improvement plans; school, district, state and federal reporting; assessment provisions for students in scholarship programs and stationed on military bases; New Worlds Reading Initiative; Reading Achievement Initiative for Scholastic Excellence (RAISE) Program	s. 1002.45, F.S. s. 1002.68, F.S. s. 1003.4156, F.S. s. 1003.4282, F.S. s. 1003.4285, F.S. s. 1003.433, F.S. s. 1003.485, F.S. s. 1004.04, F.S. s. 1004.85, F.S. s. 1008.212, F.S. s. 1008.213, F.S. s. 1008.22, F.S. s. 1008.25, F.S. s. 1008.33, F.S. s. 1008.34, F.S. s. 1008.341, F.S. s. 1008.3415, F.S. s. 1008.345, F.S. s. 1008.365, F.S. s. 1012.34, F.S. s. 1012.56, F.S. Rule 6A-1.09422, F.A.C. Rule 6A-1.094221, F.A.C. Rule 6A-1.094222, F.A.C. Rule 6A-1.0943, F.A.C. Rule 6A-1.09432, F.A.C. Rule 6A-1.09981, F.A.C. Rule 6A-1.099811, F.A.C. Rule 6A-1.099822, F.A.C. Rule 6A-1.099828, F.A.C. Rule 6A-5.0411, F.A.C. Rule 6A-6.0531, F.A.C. Rule 6A-6.0532, F.A.C.
Statewide Science Assessment	Summative		
NAEP	Evaluative	Measure student performance for comparison among state and national populations over time	s. 1008.22, F.S.
PreACT	Summative	Inform course placement; can be used as a concordant or comparative score to meet assessment graduation requirements	s. 1007.35, F.S. s. 1008.22, F.S.

2025–26 Uniform Statewide Assessment Calendar

Test	Type	Purpose/Required Use	Statutory Authority/Required Use Citation
			Rule 6A-1.09422, F.A.C. Rule 6A-10.0315, F.A.C.
PSAT/NMSQT	Summative	Inform course placement; can be used as a concordant or comparative score to meet graduation requirements	s. 1007.35, F.S. s. 1008.22, F.S. Rule 6A-1.09422, F.A.C. Rule 6A-10.0315, F.A.C.
SAT	Summative	Inform course placement; can be used as a concordant or comparative score to meet assessment graduation requirements; provide postsecondary opportunities	s. 1008.22, F.S. Rule 6A-1.09422, F.A.C. Rule 6A-10.0315, F.A.C. Rule 6A-20.028, F.A.C.

3. Required Statewide Assessments

The following assessments are required for students as indicated in the **Students to Be Tested** column. FDOE will complete this section with the required statewide assessments. Districts should then populate the **District Window** column for each assessment in the table but should not modify any FDOE-provided information.

When calculating total test time in Section 6, do not include times for assessments indicated by grey rows, which indicate duplicate assessment windows (e.g., EOCs), assessments that take the place of another assessment, or assessments that do not have a specified testing time.

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
VPK FAST PM1	Students enrolled in VPK	First 30 instructional days after a student's enrollment or the start of a program year or school year	**August 11 – September 12, 2025**	CBT	10–20 minutes	Immediately following test completion
FAST PM1	Kindergarten–Grade 1 ELA Reading[1]	August 4–September 26, 2025	**September 2 - 5, 2025**	CBT[2]	10–20 minutes	Immediately following test completion
FAST PM1	Grade 2 ELA Reading[1]	August 4–September 26, 2025	**September 2 - 5, 2025**	CBT[2]	15–20 minutes	Immediately following test completion
FAST PM1	Kindergarten–Grade 2 Mathematics[1]	August 4–September 26, 2025	**September 15 - 19, 2025**	CBT[2]	20–30 minutes	Immediately following test completion
FAST PM1	Grades 3–10 ELA Reading	August 11–September 26, 2025	**September 8 - 12, 2025**	CBT[2]	90 minutes[3]	Immediately following test completion
FAST PM1	Grades 3–5 Mathematics	August 11–September 26, 2025	**September 15 - 19, 2025**	CBT[2]	80 minutes[3]	Immediately following test completion

2025–26 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
FAST PM1	Grades 6–8 Mathematics	August 11–September 26, 2025	**September 15 - 19, 2025**	CBT[2]	100 minutes[3]	Immediately following test completion
FAA—Datafolio[4]	Grades 3–10 ELA (Reading and Writing); Grades 3–8 Mathematics; Grades 5 and 8 Science; and Algebra 1, Biology 1, Civics, Geometry, and U.S. History EOCs	Collection Period 1: September–October 2025	September–October 2025	PBT	Varies/Untimed	June 2026
PSAT/NMSQT[7]	Grade 10 students in districts that selected PSAT/NMSQT	October 2025	October 5 - 31, 2025	CBT/PBT	134 minutes	4–6 weeks after testing
PreACT[7]	Grade 10 students in districts that selected PreACT	October 2025–April 2026	n/a	CBT/PBT	150 minutes	Approximately 2 weeks after testing
FAA—Datafolio[4]	Grades 3–10 ELA (Reading and Writing); Grades 3–8 Mathematics; Grades 5 and 8 Science; and Algebra 1, Biology 1, Civics, Geometry, and U.S. History EOCs	Collection Period 2: November–December 2025	November–December 2025	PBT	Varies/Untimed	June 2026
FCLE	Students enrolled in associated courses	November 3–December 19, 2025	**November 13, 2025**	CBT[2]	160 minutes[5]	Immediately following test completion
VPK FAST PM2	Students enrolled in VPK	Midyear	**January 6 – 30, 2026**	CBT	10–20 minutes	Immediately following test completion
FAST PM2	Kindergarten–Grade 1 ELA Reading	December 1, 2025–January 23, 2026	**January 12 - 16, 2026**	CBT[2]	10–20 minutes	Immediately following test completion
FAST PM2	Grade 2 ELA Reading	December 1, 2025–January 23, 2026	**January 12 - 16, 2026**	CBT[2]	15–20 minutes	Immediately following test completion
FAST PM2	Kindergarten–Grade 2 Mathematics	December 1, 2025–January 23, 2026	**December 15 - 19, 2025**	CBT[2]	20–30 minutes	Immediately following test completion
FAST PM2	Grades 3–10 ELA Reading	December 1, 2025–January 23, 2026	**January 12 - 16, 2026**	CBT[2]	90 minutes[3]	Immediately following test completion

2025–26 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
FAST PM2	Grades 3–5 Mathematics	December 1, 2025–January 23, 2026	**December 15 - 19, 2025**	CBT[2]	80 minutes[3]	Immediately following test completion
FAST PM2	Grades 6–8 Mathematics	December 1, 2025–January 23, 2026	**December 15 - 19, 2025**	CBT[2]	100 minutes[3]	Immediately following test completion
FAA—Datafolio[4]	Grades 3–10 ELA (Reading and Writing); Grades 3–8 Mathematics; Grades 5 and 8 Science; and Algebra 1, Biology 1, Civics, Geometry, and U.S. History EOCs	Collection Period 3: February–March 2026	February–March 2026	PBT	Varies/Untimed	June 2026
CLT10[7]	Grade 10 students in districts that selected CLT10	February 3–4, 2026 April 22–23, 2026	n/a	PBT/CBT	120 minutes	Within 3 weeks
FAA—Performance Task[6]	Grades 3–8 ELA and Mathematics; Grades 4–8 Writing; Grades 5 and 8 Science; and Civics EOC	March 2–April 17, 2026	March 2–April 17, 2026	PBT	Varies/Untimed	June 2026
ACT[7]	Grade 11 students in districts that selected ACT	March–April 2026	**n/a**	PBT/CBT	175 minutes	3–8 weeks after test administration
CLT[7]	Grade 11 students in districts that selected CLT	March–April 2026	**n/a**	PBT/CBT	120 minutes	Within 3 weeks
SAT[7]	Grade 11 students in districts that selected SAT	March–April 2026	**March 3 - 14, 2026**	CBT	134 minutes	2–4 weeks after test administration
FAA—Performance Task[6]	Grades 9 and 10 ELA; Grades 9 and 10 Writing; and Algebra 1, Biology 1, Geometry, and U.S. History EOCs	March 9–April 24, 2026	March 9–April 24, 2026	PBT	Varies/Untimed	June 2026

2025–26 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
B.E.S.T. Writing	Grades 4–10	March 30–April 10, 2026	**March 30 - April 2, 2026**	CBT[2]	120 minutes[5]	June 2026
FCLE	Students enrolled in associated courses	March 30–May 29, 2026	April 15, 2026	CBT[2]	160 minutes[5]	Immediately following test completion
VPK FAST PM3	Students enrolled in VPK	The last 30 days of the program or school year	**April 13 – May 28, 2026**	CBT	10–20 minutes	Immediately following test completion
FAST PM3	Kindergarten ELA Reading[8]	April 13–May 29, 2026	**April 27 - May 1, 2026**	CBT[2]	10–20 minutes	Immediately following test completion
FAST PM3	Grades 1–2 ELA Reading[8]	April 13–May 29, 2026	**April 27 - May 1, 2026**	CBT[2]	15–20 minutes	Immediately following test completion
FAST PM3	Kindergarten –Grade 2 Mathematics[8]	April 13–May 29, 2026	**May 11 - 15, 2026**	CBT[2]	20–30 minutes	Immediately following test completion
FAST PM3	Grades 3–10 ELA Reading	May 1–29, 2026	**May 4 - 8, 2026**	CBT[2]	120 minutes[3]	Immediately following test completion
FAST PM3	Grades 3–5 Mathematics	May 1–29, 2026	**May 18 - 22, 2026**	CBT[2]	100 minutes[3]	Immediately following test completion
FAST PM3	Grades 6–8 Mathematics	May 1–29, 2026	**May 18 - 22, 2026**	CBT[2]	120 minutes[3]	Immediately following test completion
Algebra 1, Geometry, Biology 1, Civics, and U.S. History EOCs	Students enrolled in associated courses	May 1–29, 2026	**Algebra and Geometry** **May 18 - 22, 2026** **Biology** **May 11 - 15, 2026** **Civics and U.S. History** **May 4 - 8, 2026**	CBT[2]	160 minutes[3]	Immediately following test completion
Statewide Science	Grades 5 and 8	May 1–29, 2026	**May 11 - 15, 2026**	CBT[2]	120 minutes[3]	Immediately following test completion

[1] K–2 FAST assessments for PM1 must be administered within the first 30 instructional days of the school year.

[2] Paper-based accommodations (e.g., regular print, large print, braille, one-item-per-page) for computer-based tests are available to eligible students if indicated as an accommodation on an IEP or Section 504 plan.

[3] Any student who has not completed the session by the end of the allotted time may continue working; however, testing must be completed within the same school day.

[4] The FAA—Datafolio is designed for students with the most significant cognitive disabilities for whom participation in the general statewide assessment or the FAA—Performance Task is inappropriate, even with accommodations.

[5] Any student who has not completed the test by the end of the allotted time may continue working up to half the length of a typical school day.

[6] The FAA—Performance Task is designed for students with the most significant cognitive disabilities for whom participation in the general statewide assessment is inappropriate, even with accommodations.

[7] Each district must choose to administer the CLT10, PreACT, or PSAT/NMSQT for grade 10 and the ACT, CLT or SAT for grade 11. Complete the row for the assessments chosen by your district and then change the background for the assessment not chosen to gray and leave the district window cell blank.

[8] K–2 FAST assessments for PM3 must be administered within the last 30 instructional days of the school year.

4. Statewide Assessments for SELECT Students

The following assessments are only intended for selected students/students in certain sub-groups. The FDOE will complete this section with the applicable statewide assessments. Districts should then populate the **District Window** column for the assessments in the table below but should not modify any FDOE-provided information. If an assessment is not being administered in your district, indicate "N/A" in the District Window column.

Because the tests included in this section are not administered to all students or, in some cases, are optional for students, the testing time for these tests should not be included in the total testing time calculated in Section 6.

Assessment	Students to Be Tested[3]	Statewide Window	District Window	Mode	Testing Time	Results Expected
ASVAB		August 2025–May 2026	**August 2025–May 2026**	CBT/PBT	CBT: 198 minutes PBT: 149 minutes	Approximately 2 weeks after testing
FAST Grade 10 ELA Reading Retake		September 8–October 3, 2025	**September 8–October 3, 2025**	CBT[1]	120 minutes[2]	Immediately following test completion
Algebra 1, Geometry, Biology 1, Civics, and U.S. History EOCs		September 8–October 3, 2025	**September 8–October 3, 2025**	CBT[1]	160 minutes[2]	Immediately following test completion
FAA—Performance Task[4] Grade 10 ELA and Algebra 1 EOC Makeup		September 22–October 10, 2025	**September 22–October 10, 2025**	PBT	Varies/Untimed	December 2025
NAEP Reading and Mathematics	Select grades 4 and 8 students	January–March 2026	**January–March 2026**	CBT	120 minutes	Fall 2026
NAEP Civics and U.S. History	Select grade 8 students	January–March 2026	**January–March 2026**	CBT	120 minutes	Spring 2027
FAST Grade 10 ELA Reading Retake		December 1–19, 2025	**December 1–19, 2025**	CBT[1]	120 minutes[2]	Immediately following test completion
Algebra 1, Geometry, Biology 1, Civics, and U.S. History EOCs		December 1–19, 2025	**December 1–19, 2025**	CBT[1]	160 minutes[2]	Immediately following test completion
WIDA ACCESS	Kindergarten students currently classified as ELL with "LY" code	January 12–March 13, 2026	**January 12–March 13, 2026**	PBT	45 minutes	June 2026
WIDA ACCESS	Grades 1–12 students currently classified as ELL with "LY" code	January 12–March 13, 2026	**January 12–March 13, 2026**	CBT	105–245 minutes[1] (varies by grade-level/tier)	June 2026

2025–26 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested[3]	Statewide Window	District Window	Mode	Testing Time	Results Expected
WIDA Alternate ACCESS	K–12 students with the most significant cognitive disabilities and currently classified as ELL with "LY" code	January 12–March 13, 2026	**January 12–March 13, 2026**	PBT	120 minutes	June 2026
FAST Grade 10 ELA Reading Retake		May 1–29, 2026	**May 1–29, 2026**	CBT[1]	120 minutes[2]	Immediately following test completion
FAST Grade 3 ELA Reading		July 13–24, 2026	**July 13–24, 2026**	CBT[2]	120 minutes[2]	Immediately following test completion
FAST Grade 10 ELA Reading Retake		July 13–24, 2026	**July 13–24, 2026**	CBT[1]	120 minutes[2]	Immediately following test completion
Algebra 1, Geometry, Biology 1, Civics, and U.S. History EOCs		July 13–24, 2026	**July 13–24, 2026**	CBT[1]	160 minutes[2]	Immediately following test completion

[1] Paper-based accommodations (e.g., regular print, large print, braille, one-item-per-page) for computer-based tests are available to eligible students if indicated as an accommodation on an IEP or Section 504 plan.

[2] Any student who has not completed the session by the end of the allotted time may continue working; however, testing must be completed within the same school day.

[2] If indicated, "applicable students" relates to the sub-group(s) of students who *may* take that assessment; it does not indicate that all students throughout the state in that sub-group will take that assessment. Assessments for which no applicable student group is listed are available to students as needed but are not limited to any specific sub-group.

[4] The FAA—Performance Task is designed for students with the most significant cognitive disabilities for whom participation in the general statewide assessment is inappropriate, even with accommodations.

5. District-Required Assessment Information

Complete the table below with assessments that are required for all schools in the district.

Assessment	Students to Be Tested	District Window	Mode	Testing Time	Results Expected
District Assessments	Benchmark 1: Algebra 1 Benchmark 1: Algebra 1A Benchmark 1: Geometry	September 15 - 19, 2025	CBT	100 minutes	One week after testing window closes
District Assessments	Benchmark 1: Civics Benchmark 1: U.S. History Benchmark 1: Grade 5 Science Benchmark 1: Grade 8 Science	October 6-10, 2025	CBT	90 minutes	One week after testing window closes

2025–26 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	District Window	Mode	Testing Time	Results Expected
	Benchmark 1: Biology – CBT				
District Assessments	Benchmark1: Grades K-3 Writing Benchmark 1: Grades 4-10 Writing	October 27 - 31, 2025	K-3 – PBT 4-10-CBT	60 minutes 120 minutes	Within one week of receiving the results from the vendor
District Assessments	Benchmark 2: Gr. 5 Science Benchmark 2: Grade 8 Science Benchmark 2: Civics	December 8 - 19, 2025	CBT	90 minutes	One week after testing window closes
District Assessments	Semester 1 Exams: Algebra 1, Geometry, Algebra 1A	December 15 - 19, 2025	CBT	100 minutes	One week after testing window closes
District Assessments	Semester 1 Exams: Biology Semester 1 Exams: U.S. History	December 15 - 19, 2025	CBT	90 minutes	One week after testing window closes
District Assessments	Benchmark 2: Grades K-3 Writing Benchmark 2: Grades 4-10 Writing	February 2 – 6, 2026	K-3 – PBT 4-10-CBT	60 minutes 120 minutes	Within one week of receiving the results from the vendor
District Assessments	Benchmark 3: Gr. 5 Science	March 16 -20, 2026	CBT	90 minutes	One week after testing window closes

2025–26 Uniform Statewide Assessment Calendar

6. Estimates of Total Testing Time by Grade Level

Estimates of average time for administering state-required and district-required assessments (listed in Sections 3 and 5 above) by grade level. Subject-based assessments should be included with the grade level to which they are most likely to be administered (e.g., Biology 1 with grade 9).

Grade Level	Statewide Assessments	District Assessments	Approximate Total Testing Time (In Minutes)
VPK	60	0	60
K	150	120	270
1	150	120	270
2	150	120	270
3	560	120	680
4	680	240	920
5	840	510	1350
6	740	240	980
7	900	420	1320
8	900	420	1320
9	740	440	1180
10	580+120/150/134[1]	620	1334
11	160+175/120/134[2]	180	474
12	160	0	160

[1]The amount of time for grade 10 statewide assessments will depend on whether a district selects CLT10, PreACT, or PSAT/NMSQT. If CLT10, use 700 minutes (580 + 120) for the grade 10 Statewide Assessments cell. If PreACT, use 730 (580 + 150) for the grade 10 Statewide Assessments cell. If PSAT/PSAT/NMSQT, use 714 (580 + 134) for the grade 10 Statewide Assessments cell.

[2]The amount of time for grade 11 statewide assessments will depend on whether a district selects ACT, CLT or SAT. If ACT, use 335 minutes (160 + 175) for the grade 11 Statewide Assessments cell. If CLT, use 280 minutes (160 + 120) for the grade 11 Statewide Assessments cell. If SAT, use 294 minutes (160 + 134) for the grade 11 Statewide Assessments cell.

AGENDA ITEM NO. 9.20

School Board of Manatee County
July 22, 2025 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of the Reclassification of Negotiated Select AFSCME Positions and Job Descriptions (General, Capital, and Federal Funds)

Executive Summary
On April 29, 2025, the School Board approved the American Federation of State, County, and Municipal Employees (AFSCME Local 1584) and the School District of Manatee County agreement regarding the unit raises for the 2024- 2025 school year. Some of the key negotiated terms included reclassification of select AFSCME positions as indicated below:

Move from Pay grade 31B to 34B:
1. Electrician II MPL021
2. Mechanic, AC/Refrigeration II MPL012
3. Mechanic, Heating MPL019
4. Mechanic, Industrial Equip II MPL038, MPL035
5. Mechanic, Vehicle TRN009
6. Tech, Electronics, Fire Alarm MPL047
7. Tech, Electronics, Security MPL095
8. Technician, Controls MPL022

Move from Pay grade 33B to 36B:
1. HVAC Mechanic, MPL011 [Lead, Refrig Mechanic]
2. Lead Electrician MPL020
3. Mech, Lead Industrial Equip MPL037
4. Tech, Lead Elctrn, Fire Alarm MPL048
5. Lead Worker Maintenance, MPL064 [Technician, Lead Controls]
6. Mechanic, Lead Vehicle TRN002

The attached job descriptions reflect the changes to pay grades as negotiated.

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

Ready To Grow | Goal 3
Develop an innovative leadership development program and succession-planning model to attract and support quality school and District leaders

Recommendation
The Superintendent recommends approval of the revisions of reclassified select AFSCME job descriptions as per the negotiated agreement. (General, Capital, and Federal Funds)

Financial Impact

No Financial Impact.

Contact
Submitting Department: Human Resources

Initiated by: Dr. Christina Britton

Attachments:
78024 Mechanic TRN002 [Mechanic, Lead]-Redlined
78024 Mechanic TRN002 [Mechanic, Lead]-Clean
78024 Mechanic TRN009 -Redlined
78024 Mechanic TRN009 -Clean
81045 Electronic Tech Maintenance MPL095 [Secutity]-Redlined
81015 Lead Worker Maintenance, MPL048 [Technician, Lead Electr. Fire Alarm]-Clean
81015 Lead Worker Maintenance, MPL048 [Technician, Lead Electr. Fire Alarm]-Redlined
81015 Lead Worker Maintenance, MPL064 [Technician, Lead Controls]-Clean
81015 Lead Worker Maintenance, MPL064 [Technician, Lead Controls]-Redlined
81024 HVAC Mechanic, MPL011 [Lead, Refrig Mechanic]-Clean
81024 HVAC Mechanic, MPL011 [Lead, Refrig Mechanic]-Redlined
81024 HVAC Mechanic, MPL012 [Mech II, AC Refrig]-Clean
81024 HVAC Mechanic, MPL012 [Mech II, AC Refrig]-Redlined
81025 Boiler Mechanic, MPL019-Clean
81025 Boiler Mechanic, MPL019-Redlined
81026 Electrcian [Lead Electrician] MPL020-Clean
81026 Electrcian [Lead Electrician] MPL020-Redlined
81026 Electrician, MPL021-Clean
81026 Electrician, MPL021-Redlined
81039 Heavy Equipment Mechanic, MPL037 [Lead]-Clean
81039 Heavy Equipment Mechanic, MPL037 [Lead]-Redlined
81039 Heavy Equipment Mechanic, MPL038, OPL035-Clean
81039 Heavy Equipment Mechanic, MPL038, OPL035-Redlined
81045 Electronic Tech Maintenance MPL047 [Firealarm]-Clean
81045 Electronic Tech Maintenance MPL047 [Firealarm]-Redlined
81045 Electronic Tech Maintenance MPL095 [Secutity]-Clean

THE SCHOOL BOARD OF MANATEE COUNTY
Local Title: LEAD VEHICLE MECHANIC
State Title: Mechanic
JOB DESCRIPTION

JOB GOAL:
To provide leadership and skilled technical work in maintenance and repair of bus, automotive and related equipment, to include direction, quality control, and follow-up of daily shop work order requirements. Responsible for operation of his/her shift. Act for Vehicle Maintenance Manager in his/her absence.

QUALIFICATIONS:
1. Graduation from an accredited high school or trade school or possession of an acceptable equivalency diploma.
2. Four years journeyman level experience in general mechanic work.
3. Possession of a valid Florida Commercial Driver's License (CDL); Class B with passenger and air brake endorsements within six (6) months of employment.
4. ASE Certifications in medium/heavy trucks and school bus certifications preferred.
5. Must be certified in Automotive Air Conditioning.
6. Department of Education certification for School Bus Inspections required.

KNOWLEDGE, SKILLS AND ABILITIES:
Knowledge of the standard methods, materials, tools, equipment and practices of the automotive mechanical trade. Knowledge of the occupational hazards and safety precautions of the trade. Ability to read, analyze, and interpret professional journals, technical procedures, and governmental regulations. Ability to effectively present information and respond to questions from management. Ability to diagnose the more common defects of engines on all types of automotive equipment, school buses, and lawn equipment. Ability to detect by inspection any worn or broken parts or wrongly adjusted part or assembly. Skill in the application of methods and techniques used in the mechanic craft. Knowledge of the processes involved in preparing automotive, bus and other equipment for painting. Knowledge of the occupational hazards and safety precautions of the trade. Ability to complete various reports and maintain appropriate records. Ability to understand and follow oral and written instructions. Ability to communicate effectively both in oral and written language.

REPORTS TO:
Assistant Director, Transportation

SUPERVISES:
N/A

PERFORMANCE RESPONSIBILITIES:
1. Perform and direct in general and major repair work on automobiles, buses, light and heavy trucks, construction equipment, diesel, gas, and mechanical equipment. To include: school-based equipment assigned and unassigned, whether powered by gas, diesel or electric, including all lawn equipment, golf carts, and utility vehicles.
2. Inspect, adjust and replace necessary units and related parts, including cooling, fuel and exhaust systems.
3. Tune engines using standard testing equipment.
4. Repair and overhaul brakes, replace transmissions, differentials, front and rear axle assemblies.
5. Repair and install hydraulic controls.
6. Replace alternators, generators and related equipment.
7. Perform road service calls to repair and maintain vehicles.
8. Perform welding as required.
9. Installation of letter identifying names and numbers on equipment.
10. Perform monthly bus inspections as directed by manager after qualifying as a D.O.E. state-certified inspector.
11. Maintain D.O.E. state-certified school bus inspector status.
12. Operate vehicles in a safe and lawful manner.
13. Use and maintain tools and equipment.

14. Perform necessary computer operations as required by the department.
15. Instruct/assist journeyman mechanics on problem repairs. Participate in shop (hands-on) training of other employees.
16. Cover for vacant Parts and/or other leads in Vehicle Maintenance Department.
17. Perform duties with awareness of all department work rules, District requirements and School Board policies.
18. Maintain accurate records of daily work and time and payroll information.
19. Follow safety standards in performing work and report unsafe conditions to Manager/Supervisor in a timely manner.
20. May be required to work after hours and/or weekends.
21. Travel outside of Manatee County as required in the performance of duties.
22. Perform other duties as performed.

PHYSICAL REQUIREMENTS:
Heavy work. Requires lifting, holding, carrying, sitting, standing, walking, bending, stooping, finger dexterity, grasping, feeling, repetitive motions, talking, hearing, and visual acuity. The worker is exposed to both indoor and outdoor environmental conditions. The noise level in the work environment can be high at times. Vehicle and shop safety is the highest priority.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:
Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved:

Revised:
05/07/2001
12/15/2003
08/14/2006
10/22/2007
05/22/2018
07/22/0225

SALARY SCHEDULE: AFSCME
PAYGRADE: ~~33B~~36B
SHORT TITLE: TRN002
STATE JOB CODE: 78024

THE SCHOOL BOARD OF MANATEE COUNTY
Local Title: LEAD VEHICLE MECHANIC
State Title: Mechanic
JOB DESCRIPTION

JOB GOAL:
To provide leadership and skilled technical work in maintenance and repair of bus, automotive and related equipment, to include direction, quality control, and follow-up of daily shop work order requirements. Responsible for operation of his/her shift. Act for Vehicle Maintenance Manager in his/her absence.

QUALIFICATIONS:
1. Graduation from an accredited high school or trade school or possession of an acceptable equivalency diploma.
2. Four years journeyman level experience in general mechanic work.
3. Possession of a valid Florida Commercial Driver's License (CDL); Class B with passenger and air brake endorsements within six (6) months of employment.
4. ASE Certifications in medium/heavy trucks and school bus certifications preferred.
5. Must be certified in Automotive Air Conditioning.
6. Department of Education certification for School Bus Inspections required.

KNOWLEDGE, SKILLS AND ABILITIES:
Knowledge of the standard methods, materials, tools, equipment and practices of the automotive mechanical trade. Knowledge of the occupational hazards and safety precautions of the trade. Ability to read, analyze, and interpret professional journals, technical procedures, and governmental regulations. Ability to effectively present information and respond to questions from management. Ability to diagnose the more common defects of engines on all types of automotive equipment, school buses, and lawn equipment. Ability to detect by inspection any worn or broken parts or wrongly adjusted part or assembly. Skill in the application of methods and techniques used in the mechanic craft. Knowledge of the processes involved in preparing automotive, bus and other equipment for painting. Knowledge of the occupational hazards and safety precautions of the trade. Ability to complete various reports and maintain appropriate records. Ability to understand and follow oral and written instructions. Ability to communicate effectively both in oral and written language.

REPORTS TO:
Assistant Director, Transportation

SUPERVISES:
N/A

PERFORMANCE RESPONSIBILITIES:
1. Perform and direct in general and major repair work on automobiles, buses, light and heavy trucks, construction equipment, diesel, gas, and mechanical equipment. To include: school-based equipment assigned and unassigned, whether powered by gas, diesel or electric, including all lawn equipment, golf carts, and utility vehicles.
2. Inspect, adjust and replace necessary units and related parts, including cooling, fuel and exhaust systems.
3. Tune engines using standard testing equipment.
4. Repair and overhaul brakes, replace transmissions, differentials, front and rear axle assemblies.
5. Repair and install hydraulic controls.
6. Replace alternators, generators and related equipment.
7. Perform road service calls to repair and maintain vehicles.
8. Perform welding as required.
9. Installation of letter identifying names and numbers on equipment.
10. Perform monthly bus inspections as directed by manager after qualifying as a D.O.E. state-certified inspector.
11. Maintain D.O.E. state-certified school bus inspector status.
12. Operate vehicles in a safe and lawful manner.
13. Use and maintain tools and equipment.

14. Perform necessary computer operations as required by the department.
15. Instruct/assist journeyman mechanics on problem repairs. Participate in shop (hands-on) training of other employees.
16. Cover for vacant Parts and/or other leads in Vehicle Maintenance Department.
17. Perform duties with awareness of all department work rules, District requirements and School Board policies.
18. Maintain accurate records of daily work and time and payroll information.
19. Follow safety standards in performing work and report unsafe conditions to Manager/Supervisor in a timely manner.
20. May be required to work after hours and/or weekends.
21. Travel outside of Manatee County as required in the performance of duties.
22. Perform other duties as performed.

PHYSICAL REQUIREMENTS:
Heavy work. Requires lifting, holding, carrying, sitting, standing, walking, bending, stooping, finger dexterity, grasping, feeling, repetitive motions, talking, hearing, and visual acuity. The worker is exposed to both indoor and outdoor environmental conditions. The noise level in the work environment can be high at times. Vehicle and shop safety is the highest priority.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:
Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved:

Revised:
05/07/2001
12/15/2003
08/14/2006
10/22/2007
05/22/2018
07/22/2025

SALARY SCHEDULE: AFSCME
PAYGRADE: 36B
SHORT TITLE: TRN002
STATE JOB CODE: 78024

THE SCHOOL BOARD OF MANATEE COUNTY
Local Title: VEHICLE MECHANIC
State Title: Mechanic
JOB DESCRIPTION

JOB GOAL:
To provide skilled technical work in maintenance and repair of automotive and related equipment.

QUALIFICATIONS:
1. Graduation from an accredited high school or trade school or possession of an acceptable equivalency diploma.
2. Four years journeyman level experience in general mechanic work.
3. Possession of a valid Florida Commercial Driver's License (CDL); Class B with passenger endorsement within twelve (12) months of employment.
4. ASE Certifications preferred.
5. Must be certified in A/C twelve (12) months from date of employment.
6. Acquire Department of Education certification for School Bus Inspections upon employment

KNOWLEDGE, SKILLS AND ABILITIES:
Knowledge of the standard methods, materials, tools, equipment and practices of the automotive mechanical trade. Knowledge of the occupational hazards and safety precautions of the trade. Ability to diagnose the more common defects of engines on all types of automotive equipment, school buses, and lawn equipment with the use of manuals and computers. Ability to detect by inspection any worn or broken parts or wrongly adjusted part or assembly. Skill in the application of methods and techniques used in the mechanic craft. Knowledge of the processes involved in preparing automotive, bus and other equipment for painting. Knowledge of the occupational hazards and safety precautions of the trade. Ability to complete various reports and maintain appropriate records. Ability to understand and follow oral and written instructions. Ability to communicate effectively.

REPORTS TO:
Assistant Director, Transportation

SUPERVISES:
N/A

PERFORMANCE RESPONSIBILITIES:
1. Perform general and major repair work on automobiles, buses, light and heavy trucks, construction equipment, diesel, gas, and mechanical equipment. To include: school-based equipment assigned and unassigned, whether powered by gas, diesel or electric, including all lawn equipment, golf carts, and utility vehicles.
2. Inspect, adjust and replace necessary units and related parts, including cooling, fuel, exhaust systems, and bodywork.
3. Tune engines using standard testing equipment.
4. Repair and overhaul brakes, replace transmissions, differentials, front and rear axle assemblies.
5. Repair and install hydraulic controls.
6. Replace alternators, generators and related equipment.
7. Perform road service calls to repair and maintain vehicles.
8. Perform welding as required.
9. Perform monthly bus inspections as directed by Supervisor after qualifying as a D.O.E. state-certified inspector.
10. Operate vehicles in a safe and lawful manner.
11. Use and maintain tools and equipment.
12. Perform duties with awareness of all department work rules, District requirements and School Board policies.
13. Maintain accurate records of daily work and time and payroll information.
14. Follow safety standards in performing work and report unsafe conditions to Lead/Manager in a timely manner.
15. May be required to work after hours and/or weekends.

16. Travel outside Manatee County as required in performance of duties.
17. Perform other duties as assigned.

PHYSICAL REQUIREMENTS:
Heavy work. Requires lifting, holding, carrying, sitting, standing, walking, bending, stooping, finger dexterity, grasping, feeling, repetitive motions, talking, hearing, and visual acuity. The worker is exposed to both indoor and outdoor environmental conditions. The noise level in the work environment can be high at times. Vehicle and shop safety is the highest priority.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:
Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved:

Revised:
05/07/2001
12/15/2003
08/14/2006
10/22/2007
05/22/2018
07/22/2025

SALARY SCHEDULE: AFSCME
PAY GRADE: ~~31B~~34B
SHORT TITLE: TRN009, TRN057
STATE JOB CODE: 78024

THE SCHOOL BOARD OF MANATEE COUNTY
Local Title: VEHICLE MECHANIC
State Title: Mechanic
JOB DESCRIPTION

JOB GOAL:
To provide skilled technical work in maintenance and repair of automotive and related equipment.

QUALIFICATIONS:
1. Graduation from an accredited high school or trade school or possession of an acceptable equivalency diploma.
2. Four years journeyman level experience in general mechanic work.
3. Possession of a valid Florida Commercial Driver's License (CDL); Class B with passenger endorsement within twelve (12) months of employment.
4. ASE Certifications preferred.
5. Must be certified in A/C twelve (12) months from date of employment.
6. Acquire Department of Education certification for School Bus Inspections upon employment

KNOWLEDGE, SKILLS AND ABILITIES:
Knowledge of the standard methods, materials, tools, equipment and practices of the automotive mechanical trade. Knowledge of the occupational hazards and safety precautions of the trade. Ability to diagnose the more common defects of engines on all types of automotive equipment, school buses, and lawn equipment with the use of manuals and computers. Ability to detect by inspection any worn or broken parts or wrongly adjusted part or assembly. Skill in the application of methods and techniques used in the mechanic craft. Knowledge of the processes involved in preparing automotive, bus and other equipment for painting. Knowledge of the occupational hazards and safety precautions of the trade. Ability to complete various reports and maintain appropriate records. Ability to understand and follow oral and written instructions. Ability to communicate effectively.

REPORTS TO:
Assistant Director, Transportation

SUPERVISES:
N/A

PERFORMANCE RESPONSIBILITIES:
1. Perform general and major repair work on automobiles, buses, light and heavy trucks, construction equipment, diesel, gas, and mechanical equipment. To include: school-based equipment assigned and unassigned, whether powered by gas, diesel or electric, including all lawn equipment, golf carts, and utility vehicles.
2. Inspect, adjust and replace necessary units and related parts, including cooling, fuel, exhaust systems, and bodywork.
3. Tune engines using standard testing equipment.
4. Repair and overhaul brakes, replace transmissions, differentials, front and rear axle assemblies.
5. Repair and install hydraulic controls.
6. Replace alternators, generators and related equipment.
7. Perform road service calls to repair and maintain vehicles.
8. Perform welding as required.
9. Perform monthly bus inspections as directed by Supervisor after qualifying as a D.O.E. state-certified inspector.
10. Operate vehicles in a safe and lawful manner.
11. Use and maintain tools and equipment.
12. Perform duties with awareness of all department work rules, District requirements and School Board policies.
13. Maintain accurate records of daily work and time and payroll information.
14. Follow safety standards in performing work and report unsafe conditions to Lead/Manager in a timely manner.
15. May be required to work after hours and/or weekends.

16. Travel outside Manatee County as required in performance of duties.
17. Perform other duties as assigned.

PHYSICAL REQUIREMENTS:
Heavy work. Requires lifting, holding, carrying, sitting, standing, walking, bending, stooping, finger dexterity, grasping, feeling, repetitive motions, talking, hearing, and visual acuity. The worker is exposed to both indoor and outdoor environmental conditions. The noise level in the work environment can be high at times. Vehicle and shop safety is the highest priority.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:
Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved:

Revised:
05/07/2001
12/15/2003
08/14/2006
10/22/2007
05/22/2018
07/22/2025

SALARY SCHEDULE: AFSCME
PAY GRADE: 34B
SHORT TITLE: TRN009, TRN057
STATE JOB CODE: 78024

THE SCHOOL BOARD OF MANATEE COUNTY
Local Title: TECHNICIAN, ELECTRONICS/SECURITY
State Title: Electronic Tech Maintenance
JOB DESCRIPTION

JOB GOAL:
To provide skilled work in the installation, alteration, maintenance, and repair of electronic security systems.

QUALIFICATIONS:
1. Graduation from an accredited high school or possession of an acceptable equivalency diploma.
2. Four (4) years' experience in an electronics trade, specializing in security, CCTV, and other low voltage equipment. A comparable amount of training and experience may be substituted for the minimum qualifications.
3. Possession of a valid Florida Driver's license.

KNOWLEDGE, SKILLS AND ABILITIES:
Skilled in the use and knowledge of the standard practices, methods, tools, and materials of the electronics trade. Skilled in the use and care of standard tools and equipment used in the electronics trade. Ability to work from sketches, plans, and blueprints, and use a computer to diagnose problems. Ability to install, alter, upgrade, repair, maintain recertify, and locate defects in a variety of electronics equipment and systems. Ability to understand and follow oral and written instructions. Knowledge of the occupational hazards involved and the safety precautions of the trade. Ability to meet deadlines with severe time constraints. Ability to work under various conditions to complete necessary jobs.

REPORTS TO:
Supervisor, Buildings Maintenance

SUPERVISES:
N/A

PERFORMANCE RESPONSIBILITIES:
1. Repair, install, and maintain electronic security systems, CCTV, electronic equipment, and other low voltage systems, as necessary.
2. Repair and install wiring of electronic security and CCTV systems.
3. Install electronic additions and alterations, as required.
4. Keep Lead/Manager informed of progress and/or concerns.
5. Maintain accurate records of daily work and time and payroll information.
6. Follow safety standards in performing work and report unsafe conditions to Lead/Manager in a timely manner.
7. May be required to work after hours and/or weekends.
8. Travel outside of Manatee County as required in the performance of duties.
9. Perform other duties as required.

PHYSICAL REQUIREMENTS:
The employee is exposed to both indoor and outdoor environmental conditions. Requires lifting, holding, carrying, sitting, standing, walking, bending, stooping, finger dexterity, grasping, feeling, repetitive motions, talking, hearing, and visual acuity. The employee must be able to meet deadlines with severe time constraints. The noise level in the work environment can be high at times. Safety is the highest priority.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved:

Revised:
05/07/2001
08/14/2006
12/11/2006
11/08/2011
05/22/2018
06/22/2021
07/22/2025

SALARY SCHEDULE: AFSCME
PAYGRADE: ~~31B~~34B
SHORT TITLE: MPL095
STATE JOB CODE: 81045

THE SCHOOL BOARD OF MANATEE COUNTY
Local Title: LEAD ELECTRONICS TECHNICIAN/FIRE ALARM
State Title: Lead Worker Maintenance
JOB DESCRIPTION

JOB GOAL:
To provide leadership and skilled work in the installation, alteration, maintenance, and repair of electronic fire alarm systems.

QUALIFICATIONS:
1. Graduation from an accredited high school or possession of an acceptable equivalency diploma.
2. Five (5) years' experience in the fire alarm trade, three (3) preferred as a foreman or in a supervisory capacity. A comparable amount of training and experience may be substituted for the minimum qualifications.
3. Possession of a valid Florida Driver's license.

KNOWLEDGE, SKILLS AND ABILITIES:
Skilled in the use and knowledge of the standard practices, methods, tools, and materials of the fire alarm trade. Skilled in the use and care of standard tools and equipment used in the fire alarm trade. Ability to work from sketches, plans, and blueprints. Ability to install, alter, upgrade, repair, maintain re-certifications compliant to NFPA 72 and SREF, and locate defects in a variety of fire alarm equipment and systems. Ability to understand and follow oral and written instructions. Ability to plan and prioritize work and assign duties. Ability to estimate time and materials for jobs. Knowledge of the occupational hazards involved and the safety precautions of the trade. Ability to meet deadlines with severe time constraints. Ability to work under various conditions to complete necessary jobs.

REPORTS TO:
Supervisor, Buildings Maintenance

SUPERVISES:
N/A

PERFORMANCE RESPONSIBILITIES:
1. Repair, install, and maintain electronic fire alarm systems and electronic equipment.
2. Repair and install wiring of electronic fire alarm systems.
3. Install fire alarm additions and alterations, as required.
4. Investigate all emergency calls and perform corrective action or plan corrective action per NFPA 72 time lines.
5. Plan and prioritize work; assign and oversee daily work and provide leadership for skilled technicians.
6. Estimate time and materials for jobs.
7. Maintain a preventive maintenance program for the equipment maintained by the department.
8. Keep supervisor or designee informed on status of work in progress or complete.
9. Coordinate with other department personnel to complete work.
10. Maintain accurate records of daily work and time and payroll information.
11. Follow safety standards in performing work and report unsafe conditions to Manager/Supervisor in a timely manner.
12. May be required to work after hours and/or weekends.
13. Travel outside of Manatee County as required in the performance of duties.
14. Perform other duties as required.

PHYSICAL REQUIREMENTS:
The employee is exposed to both indoor and outdoor environmental conditions. Requires lifting, holding, carrying, sitting, standing, walking, bending, stooping, finger dexterity, grasping, feeling, repetitive motions, talking, hearing, and visual acuity. The employee must be able to meet deadlines with severe time constraints. The noise level in the work environment can be high at times. Safety is the highest priority.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:
Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved:

Revised:
05/07/2001
08/14/2006
11/08/2011
05/22/2018
06/22/2021
07/22/2025

SALARY SCHEDULE: AFSCME
PAYGRADE: 36B
SHORT TITLE: MPL048
STATE JOB CODE: 81015

THE SCHOOL BOARD OF MANATEE COUNTY
Local Title: LEAD ELECTRONICS TECHNICIAN/FIRE ALARM
State Title: Lead Worker Maintenance
JOB DESCRIPTION

JOB GOAL:
To provide leadership and skilled work in the installation, alteration, maintenance, and repair of electronic fire alarm systems.

QUALIFICATIONS:
1. Graduation from an accredited high school or possession of an acceptable equivalency diploma.
2. Five (5) years' experience in the fire alarm trade, three (3) preferred as a foreman or in a supervisory capacity. A comparable amount of training and experience may be substituted for the minimum qualifications.
3. Possession of a valid Florida Driver's license.

KNOWLEDGE, SKILLS AND ABILITIES:
Skilled in the use and knowledge of the standard practices, methods, tools, and materials of the fire alarm trade. Skilled in the use and care of standard tools and equipment used in the fire alarm trade. Ability to work from sketches, plans, and blueprints. Ability to install, alter, upgrade, repair, maintain re-certifications compliant to NFPA 72 and SREF, and locate defects in a variety of fire alarm equipment and systems. Ability to understand and follow oral and written instructions. Ability to plan and prioritize work and assign duties. Ability to estimate time and materials for jobs. Knowledge of the occupational hazards involved and the safety precautions of the trade. Ability to meet deadlines with severe time constraints. Ability to work under various conditions to complete necessary jobs.

REPORTS TO:
Supervisor, Buildings Maintenance

SUPERVISES:
N/A

PERFORMANCE RESPONSIBILITIES:
1. Repair, install, and maintain electronic fire alarm systems and electronic equipment.
2. Repair and install wiring of electronic fire alarm systems.
3. Install fire alarm additions and alterations, as required.
4. Investigate all emergency calls and perform corrective action or plan corrective action per NFPA 72 time lines.
5. Plan and prioritize work; assign and oversee daily work and provide leadership for skilled technicians.
6. Estimate time and materials for jobs.
7. Maintain a preventive maintenance program for the equipment maintained by the department.
8. Keep supervisor or designee informed on status of work in progress or complete.
9. Coordinate with other department personnel to complete work.
10. Maintain accurate records of daily work and time and payroll information.
11. Follow safety standards in performing work and report unsafe conditions to Manager/Supervisor in a timely manner.
12. May be required to work after hours and/or weekends.
13. Travel outside of Manatee County as required in the performance of duties.
14. Perform other duties as required.

PHYSICAL REQUIREMENTS:
The employee is exposed to both indoor and outdoor environmental conditions. Requires lifting, holding, carrying, sitting, standing, walking, bending, stooping, finger dexterity, grasping, feeling, repetitive motions, talking, hearing, and visual acuity. The employee must be able to meet deadlines with severe time constraints. The noise level in the work environment can be high at times. Safety is the highest priority.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:
Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved:

Revised:
05/07/2001
08/14/2006
11/08/2011
05/22/2018
06/22/2021
07/22/2025

SALARY SCHEDULE: AFSCME
PAYGRADE: ~~33B~~36B
SHORT TITLE: MPL048
STATE JOB CODE: 81015

THE SCHOOL BOARD OF MANATEE COUNTY
Local Title: LEAD CONTROLS TECHNICIAN
State Title: Lead Worker Maintenance
JOB DESCRIPTION

JOB GOAL:
To provide leadership and skilled work at a journeyman level in the installation, repair and maintenance of electrical service panels and systems, electronic direct digital controls systems and pneumatic controls systems.

QUALIFICATIONS:
1. Graduation from an accredited high school or trade school or possession of an acceptable equivalency diploma.
2. Four (4) years of progressively responsible experience in electrical, electronic, or mechanical trade. A comparable amount of training and experience may be substituted for the minimum qualifications.
3. Possession of a valid Florida Driver's License.

KNOWLEDGE, SKILLS AND ABILITIES:
Knowledge of the electrical, electronic and mechanical trades, methods, procedures and techniques. Knowledge of basic air conditioning/heating systems and pneumatic and electric controls. Knowledge of the practices, methods, materials and tools commonly utilized in the repair and service of air conditioning/heating equipment. Knowledge of the standards and codes, methods, tools and materials of the trade. Knowledge of the occupational hazards and safety precautions required for the Controls trade. Ability to understand and listen to situations and develop plans for resolution that are consistent with School Board Policy. Ability to read, interpret and work from blueprints, wiring diagrams, specifications and operating manuals. Ability to locate and adjust defects in electrical, pneumatic and electronic systems. Ability to transpose field data into PC based preventive maintenance program. Ability to estimate time and materials for jobs. Knowledge of the occupational hazards and the safety precautions of the trade. Ability to understand and follow oral and written instructions. Ability to plan and prioritize work and assign duties. Ability to communicate work plans, verbally and in writing, to superiors and subordinates, and respond to questions from management. Ability to make decisions in emergency situations and inform supervisory staff of status of work being accomplished. Ability to read, analyze, and interpret professional journals, technical procedures, and governmental regulations. Ability to communicate in terms understandable by trade groups as well as administrative/managerial personnel. Ability to apply math concepts such as fractions, percents, ratios, and proportions to practical situations. Ability to meet deadlines with severe time constraints.

REPORTS TO:
Supervisor, Mechanical Systems

SUPERVISES:
N/A

PERFORMANCE RESPONSIBILITIES:
1. Perform journeyman level duties in installation, repair, alteration and maintenance of electrical service panels and systems, pneumatic and electronic direct digital controls systems.
2. Plan and prioritize work and assign duties.
3. Work independently and review upon completion for compliance with instructions, established standards, and electrical codes.
4. Estimate time and materials for jobs.
5. Locate and adjust defects in electrical, pneumatic and electronic systems.
6. Communicate to manager any information needed to obtain outside services for repairs.
7. Schedule and perform preventive maintenance tasks in coordination with classroom and other programs in the school or facility.
8. Keep manager informed on progress of preventive maintenance tasks.
9. Work closely with school staff to identify concerns and address them in a timely and professional manner.
10. Lead other Controls personnel in the performance of their duties with their health and safety in mind.
11. Provide proper equipment, and monitors its use in the field.
12. Maintain work schedules to allow for the needs of the District to be met.
13. Maintain accurate records of daily work and time and payroll information.

14. Follow safety standards in performing work and report unsafe conditions to Manager/Supervisor in a timely manner.
15. May be required to return to work when major problems with HVAC equipment is encountered on off-shift or weekend times.
16. Travel outside of Manatee County as required in the performance of duties.
17. Perform other duties as assigned.

PHYSICAL REQUIREMENTS:
The employee is exposed to both indoor and outdoor environmental conditions. The employee must be able to meet deadlines with severe time constraints. The employee frequently will work irregular or extended work hours while performing the duties of this job. The employee regularly is required to lift, hold, carry, sit, stand, walk, climb crawl, bend, stoop, apply finger dexterity, grasp, feel, perform repetitive motions, talk, hear, and rely on visual acuity. The noise level in the work environment can be high at times. Safety is the highest priority.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:
Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved on:
10/16/2000

Revised:
05/07/2001
08/14/2006
12/11/2006
05/22/2018
07/22/2025

SALARY SCHEDULE: AFSCME
PAYGRADE: 36B
SHORT TITLE: MPL064
STATE JOB CODE: 81015

THE SCHOOL BOARD OF MANATEE COUNTY
Local Title: LEAD CONTROLS TECHNICIAN
State Title: Lead Worker Maintenance
JOB DESCRIPTION

JOB GOAL:
To provide leadership and skilled work at a journeyman level in the installation, repair and maintenance of electrical service panels and systems, electronic direct digital controls systems and pneumatic controls systems.

QUALIFICATIONS:
1. Graduation from an accredited high school or trade school or possession of an acceptable equivalency diploma.
2. Four (4) years of progressively responsible experience in electrical, electronic, or mechanical trade. A comparable amount of training and experience may be substituted for the minimum qualifications.
3. Possession of a valid Florida Driver's License.

KNOWLEDGE, SKILLS AND ABILITIES:
Knowledge of the electrical, electronic and mechanical trades, methods, procedures and techniques. Knowledge of basic air conditioning/heating systems and pneumatic and electric controls. Knowledge of the practices, methods, materials and tools commonly utilized in the repair and service of air conditioning/heating equipment. Knowledge of the standards and codes, methods, tools and materials of the trade. Knowledge of the occupational hazards and safety precautions required for the Controls trade. Ability to understand and listen to situations and develop plans for resolution that are consistent with School Board Policy. Ability to read, interpret and work from blueprints, wiring diagrams, specifications and operating manuals. Ability to locate and adjust defects in electrical, pneumatic and electronic systems. Ability to transpose field data into PC based preventive maintenance program. Ability to estimate time and materials for jobs. Knowledge of the occupational hazards and the safety precautions of the trade. Ability to understand and follow oral and written instructions. Ability to plan and prioritize work and assign duties. Ability to communicate work plans, verbally and in writing, to superiors and subordinates, and respond to questions from management. Ability to make decisions in emergency situations and inform supervisory staff of status of work being accomplished. Ability to read, analyze, and interpret professional journals, technical procedures, and governmental regulations. Ability to communicate in terms understandable by trade groups as well as administrative/managerial personnel. Ability to apply math concepts such as fractions, percents, ratios, and proportions to practical situations. Ability to meet deadlines with severe time constraints.

REPORTS TO:
Supervisor, Mechanical Systems

SUPERVISES:
N/A

PERFORMANCE RESPONSIBILITIES:
1. Perform journeyman level duties in installation, repair, alteration and maintenance of electrical service panels and systems, pneumatic and electronic direct digital controls systems.
2. Plan and prioritize work and assign duties.
3. Work independently and review upon completion for compliance with instructions, established standards, and electrical codes.
4. Estimate time and materials for jobs.
5. Locate and adjust defects in electrical, pneumatic and electronic systems.
6. Communicate to manager any information needed to obtain outside services for repairs.
7. Schedule and perform preventive maintenance tasks in coordination with classroom and other programs in the school or facility.
8. Keep manager informed on progress of preventive maintenance tasks.
9. Work closely with school staff to identify concerns and address them in a timely and professional manner.
10. Lead other Controls personnel in the performance of their duties with their health and safety in mind.
11. Provide proper equipment, and monitors its use in the field.
12. Maintain work schedules to allow for the needs of the District to be met.
13. Maintain accurate records of daily work and time and payroll information.

14. Follow safety standards in performing work and report unsafe conditions to Manager/Supervisor in a timely manner.
15. May be required to return to work when major problems with HVAC equipment is encountered on off-shift or weekend times.
16. Travel outside of Manatee County as required in the performance of duties.
17. Perform other duties as assigned.

PHYSICAL REQUIREMENTS:
The employee is exposed to both indoor and outdoor environmental conditions. The employee must be able to meet deadlines with severe time constraints. The employee frequently will work irregular or extended work hours while performing the duties of this job. The employee regularly is required to lift, hold, carry, sit, stand, walk, climb crawl, bend, stoop, apply finger dexterity, grasp, feel, perform repetitive motions, talk, hear, and rely on visual acuity. The noise level in the work environment can be high at times. Safety is the highest priority.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:
Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved on:
10/16/2000

Revised:
05/07/2001
08/14/2006
12/11/2006
05/22/2018
07/22/2025

SALARY SCHEDULE: AFSCME
PAYGRADE: ~~33B~~36B
SHORT TITLE: MPL064
STATE JOB CODE: 81015

THE SCHOOL BOARD OF MANATEE COUNTY
Local Title: LEAD REFRIGERATION MECHANIC
State Title: HVAC MECHANIC
JOB DESCRIPTION

JOB GOAL:
To provide leadership and skilled work in the installation, repair and maintenance of refrigeration equipment.

QUALIFICATIONS:
1. Graduation from an accredited high school or trade school or possession of an acceptable equivalency diploma.
2. Four (4) years field experience in the repair of commercial refrigeration equipment. A comparable amount of training and experience may be substituted for the minimum qualifications.
3. Possession of a valid Universal Refrigerant Certification – Types I, II and III.
4. Possession of a valid Florida Driver's License.

KNOWLEDGE, SKILLS AND ABILITIES:
Knowledge of the practices, methods, materials and tools commonly utilized in the repair and service of refrigeration equipment. Knowledge of basic air conditioning/heating systems and pneumatic and electric controls. Skilled in the use of a wide range of tools and shop equipment. Ability to plan and prioritize work and assign duties. Ability to estimate time and materials for jobs. Knowledge of the occupational hazards and the safety precautions of the trade. Ability to understand and follow oral and written instructions. Ability to meet deadlines with severe time constraints.

REPORTS TO:
Manager, Mechanical Systems

SUPERVISES:
N/A

PERFORMANCE RESPONSIBILITIES:
1. Overhaul and service refrigeration equipment.
2. Repair, replace and adjust worn parts on condensers, compressors, water or vacuum pumps.
3. Test refrigeration equipment for leaks and make repairs in accordance with EPA standards.
4. Repair and adjust valves, piping connections, fittings and couplings.
5. Adjust expansion valves, adjust or change belts and replace gaskets as necessary.
6. Remove, install or rebuild motors, thermostats and other controls.
7. Service refrigerators, freezers, coolers (including water coolers) and HVAC equipment for dry food storage areas.
8. Plan and prioritize work and assign duties.
9. Estimate time and materials for jobs.
10. Maintain records on refrigerant usage and recovery for the department.
11. Keep department heads informed on status of work in progress or completed.
12. Maintain good preventive maintenance program for the equipment in the District.
13. Maintain accurate records of daily work and time and payroll information.
14. Follow safety standards in performing work and report unsafe conditions to Manager/Supervisor in a timely manner.
15. May be required to return to work after hours and/or weekends.
16. Travel outside of Manatee County as required in the performance of duties.
17. Perform other duties as assigned.

PHYSICAL REQUIREMENTS:
The employee is exposed to both indoor and outdoor environmental conditions. The employee must be able to meet deadlines with severe time constraints. The employee frequently will work irregular or extended work hours while performing the duties of this job. The employee regularly is required to lift, hold, carry, sit, stand, walk, climb

crawl, bend, stoop, apply finger dexterity, grasp, feel, perform repetitive motions, talk, hear, and rely on visual acuity. The noise level in the work environment can be high at times. Safety is the highest priority.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:
Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved on:

Revised:
05/07/2001
08/14/2006
12/11/2006
06/15/2011
05/22/2018
07/22/2025

SALARY SCHEDULE: AFSCME
PAYGRADE: 36B
SHORT TITLE: MPL011
STATE JOB CODE: 81024

THE SCHOOL BOARD OF MANATEE COUNTY
Local Title: LEAD REFRIGERATION MECHANIC
State Title: HVAC MECHANIC
JOB DESCRIPTION

JOB GOAL:
To provide leadership and skilled work in the installation, repair and maintenance of refrigeration equipment.

QUALIFICATIONS:
1. Graduation from an accredited high school or trade school or possession of an acceptable equivalency diploma.
2. Four (4) years field experience in the repair of commercial refrigeration equipment. A comparable amount of training and experience may be substituted for the minimum qualifications.
3. Possession of a valid Universal Refrigerant Certification – Types I, II and III.
4. Possession of a valid Florida Driver's License.

KNOWLEDGE, SKILLS AND ABILITIES:
Knowledge of the practices, methods, materials and tools commonly utilized in the repair and service of refrigeration equipment. Knowledge of basic air conditioning/heating systems and pneumatic and electric controls. Skilled in the use of a wide range of tools and shop equipment. Ability to plan and prioritize work and assign duties. Ability to estimate time and materials for jobs. Knowledge of the occupational hazards and the safety precautions of the trade. Ability to understand and follow oral and written instructions. Ability to meet deadlines with severe time constraints.

REPORTS TO:
Manager, Mechanical Systems

SUPERVISES:
N/A

PERFORMANCE RESPONSIBILITIES:
1. Overhaul and service refrigeration equipment.
2. Repair, replace and adjust worn parts on condensers, compressors, water or vacuum pumps.
3. Test refrigeration equipment for leaks and make repairs in accordance with EPA standards.
4. Repair and adjust valves, piping connections, fittings and couplings.
5. Adjust expansion valves, adjust or change belts and replace gaskets as necessary.
6. Remove, install or rebuild motors, thermostats and other controls.
7. Service refrigerators, freezers, coolers (including water coolers) and HVAC equipment for dry food storage areas.
8. Plan and prioritize work and assign duties.
9. Estimate time and materials for jobs.
10. Maintain records on refrigerant usage and recovery for the department.
11. Keep department heads informed on status of work in progress or completed.
12. Maintain good preventive maintenance program for the equipment in the District.
13. Maintain accurate records of daily work and time and payroll information.
14. Follow safety standards in performing work and report unsafe conditions to Manager/Supervisor in a timely manner.
15. May be required to return to work after hours and/or weekends.
16. Travel outside of Manatee County as required in the performance of duties.
17. Perform other duties as assigned.

PHYSICAL REQUIREMENTS:
The employee is exposed to both indoor and outdoor environmental conditions. The employee must be able to meet deadlines with severe time constraints. The employee frequently will work irregular or extended work hours while performing the duties of this job. The employee regularly is required to lift, hold, carry, sit, stand, walk, climb

crawl, bend, stoop, apply finger dexterity, grasp, feel, perform repetitive motions, talk, hear, and rely on visual acuity. The noise level in the work environment can be high at times. Safety is the highest priority.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:
Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved on:

Revised:
05/07/2001
08/14/2006
12/11/2006
06/15/2011
05/22/2018
07/22/2025

SALARY SCHEDULE: AFSCME
PAYGRADE: ~~33B~~36B
SHORT TITLE: MPL011
STATE JOB CODE: 81024

THE SCHOOL BOARD OF MANATEE COUNTY
Local Title: A/C REFRIGERATION MECHANIC II
State Title: HVAC MECHANIC
JOB DESCRIPTION

JOB GOAL:
To provide skilled work in the installation, repair and maintenance of refrigeration equipment. Work with DX, chilled water or other types of air conditioning/heating equipment.

QUALIFICATIONS:
1. Graduation from an accredited high school or trade school or possession of an acceptable equivalency diploma.
2. Four (4) years' experience in the repair of commercial refrigeration equipment. A comparable amount of training and experience may be substituted for the minimum qualifications.
3. Possession of a valid Universal Refrigerant Certification – Types I, II, and III.
4. Possession of a valid Florida Driver's License.

KNOWLEDGE, SKILLS AND ABILITIES:
Knowledge of the practices, methods, materials and tools commonly utilized in the installation, repair and maintenance of refrigeration equipment. Knowledge of basic air conditioning/heating systems and pneumatic and electric controls. Skilled in the use of a wide range of tools and shop equipment. Knowledge of safety standards and occupational hazards of the trade. Ability to understand and follow oral and written instructions. Ability to meet deadlines with severe time constraints. Ability to work in noisy and hot environments.

REPORTS TO:
Supervisor, Mechanical Systems

SUPERVISES:
N/A

PERFORMANCE RESPONSIBILITIES:
1. Overhaul and service refrigeration equipment.
2. Repair, replace and adjust worn parts on condensers, compressors and water or vacuum pumps.
3. Test refrigeration equipment for leaks and make repairs in accordance with EPA standards.
4. Repair and adjust valves, piping connections, fittings and couplings.
5. Remove, install or rebuild motors, thermostats and other controls.
6. Adjust expansion valves, adjust or change belts and replace gaskets as necessary.
7. Perform preventive maintenance as scheduled.
8. Service refrigerators, freezers, coolers (including water coolers) and HVAC equipment for dry food storage areas.
9. Maintain records on refrigerant recovery and installation.
10. Maintain accurate records of daily work and time and payroll information.
11. Follow safety standards in performing work and report unsafe conditions to Lead/Manager in a timely manner.
12. May be required to work after hours and/or weekends.
13. Travel outside Manatee County as required in performance of duties.
14. Perform other duties as assigned.

PHYSICAL REQUIREMENTS:
The employee is exposed to both indoor and outdoor environmental conditions. The employee must be able to meet deadlines with severe time constraints. The employee frequently will work irregular or extended work hours while performing the duties of this job. The employee regularly is required to lift, hold, carry, sit, stand, walk, climb, crawl, bend, stoop, apply finger dexterity, grasp, feel, perform repetitive motions, talk, hear, and rely on visual acuity. The noise level in the work environment can be high at times. Safety is the highest priority.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of work year and hours of employment shall be those established by the District.

EVALUATION:
Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved:

Revised:
05/07/2001
08/14/2006
05/22/2018
07/22/2025

SALARY SCHEDULE: AFSCME
PAYGRADE: 34B
SHORT TITLE: MPL012
STATE JOB CODE: 81024

THE SCHOOL BOARD OF MANATEE COUNTY
Local Title: A/C REFRIGERATION MECHANIC II
State Title: HVAC MECHANIC
JOB DESCRIPTION

JOB GOAL:
To provide skilled work in the installation, repair and maintenance of refrigeration equipment. Work with DX, chilled water or other types of air conditioning/heating equipment.

QUALIFICATIONS:
1. Graduation from an accredited high school or trade school or possession of an acceptable equivalency diploma.
2. Four (4) years' experience in the repair of commercial refrigeration equipment. A comparable amount of training and experience may be substituted for the minimum qualifications.
3. Possession of a valid Universal Refrigerant Certification – Types I, II, and III.
4. Possession of a valid Florida Driver's License.

KNOWLEDGE, SKILLS AND ABILITIES:
Knowledge of the practices, methods, materials and tools commonly utilized in the installation, repair and maintenance of refrigeration equipment. Knowledge of basic air conditioning/heating systems and pneumatic and electric controls. Skilled in the use of a wide range of tools and shop equipment. Knowledge of safety standards and occupational hazards of the trade. Ability to understand and follow oral and written instructions. Ability to meet deadlines with severe time constraints. Ability to work in noisy and hot environments.

REPORTS TO:
Supervisor, Mechanical Systems

SUPERVISES:
N/A

PERFORMANCE RESPONSIBILITIES:
1. Overhaul and service refrigeration equipment.
2. Repair, replace and adjust worn parts on condensers, compressors and water or vacuum pumps.
3. Test refrigeration equipment for leaks and make repairs in accordance with EPA standards.
4. Repair and adjust valves, piping connections, fittings and couplings.
5. Remove, install or rebuild motors, thermostats and other controls.
6. Adjust expansion valves, adjust or change belts and replace gaskets as necessary.
7. Perform preventive maintenance as scheduled.
8. Service refrigerators, freezers, coolers (including water coolers) and HVAC equipment for dry food storage areas.
9. Maintain records on refrigerant recovery and installation.
10. Maintain accurate records of daily work and time and payroll information.
11. Follow safety standards in performing work and report unsafe conditions to Lead/Manager in a timely manner.
12. May be required to work after hours and/or weekends.
13. Travel outside Manatee County as required in performance of duties.
14. Perform other duties as assigned.

PHYSICAL REQUIREMENTS:
The employee is exposed to both indoor and outdoor environmental conditions. The employee must be able to meet deadlines with severe time constraints. The employee frequently will work irregular or extended work hours while performing the duties of this job. The employee regularly is required to lift, hold, carry, sit, stand, walk, climb, crawl, bend, stoop, apply finger dexterity, grasp, feel, perform repetitive motions, talk, hear, and rely on visual acuity. The noise level in the work environment can be high at times. Safety is the highest priority.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of work year and hours of employment shall be those established by the District.

EVALUATION:
Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved:

Revised:
05/07/2001
08/14/2006
05/22/2018
07/22/2025

SALARY SCHEDULE: AFSCME
PAYGRADE: ~~31B~~34B
SHORT TITLE: MPL012
STATE JOB CODE: 81024

THE SCHOOL BOARD OF MANATEE COUNTY
Local Title: HEATING MECHANIC
State Title: Boiler Mechanic
JOB DESCRIPTION

JOB GOAL:
To provide skilled work in the installation, repair and maintenance of heating systems, boilers and kitchen equipment.

QUALIFICATIONS:
1. Graduation from an accredited high school or trade school or possession of an acceptable equivalency diploma.
2. Two (2) years' experience in installation, repair and maintenance of heating systems, boilers and kitchen equipment. A comparable amount of training and experience may be substituted for the minimum qualifications.
3. Possession of a valid Florida Driver's License.

KNOWLEDGE, SKILLS AND ABILITIES:
Knowledge of the qualities and uses of materials required in repair work of boilers and heating systems. Ability to make inspections of boilers and a wide assortment of electrical and mechanical equipment and fixtures, and make minor repairs to shop equipment and tools. Skilled in the use of a wide range of tools and shop equipment. Ability to work from blueprints and to prepare rough sketches of boilers, kitchen equipment and heating fixtures to be installed or repaired. Knowledge of building code requirements and N.E.C. and N.F.P.A. codes. Knowledge of the occupational hazards and the safety precautions of the trade. Ability to understand and follow oral and written instructions. Ability to meet deadlines with severe time constraints.

REPORTS TO:
Supervisor, Mechanical Systems

SUPERVISES:
N/A

PERFORMANCE RESPONSIBILITIES:
1. Install, adjust, and make minor and major repairs to boilers, kitchen equipment, electric motors, pumps and controls, and related heating equipment.
2. Make major repairs to hydronic systems, install and repair electronic controls on boilers.
3. Remove, repair and determine condition and need for boilers, pumps and pipes.
4. Test, clean and oil electric pumps, motors and fans.
5. Cut and construct sheet metal for such as stacks and vent pipes.
6. Maintain accurate records of daily work and time and payroll information.
7. Follow safety standards in performing work and report unsafe conditions to Lead/Manager in a timely manner.
8. May be required to work after hours and/or weekends.
9. Travel outside of Manatee County as required in the performance of duties.
10. Perform other duties as assigned.

PHYSICAL REQUIREMENTS:
The employee is exposed to both indoor and outdoor environmental conditions. The employee must be able to meet deadlines with severe time constraints. The employee frequently will work irregular or extended work hours while performing the duties of this job. The employee regularly is required to lift, hold, carry, sit, stand, walk, climb crawl, bend, stoop, apply finger dexterity, grasp, feel, perform repetitive motions, talk, hear, and rely on visual acuity. The noise level in the work environment can be high at times. Safety is the highest priority.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:
Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved on:

Revised:
05/07/2001
08/14/2006
05/22/2018
07/22/2025

SALARY SCHEDULE: AFSCME
PAYGRADE: 34B
SHORT TITLE: MPL019
STATE JOB CODE: 81025

THE SCHOOL BOARD OF MANATEE COUNTY
Local Title: HEATING MECHANIC
State Title: Boiler Mechanic
JOB DESCRIPTION

JOB GOAL:
To provide skilled work in the installation, repair and maintenance of heating systems, boilers and kitchen equipment.

QUALIFICATIONS:
1. Graduation from an accredited high school or trade school or possession of an acceptable equivalency diploma.
2. Two (2) years' experience in installation, repair and maintenance of heating systems, boilers and kitchen equipment. A comparable amount of training and experience may be substituted for the minimum qualifications.
3. Possession of a valid Florida Driver's License.

KNOWLEDGE, SKILLS AND ABILITIES:
Knowledge of the qualities and uses of materials required in repair work of boilers and heating systems. Ability to make inspections of boilers and a wide assortment of electrical and mechanical equipment and fixtures, and make minor repairs to shop equipment and tools. Skilled in the use of a wide range of tools and shop equipment. Ability to work from blueprints and to prepare rough sketches of boilers, kitchen equipment and heating fixtures to be installed or repaired. Knowledge of building code requirements and N.E.C. and N.F.P.A. codes. Knowledge of the occupational hazards and the safety precautions of the trade. Ability to understand and follow oral and written instructions. Ability to meet deadlines with severe time constraints.

REPORTS TO:
Supervisor, Mechanical Systems

SUPERVISES:
N/A

PERFORMANCE RESPONSIBILITIES:
1. Install, adjust, and make minor and major repairs to boilers, kitchen equipment, electric motors, pumps and controls, and related heating equipment.
2. Make major repairs to hydronic systems, install and repair electronic controls on boilers.
3. Remove, repair and determine condition and need for boilers, pumps and pipes.
4. Test, clean and oil electric pumps, motors and fans.
5. Cut and construct sheet metal for such as stacks and vent pipes.
6. Maintain accurate records of daily work and time and payroll information.
7. Follow safety standards in performing work and report unsafe conditions to Lead/Manager in a timely manner.
8. May be required to work after hours and/or weekends.
9. Travel outside of Manatee County as required in the performance of duties.
10. Perform other duties as assigned.

PHYSICAL REQUIREMENTS:
The employee is exposed to both indoor and outdoor environmental conditions. The employee must be able to meet deadlines with severe time constraints. The employee frequently will work irregular or extended work hours while performing the duties of this job. The employee regularly is required to lift, hold, carry, sit, stand, walk, climb crawl, bend, stoop, apply finger dexterity, grasp, feel, perform repetitive motions, talk, hear, and rely on visual acuity. The noise level in the work environment can be high at times. Safety is the highest priority.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:
Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved on:

Revised:
05/07/2001
08/14/2006
05/22/2018
07/22/2025

SALARY SCHEDULE: AFSCME
PAYGRADE: ~~31B~~34B
SHORT TITLE: MPL019
STATE JOB CODE: 81025

THE SCHOOL BOARD OF MANATEE COUNTY
Local Title: LEAD ELECTRICIAN
State Title: ELECTRICIAN
JOB DESCRIPTION

JOB GOAL
To provide leadership and skilled work at or above the journeyman level of the trade. Perform skilled work in the installation, alteration, maintenance, troubleshooting and repair of electrical systems, equipment, and fixtures.

QUALIFICATIONS:
1. Graduation from an accredited high school or trade school or possession of an acceptable equivalency diploma.
2. Five (5) years of experience as an electrician. Three (3) years preferred as a foreman or in a supervisory capacity. A comparable amount of training and experience may be substituted for the minimum qualifications.
3. Possession of a valid Florida Driver's License.

KNOWLEDGE, SKILLS AND ABILITIES:
Knowledge of the standard and codes, methods, tools, and materials associated with the electrical trade. Knowledge of the principals and theories of electricity. Knowledge of the occupational hazards and the safety precautions of the trade. Ability to plan and prioritize work and assign duties. Ability to estimate time and materials for jobs. Ability to install, alter, upgrade, repair, maintain, and locate defects in a variety of electrical equipment and systems. Ability to understand and follow oral and written instructions. Ability to make decisions in emergency situations. Ability to interpret and work from technical sketches, blueprints, and service manuals. Skilled in the use and care of standard tools and equipment used in the electrical trade. Ability to work at various heights to complete necessary jobs. Ability to meet deadlines with severe time constraints.

REPORTS TO:
Supervisor, Mechanical Systems

SUPERVISES:
N/A

PERFORMANCE RESPONSIBILITIES:
1. Maintain and repair electrical equipment and appliances.
2. Plan and prioritize work and assign duties.
3. Estimate time and materials for jobs.
4. Repair or replace electrical motors, controllers, switchboard panels, and lights.
5. Locate and correct power failures and motor trouble on electrically operated machinery and apparatus.
6. Set transformers and poles.
7. Install electrical additions and alterations, as required.
8. Work with blueprints and service manuals.
9. Coordinate work with other departments and agencies.
10. Trouble shoot problems and plan courses of action to be taken.
11. Keep department heads informed on status of work in progress or completed.
12. Maintain a preventive maintenance program for the equipment maintained in the department.
13. Maintain accurate records of daily work and time and payroll information.
14. Follow safety standards in performing work and report unsafe conditions to Manager/Supervisor in a timely manner.
15. May be required to work after hours and/or weekends.
16. Travel outside of Manatee County as required in the performance of duties.
17. Perform other duties as assigned.

PHYSICAL REQUIREMENTS:
The employee is exposed to both indoor and outdoor environmental conditions. The employee must be able to meet deadlines with severe time constraints. The employee frequently will work irregular or extended work hours while performing the duties of this job. Requires lifting, holding, carrying, sitting, standing, walking, climbing, bending, stooping, finger dexterity, grasping, feeling, repetitive motions, talking, hearing, and visual acuity. The noise level in the work environment can be high at times. Safety is the highest priority.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:
Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved on:

Revised:
05/07/2001
08/14/2006
06/22/2021
07/22/2025

SALARY SCHEDULE: AFSCME
PAYGRADE: 36B
JOB CODE: MPL020
STATE CODE: 81026

THE SCHOOL BOARD OF MANATEE COUNTY
Local Title: LEAD ELECTRICIAN
State Title: ELECTRICIAN
JOB DESCRIPTION

JOB GOAL
To provide leadership and skilled work at or above the journeyman level of the trade. Perform skilled work in the installation, alteration, maintenance, troubleshooting and repair of electrical systems, equipment, and fixtures.

QUALIFICATIONS:
1. Graduation from an accredited high school or trade school or possession of an acceptable equivalency diploma.
2. Five (5) years of experience as an electrician. Three (3) years preferred as a foreman or in a supervisory capacity. A comparable amount of training and experience may be substituted for the minimum qualifications.
3. Possession of a valid Florida Driver's License.

KNOWLEDGE, SKILLS AND ABILITIES:
Knowledge of the standard and codes, methods, tools, and materials associated with the electrical trade. Knowledge of the principals and theories of electricity. Knowledge of the occupational hazards and the safety precautions of the trade. Ability to plan and prioritize work and assign duties. Ability to estimate time and materials for jobs. Ability to install, alter, upgrade, repair, maintain, and locate defects in a variety of electrical equipment and systems. Ability to understand and follow oral and written instructions. Ability to make decisions in emergency situations. Ability to interpret and work from technical sketches, blueprints, and service manuals. Skilled in the use and care of standard tools and equipment used in the electrical trade. Ability to work at various heights to complete necessary jobs. Ability to meet deadlines with severe time constraints.

REPORTS TO:
Supervisor, Mechanical Systems

SUPERVISES:
N/A

PERFORMANCE RESPONSIBILITIES:
1. Maintain and repair electrical equipment and appliances.
2. Plan and prioritize work and assign duties.
3. Estimate time and materials for jobs.
4. Repair or replace electrical motors, controllers, switchboard panels, and lights.
5. Locate and correct power failures and motor trouble on electrically operated machinery and apparatus.
6. Set transformers and poles.
7. Install electrical additions and alterations, as required.
8. Work with blueprints and service manuals.
9. Coordinate work with other departments and agencies.
10. Trouble shoot problems and plan courses of action to be taken.
11. Keep department heads informed on status of work in progress or completed.
12. Maintain a preventive maintenance program for the equipment maintained in the department.
13. Maintain accurate records of daily work and time and payroll information.
14. Follow safety standards in performing work and report unsafe conditions to Manager/Supervisor in a timely manner.
15. May be required to work after hours and/or weekends.
16. Travel outside of Manatee County as required in the performance of duties.
17. Perform other duties as assigned.

PHYSICAL REQUIREMENTS:
The employee is exposed to both indoor and outdoor environmental conditions. The employee must be able to meet deadlines with severe time constraints. The employee frequently will work irregular or extended work hours while performing the duties of this job. Requires lifting, holding, carrying, sitting, standing, walking, climbing, bending, stooping, finger dexterity, grasping, feeling, repetitive motions, talking, hearing, and visual acuity. The noise level in the work environment can be high at times. Safety is the highest priority.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:
Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved on:

Revised:
05/07/2001
08/14/2006
06/22/2021
07/22/2025

SALARY SCHEDULE: AFSCME
PAYGRADE: ~~33B~~36B
JOB CODE: MPL020
STATE CODE: 81026

THE SCHOOL BOARD OF MANATEE COUNTY
Local Title: ELECTRICIAN II
State Title: Electrician
JOB DESCRIPTION

JOB GOAL:
To provide skilled work in the installation, alteration, maintenance and repair of electrical systems, equipment, and fixtures.

QUALIFICATIONS:
1. Graduation from an accredited high school or trade school or possession of an acceptable equivalency diploma.
2. Four (4) years' experience as an electrician, journeyman preferred. A comparable amount of training and experience may be substituted for the minimum qualifications.
3. Possession of a valid Florida Driver's License.

KNOWLEDGE, SKILLS AND ABILITIES:
Knowledge of the standard and codes, methods, tools, and materials associated with the electrical trade. Knowledge of the principals and theories of electricity. Knowledge of the occupational hazards and the safety precautions of the trade. Ability to install, alter, upgrade, repair, maintain, and locate defects in a variety of electrical equipment and systems. Ability to understand and follow oral and written instructions. Ability to interpret and work from technical sketches, blueprints, and service manuals. Skilled in the use and care of standard tools and equipment used in the electrical trade. Ability to work at various heights to complete necessary jobs. Ability to meet deadlines with severe time constraints.

REPORTS TO:
Supervisor, Mechanical Systems

SUPERVISES:
N/A

PERFORMANCE RESPONSIBILITIES:
1. Maintain and repair electrical equipment and appliances.
2. Repair or replace electrical motors, controllers, switchboard panels, and lights.
3. Locate and correct power failures and motor trouble on electrically operated machinery and apparatus.
4. Set transformers and poles.
5. Install electrical additions and alterations, as required.
6. Work with blueprints and service manuals.
7. Maintain records of daily work and record accurate time and payroll information.
8. Follow safety standards in performing work and report unsafe conditions to Lead/Manager in a timely manner.
9. May be required to work after hours and/or weekends.
10. Travel outside of Manatee County as required in the performance of duties.
11. Perform other duties as assigned.

PHYSICAL REQUIREMENTS:
The employee is exposed to both indoor and outdoor environmental conditions. The employee must be able to meet deadlines with severe time constraints. The employee frequently will work irregular or extended work hours while performing the duties of this job. Requires lifting, holding, carrying, sitting, standing, walking, climbing, bending, stooping, finger dexterity, grasping, feeling, repetitive motions, talking, hearing, and visual acuity. The noise level in the work environment can be high at times. Safety is the highest priority.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.
EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved on:

Revised:
05/07/2001
08/14/2006
05/22/2018
06/22/2021
07/22/2025

SALARY SCHEDULE: ASFCME
PAYGRADE: 34B
SHORT TITLE: MPL021
STATE JOB CODE: 81026

THE SCHOOL BOARD OF MANATEE COUNTY
Local Title: ELECTRICIAN II
State Title: Electrician
JOB DESCRIPTION

JOB GOAL:
To provide skilled work in the installation, alteration, maintenance and repair of electrical systems, equipment, and fixtures.

QUALIFICATIONS:
1. Graduation from an accredited high school or trade school or possession of an acceptable equivalency diploma.
2. Four (4) years' experience as an electrician, journeyman preferred. A comparable amount of training and experience may be substituted for the minimum qualifications.
3. Possession of a valid Florida Driver's License.

KNOWLEDGE, SKILLS AND ABILITIES:
Knowledge of the standard and codes, methods, tools, and materials associated with the electrical trade. Knowledge of the principals and theories of electricity. Knowledge of the occupational hazards and the safety precautions of the trade. Ability to install, alter, upgrade, repair, maintain, and locate defects in a variety of electrical equipment and systems. Ability to understand and follow oral and written instructions. Ability to interpret and work from technical sketches, blueprints, and service manuals. Skilled in the use and care of standard tools and equipment used in the electrical trade. Ability to work at various heights to complete necessary jobs. Ability to meet deadlines with severe time constraints.

REPORTS TO:
Supervisor, Mechanical Systems

SUPERVISES:
N/A

PERFORMANCE RESPONSIBILITIES:
1. Maintain and repair electrical equipment and appliances.
2. Repair or replace electrical motors, controllers, switchboard panels, and lights.
3. Locate and correct power failures and motor trouble on electrically operated machinery and apparatus.
4. Set transformers and poles.
5. Install electrical additions and alterations, as required.
6. Work with blueprints and service manuals.
7. Maintain records of daily work and record accurate time and payroll information.
8. Follow safety standards in performing work and report unsafe conditions to Lead/Manager in a timely manner.
9. May be required to work after hours and/or weekends.
10. Travel outside of Manatee County as required in the performance of duties.
11. Perform other duties as assigned.

PHYSICAL REQUIREMENTS:
The employee is exposed to both indoor and outdoor environmental conditions. The employee must be able to meet deadlines with severe time constraints. The employee frequently will work irregular or extended work hours while performing the duties of this job. Requires lifting, holding, carrying, sitting, standing, walking, climbing, bending, stooping, finger dexterity, grasping, feeling, repetitive motions, talking, hearing, and visual acuity. The noise level in the work environment can be high at times. Safety is the highest priority.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.
EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved on:

Revised:
05/07/2001
08/14/2006
05/22/2018
06/22/2021
07/22/2025

SALARY SCHEDULE: ASFCME
PAYGRADE: ~~31B~~34B
SHORT TITLE: MPL021
STATE JOB CODE: 81026

THE SCHOOL BOARD OF MANATEE COUNTY
Local Title: LEAD INDUSTRIAL EQUIPMENT MECHANIC
State Title: Heavy Equipment Mechanic
JOB DESCRIPTION

JOB GOAL:
To provide leadership and skilled work in the maintenance and repair of various types of equipment and appliances.

QUALIFICATIONS:
1. Graduation from an accredited high school or trade school or possession of an acceptable equivalency diploma.
2. Five (5)) years of journeyman's experience in the maintenance and repair of mechanical and electrical equipment and appliances. A comparable amount of training and experience may be substituted for the minimum qualifications.
3. Possession of a valid Florida Driver's License

KNOWLEDGE, SKILLS AND ABILITIES:
Knowledge of the practices, methods, materials and tools commonly utilized in the repair and service of various types of equipment and appliances. Knowledge of the occupational hazards and safety precautions required for the trade. Knowledge of electrical principles and values, hydraulic principles and minor electronics. Ability to weld and cut for repair and fabricating. Ability to understand and listen to situations and develop plans for resolution that are consistent with School Board Policy. Knowledge of basic computer skills and ability to read, interpret and work from blueprints of electrical and ventilation systems. Knowledge of the mechanical operation and repair characteristics of various plans and kinds of equipment. Ability to plan, lay out and supervise the work of skilled mechanics. Ability to understand and follow oral and written instructions. Ability to plan and prioritize work and assign duties. Ability to communicate work plans, verbally and in writing, to superiors and subordinates, and respond to questions from management. Ability to estimate time and materials for jobs. Ability to make decisions in emergency situations and inform supervisory staff of status of work being accomplished. Ability to work in hot and noisy environments. Ability to meet deadlines with severe time constraints.

REPORTS TO:
Supervisor, Mechanical Systems

SUPERVISES:
N/A

PERFORMANCE RESPONSIBILITIES:
1. Lead and participate in the repair and preventive maintenance of electrical kitchen equipment, including ranges, ovens, mixers, dishwashers, garbage disposals, can openers, slicers, griddles, fryers, food steam cookers, etc...
2. Work independently and review upon completion for compliance with instructions, established standards, and codes.
3. Estimate time and materials for jobs.
4. Perform preventive maintenance service on kitchen equipment to insure safe and efficient operation.
5. Fabricate parts and needed enhancements on various equipment.
6. Consult with administrative and supervisory personnel regarding new installation and modification of existing systems, and in the preparation of specifications for work to be done on contract.
7. Install, service and repair electrical industrial equipment.
8. Communicate to manager any information needed to obtain outside services for repairs.
9. Plan and prioritize work and assign duties.
10. Schedule and perform preventive maintenance tasks in coordination with classroom and other programs in the school or facility, keeping manager informed on progress of PM tasks.
11. Work closely with school staff to identify concerns and address them in a timely and professional manner.
12. Lead other Industrial Equipment Mechanics in the performance of their duties with their health and safety in mind.
13. Provide proper equipment and monitor its use in the field.

14. Maintain accurate records of daily work and time and payroll information.
15. Follow safety standards in performing work and report unsafe conditions to Manager/Supervisor in a timely manner.
16. May be required to work after hours and/or weekends.
17. Travel outside of Manatee County as required in the performance of duties.
18. Perform other duties as assigned.

PHYSICAL REQUIREMENTS:
The employee is exposed to both indoor and outdoor environmental conditions. The employee must be able to meet deadlines with severe time constraints. The employee frequently will work irregular or extended work hours while performing the duties of this job. The employee regularly is required to lift, hold, carry, sit, stand, walk, climb crawl, bend, stoop, apply finger dexterity, grasp, feel, perform repetitive motions, talk, hear, and rely on visual acuity. The noise level in the work environment can be high at times. Safety is the highest priority.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:
Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved on:

Revised:
05/07/2001
08/14/2006
05/22/2018
06/22/2021
07/22/2025

SALARY SCHEDULE: AFSCME
PAYGRADE: 36B
SHORT TITLE: MPL037
STATE JOB CODE: 81039

THE SCHOOL BOARD OF MANATEE COUNTY
Local Title: LEAD INDUSTRIAL EQUIPMENT MECHANIC
State Title: Heavy Equipment Mechanic
JOB DESCRIPTION

JOB GOAL:
To provide leadership and skilled work in the maintenance and repair of various types of equipment and appliances.

QUALIFICATIONS:
1. Graduation from an accredited high school or trade school or possession of an acceptable equivalency diploma.
2. Five (5)) years of journeyman's experience in the maintenance and repair of mechanical and electrical equipment and appliances. A comparable amount of training and experience may be substituted for the minimum qualifications.
3. Possession of a valid Florida Driver's License

KNOWLEDGE, SKILLS AND ABILITIES:
Knowledge of the practices, methods, materials and tools commonly utilized in the repair and service of various types of equipment and appliances. Knowledge of the occupational hazards and safety precautions required for the trade. Knowledge of electrical principles and values, hydraulic principles and minor electronics. Ability to weld and cut for repair and fabricating. Ability to understand and listen to situations and develop plans for resolution that are consistent with School Board Policy. Knowledge of basic computer skills and ability to read, interpret and work from blueprints of electrical and ventilation systems. Knowledge of the mechanical operation and repair characteristics of various plans and kinds of equipment. Ability to plan, lay out and supervise the work of skilled mechanics. Ability to understand and follow oral and written instructions. Ability to plan and prioritize work and assign duties. Ability to communicate work plans, verbally and in writing, to superiors and subordinates, and respond to questions from management. Ability to estimate time and materials for jobs. Ability to make decisions in emergency situations and inform supervisory staff of status of work being accomplished. Ability to work in hot and noisy environments. Ability to meet deadlines with severe time constraints.

REPORTS TO:
Supervisor, Mechanical Systems

SUPERVISES:
N/A

PERFORMANCE RESPONSIBILITIES:
1. Lead and participate in the repair and preventive maintenance of electrical kitchen equipment, including ranges, ovens, mixers, dishwashers, garbage disposals, can openers, slicers, griddles, fryers, food steam cookers, etc...
2. Work independently and review upon completion for compliance with instructions, established standards, and codes.
3. Estimate time and materials for jobs.
4. Perform preventive maintenance service on kitchen equipment to insure safe and efficient operation.
5. Fabricate parts and needed enhancements on various equipment.
6. Consult with administrative and supervisory personnel regarding new installation and modification of existing systems, and in the preparation of specifications for work to be done on contract.
7. Install, service and repair electrical industrial equipment.
8. Communicate to manager any information needed to obtain outside services for repairs.
9. Plan and prioritize work and assign duties.
10. Schedule and perform preventive maintenance tasks in coordination with classroom and other programs in the school or facility, keeping manager informed on progress of PM tasks.
11. Work closely with school staff to identify concerns and address them in a timely and professional manner.
12. Lead other Industrial Equipment Mechanics in the performance of their duties with their health and safety in mind.
13. Provide proper equipment and monitor its use in the field.

14. Maintain accurate records of daily work and time and payroll information.
15. Follow safety standards in performing work and report unsafe conditions to Manager/Supervisor in a timely manner.
16. May be required to work after hours and/or weekends.
17. Travel outside of Manatee County as required in the performance of duties.
18. Perform other duties as assigned.

PHYSICAL REQUIREMENTS:
The employee is exposed to both indoor and outdoor environmental conditions. The employee must be able to meet deadlines with severe time constraints. The employee frequently will work irregular or extended work hours while performing the duties of this job. The employee regularly is required to lift, hold, carry, sit, stand, walk, climb crawl, bend, stoop, apply finger dexterity, grasp, feel, perform repetitive motions, talk, hear, and rely on visual acuity. The noise level in the work environment can be high at times. Safety is the highest priority.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:
Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved on:

Revised:
05/07/2001
08/14/2006
05/22/2018
06/22/2021
07/22/2025

SALARY SCHEDULE: AFSCME
PAYGRADE: ~~33B~~36B
SHORT TITLE: MPL037
STATE JOB CODE: 81039

THE SCHOOL BOARD OF MANATEE COUNTY
Local Title: INDUSTRIAL EQUIPMENT MECHANIC II
State Title: Heavy Equipment Mechanic
JOB DESCRIPTION

JOB GOAL:
To provide skilled work in the maintenance and repair of various types of equipment and appliances.

QUALIFICATIONS:
1. Graduation from an accredited high school or trade school or possession of an acceptable equivalency diploma.
2. Four (4)) years' experience in the maintenance and repair of mechanical and electrical equipment and appliances. A comparable amount of training and experience may be substituted for the minimum qualifications.
3. Possession of a valid Florida Driver's License.

KNOWLEDGE, SKILLS AND ABILITIES:
Knowledge of the practices, methods, materials and tools commonly utilized in the repair and service of various types of equipment and appliances. Knowledge of the occupational hazards and safety precautions required for the trade. Knowledge of electrical principles and values, hydraulic principles and minor electronics. Ability to read blueprints of electrical and ventilation systems. Ability to weld and cut for repair and fabricating. Ability to understand and follow oral and written instructions. Ability to work in hot and noisy environments. Ability to meet deadlines with severe time constraints.

REPORTS TO:
Supervisor, Mechanical Systems/Custodial Coordinator

SUPERVISES:
N/A

PERFORMANCE RESPONSIBILITIES:
1. Install, service and repair electrical and kitchen equipment including ranges, ovens, mixers, dishwashers, garbage disposals, can openers, slicers, griddles, fryers, food steam cookers, etc....
2. Perform preventive maintenance service on kitchen equipment to ensure safe and efficient operation.
3. Fabricate parts and needed enhancements on various equipment.
4. Install, service and repair electrical industrial equipment.
5. Maintain records of daily work and record accurate time and payroll information.
6. Follow safety standards in performing work and report unsafe conditions to Lead/Manager in a timely manner.
7. May be required to return to work when problems are encountered on off-shifts and weekends.
8. Travel outside of Manatee County as required in the performance of duties.
9. Perform other duties as assigned.

PHYSICAL REQUIREMENTS:
The employee is exposed to both indoor and outdoor environmental conditions. The employee must be able to meet deadlines with severe time constraints. The employee frequently will work irregular or extended work hours while performing the duties of this job. The employee regularly is required to lift, hold, carry, sit, stand, walk, climb crawl, bend, stoop, apply finger dexterity, grasp, feel, perform repetitive motions, talk, hear, and rely on visual acuity. The noise level in the work environment can be high at times. Safety is the highest priority.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved on:

Revised:
05/07/2001
08/14/2006
05/22/2018
06/22/2021
07/22/2025

SALARY SCHEDULE: AFSCME
PAYGRADE: 34B
SHORT TITLE: MPL038, OPL035
STATE JOB CODE: 81039

THE SCHOOL BOARD OF MANATEE COUNTY
Local Title: INDUSTRIAL EQUIPMENT MECHANIC II
State Title: Heavy Equipment Mechanic
JOB DESCRIPTION

JOB GOAL:
To provide skilled work in the maintenance and repair of various types of equipment and appliances.

QUALIFICATIONS:
1. Graduation from an accredited high school or trade school or possession of an acceptable equivalency diploma.
2. Four (4)) years' experience in the maintenance and repair of mechanical and electrical equipment and appliances. A comparable amount of training and experience may be substituted for the minimum qualifications.
3. Possession of a valid Florida Driver's License.

KNOWLEDGE, SKILLS AND ABILITIES:
Knowledge of the practices, methods, materials and tools commonly utilized in the repair and service of various types of equipment and appliances. Knowledge of the occupational hazards and safety precautions required for the trade. Knowledge of electrical principles and values, hydraulic principles and minor electronics. Ability to read blueprints of electrical and ventilation systems. Ability to weld and cut for repair and fabricating. Ability to understand and follow oral and written instructions. Ability to work in hot and noisy environments. Ability to meet deadlines with severe time constraints.

REPORTS TO:
Supervisor, Mechanical Systems/Custodial Coordinator

SUPERVISES:
N/A

PERFORMANCE RESPONSIBILITIES:
1. Install, service and repair electrical and kitchen equipment including ranges, ovens, mixers, dishwashers, garbage disposals, can openers, slicers, griddles, fryers, food steam cookers, etc....
2. Perform preventive maintenance service on kitchen equipment to ensure safe and efficient operation.
3. Fabricate parts and needed enhancements on various equipment.
4. Install, service and repair electrical industrial equipment.
5. Maintain records of daily work and record accurate time and payroll information.
6. Follow safety standards in performing work and report unsafe conditions to Lead/Manager in a timely manner.
7. May be required to return to work when problems are encountered on off-shifts and weekends.
8. Travel outside of Manatee County as required in the performance of duties.
9. Perform other duties as assigned.

PHYSICAL REQUIREMENTS:
The employee is exposed to both indoor and outdoor environmental conditions. The employee must be able to meet deadlines with severe time constraints. The employee frequently will work irregular or extended work hours while performing the duties of this job. The employee regularly is required to lift, hold, carry, sit, stand, walk, climb crawl, bend, stoop, apply finger dexterity, grasp, feel, perform repetitive motions, talk, hear, and rely on visual acuity. The noise level in the work environment can be high at times. Safety is the highest priority.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved on:

Revised:
05/07/2001
08/14/2006
05/22/2018
06/22/2021
07/22/2025

SALARY SCHEDULE: AFSCME
PAYGRADE: ~~31B~~34B
SHORT TITLE: MPL038, OPL035
STATE JOB CODE: 81039

THE SCHOOL BOARD OF MANATEE COUNTY
Local Title: TECHNICIAN, ELECTRONICS/FIRE ALARM
State Title: Electronic Tech Maintenance
JOB DESCRIPTION

JOB CODE:
To provide skilled work in the installation, alteration, maintenance, and repair of electronic fire alarm systems.

QUALIFICATIONS:
1. Graduation from an accredited high school or possession of an acceptable equivalency diploma.
2. Four (4) years' experience in an electronics trade specializing in fire alarm systems. A comparable amount of training and experience may be substituted for the minimum qualifications.
3. Possession of a valid Florida Driver's license.

KNOWLEDGE, SKILLS AND ABILITIES:
Skilled in the use and knowledge of the standard practices, methods, tools, and materials of the electronics trade. Skilled in the use and care of standard tools and equipment used in the electronics trade. Ability to work from sketches, plans, and blueprints. Ability to install, alter, upgrade, repair, maintain re-certifications, and locate defects in a variety of electronics equipment and systems. Ability to understand and follow oral and written instructions. Knowledge of the occupational hazards involved and the safety precautions of the trade. Ability to meet deadlines with severe time constraints. Ability to work under various conditions to complete necessary jobs.

REPORTS TO:
Supervisor, Buildings Maintenance

SUPERVISES:
N/A

PERFORMANCE RESPONSIBILITIES:
1. Repair, install, and maintain electronic fire alarm systems and electronic equipment.
2. Repair and install wiring of electronic fire alarm systems.
3. Install electronic additions and alterations, as required.
4. Maintain accurate records of daily work and time and payroll information.
5. Follow safety standards in performing work and report unsafe conditions to Lead/Manager in a timely manner.
6. May be required to work after hours and/or weekends.
7. Travel outside of Manatee County as required in the performance of duties.
8. Perform other duties as required.

PHYSICAL REQUIREMENTS:
The employee is exposed to both indoor and outdoor environmental conditions. Requires lifting, holding, carrying, sitting, standing, walking, bending, stooping, finger dexterity, grasping, feeling, repetitive motions, talking, hearing, and visual acuity. The employee must be able to meet deadlines with severe time constraints. The noise level in the work environment can be high at times. Safety is the highest priority.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:
Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved:

Revised:
05/07/2001
08/14/2006
11/08/2011
05/22/2018
06/22/2021
07/22/2025

SALARY SCHEDULE: AFSCME
PAYGRADE: 34B
SHORT TITLE: MPL047
STATE JOB CODE: 81045

THE SCHOOL BOARD OF MANATEE COUNTY
Local Title: TECHNICIAN, ELECTRONICS/FIRE ALARM
State Title: Electronic Tech Maintenance
JOB DESCRIPTION

JOB CODE:
To provide skilled work in the installation, alteration, maintenance, and repair of electronic fire alarm systems.

QUALIFICATIONS:
1. Graduation from an accredited high school or possession of an acceptable equivalency diploma.
2. Four (4) years' experience in an electronics trade specializing in fire alarm systems. A comparable amount of training and experience may be substituted for the minimum qualifications.
3. Possession of a valid Florida Driver's license.

KNOWLEDGE, SKILLS AND ABILITIES:
Skilled in the use and knowledge of the standard practices, methods, tools, and materials of the electronics trade. Skilled in the use and care of standard tools and equipment used in the electronics trade. Ability to work from sketches, plans, and blueprints. Ability to install, alter, upgrade, repair, maintain re-certifications, and locate defects in a variety of electronics equipment and systems. Ability to understand and follow oral and written instructions. Knowledge of the occupational hazards involved and the safety precautions of the trade. Ability to meet deadlines with severe time constraints. Ability to work under various conditions to complete necessary jobs.

REPORTS TO:
Supervisor, Buildings Maintenance

SUPERVISES:
N/A

PERFORMANCE RESPONSIBILITIES:
1. Repair, install, and maintain electronic fire alarm systems and electronic equipment.
2. Repair and install wiring of electronic fire alarm systems.
3. Install electronic additions and alterations, as required.
4. Maintain accurate records of daily work and time and payroll information.
5. Follow safety standards in performing work and report unsafe conditions to Lead/Manager in a timely manner.
6. May be required to work after hours and/or weekends.
7. Travel outside of Manatee County as required in the performance of duties.
8. Perform other duties as required.

PHYSICAL REQUIREMENTS:
The employee is exposed to both indoor and outdoor environmental conditions. Requires lifting, holding, carrying, sitting, standing, walking, bending, stooping, finger dexterity, grasping, feeling, repetitive motions, talking, hearing, and visual acuity. The employee must be able to meet deadlines with severe time constraints. The noise level in the work environment can be high at times. Safety is the highest priority.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:
Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved:

Revised:
05/07/2001
08/14/2006
11/08/2011
05/22/2018
06/22/2021
07/22/2025

SALARY SCHEDULE: AFSCME
PAYGRADE: ~~31B~~34B
SHORT TITLE: MPL047
STATE JOB CODE: 81045

THE SCHOOL BOARD OF MANATEE COUNTY
Local Title: TECHNICIAN, ELECTRONICS/SECURITY
State Title: Electronic Tech Maintenance
JOB DESCRIPTION

JOB GOAL:
To provide skilled work in the installation, alteration, maintenance, and repair of electronic security systems.

QUALIFICATIONS:
1. Graduation from an accredited high school or possession of an acceptable equivalency diploma.
2. Four (4) years' experience in an electronics trade, specializing in security, CCTV, and other low voltage equipment. A comparable amount of training and experience may be substituted for the minimum qualifications.
3. Possession of a valid Florida Driver's license.

KNOWLEDGE, SKILLS AND ABILITIES:
Skilled in the use and knowledge of the standard practices, methods, tools, and materials of the electronics trade. Skilled in the use and care of standard tools and equipment used in the electronics trade. Ability to work from sketches, plans, and blueprints, and use a computer to diagnose problems. Ability to install, alter, upgrade, repair, maintain recertify, and locate defects in a variety of electronics equipment and systems. Ability to understand and follow oral and written instructions. Knowledge of the occupational hazards involved and the safety precautions of the trade. Ability to meet deadlines with severe time constraints. Ability to work under various conditions to complete necessary jobs.

REPORTS TO:
Supervisor, Buildings Maintenance

SUPERVISES:
N/A

PERFORMANCE RESPONSIBILITIES:
1. Repair, install, and maintain electronic security systems, CCTV, electronic equipment, and other low voltage systems, as necessary.
2. Repair and install wiring of electronic security and CCTV systems.
3. Install electronic additions and alterations, as required.
4. Keep Lead/Manager informed of progress and/or concerns.
5. Maintain accurate records of daily work and time and payroll information.
6. Follow safety standards in performing work and report unsafe conditions to Lead/Manager in a timely manner.
7. May be required to work after hours and/or weekends.
8. Travel outside of Manatee County as required in the performance of duties.
9. Perform other duties as required.

PHYSICAL REQUIREMENTS:
The employee is exposed to both indoor and outdoor environmental conditions. Requires lifting, holding, carrying, sitting, standing, walking, bending, stooping, finger dexterity, grasping, feeling, repetitive motions, talking, hearing, and visual acuity. The employee must be able to meet deadlines with severe time constraints. The noise level in the work environment can be high at times. Safety is the highest priority.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved:

Revised:
05/07/2001
08/14/2006
12/11/2006
11/08/2011
05/22/2018
06/22/2021
07/22/2025

SALARY SCHEDULE: AFSCME
PAYGRADE: 34B
SHORT TITLE: MPL095
STATE JOB CODE: 81045

AGENDA ITEM NO. 9.21

School Board of Manatee County
July 22, 2025 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of Harllee Middle School - Building 4 SOAR in 4 Renovation - Substantial Completion and Certificate of Completion (No Financial Impact)

Executive Summary
The purpose of the requested action is to authorize the School Board Chairman, to execute a Substantial Completion and Certificate of Completion for Harllee Middle School - Building 4, SOAR in 4 Renovation. Substantial Completion has been established by the Project Architect, Building Official, Construction Manager, and Department of Construction Services as of June 12, 2025.

Substantial Completion is defined as the facility being sufficiently complete so that it can be utilized for its intended purpose. Substantial Completion Certificate requires Board approval. There is no fiscal impact or additional budget requirement for the Board to acknowledge.

Harllee Middle School - Building 4 SOAR in 4 Renovation - Project Summary Sheet is attached for reference.

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

Ready To Grow | Goal 5
Continue our secure financial position, utilize referendum millage funds effectively, and modernize and enhance our current schools to meet our school community needs, including building vibrant, new schools

Recommendation
The Superintendent recommends approval of Harllee Middle School - Building 4 SOAR in 4 Renovation - Substantial Completion and Certificate of Completion. (No Financial Impact)

Financial Impact
No Financial Impact.

Contact
Submitting Department: Construction Services
Initiated By: Reginald Goff

Attachments:
HRM SSC Bldg 4 SOAR in 4 Reno Project Summary
Harllee SOAR N4 - Substantial Completion

Harllee Support Center Bldg 4 Renovations

PROJECT DIRECTOR: Jerry Varghese

ARCHITECT/ENGINEER:	Bwas.Design, LLC	Currently on the District's Continuing Contracts List
CONSTRUCTION MANAGER:	Willis A. Smith Construction, Inc.	Currently on the District's Continuing Contracts List
BUILDING OFFICIAL:	UES Solutions Inc.	Currently on the District's Continuing Contracts List

PROJECT BUDGET:	$ 695,000.00	(8/6/2024) 2023/2024 Original Project Budget (5 year capital)
Substantial Completeion	TBD	Preconstruction Agreement (10/29/2024)

HISTORY: Harllee Middle School was originally built in 1974 and has 1129 student stations. The school was re-roofed in 1992 and underwent extensive renovations during 1997 & 1998. The original doors and door hardware from 1974 were reused in these renovations. More recent improvements include upgrades to the storm water and sewer systems (2001-2004), renovation of twenty seven (27) existing classrooms and ancillary spaces to accommodate seven (7) new multi toilet restrooms, office space, new clinic and twelve (12) classrooms (2016).

SCOPE: The scope of work consists of the interior demolition of the existing approximately 5,300 sf facility which includes removal of existing HVAC system and associated components, designated non-load bearing walls, associated electrical conduit, outlets to panels and devices, existing ceiling tile, grid, and floorings. Furnish and install new HVAC system and associated components, power for new lighting and applicable FF&E equipment, interior wall, floor and ceiling finishes required for the Soar in 4 learning environment.

INCLUDED IN 5-YEAR WORK PLAN: yes

ARCHITECT/ENGINEER

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$ -	October 24, 2023	Approved	Currently on the District's Continuing Contracts List
Agreement:	$ 55,100.00	August 6, 2024	Approved	Architectural/Engineering Services
TOTAL	$ 55,100.00			

CONSTRUCTION MANAGER

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$ -	October 24, 2023	Approved	Currently on the District's Continuing Contracts List
Pre-Con:	$ 8,760.00	October 29, 2024	Approved	Pre-Construction Services
Amend 1:	$ 609,964.16	February 11,2025	Approved	Amendment 1
Substantial Completion		July 22, 2025	Pending	Substantial Completion - Final
TOTAL	$ 618,724.16			

BUILDING OFFICIAL

ITEM	$$	Date	Board Action	Notes
Agreement:	$ 4300.00	December 17, 2024	N/A	Plans Review, Permitting, Inspections & Fire Marshal Services
Agreement:	$ 400.00	June 17,2025	N.A	AC Change Out
TOTAL	$ 4700.00 -			

OTHER BOARD WORK

ITEM	$$	Date	Board Action	Notes
	$ -			
TOTAL	$ -			

SUBSTANTIAL COMPLETION

Project: Harlee SSC Bldg. 4 SOAR in 4 Renovations

Project Number: CON 483

Location: 6423 9th Street East
Bradenton, Florida 34203
Manatee County, Florida

Contract Date: February 11, 2025

Owner: School Board of Manatee County
c/o Dept of Construction Services
1 Matzke Way
Bradenton, FL 34208

Contractor: Willis A. Smith Construction, Inc.

Date of Issuance: June 12, 2025

Project or Designated Portion shall include:
Interior demolition of the existing 5,300 SF facility which includes removal and replacement of the existing HVAC system and associated components, designated non-load bearing walls, associated electrical conduit, outlets to panels and devices, existing ceiling tile, grid, and floorings. Furnish and install new HVAC system and associated components, power for new lighting and applicable FF&E equipment, interior wall, floor and ceiling finishes required for the SOAR in 4 learning environment.

The Work performed under this Contract has been reviewed and found, to the Architect's best knowledge, information and belief, to be substantially complete. Substantial Completion is the stage in the Work or designated portion thereof is sufficiently complete in accordance with the Contract Documents so the Owner can occupy or utilize the Work for its intended use. The date of Substantial Completion of the Project or portion thereof designated above is hereby established as: **June 12, 2025**

which is also the date of commencement of applicable warranties required by the Contract Documents, except as stated below:
N/A

A list of items to be completed or corrected is included by reference and will be issued by the architect once collated. The failure to include any items on such list does not alter the responsibility of of the contractor to complete all work in accordance with the contract documents.
N/A

BWAS Design, PLLC
ARCHITECTURAL FIRM

BY

06.13.2025
DATE

The Contractor will complete or correct the Work on the list of items attached hereto within 60 (sixty) days from the above date of Substantial Completion.

Willis A. Smith Construction, Inc.
CONTRACTOR

BY

6/12/25
DATE

The Owner accepts the Work or designated portion thereof as substantially complete and will assume full possession thereof at 12:00 PM on **June 12, 2025** .

SCHOOL BOARD OF MANATEE COUNTY
OWNER

BY

DATE

The responsibilities of the Owner and the Contractor for security, maintenance, heat, utilities, damage to the Work and insurance shall be as follows:

(Until completion of attached punchlist)

Certificate of Completion

Date: 6/9/2025

1. **BUILDING PERMIT NO:** 01132025

2. **ADDRESS:** 6423 9th St E Bradenton, FL

3. **Owner/Owner Agent:** School District of Manatee County

4. **Specific Area of Building for this Certificate:** SSC Bldg 4 "SOAR 4"

5. **Described portion of the structure that has been inspected for compliance and the use for which the proposed occupancy is classified:** n/a

6. **Building and Structures in flood hazard areas: Documentation of the as-built lowest floor elevation has been provided and retained in the records of authority having jurisdiction:** n/a

7. **Building Official:** Gregory Yantorno BU1214

8. **Code edition under which permit was issued:** 2023 FBC

9. **Use & Occupancy, in accordance with Chapter 3:** Education "E"

10. **Type of Construction, defined in Chapter 6:** Existing IIB

11. **Occupant Load:** 215 OCC

12. **If an Automatic Sprinkler System is provided, whether the sprinkler is required:**

n/a

13. **Special stipulations & conditions of the permit:**

n/a

BY:

Gregory Yantorno
PRINTED NAME

SIGNATURE

AGENDA ITEM NO. 9.22

School Board of Manatee County
July 22, 2025 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of Tara Elementary School - Campus Renovations and Addition - Agreement Between Owner and Creative Contractors, Inc. - Amendment 6 - Guaranteed Maximum Price, in the Amount of $146,283.65 for a Total Guaranteed Maximum Price of $26,809,043.40 (Capital Funds)

Executive Summary
The purpose of the requested action is to approve Amendment 6 to the Agreement between Owner and Creative Contractors, Inc. which authorizes the additional construction services to provide food service equipment, identified as necessary to the project due to USDA rules, for the Campus Renovations and Addition at Tara Elementary School. Funds for the additional work are being utilized from existing available Certificates of Participation Funds.

Tara Elementary School Renovations 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 Tara Elementary School - Campus Renovations and Addition - Agreement between Owner and Creative Contractors, Inc. - Amendment 6 - Guaranteed Maximum Price, in the amount of $146,283.65 for a total Guaranteed Maximum Price of $26,809,043.40. (Capital Funds)

Financial Impact
The amount of Amendment 6 is $146,283.65. The Guaranteed Maximum Price, including this Amendment 6 is $26,809,043.40 and is included in the total project budget of $35,656,933.00. **This project is funded by Capital Funds.**

Contact
Submitting Department: Construction Services
Initiated By: Reginald Goff

Attachments:
Tara Elementary School - Campus Addition & Renovations - Summary Sheet
Tara Reno and Add CM Amend 6 GMP
Tara Reno and Add CM Amendment 6 GMP Summary Sheet

Tara Elementary School - Addition and Campus Renovations

PROJECT DIRECTOR: Michelle Begue

ARCHITECT/ENGINEER:	Sweet Sparkman Architects, Inc.	Currently on the District's Continuing Constracts List
CONSTRUCTION MANAGER:	Creative Contractors, Inc.	Currently on the District's Continuing Constracts List
BUILDING OFFICIAL:	Nova Engineering & Environmental, LLC	Currently on the District's Continuing Constracts List

PROJECT BUDGET:

$	35,656,933.00	(07/22/25) Revised Project Budget
$	35,259,423.00	(01/26/23) Revised Project Budget
$	31,449,423.19	(7/27/2022) Revised Project Budget
$	29,935,782.00	(09/07/21) Original Project Budget

HISTORY: Tara Elementary was built in 1992 with 737 permanent student stations and currently has an additional 144 relocatable student stations. A technology retrofit project was completed in 1996, improvements were made to the school's drop off lane in 2007 and chiller replacement in 2009. This project was initiated due to numerous flooding incidents and repeated repairs by Maintenance & Operations.

SUBTANTIAL COMPLETION:	8/29/2025	Amemd 5 GMP (8/22/2023)
	10/27/2025	Change Order 2 (1/21/2025)

SCOPE: The Project scope of work includes, but is not limited to, a campus-wide renovation and addition. Included in this project are required site improvements, adding four (4) classrooms, improve traffic queuing, roof replacement, cabinetry and millwork as needed, doors and windows, painting, acoustical tile, flooring (VCT and carpet), building signage, plumbing, new mechanical system, upgrade to LED lighting throughout the campus, upgrades to include fencing and Administration/Reception Areas Enhancements and removal of portables. Additional scope will include food service equipment, security cameras and campus enhancements.

DEPARTMENT OF EDUCATION APPROVED SPOT SURVEY: Yes

INCLUDED IN 5-YEAR WORK PLAN: Yes

ARCHITECT/ENGINEER

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$0	December 14, 2021	Approved	Selection Process
Agreement:	$ 1,966,079.00	July 26, 2022	Approved	Architectural/Engineering Services
Amendment 1:	$ 170,992.00	February 14, 2023	Approved	Add'l Architectural/Engineering Services
Amendment 2:	$ 17,680.00	August 8, 2023	Approved	Add'l Architectural/Engineering Services
TOTAL	$ 2,154,751.00			

CONSTRUCTION MANAGER

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$ -	December 14, 2021	Approved	Selection Process
Agreement:	$ 74,206.00	July 26, 2022	Approved	Preconstruction Services
Amendment 1:	$ 247,589.00	February 28, 2023	Approved	Add'l Pre-Construction Services
Amendment 2:	$ 4,071,696.00	Mach 28, 2023	Approved	Add'l Pre-Construction Services
Amendment 3:	$ 222,212.11	June 13, 2023	Approved	Add'l Pre-Construction Services
Amendment 4:	$ 6,437,439.82	July 25, 2023	Approved	Add'l Pre-Construction Services
Amendment 5:	$ 20,349,213.67	August 22, 2023	Approved	Guaranteed Maximum Price
Change Order 1:	$ (4,685,598.48)	September 10, 2024	Approved	Deduction for Owner Direct Purchase of Materials
Change Order 2:	$ -	February 11, 2025	Approved	Extension of Contract
Change Order 3:	$ (53,998.37)	February 11, 2025	Approved	Deduction for Owner Direct Purchase of Materials
Substantial Completion:	$ -	May 20, 2025	Approved	Partial Substantial Completion - Bldg 1, 1A, 1W, 2 and 5
Substantial Completion:	$ -	June 10,2025	Approved	Partial Substantial Completion - Bldg 4
Amendment 6:	$ 146,283.65	July 22, 2025	Pending	Add'l Services - Food Service, and Campus Enhancements
TOTAL	$ 26,809,043.40			

BUILDING OFFICIAL

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$0	December 14, 2021	Approved	Selection Process
	$47,460.00	August 8, 2022	N/A	Building Official
TOTAL	$47,460.00			

OTHER BOARD WORK

ITEM	$$	Date	Board Action	Notes
Owner Services	$8,350.00	July 22, 2022	N/A	PS Agreement - Asbestos Survey
Owner Services	$41,100.00	October 04, 2022	N/A	PS Agreement - Commissioning
Owner Services	$24,000.00	September 20, 2022	N/A	PS Agreement - Construction Documentation
Owner Services	$18,900.00	August 02,2022	N/A	PS Agreement - Property Survey
Owner Services	$6,500.00	March 09, 2023	N/A	PS Agreement - Subsurface Soil Exploration and Geotechnigal Eng.
Owner Services	$28,515.00	July 10, 2023	N/A	PS Agreement - Construction Material Testing
Owner Services	$2,760.00	March 15, 2024	N/A	PS Agreement - RF Site Survey
Owner Services	$7,785.00	January 17, 2025	N/A	PS Agreement - Additional Material Testing
TOTAL	$137,910.00			

SCHOOL BOARD OF MANATEE COUNTY
DEPARTMENT OF CONSTRUCTION SERVICES

AMENDMENT TO THE AGREEMENT BETWEEN
OWNER & CONSTRUCTION MANAGER

Amendment #: 6R **Amendment Date:** _____

This form is to be used for any revision to the established Guaranteed Maximum Price.

Project Name: Tara Elementary School – Campus Renovations & Addition
Construction Manager: Creative Contractors, Inc.
Construction Manager Address: 852 62nd Street Circle East, Suite #103, Bradenton, Florida 34208
The work is as follows: Additional construction services to provide food service equipment and modifications for the Campus Renovations and Addition at Tara Elementary School.

This amendment is to be attached to and become a part of the subject agreement and in no other way alters terms and conditions thereof.

Contract Time will be (~~increased~~) (~~decreased~~) (unchanged) By: _____

Date of Substantial Completion including this amendment: 10/27/25
Amount of Amendment: $ 146,283.65
Previous Amount of GMP: $ 26,662,759.75
New Total Amount of GMP: $ 26,809,043.40

CONSTRUCTION MANAGER:
By: Jerry Siminski By: N/A

Name/Title: Jerry Siminski, Sr. VP/CCO Name/Title: N/A

As Witnessed:

_____ Creative Contractors
(Name of Corporation)

(Corporate Seal)

OWNER:
SCHOOL BOARD OF MANATEE COUNTY, FLORIDA:

Approved As to Form: _____, Project Director

_____, Director

_____, Deputy Superintendent

Interim Superintendent of Schools: _____

School Board Chairman: _____

Witness: _____

SCHOOL DISTRICT OF MANATEE COUNTY
DEPARTMENT OF CONSTRUCTION SERVICES

Amendment #6 - Additional Construction Services to Provide Food Service Equipment and Modifications for the Campus Renovations and Addition at Tara Elementary School

BUDGET SUMMARY

Project: **Tara Elementary School Renovation Project** Date: 7/3/2025

Contractor: **Creative Contractors, Inc.**

ITEM	ITEM AMOUNT	TOTAL AMOUNT
Construction Expenses:		
Food Service Equipment and Modifications	$132,561.59	
Sub Total		**$132,561.59**
General Conditions:		
General Conditions:	$0.00	
General Requirement	$0.00	
Sub Total		**$0.00**
Overhead & Profit	$6,248.68	
Sub Total		**$6,248.68**
Pre-Construction Expenses		
	$0.00	
Sub Total		**$0.00**
Unforseseen Conditions:	$4,044.45	
Sub Total		**$4,044.45**
Bond and Insurance:		
Bond	$1,175.38	
General Liability	$596.53	
Subcontractor Default Insurance	$1,657.02	
Builders Risk - By Owner	$0.00	
Sub Total		**$3,428.93**
TOTAL		**$146,283.65**

CREATIVE CONTRACTORS INC.

CREATIVE CONTRACTORS, INC.
TARA ELEMENTARY SCHOOL RENOVATION PROJECT
July 3, 2025

Additional Construction Services to Provide Food Service Equipment and Modifications for the Campus Renovations and Addition at Tara Elementary School

AMENDMENT #6 - COST SUMMARY

	DESCRIPTION		COST	SF	$/SF
CONSTRUCTION COST SUMMARY					
1	Johnson-Lancaster and Associates, Inc.		$125,561.59	N/A	$125,561.59
2	Johnson-Lancaster and Associates, Inc. (Allowance)		$7,000.00	N/A	$7,000.00
	SUBTOTAL CONSTRUCTION COST OF THE WORK		**$132,561.59**	0.00	$ 132,561.59
GENERAL COSTS					
	SDI Insurance		$1,657.02		
	General Conditions General Requirements		$ -		
	Builders Risk Insurance		By Owner		
	Liability Insurance .45%	0.45%	$596.53		
	Team Construction Contingency	3.00%	$4,044.45		
	Construction Management Fee	4.50%	$6,248.68		
	Payment & Performance Bond	0.81%	$1,175.38		
	SUBTOTAL GENERAL COSTS		**$13,722.06**		

TOTAL AMENDMENT #6 COST **$146,283.65**

5/19/2025

CREATIVE CONTRACTORS INC.

Tara Elementary Amendment #6

Wishlist:	Description	Budget	Total
New food service equipment.	Cost to provide a double stack oven, steamer and dishwasher:	$125,561.59	**$132,561.59**
	Allowance for dishtable modifications:	$7,000.00	
Total:			**$132,561.59**

for budget purposes only and does not include any general conditions for additional time if required

JOHNSON-LANCASTER AND ASSOCIATES, INC.
THE PROVEN FOOD SERVICE EQUIPMENT TEAM
13031 US HWY 19 N Clearwater, FL 33764 Phone: (727-796-5622)

PRICING

06/13/2025

To:
Creative Contractors Inc.
Van Mitchell
727 461 5522 (Contact)

Project:
Tara Elementary - Equipment Replacement
6950 Linger Lodge Rd E
Bradenton, FL 34203

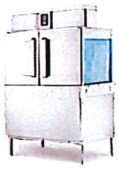
From:
Johnson-Lancaster and Associates, Inc.
Richmond Estes
13031 U.S. Highway 19N
Clearwater, FL 33764
727-796-5622

Job Reference Number: 34147

Item	Qty	Description	Sell	Sell Total
01	1 ea	**CONVECTION OVEN, GAS** Blodgett (Middleby) Model No. DFG-100 DBL Convection Oven, gas, double-deck, standard depth, capacity (5) 18" x 26" pans per compartment, Artisan touchscreen controls with meat probe, 2-speed fan, Olephobic baking compartment liner, interior light, simultaneous operated with dual pane thermal glass windows sealed in stainless steel door frames and ergonomically friendly curved aluminum door handle, stainless steel front, sides & top, 6" stainless steel legs, flue connector, (2) 1/2 HP, 55,000 BTU each, cETL, NSF, CE	$24,378.79	$24,378.79
	1 ea	3 year parts, 2 year labor and 2 additional year door warranty (parts only), standard		
	1 ea	Natural gas		
	2 ea	115v/60/1-ph, 6.0 amps, 1/2 hp, 2-wire with ground, NEMA 5-15P (per deck), standard		
	1 ea	ARTISAN Top Oven: Artisan touchscreen control with meat probe, standard		
	1 ea	ARTISAN Bottom Oven: Artisan touchscreen control with meat probe, standard		
	1 ea	Draft diverter or Draft hood must be selected below		
	1 ea	Draft diverter		
	1 st	6" plate casters (set)	$386.72	$386.72
	1 ea	NOTE: DO NOT deduct cost of standard legs		
	1 ea	Gas manifold	$184.38	$184.38
			ITEM TOTAL:	**$24,949.89**
01.1	1 ea	**GAS CONNECTOR HOSE KIT / ASSEMBLY** T&S Brass Model No. HG-4D-48K-PS Safe-T-Link Gas Connector Hose, 3/4" connection, 48" hose, stainless steel braiding with extruded coating, (1) Quick-Disconnect, with Posi-Set locating devices, street elbow, extruded	$164.43	$164.43

Item	Qty	Description	Sell	Sell Total
		stainless steel braidings, 180,000 BTU / hr minium flow capacity, NSF, cCSAus		
	1 ea	5 year limited warranty, standard		
			ITEM TOTAL:	**$164.43**
JL001	1 ea	**INSTALLATION** JOHNSON-LANCASTER Model No. INSTALLATION INSTALLATION - Replacement stacked gas ovens Scope of Work: Disconnect and remove and haul-off existing ovens Deliver new equipment to site Receive, unpack and stack new ovens onsite Set in place under cooking hood connect to existing gas and electric utilities Startup and commission units Repairs or corrective work on existing utilities or rough-ins is excluded - exiting connections and shutoffs must be serviceable	$1,296.00	$1,296.00
			ITEM TOTAL:	**$1,296.00**
02	1 ea	**CONVECTION STEAMER, GAS** Cleveland Range Model No. 24CGA10.2ES Steamcraft® Gemini™ 10 Convection Steamer, pressureless, gas, 2 compartments with individual generators, (5) 12 x 20 x 2-1/2 pans/compartment capacity, SureCook controls, easyTimer 90-minute timer with dial and LED digital readout in minutes and seconds, includes SureCook load compensating thermostat, manual cooking mode and descale indicator, left-hand hinged door, controls on right, 1 standard treated & tap water connection, stainless steel construction, 6" adjustable legs with flanged feet, 100,000 BTU total, ENERGY STAR®	$27,839.02	$27,839.02
	1 ea	1-year parts & labor warranty, standard		
	1 ea	5 year pro-rated parts warranty on boilers & steam generators		
	2 ea	3 year Convection Steamer Door Warranty, standard		
	1 ea	Performance start-up included at customer request after equipment is installed (Free Water Quality Check included) (contact Cleveland Sales Representative for details)		
	1 ea	INSTKITCGA7 Installation Kit for 24CGA10.2ES Gas Series (Non-discountable NET pricing) (See Installation Kit flyer for details)	$1,655.21	$1,655.21
	1 ea	FLT0040 Water Treatment System, dual-cartridge, reduces sediments over 0.5 microns, reduces chlorine, includes (1) FLT0014 Activated Carbon Filter & Includes (1) FLT0018 Catalytic Carbon	$501.24	$501.24

Item	Qty	Description	Sell	Sell Total
		Filter		
	1 ea	Second year limited warranty on water related parts only when purchasing a steamer and filter from Cleveland. Must include a completed Performance Start-Up (See Cleveland warranty statement for details)		
	1 ea	Natural Gas		
	1 ea	(VOS115) 120v/60/1-ph, 2 blowers & controls, 150 watts each (DO NOT connect to GFI outlet)		
			ITEM TOTAL:	**$29,995.47**
JL002	1 ea	**INSTALLATION** JOHNSON-LANCASTER Model No. INSTALLATION INSTALLATION - Replacement gas steamer Scope of Work: Disconnect and remove and haul-off existing steamer Deliver new equipment to site Receive, unpack and stack new steamer onsite Set in place under cooking hood connect to existing gas, water, drain and electric utilities Startup and commission units Repairs or corrective work on existing utilities or rough-ins is excluded - exiting connections and shutoffs must be serviceable	$1,512.00	$1,512.00
			ITEM TOTAL:	**$1,512.00**
03	1 ea	**DISHWASHER, CONVEYOR TYPE** Hobart Model No. CL44-BAS+BUILDUP Conveyor Dishwasher, single tank, (202) racks/hour, insulated hinged doors, .45 gallon/rack, Complete Delime with Booster Guard, Touch Screen Controls with diagnostics, troubleshooting, and SmartConnect App, capless wash arms, NSF Pot & Pan mode, cULus, NSF, ENERGY STAR®, Factory Startup - Free for installations within 100 miles (accessible by public roadway) of a Hobart Service Office during normal business hours with appropriate notice; Installation beyond 100 miles or those not accessible by public roadway will be quoted by Service.	$27,587.58	$27,587.58
	1 ea	Oversized units with crated shipping dimensions greater or equal to 72" in length and/or 90" in height. If delivery is to a facility without a standard height dock, additional shipping charges will apply depending on the service requested. consult Factory.		
	1 ea	Standard warranty - 1-Year parts, labor & travel time during normal working hours within the USA		
	1 ea	CL44BAS-ELE0CD 480v/60/3-ph		



Item	Qty	Description	Sell	Sell Total
		Single point connection standard (field convertible to dual point)		
	1 ea	CL44BAS-HGTSTD Standard Height 19.5"H x 22"W opening, fits full-sized sheet pan, horizontal		
	1 ea	CL44BAS-HTE15K Electric tank heat 15kW	$2,961.63	$2,961.63
	1 ea	CL44BAS-ERH18K With 18 kW Booster (default)	$5,026.14	$5,026.14
	1 ea	CL44BAS-DIR0LR Left to right operation		
	1 ea	SL23/E-NOHDLR SL23 side loader LR E-Series (installation priced separately)	$6,978.51	$6,978.51
	1 ea	NOTE: For water of 3-grains of hardness or more, Hobart suggests adding a water softener.		
	1 ea	DWT-CL Drain water tempering kit for CL models	$1,697.85	$1,697.85
	1 ea	Self-installed		
	2 ea	VNTHD/E-ADJ E-series vent hood domestic (adjustable)	$1,262.52	$2,525.04
	1 ea	TBLLIM-CL Table limit switch for CL & CLEN series	$517.23	$517.23
	1 ea	UPGRADE-KIT/SL Upgrade kit side loaders	$313.74	$313.74
	1 ea	CL44EN-BASFETSTD Standard feet		
			ITEM TOTAL:	**$47,607.72**
04	1 ea	**PANT LEG HOOD & VENT DUCT**	$3,250.00	$3,250.00
		Custom Model No. CUSTOM CUSTOM fabricated fully welded stainless steel pant leg duct as required to connect new dishmachine exhaust risers to existing exhaust duct above ceiling		
			ITEM TOTAL:	**$3,250.00**
JL003	1 ea	**INSTALLATION**	$9,018.00	$9,018.00
		JOHNSON-LANCASTER Model No. INSTALLATION INSTALLATION - Replacement conveyor dishmachine Scope of Work: Disconnect and remove and haul-off existing dishmachine Deliver new equipment to site Receive, unpack and stack new dishmachine onsite Set in place and re-connect existing distables connect to existing water, drain, ventilation and electric utilities receive and install new pant leg duct custom built for the new, shorter machine Include pre-install site survey by service company - if machine is not like-for-like, additional approval may be required Startup and commission unit Repairs or corrective work on existing utilities or rough-ins is		

Item	Qty	Description	Sell	Sell Total
		excluded - exiting connections and shutoffs must be serviceable Ventilation work beyond connection of new pant leg to existing ducts is excluded Any modification to the existing dishtables, if required, will incur additional cost		
			ITEM TOTAL:	**$9,018.00**

Merchandise	$117,793.51
Freight	$3,480.00
Subtotal	$121,273.51
Tax	$4,288.08
Total	$125,561.59

Proposal to replace the above listed equipment at Tara Elementary in Manatee County, FL.

AGENDA ITEM NO. 9.23

School Board of Manatee County
July 22, 2025 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of Manatee Technical College Aviation Classroom - Agreement between Owner and Johnson-Laux Construction, LLC - Amendment 1 - Guaranteed Maximum Price in the Amount of $ 6,814,524.00 (MTC/PECO Grant Funds)

Executive Summary

The purpose of the requested action is to approve Amendment 1 to the Agreement between Owner and Johnson-Laux Construction, LLC. This agreement authorizes the Guaranteed Maximum Price (GMP) in the amount of $ 6,899,324.00. The scope of work will provide a classroom facility to be constructed at Sarasota Bradenton International Airport (SRQ). The classroom portion will include general labs/multipurpose instruction space and associated support facilities. The building will be sited based on existing conditions and will make use of the existing parking lot and entry drive. During the 2025 session, the legislature approved an additional $1,000,000.00 for aviation equipment.

Manatee Technical College – Aviation Classroom Summary Sheet is attached for your 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 Manatee Technical College Aviation Classroom - Agreement between Owner and Johnson Laux Construction, LLC - Amendment 1 - Guaranteed Maximum Price in the amount of $6,814,524.00 (MTC/PECO Grant Funds).

Financial Impact
The amount of Amendment 1 is $ 6,814,524.00. The Guaranteed Maximum Price, including Amendment 1, is $6,899,324.00 and is included in the total project budget of $9,000,000.00. **Project funded by MTC/PECO Grant Funds.**

Contact
Submitting Department: Construction Services
Initiated By: Reginald Goff

Attachments:
MTC Aviation Classroom Summary Sheet
MTC Aviation Classroom Amendment 1

Manatee Technical College Aviation Classroom

PROJECT DIRECTOR: Dave Wildes

ARCHITECT/ENGINEER:	Schenkel & Shultz, Inc.		Currently on the District's Continuing Contracts List
CONSTRUCTION MANAGER:	Creative Contractors, Inc.		Contract Terminated 01/14/2025
CONSTRUCTION MANAGER:	Johnson-Laux Construction, LLC		Invitation to Bid on Job Contracting Service in the State of Florida, SDMC No 2025-03
BUILDING OFFICIAL:	UES Professional Solutions, LLC		Currently on the District's Continuing Contracts List
PROJECT BUDGET:	$	9,000,000.00	(07/01/2025) PECO Equipment Funding
	$	8,000,000.00	(11/17/2022) Original Project Budget (MTC/Peco Grant Funds)

HISTORY: Manatee Technical College was originally located on 34th Street West in West Bradenton. All but two (2) of the buildings on the original campus have been demolished. New campuses were constructed on State Road 70 at Caruso Road and on Lakewood Ranch Boulevard north of State Road 70. To meet workforce demand the School Board entered into a lease agreement with the Sarasota Manatee Aviation Authority to allow construction of an aviation technology training facility on airport land.

SCOPE: The original scope of work included design services for a five thousand square foot classroom/lab building and adjoining ten thousand square foot hangar. Revised project scope shall include design service for a fourteen thousand square foot classroom/lab building only with an expected construction cost of $6,900,000.00. The hangar will be constructed as a seperate project. The building will be sited based on existing conditions and will make use of the existing parking lot and entry drive.

INCLUDED IN 5-YEAR PLAN: No

ARCHITECT/ENGINEER

ITEM	$$	Date	Board Action	Notes
Auth to Neg:		May 24, 2022	Approved	Currently on the District's Continuing Contracts List
Agreement:	$ 468,708.00	June 11, 2024	Approved	Architectural/Engineering Services
Amend 1:	$ 139,209.00	December 10, 2024	Approved	Amendment 1 Scope Change
TOTAL	$ 607,917.00			

CONSTRUCTION MANAGER

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$ -	May 24, 2022	Approved	Selected through Request for Qualification Process
Agreement:		June 11, 2024	Approved	**Pre-Con Svcs $36,884.00** - Creative Contractors - TERMINATED
Agreement:	$ 84,800.00	February 11, 2025	Approved	Pre-Con Svcs - Johnson-Laux Construction, LLC
Amendment 1:	$ 6,814,524.00	July 22, 2025	Pending	Amendment 1 - Guaranteed Maximum Price
TOTAL	$ 6,899,324.00			

BUILDING OFFICIAL

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$ -	May 24, 2022	Approved	Currently on the District's Continuing Contracts List
Agreement:	$ 47,360.00	April 23, 2025	Approved	Plans Review, Permitting & Inspections Svcs
Amend #1:	$ -			
TOTAL	$ 47,360.00			

OTHER BOARD WORK

ITEM	$$	Date	Board Action	Notes
	$ 12,583.00	June 11, 2024	Approved	Actual amount paid to Crerative Contractors, budgeted in Owner Services c
TOTAL	$ 12,583.00			

AGREEMENT BETWEEN OWNER AND CONSTRUCTION MANAGER
CONTRACT SUMMARY

Project and Location:

Manatee Technical College – Aviation Classroom
Sarasota Bradenton International Airport (SRQ)
7990 15th Street East. Sarasota, FL 34243, Manatee County, Florida

Total Project Budget: (Revised July 2025)

Design Services	$ 614,000
Construction Services	$ 6,900,000
Owner Services	$ 378,270
FF& E Technology	$ 1,107,280
Total Project Budget	$ 9,000,000.00

Project Schedule:

Date of Anticipated Notice to Proceed	July 23, 2025
Date of Substantial Completion	August 21, 2026
Date of Final Completion	September 21, 2026

Architect/Engineer ("AE")

Schenkel & Shultz, Inc.
2801 Fruitville Road, Suite 200, Sarasota, Florida 34237
Phone: (941) 952-5875; Fax: (941) 957-3630
kdean@schenkelshultz.com

Construction Manager ("CM")

Johnson-Laux Construction, LLC
650 Garden Commerce Parkway, Suite 100, Winter Garden, FL 34787
kevin@johnson-laux.com

Section 1.3, Paragraph 1.3.4 Owner Construction Services Budget:

Construction Costs	$5,407,325
General Conditions	$646,785
Overhead and Profit (CM Fee)	$451,358
Preconstruction	$84,800 (2/11/2025 Percon)
Unforeseen Conditions	$217,000
Bond	$92,056
TOTAL	$6,899,324

Section 1.3, Definitions:

Paragraph 1.3.5.2 (a) Construction Phase Services: Construction Management Fee of $ 451,358

Section 6.1, Reimbursable Costs:

Paragraph 6.1.2 List of Reimbursable Costs: Total "Not to Exceed" Costs of Reimbursable Costs: $ 646,785

Section 6.3, Cost of Work:

Paragraph 6.3.1.6: Labor Burden included within the Cost of Work at the blended rate of 45% of wages and 45% 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 1.00% amount or the invoice amount and General Liability insurance will be charged at the rate of 0.75% of the GMP amount or the invoice amount)

Paragraph 6.3.1.11: Preconstruction Costs in the amount of $84,800

Paragraph 6.3.1.12: Costs associated with the Investigative Report in the total amount of $10,000 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 0%

Article 16: Special Provisions:

Paragraph 16.2.1 Employment Eligibility Verification ("E-Verify"): E-Verify Number: 436011

Exhibits: "A" through "F" are established in the Preconstruction agreement.

SCHOOL BOARD OF MANATEE COUNTY
DEPARTMENT OF CONSTRUCTION SERVICES

AMENDMENT TO THE AGREEMENT BETWEEN
OWNER & CONSTRUCTION MANAGER

Amendment #: 1 **Amendment Date:** _____

This form is to be used for any revision to the established Agreement Between Owner & Construction Manager.

Project Name: MTC Aviation Classroom
Construction Manager: Johnson-Laux Construction, LLC
Construction Manager Address: 650 Garden Commerce Parkway, Suite 100, Winter Garden, Fl 34787

The work is as follows: Construction of a new one-story classroom/lab facility with associated support facilities.

This amendment is to be attached to and become a part of the subject agreement and in no other way alters terms and conditions thereof.

Contract Time will be (~~increased~~) (~~decreased~~) (unchanged) By: _____

Date of Substantial Completion including this amendment: _____

Amount of Amendment: $ 6,814,524.00
Previous Amount: $ 84,800.00
New GMP Phase 1 Amount: $ 6,899,324.00

CONSTRUCTION MANAGER:

By: _____ By: _____

Name/Title: KEVIN JOHNSON - PRES Name/Title: _____

As Witnessed: _____ Johnson-Laux Construction, LLC
(Name of Corporation)

(Corporate Seal)

OWNER:
SCHOOL BOARD OF MANATEE COUNTY, FLORIDA:

Approved As to Form: _____, Project Director
_____, Director
_____, Deputy Superintendent

Interim Superintendent of Schools: _____
School Board Chairman: _____
Witness: _____

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JOHNSON LAUX
CONSTRUCTION

650 GARDEN COMMERCE
PARKWAY• SUITE 100
WINTER GARDEN, FLORIDA
34787
PHONE 407. 770.2180

June 27th, 2025

David Wildes
Construction Services Department -School District of Manatee County

RE: Manatee Technical College – Aviation Maintenance School

Dear Mr. Wildes,

We are pleased to provide this GMP for the MTC – Aviation Maintenance School per plans dated 5/30/25. This is for the classroom building only. Hangar scope of work will be included in a separate GMP package.

Total GMP budget for classroom building is: **$6,899,324**

Notes and Clarifications:

1. The proposal is valid for 30 days.
2. Proposal includes $74,800 for precon services and the $10,000 investigation allowance.
3. No details have been provided for the newly added Prefab Metal Canopy, so we have included a $25,000 allowance for that scope.
4. Install of all owner provided, contractor installed equipment per sheet A170 has been excluded from the base bid. If GC is to install please add $33,000 to our price.
5. Plans don't indicate any landscaping scope, but we have included a $15,000 allowance for minor sod restoration or minor landscape replacement.
6. All Doors and Storefronts that are in walls shared by Classroom Building and Hangar have been priced as non-impact rated under assumption Hangar will be constructed alongside classroom. If for any reason Hangar is not built at the same time, openings will be required to be impact rated since they are exterior openings. Impact rating will result in price increases.
7. Storefront S7 is located within a fire rated wall. Drawings list this opening as non-fire rated. We have included this storefront to be fire rated.
8. Pricing for touchless actuator and auto operator for door hardware set 8A were not able to be obtained by the bid deadline. We have included an allowance of $6,500 for this.
9. Overhead door specifications mention both baked enamel or powder coated finish. We have included a baked enamel standard color.
10. Overhead fire rated doors come standard with fusible links that will drop the doors..
11. Our Mechanical pricing is based on using a Trane system.
12. Mechanical scope includes standard condensing unit stands only. If custom heavy duty Aluma stands are required then we will need to update pricing accordingly.
13. We have included an allowance of $9,000 for mechanical commissioning assistance. This allowance includes assistance for 1 week. If the week is exceeded then the added cost is $1,800 per day.
14. We have included BDA system testing only. If the test results in the need for an actual BDA system, then we will need to get that priced and add to our proposal.
15. Proposal excludes all UPS units, equipment, raceways, racks, etc.
16. Proposal base bid excludes Flexfacades Sunshade System. Add Alternate price: $234,248.
17. Proposal base bid excludes DAS system. If required, please add $46,670.
18. Proposal base bid excluded epoxy flooring & sealed concrete. If required, please add $56,066.
19. Proposal base bid excludes baffle ceilings. If required, please add $106,789.
20. The above pricing includes $217,000 in contingency.
21. Proposal includes builder's risk.
22. Proposal includes P&P Bond.
23. Proposal excludes permit fees, impact fees, tap fees, etc.

Sincerely,

Mitchell Thomas

Mitchell Thomas
Director of Preconstruction

Project:	**MTC's Aviation Maintenance School - Classroom Building Permit Set**
Location:	**7990 15TH ST EAST, SARASOTA, FL 32243**
Client:	**Manatee County Schools**
Due Date:	**Friday, June 27, 2025**

GMP Estimate Summary

Division	Description	Price	Notes
1.1	General Conditions	$537,660	
1.2	General Requirements	$109,125	
1.3	Precon Services	$74,800	
1.4	Investigation Allowance	$10,000	
1.5	Surveying	$25,980	
1.5	Material Testing	$17,882	
2.1	Demolition	in site	
2.2	Site Construction	$225,209	
2.3	Landscape & Irrigation	$15,000	
2.4	Fences & Gates	$48,083	
3.1	Concrete	$203,533	
4.1	Masonry	$180,356	
5.1	Structural Steel / Metal Decking	$317,695	
5.2	Metals	$10,000	
6.1	Cabinetry / Millwork	$47,458	
7.1	Roofing	$305,871	
7.2	Metal Paneling / Siding	$467,915	
7.3	Thermal and Moisture Protection	$46,640	
8.1	Doors	$179,350	
8.2	Storefront / Glazing	$328,848	
9.1	Finishes	$389,292	
10.1	Specialties	$93,510	
11.1	Equipment	$0	
12.1	Furnishings	N/A	
13.1	PEMB / Special Construction	N/A	
14.1	Conveying Systems	N/A	
15.1	Fire Suppression	$43,765	
15.2	Plumbing	$318,031	
15.3	HVAC	$877,800	
16.1	Electrical	$923,862	
16.2	Fire Alarm	$59,365	
16.3	Low Voltage	$82,500	
16.4	Security / Access Control	$199,380	
	Subtotal	$6,138,911	
	CM Contingency	$217,000	
	Liability Insurance	$9,946	
	Builders Risk Insurance	$22,080	
	Payment and Performance Bond	$60,030	
	OH & P	$451,358	
	Project Total	**$6,899,324**	

Alternates

	Description	Item Cost	Notes
1	Structurflex Sunscreen System	$234,248	
2	DAS System	$46,670	
3	Mechanical Controls Training for 1 Week	$9,350	
4	Epoxy Floor & Sealed Concrete	$56,066	
5	Ceiling Baffles	$106,789	
6	Install Owner Furnished Equipment ALLOWANCE	$33,000	
	Total Alternates	**$486,123**	

AGENDA ITEM NO. 9.24

School Board of Manatee County
July 22, 2025 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of Lake Manatee K-8 – Permanent Non-Exclusive Utility Easement (No Financial Impact)

Executive Summary
Lake Manatee K-8 is being constructed at 17210 Academic Avenue, Lakewood Ranch. Peoples Gas System, Inc. is the natural gas service provider in this area, and they require an easement to provide natural gas service for this school site.

This non-exclusive utility easement is approximately 10' wide and being provided to the benefit of Peoples Gas System, Inc. for Lake Manatee K-8. This easement will allow Peoples Gas System, Inc. to access the site to install and maintain underground gas lines and underground and aboveground appurtenances at their convenience. The only improvement in this proposed easement area is the bus drive.

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 Lake Manatee K-8 – permanent non-exclusive utility easement (No Financial Impact).

Financial Impact
There is no financial impact.

Contact
Submitting Department: Construction Services
Initiated By: Reginald Goff

Attachments:
Non-Exclusive Easement

SEC. 01 TWP. 35S. RGE. 19E.
FOLIO/PARCEL ID NO. 5758000659
PROJECT NO. G0001878

PREPARED BY
AND RETURN TO:

Heather Douglas
Real Estate Department
Peoples Gas System, Inc.
P.O. Box 2562
Tampa, FL 33601

NON-EXCLUSIVE EASEMENT

KNOW ALL MEN BY THESE PRESENTS, that **THE SCHOOL BOARD OF MANTEE COUNTY**, a public body corporate whose address is 215 Manatee Ave. W. Bradenton, Fl. 34205 ("Grantor"), in consideration of One Dollar and other valuable considerations paid to Grantor by **PEOPLES GAS SYSTEM, INC.**, a Florida corporation, P.O. Box 2562, Tampa, Florida 33601 ("Company"), receipt whereof is hereby acknowledged, has given and granted unto the Company, its successors and assigns, a perpetual easement over and the right to enter upon the land in Manatee County, Florida, described as follows:

See Exhibit "A" attached hereto and by reference made a part hereof ("Easement Parcel")

together with the right of ingress and egress to and from the same, and all rights therein and all privileges thereon which are or may be necessary or convenient for the full use and enjoyment of such easement, which is for the purposes of placing, constructing, operating, maintaining, repairing, replacing on and removing from said land, installations described as follows:

Underground gas line and aboveground and underground necessary appurtenances thereto, including without limitation telecommunications equipment necessary for the operation of the gas line, risers, and pipeline markers ("Facilities").

The aforesaid rights and privileges granted shall include the right and privilege to root prune or remove any and all deep rooted vegetation upon said Easement Area and upon the Grantor's lands adjacent to said land, wherever the Company may deem it necessary or desirable to do so for the protection of said installations.

Company shall promptly repair any damage to the Easement Area, or any other property not owned by Company, caused by Company exercising its rights under this agreement, including ground cover, planting, roadways, driveways, sidewalks, and parking areas.

Grantor reserves the right to install minor landscaping, irrigation and/or fencing within the Easement parcel provided that it does not and will not directly interfere with the Company's Facilities, does not change grade, and does not cause water impoundment. Grantor further acknowledges that under the "Underground Facility Damage Prevention and Safety Act" (ch. 556 Fla. Stat.), that Grantor is obligated to notify "Sunshine State One-Call of Florida, Inc." of its intent to engage in excavation or demolition prior to commencing any work and that this notification system shall provide member operations an opportunity to identify and locate, if applicable, their underground Facilities prior to said excavation or demolition. In the event Grantor fails to notify as set forth above, Grantor may be held responsible for costs and expenses incurred due to

damage of Company's Facilities.

The Company agrees, at the sole expense of Grantor, to relocate its Facilities, over, under and upon subject parcel upon the request of Grantor, and the vacated portion of this easement being released and conveyed back to Grantor and the site of the relocated Facilities being conveyed and included in this easement grant as though it had been included ab initio.

Company, at its option and in its sole discretion, may remove those underground portions of the Facilities that should be removed and purge and cap any portions of abandoned Facilities to be left in place.

The terms "Grantor" and "Company" herein employed shall be construed to include the words "heirs, executors, administrators and assigns" and "successors and assigns" of the respective parties hereto, wherever the context so admits or requires. This Grant of Easement constitutes the entire agreement and understanding between the parties with respect to the subject matter hereof. This Grant of Easement may not be changed, altered or modified except by an instrument in writing signed by the party against whom enforcement of such change would be sought. This Grant of Easement shall be binding upon the parties hereto and their respective successors and assigns.

Grantor warrants to Company that it is duly formed, validly existing and in good standing under the laws of its state of formation, and Grantor has all requisite right, power, and authority to enter into this Easement, Grantor owns the Easement Parcel, and no consent of any other person is required to render this Easement a valid and binding instrument.

IN WITNESS WHEREOF, the Grantor has executed this Grant of Easement this _____ day of _____, 20___.

Signed, Sealed and Delivered
in the presence of:

GRANTOR:

THE SCHOOL BOARD OF MANTEE COUNTY,
a public body corporate,

WITNESS: _____
Print Name: _____
Address: _____

By: _____
Name: _____
Title: _____
Address: _____

WITNESS: _____
Print Name: _____
Address: _____

(CORPORATE SEAL)

STATE OF _____
COUNTY OF _____

The forgoing instrument was acknowledged before me this _____ day of _____ 20___ by _____ as _____ of **THE SCHOOL BOARD OF MANTEE COUNTY**, on behalf of the corporation by means of □ physical presence or □ online notarization. She/He personally appeared before me, is personally known to me or has produced _____ as identification and who did (did not) take an oath.

(SEAL)

_____
Notary Public

_____
Print Name
Commission Expires:

el Pendley 06/25/2025

eginald Goff 06/25/2025

D 06/25/2025

06/25/2025

EXHIBIT "A"
(See attached legal description and sketch)

Docusign Envelope ID: EA91FD20-55CD-43DC-ABFE-BC1B4751BA36

DESCRIPTION

TAMPA ELECTRIC COMPANY EASEMENT LYING IN SECTION 1, TOWNSHIP 35 SOUTH, RANGE 19 EAST, MANATEE COUNTY, FLORIDA, AND BEING MORE PARTICULARLY DESCRIBED AS FOLLOWS:

COMMENCE AT THE NORTHWEST CORNER OF SECTION 1, TOWNSHIP 35 SOUTH, RANGE 19 EAST, SAME BEING THE NORTHEAST CORNER OF SECTION 2, TOWNSHIP 35 SOUTH, RANGE 19 EAST; THENCE SOUTH 00°00'52" EAST, ALONG THE SECTION LINE COMMON TO SAID SECTION 1 AND SECTION 2, A DISTANCE OF 1369.46 FEET.TO THE SOUTHERN LINE OF ACADEMIC AVENUE THENCE SOUTH 89°04'45" EAST ALONG SAID SOUTHERN LINE , 1216.57 FEET FOR A POINT OF BEGINNING; THENCE S.01°43'01"E., A DISTANCE OF 155.27 FEET; THENCE S.03°58'07"E., A DISTANCE OF 127.70 FEET; THENCE S.02°28'54"W., A DISTANCE OF 58.31 FEET; THENCE S.03°50'15"E., A DISTANCE OF 75.91 FEET; THENCE S.59°25'08"E., A DISTANCE OF 63.18 FEET; THENCE S.53°25'43"W., A DISTANCE OF 49.21 FEET; THENCE S.56°25'17"W., A DISTANCE OF 41.48 FEET; THENCE S.00°00'00"W., A DISTANCE OF 12.00 FEET; THENCE S.56°25'17"W., A DISTANCE OF 48.38 FEET; THENCE S.53°25'43"W., A DISTANCE OF 48.95 FEET; THENCE S.59°25'08"W., A DISTANCE OF 68.82 FEET; THENCE S.03°50'15"E., A DISTANCE OF 81.52 FEET; THENCE S.02°28'54"W., A DISTANCE OF 58.32 FEET; THENCE S.03°58'07"E., A DISTANCE OF 127.77 FEET; THENCE S.01°42'55"W., A DISTANCE OF 139.62 FEET; THENCE S.89°04'45"E., A DISTANCE OF 12.00 FEET TO THE POINT OF BEGINNING.

CONTAINING 5,645.48 SQUARE FEET OR 0.1296 ACRES, MORE OR LESS.

Signed by:

JEFFERY B. MORROW LICENSE NO. 6296 STATE OF FLORIDA PROFESSIONAL SURVEYOR & MAPPER

6/24/2025 | 3:43 PM EDT

THIS IS NOT A SURVEY

DocuSigned by:
Jeffery B Morrow
231B66B2423640B...

JEFFERY B. MORROW (FOR THE FIRM LB 7384)
PROFESSIONAL SURVEYOR AND MAPPER
FLORIDA CERTIFICATE NO. 6296

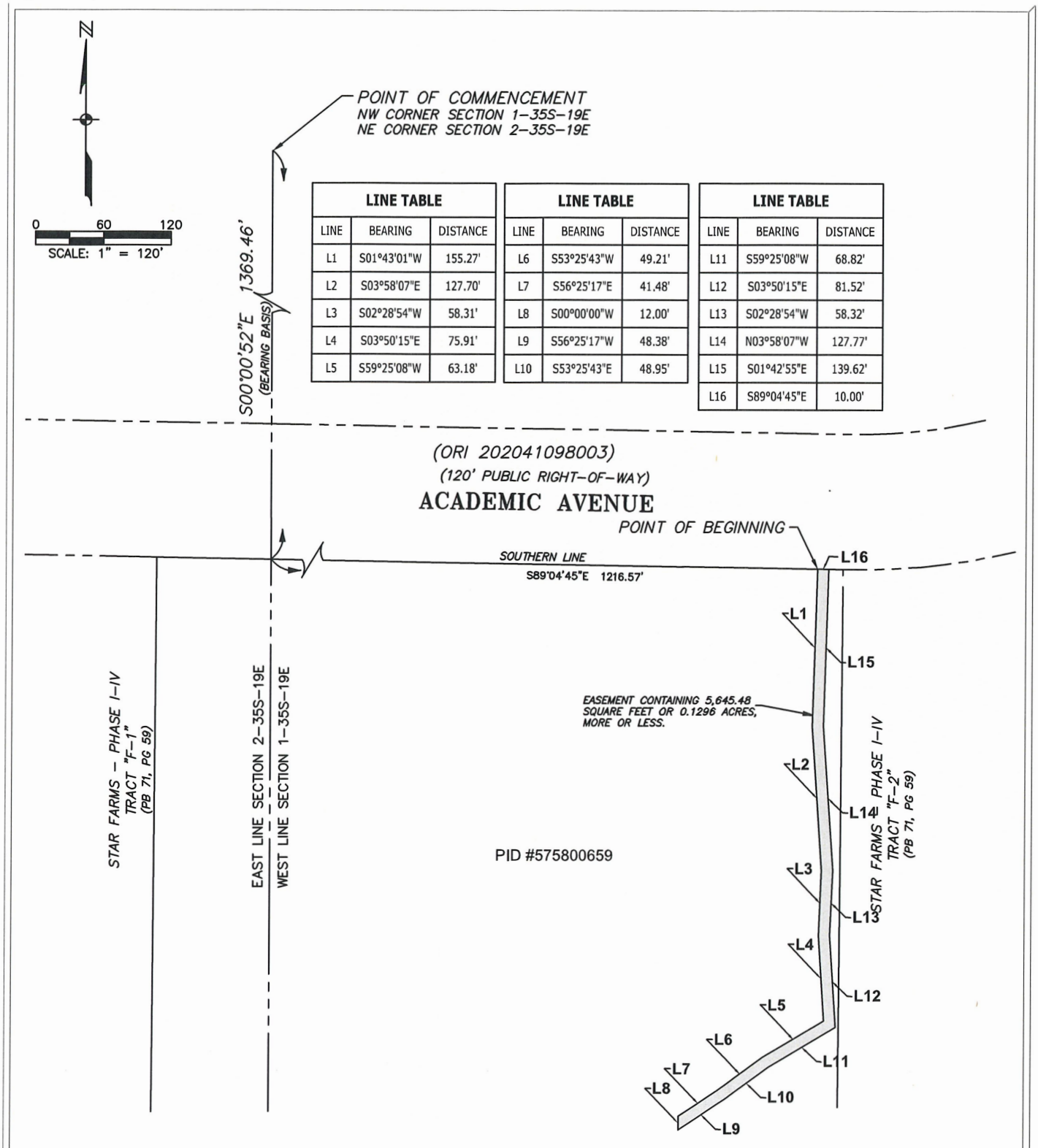
NOTES:
1. DESCRIPTION IS NOT VALID WITHOUT ACCOMPANYING SKETCH 2 SHEET

P⊕INT BREAK SURVEYING, LLC
CERTIFICATE OF AUTHORIZATION LB 0007384
8111 Blaikie Court, Suite E
Sarasota, Fl 34240
Phone: (941) 378-4797
Fax: (941) 378-0058

PID #575800659

DESCRIPTION TO ACCOMPANY SKETCH

DATE	PROJECT NO.	FILE NO.	SCALE	SHEET
06/24/25	EAST COUNTY K-8 SHCOOL	120324_TECO _EASEMENT	N/A	1 OF 2



LINE TABLE		
LINE	BEARING	DISTANCE
L1	S01°43'01"W	155.27'
L2	S03°58'07"E	127.70'
L3	S02°28'54"W	58.31'
L4	S03°50'15"E	75.91'
L5	S59°25'08"W	63.18'

LINE TABLE		
LINE	BEARING	DISTANCE
L6	S53°25'43"W	49.21'
L7	S56°25'17"E	41.48'
L8	S00°00'00"W	12.00'
L9	S56°25'17"W	48.38'
L10	S53°25'43"E	48.95'

LINE TABLE		
LINE	BEARING	DISTANCE
L11	S59°25'08"W	68.82'
L12	S03°50'15"E	81.52'
L13	S02°28'54"W	58.32'
L14	N03°58'07"W	127.77'
L15	S01°42'55"E	139.62'
L16	S89°04'45"E	10.00'

LEGEND

P.O.B. = POINT OF BEGINNING
P.O.C. = POINT OF COMMENCEMENT
PIN: = PARCEL IDENTIFICATION NO.
O.R. = OFFICIAL RECORDS
O.R.B. = OFFICIAL RECORDS BOOK
PG(S) = PAGES
NO. = NUMBER
R/W = RIGHT-OF-WAY

NOTES:
1. BEARINGS ARE BASED ON WEST LINE SECTION 1-35S-19E HAVING BEARING OF S.00°00'52"E.
2. SKETCH IS NOT VALID WITHOUT ACCOMPANYING DESCRIPTION SHEET 1 OF 2

THIS IS NOT A SURVEY

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CERTIFICATE OF AUTHORIZATION LB 0007384
8111 Blaikie Court, Suite E
Sarasota, Fl 34240
Phone: (941) 378-4797
Fax: (941) 378-0058

PID #575800659

SKETCH AND DESCRIPTION

DATE	PROJECT NO.	FILE NO.	SCALE	SHEET
06/24/25	EAST COUNTY K-8 SHCOOL	120324_TECO2 _EASEMENT	1"=120'	2 OF 2

DESCRIPTION

TAMPA ELECTRIC COMPANY EASEMENT LYING IN SECTION 1, TOWNSHIP 35 SOUTH, RANGE 19 EAST, MANATEE COUNTY, FLORIDA, AND BEING MORE PARTICULARLY DESCRIBED AS FOLLOWS:

COMMENCE AT THE NORTHWEST CORNER OF SECTION 1, TOWNSHIP 35 SOUTH, RANGE 19 EAST, SAME BEING THE NORTHEAST CORNER OF SECTION 2, TOWNSHIP 35 SOUTH, RANGE 19 EAST; THENCE SOUTH 00°00'52" EAST, ALONG THE SECTION LINE COMMON TO SAID SECTION 1 AND SECTION 2, A DISTANCE OF 1369.46 FEET.TO THE SOUTHERN LINE OF ACADEMIC AVENUE THENCE SOUTH 89°04'45" EAST ALONG SAID SOUTHERN LINE , 836.03 FEET FOR A POINT OF BEGINNING; THENCE S.00°09'10"E., A DISTANCE OF 259.43 FEET; THENCE N.89°30'33"W., A DISTANCE OF 38.32 FEET; THENCE S.00°29'27"E., A DISTANCE OF 10.00 FEET; THENCE N.89°30'33"E., A DISTANCE OF 38.26 FEET; THENCE S.00°11'06"E., A DISTANCE OF 106.83 FEET; THENCE S.66°18'11"W., A DISTANCE OF 4.38 FEET; THENCE S.00°00'00"E., A DISTANCE OF 10.92 FEET; THENCE S.66°31'10"W., A DISTANCE OF 15.30 FEET; THENCE N.00°09'43"W., A DISTANCE OF 382.68 FEET; THENCE S.89°04'45"W., A DISTANCE OF 10.00 FEET TO THE POINT OF BEGINNING.

CONTAINING 4,284.59 SQUARE FEET OR 0.0984 ACRES, MORE OR LESS.

Signed by:

JEFFERY B. MORROW LICENSE NO. 6296 STATE OF FLORIDA PROFESSIONAL SURVEYOR & MAPPER

6/24/2025 | 2:16 PM EDT

THIS IS NOT A SURVEY

DocuSigned by:
Jeffery B Morrow
231B66B2423640B...

JEFFERY B. MORROW (FOR THE FIRM LB 7384)
PROFESSIONAL SURVEYOR AND MAPPER
FLORIDA CERTIFICATE NO. 6296

NOTES:
1. DESCRIPTION IS NOT VALID WITHOUT ACCOMPANYING SKETCH 2 SHEET

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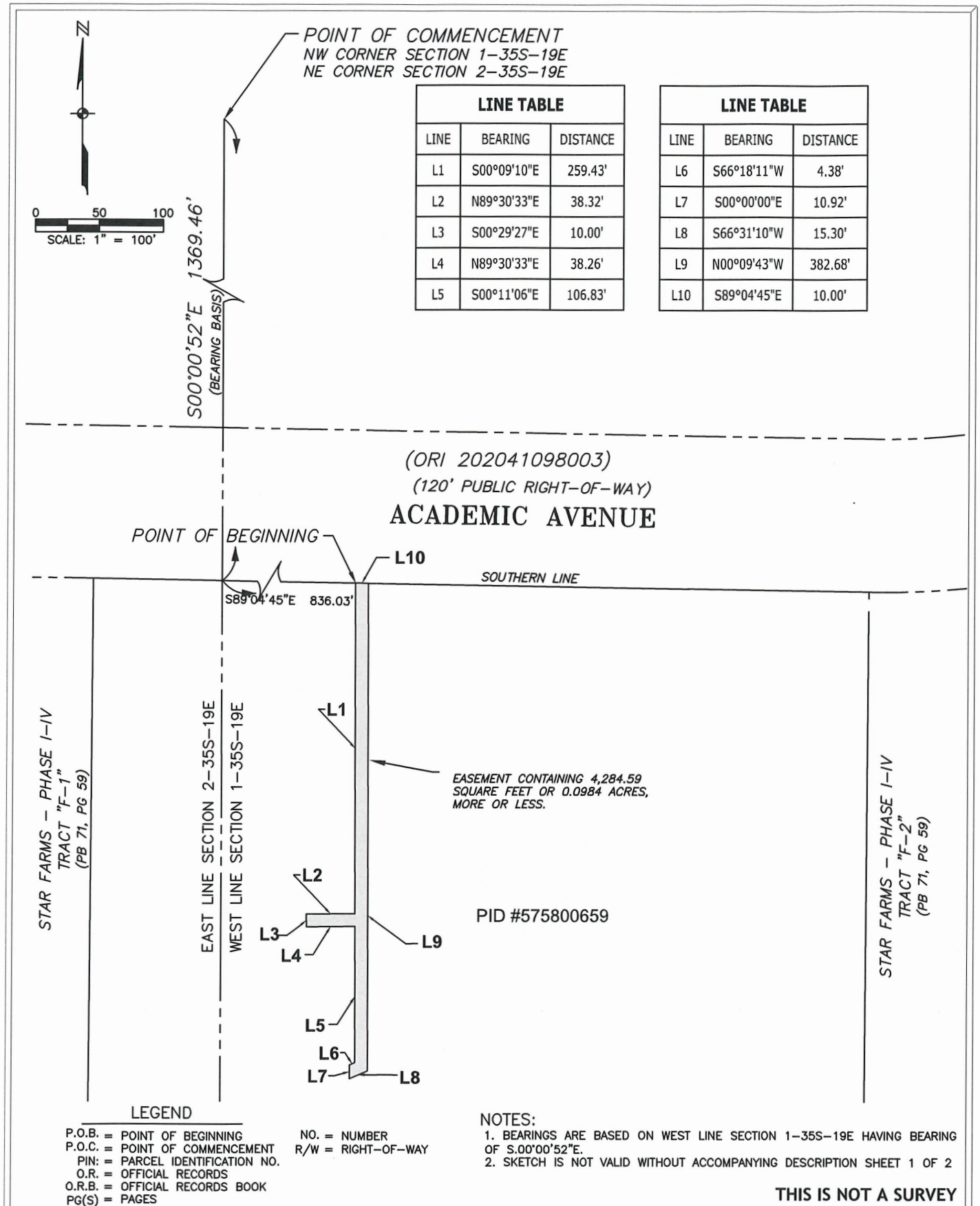
PID #575800659

DESCRIPTION TO ACCOMPANY SKETCH

DATE	PROJECT NO.	FILE NO.	SCALE	SHEET
06/24/25	EAST COUNTY K-8 SHCOOL	120324_TECO _EASEMENT	N/A	1 OF 2



LINE TABLE		
LINE	BEARING	DISTANCE
L1	S00°09'10"E	259.43'
L2	N89°30'33"E	38.32'
L3	S00°29'27"E	10.00'
L4	N89°30'33"E	38.26'
L5	S00°11'06"E	106.83'

LINE TABLE		
LINE	BEARING	DISTANCE
L6	S66°18'11"W	4.38'
L7	S00°00'00"E	10.92'
L8	S66°31'10"W	15.30'
L9	N00°09'43"W	382.68'
L10	S89°04'45"E	10.00'

LEGEND

P.O.B. = POINT OF BEGINNING
P.O.C. = POINT OF COMMENCEMENT
PIN: = PARCEL IDENTIFICATION NO.
O.R. = OFFICIAL RECORDS
O.R.B. = OFFICIAL RECORDS BOOK
PG(S) = PAGES
NO. = NUMBER
R/W = RIGHT-OF-WAY

NOTES:
1. BEARINGS ARE BASED ON WEST LINE SECTION 1-35S-19E HAVING BEARING OF S.00°00'52"E.
2. SKETCH IS NOT VALID WITHOUT ACCOMPANYING DESCRIPTION SHEET 1 OF 2

THIS IS NOT A SURVEY

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Sarasota, Fl 34240
Phone: (941) 378-4797
Fax: (941) 378-0058

PID #575800659

SKETCH AND DESCRIPTION

DATE	PROJECT NO.	FILE NO.	SCALE	SHEET
06/24/25	EAST COUNTY K-8 SHCOOL	120324_TECO _EASEMENT	1=100'	2 OF 2

AGENDA ITEM NO. 9.25

School Board of Manatee County
July 22, 2025 - Regular Board Meeting and Public Hearing
Action Item

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

Executive Summary
Schools and departments have reported various items as obsolete, traded in on new equipment, unaccounted for, used for parts or stolen, and have requested the items be disposed of.

School Board of Manatee County Policy No 7320 - Sale, Transfer or Disposal of Real or Tangible Personal Property, outlines the procedures to be followed in the acquisition, supervision, accountability, control, transfer and disposal of the District's property.

Items are declared surplus in order to remove them from inventory accountability at the present cost center and dispose of them as provided for in Florida Statute 274. Disposition may involve any of the following; sale by public auction, sale or transfer to another governmental entity, scrap for reusable parts, recycled, donation to a School Board designated receiver, or abandonment at a public landfill.

One Unimac Bunker gear washer and two Unimac Bunker gear dryers which were previously used by Manatee Technical College's Fire Fighter program will be donated to Parrish Fire District. Parrish Fire District serves over 25,000 residents in northern Manatee County through fire prevention, rapid emergency response, and public 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 the approval of request to declare surplus and donate District property (Outgoing Donation).

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

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

Attachments:
Disposal-Donation-7-22-25
MTC Washer-Dryer Donation to Parrish Fire District

Tag Number	Descr	Serial ID	Acq Date	Tran Amt	NBV	Comment
198436	WASHER UNIMAC UW60AV EXTRACTOR	709005183	1/30/2008	$ 8,898.00	$ -	UNECONOMICAL TO REPAIR; DONATION TO PARRISH FIRE DISTRICT
198437	DRYER UNIMAC DRYING GEAR		1/30/2008	$ 5,172.00	$ -	UNECONOMICAL TO REPAIR; DONATION TO PARRISH FIRE DISTRICT
198438	DRYER UNIMAC DRYING GEAR		1/30/2008	$ 5,172.00	$ -	UNECONOMICAL TO REPAIR; DONATION TO PARRISH FIRE DISTRICT
				$ 19,242.00	$ -	

THE SCHOOL DISTRICT OF MANATEE COUNTY, FL
DONATION FORM

SCHOOL/DEPT Manatee Technical College East Campus COST CENTER 0211

Type of Donation: ☐ Cash $_____ ☐ Property

DESCRIPTION OF DONATION (Make, Model, Year/Age, Color)	Serial No.	Donation Fair Market Value	New or Used (N/U)
Unimac Bunker Gear Dryer, 17 years old, white	0711015803	$ 500.00	U
Unimac Bunker Gear Dryer, 17 years old, white	0711015804	$ 500.00	u
Unimac Bunker Gear Washer, 17 years old, silver	0709005163	$ 500.00	u
		$	
		$	

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

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

Donor's Signature: Jay Bush, MS, EMT-P Digitally signed by Jay Bush, MS, EMT-P Date: 2023.09.15 13:51:32 -04'00' Date: _____

Donor's Name: Jay Bush

Address: 5520 Lakewood Ranch Blvd

City, State, Zip: Bradenton, FL 34211

Signature of person receiving goods: Stacey Bailey Digital Signer Stacey Bailey DN:C=US, E=sbailey@parrishfd.org, O=Parrish Fire District, CN=Stacey Bailey Date:9/18/2023 09:30:22 -04:00 Date: 9-18-2023

Administrator Approval Signature: Jennifer Gilray, Ed.D. Digitally signed by Jennifer Gilray, Ed.D. Date: 2023.09.18 09:42:24 -04'00' Date: _____

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

FOR PROPERTY RECORDS USE ONLY

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

Property Record Number: _____

AGENDA ITEM NO. 9.26

School Board of Manatee County
July 22, 2025 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of Request to Declare Surplus and Dispose of District Tangible Personal Property Greater Than $5,000.00 (Possible Incoming Funds to General Fund)

Executive Summary
Schools and departments have reported various items as obsolete, traded in on new equipment, unaccounted for, used for parts or stolen, and have requested the items be disposed.

School Board of Manatee County Policy 7320 - Sale, Transfer or Disposal of Real or Tangible Personal Property, outlines the procedures to be followed in the acquisition, supervision, accountability, control, transfer and disposal of the District's property.

Items are declared surplus in order to remove them from inventory accountability at the present Cost Center and dispose of them as provided for in Florida Statute 274. Disposition may involve any of the following: sale by public auction, sale or transfer to another governmental entity, scrap for reusable parts, recycled, donation to a School Board designated receiver, or abandonment at a public landfill.

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

Ready For Life | Goal 6
Continue implementation of innovative technology advancements that improve classroom and school environments for exceptional learning

Recommendation
The Superintendent recommends the approval of request to declare surplus and dispose of District tangible personal property greater than $5,000.00 (Possible Incoming Funds to General Fund).

Financial Impact
There is no cost to the General Fund. All assets have fully depreciated. All revenue generated through auction and/or recycling will be placed in the District's General Fund.

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

Attachments:
Surplus List - 7-22-25

Tag Number	Descr	Serial ID	Acq Date	Tran Amt	NBV	Comment
181038	DETECTION SYSTEM 3M DUAL AISLE	3329194	7/26/2005	$ 14,260.75	$ -	OBSOLETE
183767	DETECTION SYSTEM 3M DUAL AISLE	3829198	7/26/2005	$ 14,260.75	$ -	OBSOLETE
185338	COMPACTOR MARATHON VERT I PACK	172031	4/17/2006	$ 8,511.00	$ -	UNECONOMICAL TO REPAIR
186599	SOUND SYSTEM	DBX260B01D07491	8/23/2006	$ 9,988.82	$ -	OBSOLETE
187269	FREEZER TRAULSEN REACH IN	T28239G06	7/19/2006	$ 8,530.06	$ -	UNECONOMICAL TO REPAIR, AUCTION
193661	MOWER SCAG KAWASAKI 52" RIDING	B5200034	7/11/2007	$ 7,072.50	$ -	USED FOR PARTS
193665	SCRUBBER CLARKE ENCORE FLOOR	FG0543	7/17/2007	$ 5,357.21	$ -	UNECONOMICAL TO REPAIR
199276	STEAMER CLEVELAND CONVECTION	WC0431207K01	1/10/2008	$ 11,414.25	$ -	OBSOLETE, AUCTION
201094	OVEN SOUTHBEND CONVECTION	08F696802	7/28/2008	$ 7,855.56	$ -	OBSOLETE, AUCTION
208919	COMPACTOR THERMO TC1200 STYRO		4/21/2009	$ 6,000.00	$ -	OBSOLETE
208920	COMPACTOR THERMO TC1200 STYRO		4/21/2009	$ 6,000.00	$ -	OBSOLETE
213910	COUNTER DELFIELD SERVING KH4NU	907150000294	9/22/2009	$ 8,873.10	$ -	OBSOLETE, AUCTION
213911	COUNTER DELFIELD SERVING KH4NU	907150000285	9/22/2009	$ 8,873.10	$ -	OBSOLETE, AUCTION
213912	COUNTER SERVING DELFIELD KCFT5	907150000292	9/22/2009	$ 7,672.85	$ -	OBSOLETE, AUCTION
213913	COUNTER SERVING DELFIELD KCFT5	907150000286	9/22/2009	$ 7,672.85	$ -	OBSOLETE, AUCTION
213924	MILK COOLER TMC34SDS	5244213	9/22/2009	$ 5,551.66	$ -	OBSOLETE, AUCTION
220530	COMPACTOR THERMO STYRO TCS1200	59	1/6/2011	$ 8,100.00	$ -	OBSOLETE
220534	COMPACTOR THERMO STYRO TCS1200	80	1/6/2011	$ 8,100.00	$ -	OBSOLETE
221714	RECORDER DEDICATED MICROS 16	B11046019001	3/24/2011	$ 6,868.00	$ -	OBSOLETE
221715	RECORDER DEDICATED MICROS 16	B11050003003	3/24/2011	$ 6,836.00	$ -	OBSOLETE
222374	COMPACTOR MARATHON TRASH 6CY	51392827	6/29/2011	$ 9,547.50	$ -	UNECONOMICAL TO REPAIR
230583	STEAMER CLEVELAND 24CGM200	1109230000145	9/26/2011	$ 15,178.00	$ -	OBSOLETE, AUCTION
234522	STEAMER CLEVELAND 21CGA5	WC0033207B2	6/30/2018	$ 17,103.00	$ -	OBSOLETE, AUCTION
242569	COLD FOOD DELFIELD KCSC50B	1301150002248	4/5/2013	$ 5,624.58	$ -	OBSOLETE, AUCTION
277122	COMPACTOR RUDCO 6 YARD RVP600	3715	6/15/2015	$ 12,390.00	$ -	UNECONOMICAL TO REPAIR
279391	REFRIGERATOR VICTORY RIS1DS1RT	11604343	8/14/2015	$ 6,586.53	$ -	OBSOLETE, AUCTION
279394	CABINET VICTORY HEAT HIS1DS1PT	11604320	8/14/2015	$ 5,970.78	$ -	OBSOLETE, AUCTION
292432	SECURITY SYSTEM VIVOTEK IR		10/21/2016	$ 16,485.00	$ -	OBSOLETE
302810	MERCHANDISER HYDRA KOOL	1602004	5/27/2017	$ 6,065.77	$ -	OBSOLETE, AUCTION
302811	MERCHANDISER HYDRA KOOL	1602003	5/27/2017	$ 6,065.77	$ -	UNECONOMICAL TO REPAIR, AUCTION
302960	SECURITY SYSTEM VIVOTEK IR		8/11/2017	$ 9,295.00	$ -	OBSOLETE
303113	SECURITY SYSTEM VIVOTEK IR		9/25/2017	$ 27,645.00	$ -	OBSOLETE
303753	PROMETHEAN 135ACTIVWALL	L1611160134	12/6/2017	$ 7,303.60	$ -	OBSOLETE
304864	FREEZER TRAULSEN ROLL IN	T95735117	4/6/2018	$ 14,975.00	$ -	UNECONOMICAL TO REPAIR, AUCTION
402878	Cubical Units for HR - 10 UNIT	000000402878	4/30/2019	$ 22,947.23	$ -	UNECONOMICAL TO REPAIR; DESTROYED IN SSC FLOOD
				$ 350,981.22	$ -	

AGENDA ITEM NO. 9.27

School Board of Manatee County
July 22, 2025 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval for the Lakewood Ranch High School Boys' Golf Team To Participate in an Out-Of-State Golf Tournament in Scottsdale, Arizona, August 20-24, 2025 (School Internal Accounts)

Executive Summary
The Lakewood Ranch High School Boys' Golf Team has been invited to play in a golf tournament called the Brophy Rodeo, a 36-hole event in Scottdale, Arizona. The tournament is scheduled for August 22-23, 2025. The Practice Round is scheduled for August 21.

Participating in out- of-state games will expose our student-athletes to a diverse range of competition and provide them with a unique opportunity to showcase their skills on a broader stage. This experience will help them develop important life skills such as teamwork, adaptability, and sportsmanship, which are all integral to their personal and academic growth.

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

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

Recommendation
The Superintendent recommends approval for the Lakewood Ranch High School boys' golf team to participate in an out-of-state golf tournament in Scottsdale, Arizona, August 20-24, 2025 (School Internal Accounts)

Financial Impact
The entire trip is funded through the Lakewood Ranch High School golf internal account at no cost to the district.

Contact
Submitting Department: Secondary Education
Initiated By: Sharon Scarbrough

Attachments:
LRHS Boys Golf Team, travel to Scottsdale, AZ. 8.20-8.24.2025

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: 4-24-25 Field Trip Dates: 8/20/25 - 8/24/25 School: Lakewood Ranch H.S.
Date/Time of Departure from school: 8/20/25 2:00pm
Date/Departure time from field trip location: 8/24/25 10:00am
Date/Arrival time back at school: 8/24/25 6:00 PM
Field Trip Coordinator: Dave Frantz, Boys Golf Coach
Trip Destination – Name: Brophy Prep Rodeo @ Grayhawk Country Club, Scottsdale
Address: 8620 E. Thompson Peak Parkway Phone: 480-902-1800 Website: sites.google.com/a/2 "Brophy Rodeo Tournament"
Brief Description/Educational Purpose of the Trip:
Golf (Athetic) competition offers valuable educational benefits by fostering essential life skills like teamwork, leadership, discipline planning, and resilience which are transferable to academic and professional setting.

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: Boys Golf Team # of Chaperones: 1 # of Students: 6

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? _____
_____ Charter Bus from Purchasing Department Approved List (Contact Purchasing)
__X__ 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_____
Transportation Cost_____
Other Cost_____

Internal Account# 17060 (Van Rental + Tournament Entry Fee)
Admission Fee _____
Cost per student _____
Total Cost of the Trip _____ Food, lodging, Airfare

Source funding the trip: Select all that apply.

✓ Discretionary ___ District ✓ Internal Accounts ✓ Students/ Pay
✓ Other – Explain: Entry Fee, Van Rental (Internal), Food, lodging, airfare (Students)

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.*

Dustin Dahlquist — *Name of Principal/Executive Director verifying*

Signature

5.30.25 — *Date*

I have read the Field Trip Handbook and fully understand and accept my responsibilities as Field Trip Coordinator.

Signature of Field Trip Coordinator

3/31/2025 — *Date*

Initial Approval Principal Signature/Date 4/28/25

Signature of Sponsor/Date (Initial Approval of Request)

Signature of Department/Team Chair/Date

Signature of Activities Director (H.S.)/Date 4-24-25

Final Approval Principal Signature/Date
(Acknowledgement that Field Trip Checklist form has been returned two days prior to Field Trip.)

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 4, 2025 13:22 EDT)

Director of Risk Management/Date *(Required for Type "B" and "C" Field Trips)*

Derek Jensen (Jun 5, 2025 16:09 EDT)

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. 9.28

School Board of Manatee County
July 22, 2025 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval for Southeast High School Chorus Students to Attend and Perform at Carnegie Hall in New York, New York on March 5-9, 2026 (Multiple Funding Sources)

Executive Summary
Fifteen Southeast High School Chorus students have been invited to sing at Carnegie Hall in New York City after sending an audition recording by their choir director, Michelle Norman-Webb. Six parent chaperones will also be attending the trip.

This is an educational opportunity for students to work with a world-renowned choral director and perform in Carnegie Hall with a professional orchestra in a professional production. While in New York, they have many scheduled rehearsals with other schools involved. The students will leave with a new perspective on choral singing and having the experience of performing in such a venue where so many great performers have done before.

The exposure for the students in this event greatly increases their exposure to the arts and the opportunity for college scholarships. Experiences gained by our students may be brought back and shared with students at Southeast High School and throughout the District.

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 Southeast High School Chorus students to attend and perform at Carnegie Hall in New York, New York on March 5-9, 2026 (Multiple Funding Sources).

Financial Impact
There will be no cost to the General Fund. Costs will be covered by school internal funds from fundraising, sponsors, and grants.

Contact
Submitting Department: Secondary Education
Initiated By: Sharon Scarbrough

Attachments:
SEHS Chorus Travel to New York City 3.6-3.10.2026

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: May 23 Field Trip Date: March 6-10 2025 School: Southeast High School
Date / Time of Departure from school: TBD
Date / Departure time from field trip location: TBD
Arrival time back at school: TBD
Field Trip Coordinator Michelle Norman-Webb
Trip Destination – Name: Carnegie Hall (Zankel Hall)
Address: 881 7th Avenue
NY NY 10019
Phone: (212) 247-7800 Website: carnegiehall.org
Brief Description/Educational Purpose of the Trip: Curricular and Extra curricular
Students will be singing as part of the National Youth Chorus at Carnegie Hall under the direction of director Anton Armstrong. Not only will students meet other students from across the Nation, but they will have the opportunity to travel and see things that they will not have likely experienced before. Travel always enriches lives in many ways.

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)
- Type "C" * (all overnight or out of state trips require additional approvals as defined in the signature section below please see attached information

* Must submit to District Office for required pre-approval. See Page 5 of the School District Field TripHandbook 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: Chorus (Singing Seminoles) # of Students: 15-22
# of Chaperones: 4-6

Type of Transportation:

_____ School Bus (bus requisition 20 days prior to trip)
_____ Special Needs Bus Is Required
_____ District Vans/Cars
_____ Walking
If Walking, define route: _____
Are there sidewalks and pedestrian crossings? _____
X Charter Bus from Purchasing Department Approved List (Contact Purchasing) & Airplane
_____ Rental Vehicle
_____ Educational Tour Group Name: _____ Contact Info: _____
_____ Other _____

The following information must be included for non-District transportation providers:
Name of Transportation Provider: TBD
Address of Transportation Provider: TBD
Phone # Transportation Provider: _____
Year, Type, & Make of Vehicles: _____

Proof of personal automobile liability insurance copy of driver's license and proof of successful completion of defensive driving course through Staff Development must be attached for all drivers.

Funding/Costs about $2,600 per person * Estimated cost. Please see breakdown in attached proposal. Internal Account# 23000
Transportation Cost TBD Admission Fee N/A
Other Cost TBD Cost per student $2,600 estimated
Total cost of the trip ≈ 2,600 per person estimated

Everything is included in price:
- Δ Air fare
- Δ Hotel
- Δ food/meals
- Δ airport transfers
- Δ excursions

How Trip is Funded:

____	Discretionary	____	District
2) x	Internal Accounts	3) x	Other-Sponsors & Grants
1) x	Students Pay		

I have read the Field Trip Handbook and fully understand and accept my responsibilities as Field Trip Coordinator.

Michelle Vorm Wells — May 22, 2024
Signature of Field Trip Coordinator — *Date*

VCe 5.22.2024
Principal Signature/Date

Michelle Vorm Wells
Signature of Sponsor/Date(Initial Approval of Request)

Signature Depart./Team Chair/Date

Final Principal Signature/Date Dir.(H.S.)/Date(Acknowledgement that Field Trip Checklist form has been returned two days prior to Field Trip.)

Signature Activities

✳ **Type "B" and "C" Signature Approvals Below**

Sharon Scarbrough
Executive Director of School Management (Required for Type "B" and "C" Field Trips)

William Kelley (Jul 29, 2024 13:06 EDT)
Director of Risk Management (Required for Type "B" and "C" Field Trips)

Deputy Superintendent of Instructional Services (Required for Type "C" Field Trips)

Superintendent (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, Expires 11/2027
School Management

AGENDA ITEM NO. 9.29

School Board of Manatee County
July 22, 2025 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval for the Manatee High School Hurricanes Cheer Team to Attend the Out-Of-State Football Game in Valdosta, Georgia, September 5-6, 2025 (School Internal Accounts)

Executive Summary
The School Board approved a field trip for the Manatee High School football team to participate in an out of state game in Valdosta, Georgia on June 24, 2025. The Manatee High School Cheer team will also be attending the game. The game is scheduled for Friday, September 5, 2025. We believe that this opportunity to travel out of state not only serves as a valuable learning experience for our student-athletes but also aligns with the district's strategic planning goal of helping students get ready for life.

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

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

Recommendation
The Superintendent recommends approval for the Manatee High School Hurricanes Cheer team to attend the out-of-state football game in Valdosta, Georgia, September 5-6, 2025 (School Internal Accounts).

Financial Impact
The entire trip is funded through the Manatee High School Cheer internal account at no cost to the district.

Contact
Submitting Department: Secondary Education
Initiated By: Sharon Scarbrough

Attachments:
MHS Hurricanes Cheer Team travel to Valdosta Ga.

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: 06/25/2025 Field Trip Dates: 09/05/2025 School: Manatee High School
Date/Time of Departure from school: 09/05/2025 12pm
Date/Departure time from field trip location: 09/05/2025 10:30pm
Date/Arrival time back at school: 09/06/2025 2:30am
Field Trip Coordinator: Coach O'Neesha & Coach KaitlynX
Trip Destination – Name: Lowndes High School
Address: 1606 Norman Drive Valdosta , GA 31601 Phone: 229-245226 Website: lhs.lowndes.k12.ga.us
Brief Description/Educational Purpose of the Trip:
Hurricanes football game against Lowndes Football team

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: Manatee Hurricanes Cheer Team # of Chaperones: 6 # of Students: 20

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 _____
Transportation Cost $5,000.00
Other Cost _____

Internal Account# 16040 Cheer and 11000 Gate
Admission Fee _____
Cost per student $0.00
Total Cost of the Trip $5,000.00

Source funding the trip: Select all that apply.

____ Discretionary ____ District x Internal Accounts ____ Students/ Pay
____ Other – Explain: _____

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.

Signature of Field Trip Coordinator — *Date*: 06/25/2025

Shannon Fleming 06/25/2025
Initial Approval Principal Signature/Date

Signature of Sponsor/Date (Initial Approval of Request)

MTB 6/25/2025
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.)

Denise Brigg 06/25/2025
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 (Jul 7, 2025 14:01 EDT)
Director of Risk Management/Date *(Required for Type "B" and "C" Field Trips)*

Derek Jensen (Jul 9, 2025 08:05 EDT)
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. 9.30

School Board of Manatee County
July 22, 2025 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of the Revised Job Description of Position for Specialist Choice Program (General Fund)

Executive Summary
The Department of Enrollment Management has revised the job description and position of Specialist Choice Program to Coordinator, Student Enrollment to better align the position with the department's goals and evolved job responsibilities. Included are updates to the job goal, qualification requirements, performance responsibilities, and pay grade. The changes focus on managing an efficient student enrollment and school choice process within the District and providing quality customer service and support to all families and District staff that contact the Office of Student Assignment.

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

Ready To Grow | Goal 3
Develop an innovative leadership development program and succession-planning model to attract and support quality school and District leaders

Recommendation
The Superintendent recommends approval of the reclassified job description and position of Specialist Choice Program to Coordinator, Student Enrollment. (General Fund)

Financial Impact
The financial impact associated with the pay grade change from D09 to D10 is $2,689, plus benefits and is included in the 2025-2026 budget. **(General Fund)**

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

Attachments:
61010 Specialist-Manager, PPS, STS107 [Coordiantor, Student Enrollment]-Clean
61010 Specialist-Manager, PPS, STS107 [Specialist, Program Choice]-Redlined

THE SCHOOL BOARD OF MANATEE COUNTY
Local Title: COORDINATOR, STUDENT ENROLLMENT
State Title: Specialist/Manager, Pupil Personnel Services
JOB DESCRIPTION

JOB GOAL:
To support and manage an efficient student enrollment and school choice process within the District. To provide quality customer service and support to all families and District staff that contact the Office of Student Assignment. Guiding families through the application process, coordinating enrollment events, maintaining accurate records, and ensuring compliance with relevant policies. Continuous inter-department collaboration and effective communication with stakeholders to promote and improve enrollment growth and retention within District operated schools. To support all aspects of enrollment projections, school capacities, attendance patterns, rezoning, and Controlled Open Enrollment.

QUALIFICATIONS:
1. Bachelor's Degree with previous experience in one or more of the following: Computer Technology; education or public administration area preferred.
2. Florida Teacher's Certificate or three years of successful educational experience preferred.

KNOWLEDGE, SKILLS AND ABILITIES:
Knowledge of community resources. knowledge of computer technology essential; preferably specifically related to student data analysis. Ability to read, analyze, and interpret educational, professional, technical, and governmental journals and publications. Ability to effectively present information and respond to teachers, administrators, and the general public. Demonstrate ability to implement strategies for conflict resolutions. Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization or past experience exists. Ability to take initiative to begin projects, exercise independent judgment in assigned duties, schedule time, prioritize and work efficiently. Ability to handle multiple tasks.

REPORTS TO:
Director, Student Enrollment, Pathway, and Experience

SUPERVISES:
Assistant Specialist
Registrars

PERFORMANCE RESPONSIBILITIES:
1. Participate in collaborative departmental and District planning.
2. Manage student assignment and school choice, processes.
3. Support enrollment projections and FTE forecasts for the District.
4. Coordinate issues/activities related to school choice; support the development of the District's School Choice Plan; assist parents in filing requests for school choice and coordinate the appeal process.
5. Manage the Office of Student Assignment to ensure consistent implementation of the District's student assignment process.
6. Coordinate the development of various communication materials relating to student assignment.
7. Develop, adjust, and monitor timelines for the implementation of all components of the District's student assignment plan.
8. Monitor all student attendance and develop strategies for accurate reporting.
9. Oversee the implementation of required state scholarship programs
10. Support District efforts to design and maintain school boundaries.
11. Coordinate with other school programs, departments, and community agencies to promote the maximum use of existing resources to meet the goals of the Office of Student Assignment.
12. Provide on-going guidance to schools regarding policies and procedures pertaining to the Choice Program, including enrollment, communication, and program implementation.
13. Analyze office procedures and maintain procedures manual.
14. Complete program related special assignments and projects.

15. Exhibit interpersonal skills to work as an effective team member.
16. Model and maintain high ethical standards.
17. Represent the District in a positive and professional manner.
18. Demonstrate initiative in the performance of assigned responsibilities.
19. Respond to inquiries and concerns in a timely manner.
20. Communicate effectively with staff, administration and vendors.
21. Keep supervisor informed of potential problems or unusual events.
22. Prepare all required reports and maintain all appropriate records.
23. Perform other tasks consistent with the goals and objectives of this position.
24. Supervise assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment actions.

PHYSICAL REQUIREMENTS:
Light Work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

Board approved:
05/15/2000

Revised:
07/08/2002
06/07/2004
05/21/2007
06/12/2018
07/22/2025

SALARY SCHEDULE: SAMP
PAY GRADE: D10
SHORT TITLE: STS107
STATE JOB CODE: 61010

THE SCHOOL BOARD OF MANATEE COUNTY
Local Title: ~~SPECIALIST~~COORDINATOR, STUDENT ENROLLMENT~~, PROGRAM (CHOICE)~~
State Title: Specialist/Manager, Pupil Personnel Services
JOB DESCRIPTION

JOB GOAL:
To ~~support~~ support and manage ~~the~~ an efficient student enrollment ~~process for~~ and school choice ~~programs~~ process within the ~~district~~District. To provide quality customer service and support to all families and District staff that contact the Office of Student Assignment. Guiding families through the application process, coordinating enrollment events, maintaining accurate records, and ensuring compliance with relevant policies. Continuous inter-department collaboration and effective communication with stakeholders to promote and improve enrollment growth and retention within ~~the~~ D~~d~~istrict operated schools.~~implementation of the choice program and related assignments.~~ To support all aspects of enrollment projections, school capacities, attendance patterns, rezoning, and Controlled Open Enrollment.

QUALIFICATIONS:
1. Bachelor's Degree with previous experience in one or more of the following:~~-~~ Computer Technology; education or public administration area preferred.
2. Florida Teacher's Certificate or three years of successful educational experience preferred.

KNOWLEDGE, SKILLS AND ABILITIES:
Knowledge of community resources. ~~Extensive~~ knowledge of computer technology essential; preferably specifically related to student data analysis. Ability to read, analyze, and interpret educational, professional, technical, and governmental journals and publications. Ability to effectively present information and respond to teachers, administrators, and the general public. Demonstrate ability to implement strategies for conflict resolutions. Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization or past experience exists. Ability to take initiative to begin projects, exercise independent judgment in assigned duties, schedule time, prioritize and work efficiently. Ability to handle multiple tasks.

REPORTS TO:
~~Supervisor, Student Demographics, Projections and Assignments~~ Director, Student Enrollment, Pathway, and Experience

SUPERVISES:
Assistant Specialist
Registrars

PERFORMANCE RESPONSIBILITIES:
1. Participate in collaborative departmental and District planning.
2. Manage student assignment and school choice, processes.
3. Support enrollment projections and FTE forecasts for the District.
4. Coordinate issues/activities related to school choice; support the development of the District's School Choice Plan; assist parents in filing requests for school choice and coordinate the appeal process.
5. Manage the Office of Student Assignment to ensure consistent implementation of the District's student assignment process.
6. Coordinate the development of various communication materials relating to student assignment.
7. Develop, adjust, and monitor timelines for the implementation of all components of the District's student assignment plan.
8. Monitor all student attendance and develop strategies for accurate reporting.
~~1. Oversee the implementation of required state scholarship programs~~
~~2.~~9. Support~~s~~ District efforts to design and maintain school boundaries.
10. ~~Verify, monitor and update computer programs to ensure accurate student demographic data.~~
~~3.~~11. Coordinate with other school programs, departments, and community agencies to promote the maximum use of existing resources to meet the goals of the Office of Student A~~ccounting Office~~ssignment.
~~4.~~12. Provide on-going guidance to schools regarding policies and procedures pertaining to the Choice

Program, including enrollment, communication, and program implementation.

~~5. Coordinate data with other local governmental agencies.~~

~~6. Articulate Student Accounting procedures with other district instructors and information technology departments for mutual benefit.~~

~~7.~~13. Analyze office procedures and maintain procedures manual.

~~8.~~14. Complete program related special assignments and projects.

~~9. Provide technical support for internet/intranet network.~~

~~10. Produce zone maps and school boundary maps.~~

~~11.~~15. Exhibit interpersonal skills to work as an effective team member.

~~12.~~16. Model and maintain high ethical standards.

~~13.~~17. Represent the District in a positive and professional manner.

~~14.~~18. Demonstrate initiative in the performance of assigned responsibilities.

~~15.~~19. Respond to inquiries and concerns in a timely manner.

~~16.~~20. Communicate effectively with staff, administration and vendors.

~~17.~~21. Keep supervisor informed of potential problems or unusual events.

~~18.~~22. Prepare all required reports and maintain all appropriate records.

23. Perform other tasks consistent with the goals and objectives of this position.

~~19.~~24. Supervise assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment actions.

PHYSICAL REQUIREMENTS:
Light Work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

Board approved:
05/15/2000

Revised:
07/08/2002
06/07/2004
05/21/2007
06/12/2018
07/22/2025

SALARY SCHEDULE: SAMP
PAY GRADE: ~~D09~~D10
SHORT TITLE: STS107
STATE JOB CODE: 61010

AGENDA ITEM NO. 10.1

School Board of Manatee County
July 22, 2025 - Regular Board Meeting and Public Hearing

Title
Public Hearing for Consideration to Adopt and Amend School Board Policies

Executive Summary
Policies to be updated include the following:

Bylaw 0131 - Legislative/Policymaking
Bylaw 0164 - Notice of Regular Meetings
Bylaw 0165 - School Board Meetings
Bylaw 0165.2 - Regular Meetings
Bylaw 0165.3 - Special and Emergency Meetings
Bylaw 0166 - Exempt Meetings
Policy 3430.07 - Military Leave
Policy 4430.07 - Military Leave
Policy 8305 - Information Security
Policy 8431 - Preparedness for Toxic Hazard

The purpose of the requested amendment is to update the following School Board policies to conform to current legislation and statutes.

Approving the advertising and setting Public Hearing assures compliance with the provisions of Section 120.54 (3)(a)1, Florida Statutes (2021).

Contact
Submitting Department: Administration
Initiated By: Kevin Chapman

Attachments:
Policies for July 22 Public Hearing

Approval of Advertising a Notice of Intent to Amend School Board Policies and Setting a Public Hearing at the Board Meeting on July 22, 2025

Bylaw 0131 – Legislative/Policymaking (Revised)
The revisions to Bylaw 0131 incorporate rulemaking notice requirements as set forth in F.S. 120.81(1)(d).

Bylaw 0164 – Notice of Regular Meetings, Hearings, and Workshops (Revised)
The revisions to Bylaw 0164 incorporate language from F.S. 120.525 and 1001.372 regarding the method for providing public notice of regular meetings, hearings, and workshops.

Bylaw 0165 – School Board Meetings (Revised)
Bylaw 0165.2 – Regular Meetings (Rescind)
Bylaw 0165.3 – Special and Emergency Meetings (Rescind)
Bylaw 0166 – Exempt Meetings (Rescind)
The revisions to Bylaw 0165 are designed to streamline the School Board's policies related to Board meetings. Instead of having separate policies for regular meetings (Bylaw 0165.2), special/emergency meetings (Bylaw 0165.3), and exempt meetings (Bylaw 0166), these three (3) policies are incorporated entirely in Bylaw 0165 through this update. Neola recommends that Bylaws 0165.2, 0165.3, and 0166 be rescinded/repealed. The policy language therein has been incorporated entirely into Bylaw 0165.

Policy 3430.07 – Military Leave (Revised)
Policy 4430.07 – Military Leave (Revised)
Policies 3430.07 and 4430.07 have been revised to implement provisions of Senate Bill 818 related to leave for active federal military service.

Policy 8305 – Information Security (Revised)
SDMC revisions based on a recent FDLE NCJA Tech Audit review.

Policy 8431 – Preparedness for Toxic Hazard and Asbestos Hazard (Revised)
Policy 8431 is updated to incorporate new requirements that when conducting asbestos abatement projects, each asbestos contractor and asbestos consultant employed by the School District must be licensed and regulated by the Florida Department of Business and Professional Regulation (as opposed to the Florida Department of Health).

Book	Policy Manual
Section	Neola Select Policies through V25 N2
Title	Copy of LEGISLATIVE/POLICYMAKING
Code	po0131 fsj 2/6/25
Status	
Adopted	November 9, 2016
Last Revised	October 22, 2024

0131 - **LEGISLATIVE/POLICYMAKING**

The School Board is the policymaking body for the School District. After considering recommendations submitted by the Superintendent, the Board shall adopt bylaws and policies for the organization and operation of the Board and efficient operation and general improvement of the School District. The Board, by majority vote, may direct the superintendent to develop policies for recommendation on topics of interest to the Board.

The term "rule" for purpose of this policy is defined in F.S. 120.52; it does not include "curricula by an educational unit". As used in this bylaw, the term "rule" and "policy" shall have the same definition. The development or prescription of curriculum by the Board is removed from the procedural requirements for policymaking.

F.S. 1001.41

The Board may determine policy matters governed by permissive law, but not on matters governed by mandatory law. No policy can be in conflict with the operative law of the State or with State Board of Education rules. Any provision of a collective bargaining agreement which is ratified by the Board and affects collective bargaining members shall prevail over any Board policy conflicting with the agreement during the term of the agreement.

Board adoption of policies or revisions to policies shall be pursuant to Florida statutes.

F.S. 120.536(1), 120.54

Policy Development

The Superintendent shall publish notice of the development of a proposed policy before providing notice of a proposed policy as required below. The notice of policy development shall indicate the subject area to be addressed by policy development; provide a short, plain explanation of the purpose and effect of the policy development; cite specific legal authority for the proposed policy; and state how a person may obtain or access, without cost, a copy of any preliminary draft, if available.

The Board may hold workshops for the purpose of policy development after publication of the notice of policy development.

F.S. 120.54(2)

Adopting Policies

The Superintendent shall present any proposal relating to a policy amendment, the repeal of any policy, or the adoption of a new policy in writing to the Board including a written explanation of the proposal in accordance with Florida law.

A. Notice of Proposed Policy: After the Board has determined that it will give due consideration to the proposal for adoption, amendment, or repeal of a policy, the Superintendent shall give immediate and proper written notice to the public pursuant to the provisions of Florida law. The notice shall include a brief and concise explanation of the proposed policy's purpose and effect, the estimate of economic impact to all individuals affected by the proposed new policy or revision of an existing policy, the legal authority for the Board's action, the location where the text of the proposed revision to current policy or new policy may be obtained or accessed, and the procedure for requesting

a public hearing on the proposed policy.

B. Hearings: Any person who is affected by a proposed policy, policy revision, or the repeal of a policy, may within twenty-one (21) days following notice of the proposal to adopt or repeal such policy, file a written request with the Board for a hearing on the proposed action.

The Board may also, on its own initiative, schedule a public hearing for any proposed policy adoption, revision, or repeal.

C. Rulemaking Record: Any material pertinent to the issues under consideration submitted to the Board within twenty-one (21) days after the date of publication of the notice under paragraph B above or submitted to the Board between the date of publication of the notice and the end of the final public hearing shall be considered by the Board and made a part of the record of the rulemaking proceeding.

D. Board Action: The Board's final vote to adopt, amend, or repeal a policy will occur no sooner than twenty-eight (28) days following publication of the published notice in paragraph A above.

E. The Superintendent shall file immediately in his/her office a copy of any new policy, policy revision, or repealed policy adopted by the Board; policy handbooks and the Board's website shall be updated accordingly.

F. All policies shall become effective upon adoption by the Board, unless another time certain date is specified therein. The Board may adopt a policy authorized by law and necessary for the proper implementation of a statute prior to the effective date of the statute, but the policy may not be effective until the statute upon which it is based is effective.

F.S. 120.54

Notices

All notices pertaining to policymaking may be published:

A. ~~)~~ by publication in a newspaper qualified under F.S. Chapter 50, in the affected area or on a publicly accessible website as provided in F.S. 50.0311;

~~Internet publication for School District notices under F.S. 50.0211(1)(b) may be made on the website of any newspaper in the county to which the legal notice pertains.~~

B. by posting on the District's website not less than seven (7) days before the public meeting, hearing, or workshop; and

C. by mail to persons who have requested advance notice and to organizations representing persons affected by the policy; and,

D. by posting ~~on the District's website and~~ in appropriate places so that those particular classes of persons to whom the intended action is directed may be duly notified.

Incorporation by Reference

A policy may incorporate material by reference, but only as the material exists on the date the policy is adopted. For purposes of the policy, changes in material are not effective unless the policy is amended to incorporate the changes. Material incorporated by reference in a policy may not incorporate additional material by reference unless the policy specifically identifies the additional material. The reference in the policy to the material being incorporated must include a date or other designation, so that the reader will know exactly what version of the material has been adopted and made part of the rule.

F.S. 120.54(1)(i)(1)

A District policy that incorporates by specific reference another policy of the District automatically incorporates subsequent amendments to the referenced policy, unless a contrary intent is clearly indicated in the referencing policy. Any notice of amendments to a policy that has been incorporated by specific reference in other policies of the District must explain the effect of the amendments on the referencing policies.

F.S. 120.54(1)(i)(2)

Material may not be incorporated into Board policies by reference unless:

A. the material can be made available for free public access through electronic hyperlink from the Board's website listing the policy and making the reference; or,

B. the District has determined that posting of the material on the internet for purposes of public examination and inspection would constitute a violation of Federal copyright law, in which case a statement to that effect, along with the addresses and locations of the District office at which the material is available for public inspection, is included in the notice required.

F.S. 120.54(1)(i)(3)(17)

~~**Challenge to Existing Policy**~~

~~Any person substantially affected by an existing Board policy may petition the Division of Administrative Hearings, Florida Department of Administration, to conduct a hearing on the validity of a policy pursuant to Florida statutes. Any hearing examiner's decision which is adverse to the Board or to the person substantially affected may be judicially reviewed.~~

~~F.S. 120.56(1)~~

~~**Challenge to Proposed Policy**~~

~~Any person who is substantially affected by a proposed policy, policy revision, or the repeal of a policy may, within twenty-one (21) days following notice of intent to adopt or repeal such policy, file a written request with the Board seeking an administrative determination as to the validity of the proposed action.~~

~~F.S. 120.56(2)~~

Emergency Policies

The Board may determine that the public health, safety, or welfare is endangered and that immediate action is required to protect the public interest. When this occurs, the Board, at any meeting in which a quorum is present, may adopt emergency policies, without complying with the waiting period as provided above. The Superintendent shall properly record the effective date for any such emergency policy. Any emergency policy shall not be valid in excess of ninety (90) days from the adoption or effective date.

Public Input and Access to Policies

Any Board employee, citizen, or agency may submit a policy proposal to the Superintendent's office.

A copy of the compiled policies shall be available for inspection in the Superintendent's office.

The Board policies shall also be accessible on the District's website.

Revised 5/24/22
Revised 10/22/24

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Legal F.S. 120
F.S. 120.536(1)
F.S. 120.54
F.S. 120.54(1)(i)(1)

F.S. 120.54(1)(i)(2)

F.S. 120.54(1)(i)(3)(17)

F.S. 120.54(2)

F.S. 120.56(1)

F.S. 120.56(2)

F.S. 1001.41

Book	Policy Manual
Section	Neola Select Policies through V25 N2
Title	Copy of NOTICE OF REGULAR MEETINGS, HEARINGS, AND WORKSHOPS
Code	po0164 fsj 2/6/25 CHOIUCES
Status	
Adopted	November 9, 2016
Last Revised	April 13, 2021
Prior Revised Dates	10/27/2020

0164 - **NOTICE OF REGULAR MEETINGS, HEARINGS AND WORKSHOPS**

Pursuant to State law, the School Board shall, at least seven (7) days prior to any regular ~~give notice of~~ public ~~meetings~~meeting, ~~hearings~~hearing, and ~~workshops~~workshop, provide notice in the following ways:

A. **(** x**)** continuous publication on a publicly accessible website as provided in F.S. 50.0311 or the office Board website; or

B. ~~by~~**(**x **)** publication in a newspaper of general circulation; or

C. **(x)**~~by~~ posting a notice at the courthouse door if no newspaper is published in the county~~on the District's website not less than seven (7) days before the public meeting, hearing, or workshop;~~.

D. ~~by mail to all persons who have made requests for advance notice of the Board's proceedings, and to organizations representing persons affected by any proposed policy; and~~

E. ~~by posting in appropriate places so that particular classes of persons to whom an intended action is directed may be notified.~~

The notice posted shall include a general statement of the general subject matter to be considered.

~~Notice of special meetings shall be made in a newspaper or newspapers of general circulation in the county sufficiently in advance of the meeting to allow the public to attend. Such notice shall contain the date, time, place, and purpose of the meeting.~~For additional public notice requirements, see also: Bylaw 0131 (*Legislative/Policymaking*), Bylaw 0165.1 (*Agendas*), and Bylaw 0165.3 (*Special and Emergency Meetings*).

See also: Bylaw 0165.1 (Agendas) and Bylaw 0165.3 (Special and Emergency Meetings).

F.S. 50.0311
F.A.C. 28-102.001

Revised 10/27/20
Revised 4/13/21

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Legal	F.S. 50.0311
	F.S. 120.525
	F.S. 120.81
	F.S. 1001.372
	F.A.C. 28-102.001

Book	Policy Manual
Section	Neola Select Policies through V25 N2
Title	Copy of SCHOOL BOARD MEETINGS
Code	po0165 fsj 2/6/24 Choices
Status	
Adopted	November 9, 2016
Last Revised	April 13, 2021

0165 -

SCHOOL BOARD MEETINGS

The School Board shall hold at least one (1) regular meeting each month and may conduct other meetings such as workshops, public hearings, special meetings, emergency meetings, and meetings exempt from Florida's Open Meetings laws. See also, Bylaw 0131 (*Legislative/Policymaking*), Bylaw 0164 (*Notice of Regular Meetings, Hearings, and Workshops*), Bylaw 0165.1 (*Agendas*), ~~Bylaw 0165.2 (Regular Meetings), Bylaw 0165.3 (Special and Emergency Meetings), Bylaw 0166 (Exempt Meetings),~~ and Bylaw 0166.1 (*Workshops*).

~~The sessions~~Meetings will be held in any appropriate public place in the ~~county,~~county provided that due public notice is given.

~~F.S. 1001.372~~

~~In accordance with law, all meetings at which official acts are to be taken are declared to be open public meetings, and no resolution, rule, policy, regulation, or formal action shall be considered binding except as taken or made at such a meeting. All meetings of the Board shall be open to the public, except as provided by Florida statute, and the order of business of any regular meetings shall include an opportunity for the public to address the Board, as provided in Bylaw 0169.1 below.~~

In accordance with law, all meetings at which official acts are to be taken are declared to be open public meetings, and no resolution, rule, policy, regulation, or formal action shall be considered binding except as taken or made at such a meeting. All meetings of the Board shall be open to the public, except as provided by Florida law, and the order of business of any regular meetings shall include an opportunity for the public to address the Board, as provided in Bylaw 0169.1.

Regular Meetings

Regular meetings shall be held at the time fixed at the annual organizational meeting. Such notification shall be made immediately after the annual organization meeting at which the Board fixes regular meeting dates and times. Should the date of a regular meeting fall on a holiday, the Board may choose the meeting date at any prior meeting. Every Board member shall be notified of the change by letter or by distribution of the Board minutes which carry a record of the change. The Superintendent shall be responsible for public notice of changed meetings.

Special Meetings

A. Special meetings may be called by the Superintendent, the Superintendent at the request of the Board Chair, or the Superintendent at the request of a majority of the members of the Board by serving a written notice of the time,

date, location, and purpose of such meeting upon each Board member at least two (2) days in advance of the meeting.

B. Special meetings are intended to be limited to specific matters and shall not be used in place of the Board's responsibility to conduct regular Board meetings not less than once per month. The meeting notice and agenda shall specify the particular matters to be addressed during the special meeting. Business conducted during special meetings must only relate to the particular matters identified in the meeting notice and agenda.

C. All special meetings shall be held in the office of the Superintendent or in a room convenient to that office and regularly designated as the Board meeting room. Meetings may be held at other appropriate public places in the county upon the giving of due public notice.

D. Due public notice shall consist of, at least two (2) days prior to the meeting: continuous publication on a publicly accessible website as provided in F.S. 50.0311 or the District's official website; publication in a newspaper of general circulation in the county, or if there is no newspaper of general circulation in the county, an announcement over at least one (1) radio station whose signal is generally received in the county, a reasonable number of times daily during the forty-eight (48) hours immediately preceding the date of such meeting; or posting a notice at the courthouse door if no newspaper is published in the county.

E. Actions taken during special meetings shall have the same force and effect as if taken at a regular meeting.

Emergency Meetings

A. The Superintendent, the Board Chair, or a majority of the members of the Board may call an emergency meeting when there is an immediate danger to public health, safety, or welfare that requires immediate action.

B. Emergency meetings are intended to be limited to specific emergencies and shall not be used in place of regular or special meetings. The meeting notice and agenda shall specify the particular emergency to be addressed during the meeting in addition to the time, date, and location of the meeting.

C. Notice of emergency meetings shall be provided in a manner that is fair under the circumstances and necessary to protect the public interest. The Board shall attempt to provide immediate public notice of all emergency meetings as follows:

1. Publishing a notice on the District's website.
2. **(** x**)** Posting a notice on the District-approved social media platforms.

D. At the start of each emergency meeting and prior to conducting any business, the Board shall publish in writing and state for the record the specific facts and reasons for finding an immediate danger to the public health, safety, or welfare and the Board's reasons for concluding that the procedures used to notice and conduct the emergency meeting is fair under the circumstances.

E. Following the emergency meeting, and as soon as practicable under the circumstances, the Board shall publish in the appropriate publication prescribed by F.S. 120.54(3), and on its website, notice of the time, date, and place of the emergency meeting; a statement setting forth the reasons why the emergency meeting was necessary; and a statement setting forth the action taken during the meeting.

F. Actions taken during emergency meetings shall have the same force and effect as if taken at a regular or special meeting.

Exempt Meetings

The Board is committed to transparency and conducting its meetings in the public. However, certain meetings are exempt from Florida's Open Meetings laws. Examples of such meetings include, but are not limited to, the following:

A. all discussions between the Superintendent, or the Superintendent's representative, and the Board relative to collective bargaining (i.e., "executive sessions");

B. meetings between the Board, the Superintendent, and the Board's attorney to discuss pending litigation to which the Board is presently a party before a court or administrative agency (i.e., "shade meetings");

Such meetings must meet the following conditions:

1. The Board's attorney shall advise the Board at a public meeting that they desire advice concerning the litigation.

2. The subject matter of the meeting shall be confined to settlement negotiations or strategy sessions related to litigation expenditures.

3. The entire session shall be recorded by a certified court reporter. The reporter shall record the times of commencement and termination of the session, all discussion and proceedings, the names of all persons present at any time, and the names of all persons speaking. No portion of the session shall be off the record. The court reporter's notes shall be fully transcribed and filed with the Board's clerk within a reasonable time after the meeting.

4. The Board shall give reasonable public notice of the time and date of the attorney-client session and the names of persons who will be attending the session. The session shall commence at an open meeting at which the persons chairing the meeting shall announce the commencement and estimated length of the attorney-client session and the names of the persons attending. At the conclusion of the attorney-client session, the meeting shall be reopened, and the Board Chair shall announce the termination of the session.

5. The transcript shall be made part of the public record upon conclusion of the litigation.

C. student expulsion hearings;

D. portions of any meeting relating directly to or that would reveal security and fire safety systems, including all records, information, photographs, audio and visual presentations, schematic diagrams, surveys, recommendations, or consultations or portions thereof relating directly to or revealing such systems;

E. risk management sessions; and

F. any other meeting permitted to be exempt under Florida law.

Revised 4/13/21

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Legal F.S. 447

F.S. 1001.372

Book	Policy Manual
Section	Neola Select Policies through V25 N2
Title	Copy of REGULAR MEETINGS
Code	po0165.2 RESCIND fsj 2/6/25
Status	
Adopted	November 9, 2016

~~0165.2 - **REGULAR MEETINGS**~~**RESCIND**

~~Regular meetings of the School Board shall be public and held at least once each month except as shall be authorized by the Board.~~

~~In accordance with law, regular meetings shall be held at the time fixed at the annual organizational meeting. Such notification shall be made immediately after the annual organization meeting at which the Board fixes regular meeting dates and times. Should the date of a regular meeting fall on a holiday, the Board may change the meeting date at any prior meeting. Every Board member shall be notified of the change by letter or by distribution of the Board minutes which carry a record of the change. The Superintendent shall be responsible for public notice of changed meetings.~~

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Book	Policy Manual
Section	Neola Select Policies through V25 N2
Title	Copy of SPECIAL AND EMERGENCY MEETINGS
Code	po0165.3 RESCIND 2/6/25 fsj
Status	
Adopted	November 9, 2016
Last Revised	August 11, 2020

~~0165.3 - **SPECIAL AND EMERGENCY MEETINGS**~~ **RESCIND**

~~**Special Meeting**~~

A. ~~Special meetings may be called by the Superintendent, the Superintendent at the request of the School Board Chair, or the Superintendent at the request of a majority of the members of the Board by serving a written notice of the time, date, location, and purpose of such meeting upon each Board member at least two (2) days in advance of the meeting.~~

B. ~~Special meetings are intended to be limited to specific matters and shall not be used in place of the Board's responsibility to conduct regular Board meetings not less than once per month. The meeting notice and agenda shall specify the particular matters to be addressed during the special meeting. Business conducted during special meetings must only relate to the particular matters identified in the meeting notice and agenda.~~

C. ~~All special meetings shall be held in the office of the Superintendent or in a room convenient to that office and regularly designated as the Board meeting room. Meetings may be held at other appropriate public placed in the county upon the giving of due public notice. Due public notice shall consist of publication in a newspaper of general circulation in the county or in each county where there is no newspaper of general circulation in the county an announcement over at least one (1) radio station whose signal is generally received in the county, a reasonable number of times daily during the forty-eight (48) hours immediately preceding the date of such meeting, or by posting a notice at the courthouse door if no newspaper is published in the county at least two (2) days prior to the meeting.~~

D. ~~Actions taken during special meetings shall have the same force and effect as if taken at a regular meeting.~~

~~**Emergency Meetings**~~

A. ~~The Superintendent, the Board Chair, or a majority of the members of the Board may call an emergency meeting when there is an immediate danger to public health, safety, or welfare that requires immediate action.~~

B. ~~Emergency meetings are intended to be limited to specific emergencies and shall not be used in place of regular or special meetings. The meeting notice and agenda shall specify the particular emergency to be addressed during the meeting in addition to the time, date, and location of the meeting.~~

C. ~~Notice of emergency meetings shall be provided in a manner that is reasonable under the circumstances and necessary to protect the public interest. The Board shall attempt to provide immediate public notice of all emergency meetings as follows:~~

1. ~~Making an announcement over at least one (1) radio station whose signal is generally received in the county, a reasonable number of times daily during the forty-eight (48) hours immediately preceding the date of such meeting.~~

2. ~~Posting a notice on the District's website.~~

D. ~~At the start of each emergency meeting and prior to conducting any business, the Board shall publish in writing and state for the record the specific facts and reasons for finding an immediate danger to the public health, safety, or welfare and the Board's reasons for concluding that the procedure used to notice and conduct the emergency meeting is reasonable under the circumstances.~~

E. ~~Following the emergency meeting, and as soon as practicable under the circumstances, the Board shall publish in the appropriate publication prescribed by F.S. 120.54(3), and on its website, notice of the time, date, and place of the emergency meeting; a statement setting forth the reasons why the emergency meeting was necessary; and a statement setting forth the action taken during the meeting.~~

F. ~~Actions taken during emergency meetings shall have the same force and effect as if taken at a regular or special meetings.~~

~~Revised 8/11/20~~

~~© Neola 2018~~

Legal F.S. 120.525

F.S. 1001.372

Book	Policy Manual
Section	Neola Select Policies through V25 N2
Title	Copy of EXEMPT MEETINGS
Code	po0166 RESCIND 2/6/25
Status	
Adopted	November 9, 2016
Last Revised	April 23, 2024

~~0166 - **EXEMPT MEETINGS**~~ **RESCIND**

~~The School Board is committed to transparency and conducting its meetings in the public. However, certain meetings are exempt from Florida's Open Meetings laws. Examples of such meetings include, but are not limited to, the following:~~

A. ~~all discussions between the Superintendent, or the Superintendent's representative, and the Board relative to collective bargaining (i.e. "Executive Sessions");~~

B. ~~meetings between the Board, the Superintendent, and the Board's attorney to discuss pending litigation to which the Board is presently a party before a court or administrative agency (i.e. "Shade Meetings");~~

~~Such meetings must meet the following conditions:~~

1. ~~The Board's attorney shall advise the Board at a public meeting that they desire advice concerning the litigation.~~

2. ~~The subject matter of the meeting shall be confined to settlement negotiations or strategy sessions related to litigation expenditures.~~

3. ~~The entire session shall be recorded by a certified court reporter. The reporter shall record the times of commencement and termination of the session, all discussion and proceedings, the names of all persons present at any time, and the names of all persons speaking. No portion of the session shall be off the record. The court reporter's notes shall be fully transcribed and filed with the Board's clerk within a reasonable time after the meeting.~~

4. ~~The Board shall give reasonable public notice of the time and date of the attorney-client session and the names of persons who will be attending the session. The session shall commence at an open meeting at which the persons chairing the meeting shall announce the commencement and estimated length of the attorney-client session and the names of the persons attending. At the conclusion of the attorney-client session, the meeting shall be reopened, and the Board chair shall announce the termination of the session.~~

5. ~~The transcript shall be made part of the public record upon conclusion of the litigation.~~

C. ~~student expulsion hearings;~~

D. ~~portions of any meeting relating directly to or that would reveal security and fire safety systems, including all records, information, photographs, audio and visual presentations, schematic diagrams, surveys, recommendations, or consultations or portions thereof relating directly to or revealing such systems;~~

E. ~~risk management sessions; and~~

F. ~~any other meetings permitted to be exempt under Florida law.~~

~~Revised 4/13/21~~
~~Technical Correction 4/23/24~~

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Legal	F.S. 119.0725
	F.S. 255.065
	F.S. 281.301
	F.S. 286.0113
	F.S. 447.605
	F.S. 768.28
	F.S. 1006.07

Book	Policy Manual
Section	Neola Select Policies through V25 N2
Title	Copy of MILITARY LEAVE
Code	po3430.07 fsj 2/7/25 Choice
Status	
Adopted	June 27, 2017
Last Revised	February 13, 2018

3430.07 - **MILITARY LEAVE**

The School Board supports individuals willing to serve in the armed forces of the United States or the State of Florida to protect our country and State. In accordance with State and Federal laws, instructional staff members who must be absent from work for military service are entitled to take a military leave of absence in accordance with this policy.

Instructional staff members who are service members of the National Guard or a reserve component of the Armed Forces of the United States shall be granted leave to perform active military service, the first thirty (30) days of any such leave to be with full pay for Federal military service that is equal to or greater than ninety (90) consecutive days.

Reserve or Guard Training

All instructional staff members in this District who are commissioned reserve officers or reserve enlisted personnel in the United States military or naval service or members of the National Guard are entitled to leaves of absence from their respective duties, without loss of vacation leave, pay, time, or efficiency rating, on all days during which they are engaged in training ordered under the provisions of the United States military or naval training regulations for such personnel when assigned to active or inactive duty.

Compensation allowed for military leave to participate in required training exercises shall not exceed 240 hours in any one (1) annual period as provided in F.S. 115.07. Such leave is not charged as vacation. It shall be established that the period selected is not at the convenience of the employee but a military necessity, if it falls within the school year. Upon the recommendation of the Superintendent, leaves of absence for additional or longer periods of time for assignment to duty functions of a military character shall be without pay and may be granted by the Board and when so granted shall be without loss of time or efficiency rating.

When an instructional staff member's assigned employment duty conflicts with ordered active or inactive duty training, it is the responsibility of the Board to provide a substitute employee, if necessary, for the assumption of such employment duty while the employee is on assignment for the training.

Active Military Service

Instructional staff members who are service members of the National Guard or a reserve component of the Armed Forces of the United States shall be granted leave to perform active military service, the first thirty (30) days of any such leave to be with full pay.

Leave of absence for additional or longer periods of time for assignment to duty functions of a military character shall be without pay. Instructional staff members on military leave may substitute accrued paid vacation for unpaid leave.

Re-Employment

Re-employment of all instructional staff members granted military leave shall be governed in accordance with 38 U.S.C. 4312. An instructional staff member who is granted military leave for active duty shall, upon the completion of the tour of duty, be returned to employment without prejudice, provided that the instructional staff member gives notice and files an application for re-employment within the time limitations contained in Federla law. Instructional staff members will be returned to duty in the same or a similar position as previously held in accordance with Federal law.

Benefits During Military Leave

The Board shall continue to provide all health insurance and other existing benefits to instructional staff members as required by the Uniformed Services Employment and Reemployment Rights Act, Chapter 43 of Title 38 U.S.C.

Bargaining unit members should refer to the collective bargaining agreement for more information pertaining to military leave.

Revised 2/13/18

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Legal

F.S. 115.07

F.S. 115.09

F.S. 115.14

F.S. 121.111

F.S. 250.341

F.S. 1012.23

38 U.S.C. 2021 et seq.

38 U.S.C. 4312

38 U.S.C. 4323

Book	Policy Manual
Section	Neola Select Policies through V25 N2
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Code	po4430.07 fsj 2/7/25 Choice
Status	
Adopted	June 27, 2017
Last Revised	February 13, 2018

4430.07 - **MILITARY LEAVE**

The School Board supports individuals willing to serve in the armed forces of the United States or the State of Florida to protect our country and State. In accordance with State and Federal laws, support staff members who must be absent from work for military service are entitled to take a military leave of absence in accordance with this policy.

Support staff members called to duty are required to notify the site administrator immediately unless notice is impossible or prevented by military necessity or, under all of the relevant circumstances, the giving of such notice is otherwise impossible or unreasonable.

Reserve or Guard Training

All support staff members in this District who are commissioned reserve officers or reserve enlisted personnel in the United States military or naval service or members of the National Guard are entitled to leaves of absence from their respective duties, without loss of vacation leave, pay, time, or efficiency rating, on all days during which they are engaged in training ordered under the provisions of the United States military or naval training regulations for such personnel when assigned to active or inactive duty.

Compensation allowed for military leave to participate in required training exercises shall not exceed 240 hours in any one (1) annual period as provided in F.S. 115.07. Such leave is not charged as vacation. It shall be established that the period selected is not at the convenience of the employee but a military necessity, if it falls within the school year. Upon the recommendation of the Superintendent, leaves of absence for additional or longer periods of time for assignment to duty functions of a military character shall be without pay and may be granted by the Board and when so granted shall be without loss of time or efficiency rating.

When a support staff member's assigned employment duty conflicts with ordered active or inactive duty training, it is the responsibility of the Board to provide a substitute employee, if necessary, for the assumption of such employment duty while the employee is on assignment for the training.

Active Military Service

Instructional staff members who are service members of the National Guard or a reserve component of the Armed Forces of the United States shall be granted leave to perform active military service, the first thirty (30) days of any such leave to be with full pay for Federal military service that is equal to or greater than ninety (90) consecutive days.

Leave of absence for additional or longer periods of time for assignment to duty functions of a military character shall be without pay. Support staff members on military leave may substitute accrued paid vacation for unpaid leave.

Re-Employment

Re-employment of all support staff members granted military leave shall be governed in accordance with 38 U.S.C. 4312. A support staff member who is granted military leave for active duty shall, upon the completion of the tour of duty, be returned to employment without prejudice, provided that the support staff member gives notice and files an application for re-employment within the time limitations contained in Federla law. Support staff members will be returned to duty in the same or a similar position as previously held in accordance with Federal law.

Benefits During Military Leave

The Board shall continue to provide all health insurance and other existing benefits to support staff members as required by the Uniformed Services Employment and Reemployment Rights Act, Chapter 43 of Title 38 U.S.C.

Bargaining unit members should refer to the collective bargaining agreement for more information pertaining to military leave.

Revised 2/13/18

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Legal

F.S. 115.07

F.S. 115.09

F.S. 115.14

F.S. 121.111

F.S. 250.341

F.S. 1012.23

38 U.S.C. 2021 et seq.

38 U.S.C. 4312

38 U.S.C. 4323

8305 - **INFORMATION SECURITY**

The District collects, classifies, and retains data/information from and about students, staff, vendors/contractors, and other individuals, about programs and initiatives undertaken by the school system, and about and related to the business of the District. This information may be in hard copy or digital format, and may be stored in the District or offsite with a third party provider.

Data/information collected by the District shall be classified as

A. confidential,

B. controlled, or

C. published.

Data/Information will be considered controlled until identified otherwise.

Protecting District information resources (as defined in Bylaw 0100) is of paramount importance. Information security requires everyone's active participation to keep the District's data/information secure. This includes School Board members, staff members/employees, students, parents, contractors/vendors, and visitors who use District technology resources (as defined in Bylaw 0100) and information resources.

Individuals who are granted access to data/information collected and retained by the District must follow established procedures so that the information is protected and preserved. Board members, administrators, and all District staff members, as well as contractors, vendors, and their employees, granted access to data/information retained by the District are required to certify annually that they shall comply with the established information security protocols pertaining to District data/information. Further, all individuals granted access to confidential data/information retained by the District must certify annually that they will comply with the information security protocols pertaining to confidential data/information. Completing the appropriate section of the Staff Technology Acceptable Use and Safety form (Form 7540.04 F1) shall provide this certification.

All Board members, staff members/employees, students, contractors/vendors, and visitors who have access to Board-owned or managed data/information must maintain the security of that data/information and the District technology resources on which it is stored.

If an individual has any questions concerning whether this Policy and/or its related procedures apply to him/her or how they apply to him/her, the individual should contact the District's Technology Director or Information Technology Department/Office.

The Superintendent shall develop procedures that set forth the internal controls necessary to provide for the collection, classification, retention, access, and security of District data/information.

Further, the Superintendent is authorized to develop procedures that would be implemented in the event of an unauthorized release or breach of data/information. These procedures shall comply with the District's legal requirements if such a breach of personally-identifiable information occurs.

Personally Identifiable Information:

PII Personally Identifiable Information (PII) –is any information pertaining to an individual that can be used to distinguish or trace a person's identity. PII is defined as any one or more type of information including, but not limited to:

1. Social security number
2. Username and password
3. Passport number
4. Credit card number
5. Clearances
6. Banking information
7. Biometrics
8. Data and place of birth
9. Mother's maiden name
10. Criminal, medical and financial records
11. Educational transcripts
12. Photos and video including any of the above

All physical files that contain PII will reside within a locked file cabinet or room when not being actively viewed or modified. PII is not to be downloaded to workstations or mobile devices (such as laptops, personal digital assistants, mobile phones, tablets or removable media) or to systems outside the protection of the agency. PII will also not be sent through any form of insecure electronic communication as significant security risks emerge when PII is transferred from a secure location to a less secure location or is disposed of improperly. When disposing of PII the physical file should be shredded. All disposal of PII will be done by authorized Agency personnel.

All PII will be collected only when there is a legal authority, and it is necessary to conduct Agency duties.

Access to PII is only conducted when the information is needed to conduct Agency official duties and should only be utilized for official purposes. Agency members will not create duplicate copies of documents that contain PII and will destroy the documents when they are no longer needed. Agency does not extract PII from CJI.

Information Exchange:
Criminal Justice Information is the term used to refer to all of the FBI CJIS provided data necessary for law enforcement and civil agencies to perform their missions including, but not limited to biometric, identity history, biographic, property, and case/incident history data. The following categories of CJI describe the various data sets housed by the FBI CJIS architecture:

1. Biometric Data—data derived from one or more intrinsic physical or behavioral traits of humans typically for the purpose of uniquely identifying individuals from within a population. It is used to identify individuals, to include fingerprints, palm prints, iris scans, and facial recognition data.

2. Identity History Data—textual data that corresponds with an individual's biometric data, providing a history of criminal and/or civil events for the identified individual.

3. Biographic Data—information about individuals associated with a unique case, and not necessarily connected to identity data. Biographic data does not provide a history of an individual, only information related to a unique case.

4. Property Data—information about vehicles and property associated with crime when accompanied by any personally identifiable information (PII).

5. Case/Incident History—information about the history of criminal incidents.

Before disseminating criminal justice information (CJI) The School District of Manatee County will contact FDLE Criminal History Services at (850) 410-8161 for written authorization to release the information to the requesting agency. The School District of Manatee County currently does not share CJI with any other agency.

Information Handling:

Information obtained from the CJI systems must only be used for criminal justice purposes. Personnel must follow all CJIS Security Policy, state and federal rules and regulations regarding CJI information. All personnel with access to CJI shall receive the proper training within 30 days of hire. CJI or PII will not be transmitted via email. All information outlined in the information exchange and disposal of physical media shall be followed as well.

Physical information, such as reports that contain criminal justice information, is stored in the safe room inside the Safety and Security office and is only accessible to Agency personnel. The documents are stored in a locked filing cabinet and are only removed when needed for operational purposes. When removed, the information is kept by an authorized individual and then returned. The removal is documented in a log. Any information that must leave the facility for transport will be done so only by authorized personnel and only for operational purposes.

The Superintendent shall require the participation of staff members in appropriate training related to the internal controls pertaining to the data/information that they collect, to which they have access, and for which they would be responsible for the security protocols.

Third-party contractors/vendors who require access to confidential data/ information collected and retained by the District will be informed of relevant Board policies that govern access to and use of information resources, including the duty to safeguard the confidentiality of such data/information.

Failure to adhere to this policy and its related procedures may put data/information collected and retain by the District at risk. Employees who violate this policy and/or the administrative procedures promulgated consistent with this policy may have disciplinary consequences imposed, up to and including termination of employment, and/or referral to law enforcement. Students who violate this policy and/or procedures will be subject to disciplinary action, up to and including expulsion, and/or referral to law enforcement. Contractors/vendors who violate this policy and/or procedures may face termination of their business relationships with and/or legal action by the District. Parents and visitors who violate this policy and/or procedures may be denied access to the District's technology resources.

In addition, the District shall take steps to ensure that terms of service privacy policies of contracted providers of online educational products that are offered to K-12 students comply State and Federal privacy laws, including the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations, the Children's Online Privacy Protection Act (COPPA) F.S. 1002.22, and the Student Online Personal Information Protection Act, F.S. 1006.1494.

The District shall: (a) designate a person or persons to be responsible for the review and approval of all contracts for online educational services; and (b) establish procedures for notifying parents and eligible students if Personally Identifiable Information (PII) will be collected by the online educational service provider, how the information will be used, when and how it will be destroyed, and the terms of re-disclosure if any. For any online educational service that a student or parent is required to use, the District must provide notice on its website of the PII information that may be collected, how it will be used, when it will be destroyed, the terms of re-disclosure, if any, and a link to the service provider's terms of service and privacy policy if publicly available. See Policy 8330 - *Student Records* for a detailed description of "PII."

The Board specifically prohibits online educational service providers from sharing or selling a student's PII for commercial purposes, including but not limited to targeted advertising, without providing parents a mean to either consent or disapprove. The District shall notify contracted service providers when a student withdraws from the District so that the provider can delete the student's PII within the required ninety (90) days in accordance with State law and State Board of Education rules.

The Superintendent shall conduct a periodic assessment of risk related to the access to and security of the data/information collected and retained by the District, as well as the viability of the continuity of organizational operations plan developed pursuant to Policy 8300.

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F.A.C. 6A-1.09550
Last Modified by Tammy R Shroyer on August 7, 2024

Book	Policy Manual
Section	Neola Select Policies through V25 N2
Title	Copy of PREPAREDNESS FOR TOXIC HAZARD AND ASBESTOS HAZARD
Code	po8431 2/19/25 fsj V25 n2
Status	
Adopted	June 27, 2017
Last Revised	November 9, 2021

8431 - **PREPAREDNESS FOR TOXIC HAZARD AND ASBESTOS HAZARD**

The School Board is concerned for the safety of the students and staff members and will ~~attempt to~~ comply with all Federal and State statutes and regulations to protect them from hazards that may result from industrial accidents beyond the control of school officials or from the presence of asbestos materials used in previous construction.

TOXIC HAZARDS

These hazards exist in chemicals and other substances used in the school setting such as in laboratories, science classrooms, kitchens, and in the cleaning of rooms and equipment.

The Superintendent shall appoint an employee to serve as Toxic Hazard Preparedness (THP) Officer. The THP Officer will:

A. identify potential sources of toxic hazard in cooperation with material suppliers who shall supply the THP Officer with Safety Data Sheets (SDSs);

B. ensure that all incoming materials, including portable containers, are properly labeled with the identity of the chemical, the hazard warning, and the name and address of the manufacturer or responsible party;

C. maintain a current file of SDSs for every hazardous material present on District property;

D. conduct a training program for all District employees to include such topics as detection of hazards, explanation of the health hazards to which they could be exposed in their work environment, and the District's plan for communication, labeling, etc.

In fulfilling these responsibilities, the THP Officer may enlist the aid of county and municipal authorities and, if possible, the owners or operators of identified potential sources of toxic hazards.

ASBESTOS

Pursuant to the Asbestos Hazard Emergency Response Act (AHERA); 15 U.S.C. 2650; 40 C.F.R. 763.93, the Superintendent shall maintain an Asbestos Management Plan for each school, and maintain and update the Plan to keep it current with ongoing operations and maintenance, periodic surveillance, inspection, re-inspection, and response action activities.

The Superintendent shall publish a notification on Management Plan availability and the status of asbestos activities; educate and train School District employees about asbestos and how to deal with it; notify short-term or temporary workers on the locations of the asbestos containing building materials; post warning labels in routine maintenance areas where asbestos was previously identified or assumed; follow set plans and procedures designed to minimize the disturbance of asbestos containing building materials; and survey the condition of these materials every six (6) months to assure that they remain in good condition.

The Superintendent designates the Manager of Safety as the District's designated Asbestos Program Coordinator. All inquiries regarding the asbestos plan and asbestos-related issues should be directed to the AHERA designated person at 941-708-8800 ext 1173.

The Superintendent shall also ensure that, when conducting asbestos abatement projects, each asbestos contractor and asbestos consultant employed by the District is licensed ~~pursuant to the Florida Department of Health Regulations~~and regulated by the Florida Department of Business and Professional Regulation.

Nothing in this policy should be construed in any way as an assumption of liability by the Board for any death, injury, or illness that is the consequence of an accident or equipment failure or negligent or deliberate act beyond the control of the Board or its officers and employees.

Revised 11/9/21

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F.S. 1013.12

40 C.F.R 763.92

Asbestos Hazard Emergency Response Act of 1986 (AHERA)

15 U.S.C. 2601

20 U.S.C. 4011 et seq.

20 U.S.C. 4014

20 U.S.C. 4022

Asbestos School Hazard Abatement Act of 1984

Asbestos School Hazard Abatement Reauthorization Act of 1990, 20 U.S.C. 4011

AGENDA ITEM NO. 12.1

School Board of Manatee County
July 22, 2025 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval to Adopt and Amend School Board Policies (General Fund)

Executive Summary
Policies to be updated include the following:

Bylaw 0131 - Legislative/Policymaking
Bylaw 0164 - Notice of Regular Meetings
Bylaw 0165 - School Board Meetings
Bylaw 0165.2 - Regular Meetings
Bylaw 0165.3 - Special and Emergency Meetings
Bylaw 0166 - Exempt Meetings
Policy 3430.07 - Military Leave
Policy 4430.07 - Military Leave
Policy 8305 - Information Security
Policy 8431 - Preparedness for Toxic Hazard

The purpose of the requested amendment is to update the following School Board policies to conform to current legislation and statutes.

Approving the advertising and setting Public Hearing assures compliance with the provisions of Section 120.54 (3)(a)1, Florida Statutes (2021).

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

Ready To Grow | Goal 3
Develop an innovative leadership development program and succession-planning model to attract and support quality school and District leaders

Ready To Grow | Goal 5
Continue our secure financial position, utilize referendum millage funds effectively, and modernize and enhance our current schools to meet our school community needs, including building vibrant, new schools

Ready To Grow | Goal 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 adopt and amend School Board policies (General Fund).

Financial Impact
No Financial Impact.

Contact
Submitting Department: Administration
Initiated by: Kevin Chapman

Attachments:
Policies for July 22 Public Hearing

Approval of Advertising a Notice of Intent to Amend School Board Policies and Setting a Public Hearing at the Board Meeting on July 22, 2025

Bylaw 0131 – Legislative/Policymaking (Revised)
The revisions to Bylaw 0131 incorporate rulemaking notice requirements as set forth in F.S. 120.81(1)(d).

Bylaw 0164 – Notice of Regular Meetings, Hearings, and Workshops (Revised)
The revisions to Bylaw 0164 incorporate language from F.S. 120.525 and 1001.372 regarding the method for providing public notice of regular meetings, hearings, and workshops.

Bylaw 0165 – School Board Meetings (Revised)
Bylaw 0165.2 – Regular Meetings (Rescind)
Bylaw 0165.3 – Special and Emergency Meetings (Rescind)
Bylaw 0166 – Exempt Meetings (Rescind)
The revisions to Bylaw 0165 are designed to streamline the School Board's policies related to Board meetings. Instead of having separate policies for regular meetings (Bylaw 0165.2), special/emergency meetings (Bylaw 0165.3), and exempt meetings (Bylaw 0166), these three (3) policies are incorporated entirely in Bylaw 0165 through this update. Neola recommends that Bylaws 0165.2, 0165.3, and 0166 be rescinded/repealed. The policy language therein has been incorporated entirely into Bylaw 0165.

Policy 3430.07 – Military Leave (Revised)
Policy 4430.07 – Military Leave (Revised)
Policies 3430.07 and 4430.07 have been revised to implement provisions of Senate Bill 818 related to leave for active federal military service.

Policy 8305 – Information Security (Revised)
SDMC revisions based on a recent FDLE NCJA Tech Audit review.

Policy 8431 – Preparedness for Toxic Hazard and Asbestos Hazard (Revised)
Policy 8431 is updated to incorporate new requirements that when conducting asbestos abatement projects, each asbestos contractor and asbestos consultant employed by the School District must be licensed and regulated by the Florida Department of Business and Professional Regulation (as opposed to the Florida Department of Health).

Book	Policy Manual
Section	Neola Select Policies through V25 N2
Title	Copy of LEGISLATIVE/POLICYMAKING
Code	po0131 fsj 2/6/25
Status	
Adopted	November 9, 2016
Last Revised	October 22, 2024

0131 - **LEGISLATIVE/POLICYMAKING**

The School Board is the policymaking body for the School District. After considering recommendations submitted by the Superintendent, the Board shall adopt bylaws and policies for the organization and operation of the Board and efficient operation and general improvement of the School District. The Board, by majority vote, may direct the superintendent to develop policies for recommendation on topics of interest to the Board.

The term "rule" for purpose of this policy is defined in F.S. 120.52; it does not include "curricula by an educational unit". As used in this bylaw, the term "rule" and "policy" shall have the same definition. The development or prescription of curriculum by the Board is removed from the procedural requirements for policymaking.

F.S. 1001.41

The Board may determine policy matters governed by permissive law, but not on matters governed by mandatory law. No policy can be in conflict with the operative law of the State or with State Board of Education rules. Any provision of a collective bargaining agreement which is ratified by the Board and affects collective bargaining members shall prevail over any Board policy conflicting with the agreement during the term of the agreement.

Board adoption of policies or revisions to policies shall be pursuant to Florida statutes.

F.S. 120.536(1), 120.54

Policy Development

The Superintendent shall publish notice of the development of a proposed policy before providing notice of a proposed policy as required below. The notice of policy development shall indicate the subject area to be addressed by policy development; provide a short, plain explanation of the purpose and effect of the policy development; cite specific legal authority for the proposed policy; and state how a person may obtain or access, without cost, a copy of any preliminary draft, if available.

The Board may hold workshops for the purpose of policy development after publication of the notice of policy development.

F.S. 120.54(2)

Adopting Policies

The Superintendent shall present any proposal relating to a policy amendment, the repeal of any policy, or the adoption of a new policy in writing to the Board including a written explanation of the proposal in accordance with Florida law.

A. Notice of Proposed Policy: After the Board has determined that it will give due consideration to the proposal for adoption, amendment, or repeal of a policy, the Superintendent shall give immediate and proper written notice to the public pursuant to the provisions of Florida law. The notice shall include a brief and concise explanation of the proposed policy's purpose and effect, the estimate of economic impact to all individuals affected by the proposed new policy or revision of an existing policy, the legal authority for the Board's action, the location where the text of the proposed revision to current policy or new policy may be obtained or accessed, and the procedure for requesting

a public hearing on the proposed policy.

B. Hearings: Any person who is affected by a proposed policy, policy revision, or the repeal of a policy, may within twenty-one (21) days following notice of the proposal to adopt or repeal such policy, file a written request with the Board for a hearing on the proposed action.

The Board may also, on its own initiative, schedule a public hearing for any proposed policy adoption, revision, or repeal.

C. Rulemaking Record: Any material pertinent to the issues under consideration submitted to the Board within twenty-one (21) days after the date of publication of the notice under paragraph B above or submitted to the Board between the date of publication of the notice and the end of the final public hearing shall be considered by the Board and made a part of the record of the rulemaking proceeding.

D. Board Action: The Board's final vote to adopt, amend, or repeal a policy will occur no sooner than twenty-eight (28) days following publication of the published notice in paragraph A above.

E. The Superintendent shall file immediately in his/her office a copy of any new policy, policy revision, or repealed policy adopted by the Board; policy handbooks and the Board's website shall be updated accordingly.

F. All policies shall become effective upon adoption by the Board, unless another time certain date is specified therein. The Board may adopt a policy authorized by law and necessary for the proper implementation of a statute prior to the effective date of the statute, but the policy may not be effective until the statute upon which it is based is effective.

F.S. 120.54

Notices

All notices pertaining to policymaking may be published:

A. ~~)~~ by publication in a newspaper qualified under F.S. Chapter 50, in the affected area or on a publicly accessible website as provided in F.S. 50.0311;

~~Internet publication for School District notices under F.S. 50.0211(1)(b) may be made on the website of any newspaper in the county to which the legal notice pertains.~~

B. by posting on the District's website not less than seven (7) days before the public meeting, hearing, or workshop; and

C. by mail to persons who have requested advance notice and to organizations representing persons affected by the policy; and,

D. by posting ~~on the District's website and~~ in appropriate places so that those particular classes of persons to whom the intended action is directed may be duly notified.

Incorporation by Reference

A policy may incorporate material by reference, but only as the material exists on the date the policy is adopted. For purposes of the policy, changes in material are not effective unless the policy is amended to incorporate the changes. Material incorporated by reference in a policy may not incorporate additional material by reference unless the policy specifically identifies the additional material. The reference in the policy to the material being incorporated must include a date or other designation, so that the reader will know exactly what version of the material has been adopted and made part of the rule.

F.S. 120.54(1)(i)(1)

A District policy that incorporates by specific reference another policy of the District automatically incorporates subsequent amendments to the referenced policy, unless a contrary intent is clearly indicated in the referencing policy. Any notice of amendments to a policy that has been incorporated by specific reference in other policies of the District must explain the effect of the amendments on the referencing policies.

F.S. 120.54(1)(i)(2)

Material may not be incorporated into Board policies by reference unless:

A. the material can be made available for free public access through electronic hyperlink from the Board's website listing the policy and making the reference; or,

B. the District has determined that posting of the material on the internet for purposes of public examination and inspection would constitute a violation of Federal copyright law, in which case a statement to that effect, along with the addresses and locations of the District office at which the material is available for public inspection, is included in the notice required.

F.S. 120.54(1)(i)(3)(17)

~~**Challenge to Existing Policy**~~

~~Any person substantially affected by an existing Board policy may petition the Division of Administrative Hearings, Florida Department of Administration, to conduct a hearing on the validity of a policy pursuant to Florida statutes. Any hearing examiner's decision which is adverse to the Board or to the person substantially affected may be judicially reviewed.~~

~~F.S. 120.56(1)~~

~~**Challenge to Proposed Policy**~~

~~Any person who is substantially affected by a proposed policy, policy revision, or the repeal of a policy may, within twenty-one (21) days following notice of intent to adopt or repeal such policy, file a written request with the Board seeking an administrative determination as to the validity of the proposed action.~~

~~F.S. 120.56(2)~~

Emergency Policies

The Board may determine that the public health, safety, or welfare is endangered and that immediate action is required to protect the public interest. When this occurs, the Board, at any meeting in which a quorum is present, may adopt emergency policies, without complying with the waiting period as provided above. The Superintendent shall properly record the effective date for any such emergency policy. Any emergency policy shall not be valid in excess of ninety (90) days from the adoption or effective date.

Public Input and Access to Policies

Any Board employee, citizen, or agency may submit a policy proposal to the Superintendent's office.

A copy of the compiled policies shall be available for inspection in the Superintendent's office.

The Board policies shall also be accessible on the District's website.

Revised 5/24/22
Revised 10/22/24

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F.S. 120

F.S. 120.536(1)

F.S. 120.54

F.S. 120.54(1)(i)(1)

F.S. 120.54(1)(i)(2)

F.S. 120.54(1)(i)(3)(17)

F.S. 120.54(2)

F.S. 120.56(1)

F.S. 120.56(2)

F.S. 1001.41

Book	Policy Manual
Section	Neola Select Policies through V25 N2
Title	Copy of NOTICE OF REGULAR MEETINGS, HEARINGS, AND WORKSHOPS
Code	po0164 fsj 2/6/25 CHOIUCES
Status	
Adopted	November 9, 2016
Last Revised	April 13, 2021
Prior Revised Dates	10/27/2020

0164 - **NOTICE OF REGULAR MEETINGS, HEARINGS AND WORKSHOPS**

Pursuant to State law, the School Board shall, at least seven (7) days prior to any regular ~~give notice of~~ public ~~meetings~~meeting, ~~hearings~~hearing, and ~~workshops~~workshop, provide notice in the following ways:

A. **(** x**)** continuous publication on a publicly accessible website as provided in F.S. 50.0311 or the office Board website; or

B. ~~by~~**(**x **)** publication in a newspaper of general circulation; or

C. **(x)**~~by~~ posting a notice at the courthouse door if no newspaper is published in the county~~on the District's website not less than seven (7) days before the public meeting, hearing, or workshop;~~.

D. ~~by mail to all persons who have made requests for advance notice of the Board's proceedings, and to organizations representing persons affected by any proposed policy; and~~

E. ~~by posting in appropriate places so that particular classes of persons to whom an intended action is directed may be notified.~~

The notice posted shall include a general statement of the general subject matter to be considered.

~~Notice of special meetings shall be made in a newspaper or newspapers of general circulation in the county sufficiently in advance of the meeting to allow the public to attend. Such notice shall contain the date, time, place, and purpose of the meeting.~~For additional public notice requirements, see also: Bylaw 0131 (*Legislative/Policymaking*), Bylaw 0165.1 (*Agendas*), and Bylaw 0165.3 (*Special and Emergency Meetings*).

See also: Bylaw 0165.1 (Agendas) and Bylaw 0165.3 (Special and Emergency Meetings).

F.S. 50.0311
F.A.C. 28-102.001

Revised 10/27/20
Revised 4/13/21

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Legal	F.S. 50.0311
	F.S. 120.525
	F.S. 120.81
	F.S. 1001.372
	F.A.C. 28-102.001

Book	Policy Manual
Section	Neola Select Policies through V25 N2
Title	Copy of SCHOOL BOARD MEETINGS
Code	po0165 fsj 2/6/24 Choices
Status	
Adopted	November 9, 2016
Last Revised	April 13, 2021

0165 -

SCHOOL BOARD MEETINGS

The School Board shall hold at least one (1) regular meeting each month and may conduct other meetings such as workshops, public hearings, special meetings, emergency meetings, and meetings exempt from Florida's Open Meetings laws. See also, Bylaw 0131 (*Legislative/Policymaking*), Bylaw 0164 (*Notice of Regular Meetings, Hearings, and Workshops*), Bylaw 0165.1 (*Agendas*), ~~Bylaw 0165.2 (Regular Meetings), Bylaw 0165.3 (Special and Emergency Meetings), Bylaw 0166 (Exempt Meetings),~~ and Bylaw 0166.1 (*Workshops*).

~~The sessions~~Meetings will be held in any appropriate public place in the ~~county,~~county provided that due public notice is given.

~~F.S. 1001.372~~

~~In accordance with law, all meetings at which official acts are to be taken are declared to be open public meetings, and no resolution, rule, policy, regulation, or formal action shall be considered binding except as taken or made at such a meeting. All meetings of the Board shall be open to the public, except as provided by Florida statute, and the order of business of any regular meetings shall include an opportunity for the public to address the Board, as provided in Bylaw 0169.1 below.~~

In accordance with law, all meetings at which official acts are to be taken are declared to be open public meetings, and no resolution, rule, policy, regulation, or formal action shall be considered binding except as taken or made at such a meeting. All meetings of the Board shall be open to the public, except as provided by Florida law, and the order of business of any regular meetings shall include an opportunity for the public to address the Board, as provided in Bylaw 0169.1.

Regular Meetings

Regular meetings shall be held at the time fixed at the annual organizational meeting. Such notification shall be made immediately after the annual organization meeting at which the Board fixes regular meeting dates and times. Should the date of a regular meeting fall on a holiday, the Board may choose the meeting date at any prior meeting. Every Board member shall be notified of the change by letter or by distribution of the Board minutes which carry a record of the change. The Superintendent shall be responsible for public notice of changed meetings.

Special Meetings

A. Special meetings may be called by the Superintendent, the Superintendent at the request of the Board Chair, or the Superintendent at the request of a majority of the members of the Board by serving a written notice of the time,

date, location, and purpose of such meeting upon each Board member at least two (2) days in advance of the meeting.

B. Special meetings are intended to be limited to specific matters and shall not be used in place of the Board's responsibility to conduct regular Board meetings not less than once per month. The meeting notice and agenda shall specify the particular matters to be addressed during the special meeting. Business conducted during special meetings must only relate to the particular matters identified in the meeting notice and agenda.

C. All special meetings shall be held in the office of the Superintendent or in a room convenient to that office and regularly designated as the Board meeting room. Meetings may be held at other appropriate public places in the county upon the giving of due public notice.

D. Due public notice shall consist of, at least two (2) days prior to the meeting: continuous publication on a publicly accessible website as provided in F.S. 50.0311 or the District's official website; publication in a newspaper of general circulation in the county, or if there is no newspaper of general circulation in the county, an announcement over at least one (1) radio station whose signal is generally received in the county, a reasonable number of times daily during the forty-eight (48) hours immediately preceding the date of such meeting; or posting a notice at the courthouse door if no newspaper is published in the county.

E. Actions taken during special meetings shall have the same force and effect as if taken at a regular meeting.

Emergency Meetings

A. The Superintendent, the Board Chair, or a majority of the members of the Board may call an emergency meeting when there is an immediate danger to public health, safety, or welfare that requires immediate action.

B. Emergency meetings are intended to be limited to specific emergencies and shall not be used in place of regular or special meetings. The meeting notice and agenda shall specify the particular emergency to be addressed during the meeting in addition to the time, date, and location of the meeting.

C. Notice of emergency meetings shall be provided in a manner that is fair under the circumstances and necessary to protect the public interest. The Board shall attempt to provide immediate public notice of all emergency meetings as follows:

1. Publishing a notice on the District's website.
2. **(** x**)** Posting a notice on the District-approved social media platforms.

D. At the start of each emergency meeting and prior to conducting any business, the Board shall publish in writing and state for the record the specific facts and reasons for finding an immediate danger to the public health, safety, or welfare and the Board's reasons for concluding that the procedures used to notice and conduct the emergency meeting is fair under the circumstances.

E. Following the emergency meeting, and as soon as practicable under the circumstances, the Board shall publish in the appropriate publication prescribed by F.S. 120.54(3), and on its website, notice of the time, date, and place of the emergency meeting; a statement setting forth the reasons why the emergency meeting was necessary; and a statement setting forth the action taken during the meeting.

F. Actions taken during emergency meetings shall have the same force and effect as if taken at a regular or special meeting.

Exempt Meetings

The Board is committed to transparency and conducting its meetings in the public. However, certain meetings are exempt from Florida's Open Meetings laws. Examples of such meetings include, but are not limited to, the following:

A. all discussions between the Superintendent, or the Superintendent's representative, and the Board relative to collective bargaining (i.e., "executive sessions");

B. meetings between the Board, the Superintendent, and the Board's attorney to discuss pending litigation to which the Board is presently a party before a court or administrative agency (i.e., "shade meetings");

Such meetings must meet the following conditions:

1. The Board's attorney shall advise the Board at a public meeting that they desire advice concerning the litigation.

2. The subject matter of the meeting shall be confined to settlement negotiations or strategy sessions related to litigation expenditures.

3. The entire session shall be recorded by a certified court reporter. The reporter shall record the times of commencement and termination of the session, all discussion and proceedings, the names of all persons present at any time, and the names of all persons speaking. No portion of the session shall be off the record. The court reporter's notes shall be fully transcribed and filed with the Board's clerk within a reasonable time after the meeting.

4. The Board shall give reasonable public notice of the time and date of the attorney-client session and the names of persons who will be attending the session. The session shall commence at an open meeting at which the persons chairing the meeting shall announce the commencement and estimated length of the attorney-client session and the names of the persons attending. At the conclusion of the attorney-client session, the meeting shall be reopened, and the Board Chair shall announce the termination of the session.

5. The transcript shall be made part of the public record upon conclusion of the litigation.

C. student expulsion hearings;

D. portions of any meeting relating directly to or that would reveal security and fire safety systems, including all records, information, photographs, audio and visual presentations, schematic diagrams, surveys, recommendations, or consultations or portions thereof relating directly to or revealing such systems;

E. risk management sessions; and

F. any other meeting permitted to be exempt under Florida law.

Revised 4/13/21

© Neola 2025~~1~~

Legal F.S. 447

F.S. 1001.372

Book	Policy Manual
Section	Neola Select Policies through V25 N2
Title	Copy of REGULAR MEETINGS
Code	po0165.2 RESCIND fsj 2/6/25
Status	
Adopted	November 9, 2016

~~0165.2 - **REGULAR MEETINGS**~~**RESCIND**

~~Regular meetings of the School Board shall be public and held at least once each month except as shall be authorized by the Board.~~

~~In accordance with law, regular meetings shall be held at the time fixed at the annual organizational meeting. Such notification shall be made immediately after the annual organization meeting at which the Board fixes regular meeting dates and times. Should the date of a regular meeting fall on a holiday, the Board may change the meeting date at any prior meeting. Every Board member shall be notified of the change by letter or by distribution of the Board minutes which carry a record of the change. The Superintendent shall be responsible for public notice of changed meetings.~~

~~**© Neola 2013**~~

Book	Policy Manual
Section	Neola Select Policies through V25 N2
Title	Copy of SPECIAL AND EMERGENCY MEETINGS
Code	po0165.3 RESCIND 2/6/25 fsj
Status	
Adopted	November 9, 2016
Last Revised	August 11, 2020

~~0165.3 - SPECIAL AND EMERGENCY MEETINGS~~ RESCIND

~~Special Meeting~~

A. ~~Special meetings may be called by the Superintendent, the Superintendent at the request of the School Board Chair, or the Superintendent at the request of a majority of the members of the Board by serving a written notice of the time, date, location, and purpose of such meeting upon each Board member at least two (2) days in advance of the meeting.~~

B. ~~Special meetings are intended to be limited to specific matters and shall not be used in place of the Board's responsibility to conduct regular Board meetings not less than once per month. The meeting notice and agenda shall specify the particular matters to be addressed during the special meeting. Business conducted during special meetings must only relate to the particular matters identified in the meeting notice and agenda.~~

C. ~~All special meetings shall be held in the office of the Superintendent or in a room convenient to that office and regularly designated as the Board meeting room. Meetings may be held at other appropriate public placed in the county upon the giving of due public notice. Due public notice shall consist of publication in a newspaper of general circulation in the county or in each county where there is no newspaper of general circulation in the county an announcement over at least one (1) radio station whose signal is generally received in the county, a reasonable number of times daily during the forty-eight (48) hours immediately preceding the date of such meeting, or by posting a notice at the courthouse door if no newspaper is published in the county at least two (2) days prior to the meeting.~~

D. ~~Actions taken during special meetings shall have the same force and effect as if taken at a regular meeting.~~

~~Emergency Meetings~~

A. ~~The Superintendent, the Board Chair, or a majority of the members of the Board may call an emergency meeting when there is an immediate danger to public health, safety, or welfare that requires immediate action.~~

B. ~~Emergency meetings are intended to be limited to specific emergencies and shall not be used in place of regular or special meetings. The meeting notice and agenda shall specify the particular emergency to be addressed during the meeting in addition to the time, date, and location of the meeting.~~

C. ~~Notice of emergency meetings shall be provided in a manner that is reasonable under the circumstances and necessary to protect the public interest. The Board shall attempt to provide immediate public notice of all emergency meetings as follows:~~

1. ~~Making an announcement over at least one (1) radio station whose signal is generally received in the county, a reasonable number of times daily during the forty-eight (48) hours immediately preceding the date of such meeting.~~

2. ~~Posting a notice on the District's website.~~

D. ~~At the start of each emergency meeting and prior to conducting any business, the Board shall publish in writing and state for the record the specific facts and reasons for finding an immediate danger to the public health, safety, or welfare and the Board's reasons for concluding that the procedure used to notice and conduct the emergency meeting is reasonable under the circumstances.~~

E. ~~Following the emergency meeting, and as soon as practicable under the circumstances, the Board shall publish in the appropriate publication prescribed by F.S. 120.54(3), and on its website, notice of the time, date, and place of the emergency meeting; a statement setting forth the reasons why the emergency meeting was necessary; and a statement setting forth the action taken during the meeting.~~

F. ~~Actions taken during emergency meetings shall have the same force and effect as if taken at a regular or special meetings.~~

~~Revised 8/11/20~~

~~© Neola 2018~~

Legal F.S. 120.525

F.S. 1001.372

Book	Policy Manual
Section	Neola Select Policies through V25 N2
Title	Copy of EXEMPT MEETINGS
Code	po0166 RESCIND 2/6/25
Status	
Adopted	November 9, 2016
Last Revised	April 23, 2024

~~0166 - **EXEMPT MEETINGS**~~ **RESCIND**

~~The School Board is committed to transparency and conducting its meetings in the public. However, certain meetings are exempt from Florida's Open Meetings laws. Examples of such meetings include, but are not limited to, the following:~~

A. ~~all discussions between the Superintendent, or the Superintendent's representative, and the Board relative to collective bargaining (i.e. "Executive Sessions");~~

B. ~~meetings between the Board, the Superintendent, and the Board's attorney to discuss pending litigation to which the Board is presently a party before a court or administrative agency (i.e. "Shade Meetings");~~

~~Such meetings must meet the following conditions:~~

1. ~~The Board's attorney shall advise the Board at a public meeting that they desire advice concerning the litigation.~~

2. ~~The subject matter of the meeting shall be confined to settlement negotiations or strategy sessions related to litigation expenditures.~~

3. ~~The entire session shall be recorded by a certified court reporter. The reporter shall record the times of commencement and termination of the session, all discussion and proceedings, the names of all persons present at any time, and the names of all persons speaking. No portion of the session shall be off the record. The court reporter's notes shall be fully transcribed and filed with the Board's clerk within a reasonable time after the meeting.~~

4. ~~The Board shall give reasonable public notice of the time and date of the attorney-client session and the names of persons who will be attending the session. The session shall commence at an open meeting at which the persons chairing the meeting shall announce the commencement and estimated length of the attorney-client session and the names of the persons attending. At the conclusion of the attorney-client session, the meeting shall be reopened, and the Board chair shall announce the termination of the session.~~

5. ~~The transcript shall be made part of the public record upon conclusion of the litigation.~~

C. ~~student expulsion hearings;~~

D. ~~portions of any meeting relating directly to or that would reveal security and fire safety systems, including all records, information, photographs, audio and visual presentations, schematic diagrams, surveys, recommendations, or consultations or portions thereof relating directly to or revealing such systems;~~

E. ~~risk management sessions; and~~

F. ~~any other meetings permitted to be exempt under Florida law.~~

~~Revised 4/13/21~~
~~Technical Correction 4/23/24~~

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Legal	F.S. 119.0725
	F.S. 255.065
	F.S. 281.301
	F.S. 286.0113
	F.S. 447.605
	F.S. 768.28
	F.S. 1006.07

Book	Policy Manual
Section	Neola Select Policies through V25 N2
Title	Copy of MILITARY LEAVE
Code	po3430.07 fsj 2/7/25 Choice
Status	
Adopted	June 27, 2017
Last Revised	February 13, 2018

3430.07 - **MILITARY LEAVE**

The School Board supports individuals willing to serve in the armed forces of the United States or the State of Florida to protect our country and State. In accordance with State and Federal laws, instructional staff members who must be absent from work for military service are entitled to take a military leave of absence in accordance with this policy.

Instructional staff members who are service members of the National Guard or a reserve component of the Armed Forces of the United States shall be granted leave to perform active military service, the first thirty (30) days of any such leave to be with full pay for Federal military service that is equal to or greater than ninety (90) consecutive days.

Reserve or Guard Training

All instructional staff members in this District who are commissioned reserve officers or reserve enlisted personnel in the United States military or naval service or members of the National Guard are entitled to leaves of absence from their respective duties, without loss of vacation leave, pay, time, or efficiency rating, on all days during which they are engaged in training ordered under the provisions of the United States military or naval training regulations for such personnel when assigned to active or inactive duty.

Compensation allowed for military leave to participate in required training exercises shall not exceed 240 hours in any one (1) annual period as provided in F.S. 115.07. Such leave is not charged as vacation. It shall be established that the period selected is not at the convenience of the employee but a military necessity, if it falls within the school year. Upon the recommendation of the Superintendent, leaves of absence for additional or longer periods of time for assignment to duty functions of a military character shall be without pay and may be granted by the Board and when so granted shall be without loss of time or efficiency rating.

When an instructional staff member's assigned employment duty conflicts with ordered active or inactive duty training, it is the responsibility of the Board to provide a substitute employee, if necessary, for the assumption of such employment duty while the employee is on assignment for the training.

Active Military Service

Instructional staff members who are service members of the National Guard or a reserve component of the Armed Forces of the United States shall be granted leave to perform active military service, the first thirty (30) days of any such leave to be with full pay.

Leave of absence for additional or longer periods of time for assignment to duty functions of a military character shall be without pay. Instructional staff members on military leave may substitute accrued paid vacation for unpaid leave.

Re-Employment

Re-employment of all instructional staff members granted military leave shall be governed in accordance with 38 U.S.C. 4312. An instructional staff member who is granted military leave for active duty shall, upon the completion of the tour of duty, be returned to employment without prejudice, provided that the instructional staff member gives notice and files an application for re-employment within the time limitations contained in Federla law. Instructional staff members will be returned to duty in the same or a similar position as previously held in accordance with Federal law.

Benefits During Military Leave

The Board shall continue to provide all health insurance and other existing benefits to instructional staff members as required by the Uniformed Services Employment and Reemployment Rights Act, Chapter 43 of Title 38 U.S.C.

Bargaining unit members should refer to the collective bargaining agreement for more information pertaining to military leave.

Revised 2/13/18

© **Neola 2024**

Legal

F.S. 115.07

F.S. 115.09

F.S. 115.14

F.S. 121.111

F.S. 250.341

F.S. 1012.23

38 U.S.C. 2021 et seq.

38 U.S.C. 4312

38 U.S.C. 4323

Book	Policy Manual
Section	Neola Select Policies through V25 N2
Title	Copy of MILITARY LEAVE
Code	po4430.07 fsj 2/7/25 Choice
Status	
Adopted	June 27, 2017
Last Revised	February 13, 2018

4430.07 - **MILITARY LEAVE**

The School Board supports individuals willing to serve in the armed forces of the United States or the State of Florida to protect our country and State. In accordance with State and Federal laws, support staff members who must be absent from work for military service are entitled to take a military leave of absence in accordance with this policy.

Support staff members called to duty are required to notify the site administrator immediately unless notice is impossible or prevented by military necessity or, under all of the relevant circumstances, the giving of such notice is otherwise impossible or unreasonable.

Reserve or Guard Training

All support staff members in this District who are commissioned reserve officers or reserve enlisted personnel in the United States military or naval service or members of the National Guard are entitled to leaves of absence from their respective duties, without loss of vacation leave, pay, time, or efficiency rating, on all days during which they are engaged in training ordered under the provisions of the United States military or naval training regulations for such personnel when assigned to active or inactive duty.

Compensation allowed for military leave to participate in required training exercises shall not exceed 240 hours in any one (1) annual period as provided in F.S. 115.07. Such leave is not charged as vacation. It shall be established that the period selected is not at the convenience of the employee but a military necessity, if it falls within the school year. Upon the recommendation of the Superintendent, leaves of absence for additional or longer periods of time for assignment to duty functions of a military character shall be without pay and may be granted by the Board and when so granted shall be without loss of time or efficiency rating.

When a support staff member's assigned employment duty conflicts with ordered active or inactive duty training, it is the responsibility of the Board to provide a substitute employee, if necessary, for the assumption of such employment duty while the employee is on assignment for the training.

Active Military Service

Instructional staff members who are service members of the National Guard or a reserve component of the Armed Forces of the United States shall be granted leave to perform active military service, the first thirty (30) days of any such leave to be with full pay for Federal military service that is equal to or greater than ninety (90) consecutive days.

Leave of absence for additional or longer periods of time for assignment to duty functions of a military character shall be without pay. Support staff members on military leave may substitute accrued paid vacation for unpaid leave.

Re-Employment

Re-employment of all support staff members granted military leave shall be governed in accordance with 38 U.S.C. 4312. A support staff member who is granted military leave for active duty shall, upon the completion of the tour of duty, be returned to employment without prejudice, provided that the support staff member gives notice and files an application for re-employment within the time limitations contained in Federla law. Support staff members will be returned to duty in the same or a similar position as previously held in accordance with Federal law.

Benefits During Military Leave

The Board shall continue to provide all health insurance and other existing benefits to support staff members as required by the Uniformed Services Employment and Reemployment Rights Act, Chapter 43 of Title 38 U.S.C.

Bargaining unit members should refer to the collective bargaining agreement for more information pertaining to military leave.

Revised 2/13/18

© **Neola 2014**

Legal

F.S. 115.07

F.S. 115.09

F.S. 115.14

F.S. 121.111

F.S. 250.341

F.S. 1012.23

38 U.S.C. 2021 et seq.

38 U.S.C. 4312

38 U.S.C. 4323

8305 - **INFORMATION SECURITY**

The District collects, classifies, and retains data/information from and about students, staff, vendors/contractors, and other individuals, about programs and initiatives undertaken by the school system, and about and related to the business of the District. This information may be in hard copy or digital format, and may be stored in the District or offsite with a third party provider.

Data/information collected by the District shall be classified as

A. confidential,

B. controlled, or

C. published.

Data/Information will be considered controlled until identified otherwise.

Protecting District information resources (as defined in Bylaw 0100) is of paramount importance. Information security requires everyone's active participation to keep the District's data/information secure. This includes School Board members, staff members/employees, students, parents, contractors/vendors, and visitors who use District technology resources (as defined in Bylaw 0100) and information resources.

Individuals who are granted access to data/information collected and retained by the District must follow established procedures so that the information is protected and preserved. Board members, administrators, and all District staff members, as well as contractors, vendors, and their employees, granted access to data/information retained by the District are required to certify annually that they shall comply with the established information security protocols pertaining to District data/information. Further, all individuals granted access to confidential data/information retained by the District must certify annually that they will comply with the information security protocols pertaining to confidential data/information. Completing the appropriate section of the Staff Technology Acceptable Use and Safety form (Form 7540.04 F1) shall provide this certification.

All Board members, staff members/employees, students, contractors/vendors, and visitors who have access to Board-owned or managed data/information must maintain the security of that data/information and the District technology resources on which it is stored.

If an individual has any questions concerning whether this Policy and/or its related procedures apply to him/her or how they apply to him/her, the individual should contact the District's Technology Director or Information Technology Department/Office.

The Superintendent shall develop procedures that set forth the internal controls necessary to provide for the collection, classification, retention, access, and security of District data/information.

Further, the Superintendent is authorized to develop procedures that would be implemented in the event of an unauthorized release or breach of data/information. These procedures shall comply with the District's legal requirements if such a breach of personally-identifiable information occurs.

Personally Identifiable Information:

PII Personally Identifiable Information (PII) –is any information pertaining to an individual that can be used to distinguish or trace a person's identity. PII is defined as any one or more type of information including, but not limited to:

1. Social security number
2. Username and password
3. Passport number
4. Credit card number
5. Clearances
6. Banking information
7. Biometrics
8. Data and place of birth
9. Mother's maiden name
10. Criminal, medical and financial records
11. Educational transcripts
12. Photos and video including any of the above

All physical files that contain PII will reside within a locked file cabinet or room when not being actively viewed or modified. PII is not to be downloaded to workstations or mobile devices (such as laptops, personal digital assistants, mobile phones, tablets or removable media) or to systems outside the protection of the agency. PII will also not be sent through any form of insecure electronic communication as significant security risks emerge when PII is transferred from a secure location to a less secure location or is disposed of improperly. When disposing of PII the physical file should be shredded. All disposal of PII will be done by authorized Agency personnel.

All PII will be collected only when there is a legal authority, and it is necessary to conduct Agency duties.

Access to PII is only conducted when the information is needed to conduct Agency official duties and should only be utilized for official purposes. Agency members will not create duplicate copies of documents that contain PII and will destroy the documents when they are no longer needed. Agency does not extract PII from CJI.

Information Exchange:
Criminal Justice Information is the term used to refer to all of the FBI CJIS provided data necessary for law enforcement and civil agencies to perform their missions including, but not limited to biometric, identity history, biographic, property, and case/incident history data. The following categories of CJI describe the various data sets housed by the FBI CJIS architecture:

1. Biometric Data—data derived from one or more intrinsic physical or behavioral traits of humans typically for the purpose of uniquely identifying individuals from within a population. It is used to identify individuals, to include fingerprints, palm prints, iris scans, and facial recognition data.

2. Identity History Data—textual data that corresponds with an individual's biometric data, providing a history of criminal and/or civil events for the identified individual.

3. Biographic Data—information about individuals associated with a unique case, and not necessarily connected to identity data. Biographic data does not provide a history of an individual, only information related to a unique case.

4. Property Data—information about vehicles and property associated with crime when accompanied by any personally identifiable information (PII).

5. Case/Incident History—information about the history of criminal incidents.

Before disseminating criminal justice information (CJI) The School District of Manatee County will contact FDLE Criminal History Services at (850) 410-8161 for written authorization to release the information to the requesting agency. The School District of Manatee County currently does not share CJI with any other agency.

Information Handling:

Information obtained from the CJI systems must only be used for criminal justice purposes. Personnel must follow all CJIS Security Policy, state and federal rules and regulations regarding CJI information. All personnel with access to CJI shall receive the proper training within 30 days of hire. CJI or PII will not be transmitted via email. All information outlined in the information exchange and disposal of physical media shall be followed as well.

Physical information, such as reports that contain criminal justice information, is stored in the safe room inside the Safety and Security office and is only accessible to Agency personnel. The documents are stored in a locked filing cabinet and are only removed when needed for operational purposes. When removed, the information is kept by an authorized individual and then returned. The removal is documented in a log. Any information that must leave the facility for transport will be done so only by authorized personnel and only for operational purposes.

The Superintendent shall require the participation of staff members in appropriate training related to the internal controls pertaining to the data/information that they collect, to which they have access, and for which they would be responsible for the security protocols.

Third-party contractors/vendors who require access to confidential data/ information collected and retained by the District will be informed of relevant Board policies that govern access to and use of information resources, including the duty to safeguard the confidentiality of such data/information.

Failure to adhere to this policy and its related procedures may put data/information collected and retain by the District at risk. Employees who violate this policy and/or the administrative procedures promulgated consistent with this policy may have disciplinary consequences imposed, up to and including termination of employment, and/or referral to law enforcement. Students who violate this policy and/or procedures will be subject to disciplinary action, up to and including expulsion, and/or referral to law enforcement. Contractors/vendors who violate this policy and/or procedures may face termination of their business relationships with and/or legal action by the District. Parents and visitors who violate this policy and/or procedures may be denied access to the District's technology resources.

In addition, the District shall take steps to ensure that terms of service privacy policies of contracted providers of online educational products that are offered to K-12 students comply State and Federal privacy laws, including the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations, the Children's Online Privacy Protection Act (COPPA) F.S. 1002.22, and the Student Online Personal Information Protection Act, F.S. 1006.1494.

The District shall: (a) designate a person or persons to be responsible for the review and approval of all contracts for online educational services; and (b) establish procedures for notifying parents and eligible students if Personally Identifiable Information (PII) will be collected by the online educational service provider, how the information will be used, when and how it will be destroyed, and the terms of re-disclosure if any. For any online educational service that a student or parent is required to use, the District must provide notice on its website of the PII information that may be collected, how it will be used, when it will be destroyed, the terms of re-disclosure, if any, and a link to the service provider's terms of service and privacy policy if publicly available. See Policy 8330 - *Student Records* for a detailed description of "PII."

The Board specifically prohibits online educational service providers from sharing or selling a student's PII for commercial purposes, including but not limited to targeted advertising, without providing parents a mean to either consent or disapprove. The District shall notify contracted service providers when a student withdraws from the District so that the provider can delete the student's PII within the required ninety (90) days in accordance with State law and State Board of Education rules.

The Superintendent shall conduct a periodic assessment of risk related to the access to and security of the data/information collected and retained by the District, as well as the viability of the continuity of organizational operations plan developed pursuant to Policy 8300.

Revised 7/30/24
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Legal
F.A.C. 6A-1.09550
Last Modified by Tammy R Shroyer on August 7, 2024

Book	Policy Manual
Section	Neola Select Policies through V25 N2
Title	Copy of PREPAREDNESS FOR TOXIC HAZARD AND ASBESTOS HAZARD
Code	po8431 2/19/25 fsj V25 n2
Status	
Adopted	June 27, 2017
Last Revised	November 9, 2021

8431 - **PREPAREDNESS FOR TOXIC HAZARD AND ASBESTOS HAZARD**

The School Board is concerned for the safety of the students and staff members and will ~~attempt to~~ comply with all Federal and State statutes and regulations to protect them from hazards that may result from industrial accidents beyond the control of school officials or from the presence of asbestos materials used in previous construction.

TOXIC HAZARDS

These hazards exist in chemicals and other substances used in the school setting such as in laboratories, science classrooms, kitchens, and in the cleaning of rooms and equipment.

The Superintendent shall appoint an employee to serve as Toxic Hazard Preparedness (THP) Officer. The THP Officer will:

A. identify potential sources of toxic hazard in cooperation with material suppliers who shall supply the THP Officer with Safety Data Sheets (SDSs);

B. ensure that all incoming materials, including portable containers, are properly labeled with the identity of the chemical, the hazard warning, and the name and address of the manufacturer or responsible party;

C. maintain a current file of SDSs for every hazardous material present on District property;

D. conduct a training program for all District employees to include such topics as detection of hazards, explanation of the health hazards to which they could be exposed in their work environment, and the District's plan for communication, labeling, etc.

In fulfilling these responsibilities, the THP Officer may enlist the aid of county and municipal authorities and, if possible, the owners or operators of identified potential sources of toxic hazards.

ASBESTOS

Pursuant to the Asbestos Hazard Emergency Response Act (AHERA); 15 U.S.C. 2650; 40 C.F.R. 763.93, the Superintendent shall maintain an Asbestos Management Plan for each school, and maintain and update the Plan to keep it current with ongoing operations and maintenance, periodic surveillance, inspection, re-inspection, and response action activities.

The Superintendent shall publish a notification on Management Plan availability and the status of asbestos activities; educate and train School District employees about asbestos and how to deal with it; notify short-term or temporary workers on the locations of the asbestos containing building materials; post warning labels in routine maintenance areas where asbestos was previously identified or assumed; follow set plans and procedures designed to minimize the disturbance of asbestos containing building materials; and survey the condition of these materials every six (6) months to assure that they remain in good condition.

The Superintendent designates the Manager of Safety as the District's designated Asbestos Program Coordinator. All inquiries regarding the asbestos plan and asbestos-related issues should be directed to the AHERA designated person at 941-708-8800 ext 1173.

The Superintendent shall also ensure that, when conducting asbestos abatement projects, each asbestos contractor and asbestos consultant employed by the District is licensed ~~pursuant to the Florida Department of Health Regulations~~and regulated by the Florida Department of Business and Professional Regulation.

Nothing in this policy should be construed in any way as an assumption of liability by the Board for any death, injury, or illness that is the consequence of an accident or equipment failure or negligent or deliberate act beyond the control of the Board or its officers and employees.

Revised 11/9/21

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Legal

F.S. 1013.12

40 C.F.R 763.92

Asbestos Hazard Emergency Response Act of 1986 (AHERA)

15 U.S.C. 2601

20 U.S.C. 4011 et seq.

20 U.S.C. 4014

20 U.S.C. 4022

Asbestos School Hazard Abatement Act of 1984

Asbestos School Hazard Abatement Reauthorization Act of 1990, 20 U.S.C. 4011

AGENDA ITEM NO. 12.2

School Board of Manatee County
July 22, 2025 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of the Budget Amendments for May 2025 (No Financial Impact)

Executive Summary
State Board of Administration Rule 6A-1.007(2) states, "The School Board shall approve amendments to the district school budget whenever the function and object amounts in the accounts prescribed by the State Board for the budget form are changed in the original budget approved by the School Board."

The following table reflects changes in fund balance by fund for the month of May 2025.

	General Fund	Debt Service	Capital Projects	Federal Funds	Food Service	Internal Service *	Trust & Agency
Budgeted Ending Fund Balance 04/30/2025	$65,482,624	$14,370,052	$150,185,994	$0	$10,223,931	$13,385,386	$0
Fiscal Impact	$2,917,265	$46,740	$5,122,367	$0	$(1,850,000)	$(19,782)	$0
Budgeted Ending Fund Balance 05/31/2025	$68,399,889	$14,416,792	$155,308,361	$0	$8,373,931	$13,365,604	$0

* Self-insurance Health Fund and Worker's Compensation Fund

General Fund budgeted ending fund balance increased by $2,917,265 as some of the remaining department budgets were reduced $2,053,423, the estimate for utilities was decreased by $450,000, and the estimate for interest on investment increased by $450,000.

Capital Projects Fund budgeted ending fund balance increased by $5,122,367 primarily from the carryforward of remaining MTC projects $7,509,335 and the Bus Hubs project $1,500,000 into 2025-26, and higher interest on investments $894,095, partially offset by moving budget for the Lake Manatee K-8 project into 2024-25 $5,000,000.

Debt Service Fund budgeted ending fund balance increased by $46,740 due to a net increase in fair market value and interest on investments.

Food Service Fund budgeted ending fund balance decreased by $1,850,000 due to increases in food

costs, salaries and benefits, equipment costs, maintenance costs, and hurricane-related losses.

Health Insurance Fund budgeted ending fund balance decreased by $19,782 due to recording of a prior year fee that was assessed to self-insured health plans beginning in 2019 in order to fund the Patient-Centered Outcomes Research Institute.

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 2025 (No Financial Impact).

Financial Impact
The General Fund budgeted ending assigned/unassigned fund balance as of May 31, 2025 is 11.14%.

Contact
Submitting Department: Budget Department
Initiated By: Gina Maliniak, Budget Director

Attachments:
Budget Amendment - Summary - May 2025
Budget Amendments - Combined - May 2025

May 2025 Budget Amendment Summary
All Funds

Year	2025
Posting Period	11
Entry Type	(All)

Row Labels		Sum of YTD Current
1		**-$2,917,265**
3		
	10101 General Fund	-$780,953
	10102 General Fund Grants	-$617,339
4		
	10101 General Fund	-$2,136,312
	10102 General Fund Grants	$617,339
2		**-$46,740**
3		
	29123 Lease Purchase Bond 2023	-$4
	29190 Lease Purchase Bond 2015	-$9
	29193 Lease Purchase Bond 2017	-$28
	29196 Lease Purchase Bond 2016	-$7
	29901 QSCB 2010	-$46,792
4		
	29901 QSCB 2010	$100
3		**-$5,122,368**
3		
	37025 Local Capital Improvement 2425	-$20,893
	39125 COPS Series 2025A	-$566,113
	39192 Sales Tax Proceeds	-$188,549
	39197 Impact Fees	-$146,316
	39198 Ed Facilities Security Grants	-$129,839
4		
	37023 Local Capital Improvement 2223	$0
	37024 Local Capital Improvement 2324	-$16,996
	37025 Local Capital Improvement 2425	-$1,479,546
	39123 COPS Series 2023A	$0
	39126 COPS SERIES 2026	$10
	39192 Sales Tax Proceeds	-$187,266
	39194 Other Capital Projects	-$7,509,335
	39197 Impact Fees	$4,992,635
	39198 Ed Facilities Security Grants	$129,839
4		**$1,850,000**
3		
	41001 Food Services	-$220,100
	42101 Federal Cash Advance	-$711,228
	42201 Federal Non Cash Advance	-$366,667
4		
	41001 Food Services	$2,070,100
	42101 Federal Cash Advance	$711,228
	42201 Federal Non Cash Advance	$366,667
7		**$19,782**
3		
	71201 Self-Insurance - Workers Compe	-$63,393
4		
	71101 Self-Insurance - Health	$19,782
	71201 Self-Insurance - Workers Compe	$63,393
8		**$0**
3		
	85001 Financial Aid Fee Trust	-$3,017
	85002 Donations & Scholarship Fund	-$47,665
4		
	85001 Financial Aid Fee Trust	$3,017
	85002 Donations & Scholarship Fund	$47,665

Capital Fund
May 2025 Budget Amendment Summary

Function	FunctionDescr	YTD Prior	YTD Current	Budget Amendment	Percent Change	Reference
	Beginning Fund Balance	(303,480,407)	(303,480,407)	-	0.00%	
3XX	Revenues	(223,512,946)	(224,564,656)	(1,051,710)	0.47%	
3XX	Transfers In and Other Funding Sources	(156,731,009)	(156,731,009)	-	0.00%	
74X	Facility Acquisition and Construction	479,004,747	474,793,836	(4,210,911)	-0.88%	
92X	Debt Service	2,918,934	2,929,348	10,414	0.36%	
97X	Transfer Out	51,614,688	51,744,527	129,839	0.25%	
9XX	Budgeted Fund Balance	150,185,994	155,308,361	5,122,368	3.41%	

Debt Service Fund
May 2025 Budget Amendment Summary

Function	FunctionDescr	YTD Prior	YTD Current	Budget Amendment	Percent Change	Reference
	Beginning Fund Balance	(13,864,339)	(13,864,339)	-	0.00%	
3XX	Revenues	(1,851,473)	(1,898,313)	(46,840)	2.53%	
3XX	Transfers In	(33,994,051)	(33,994,051)	-	0.00%	
92X	Debt Service	35,339,811	35,339,911	100	0.00%	
9XX	Budgeted Fund Balance	14,370,052	14,416,792	46,740	0.33%	

General Fund
May 2025 Budget Amendment Summary

Function	FunctionDescr	YTD Prior	YTD Current	Budget Amendment	Percent Change	Reference
	Beginning Fund Balance	-112,741,820	-112,741,820	-	0.00%	
3XX	Revenues	-598,822,224	-600,358,504	(1,536,281)	0.26%	
3XX	Transfers In and Other Funding Sources	-17,633,984	-17,763,823	(129,839)	0.74%	
5XX	Instructional	427,953,967	428,396,116	442,149	0.10%	
61X	Student Support Services	29,279,475	29,251,989	(27,485)	-0.09%	
62X	Instructional Media Services	5,853,923	5,848,698	(5,225)	-0.09%	
63X	Instruction and Curriculum Development	10,018,133	10,003,944	(14,189)	-0.14%	
64X	Instructional Staff Training	2,412,800	2,286,288	(126,512)	-5.24%	1
65X	Instructional Technology	147	147	-	0.00%	
71X	Board	1,523,512	1,483,933	(39,580)	-2.60%	
72X	General Admin Superintendent	4,526,393	4,477,892	(48,501)	-1.07%	
73X	School Administration	39,324,988	39,163,617	(161,372)	-0.41%	
74X	Facility Acquisition and Construction	11,952,968	11,905,631	(47,337)	-0.40%	
75X	Fiscal Services	3,998,756	3,901,295	(97,461)	-2.44%	
77X	Central Services	17,851,888	17,323,406	(528,482)	-2.96%	
78X	Transportation	22,658,865	22,657,256	(1,609)	-0.01%	
79X	Operation of Plant	52,792,026	52,294,870	(497,156)	-0.94%	
81X	Maintenance of Plant	12,865,554	12,783,796	(81,758)	-0.64%	
82X	Administrative Technology	11,143,592	11,126,058	(17,533)	-0.16%	
91X	Community Services	7,860,758	7,861,262	504	0.01%	
92X	Debt Service	822,150	822,552	402	0.05%	
97X	Transfer Out	875,508	875,508	-	0.00%	
9XX	Budgeted Fund Balance	65,482,624	68,399,889	2,917,265	4.46%	

Reference 1 Comments for Functional Changes over 5%:	Budget Amendment
Curriculum use of vacancy to purchase additional instruction materials	(112,276)
Remove Remaining Department's budgets	(101,200)
Voted Millage funds used to purchase professional development for mathematics	76,675
Other misc adjustments	10,289
Total	(126,512)

General Fund
May 2025 Budget Amendment Summary

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	433003	Out of County Travel	9320	00000	Discretionary				Moving money to cover travel expense for upcoming Foil Conference and Summer Literacy Insitute.	0000128099	(499.00)
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	433001	Local Travel	9320	00000	Discretionary				Moving money to cover upcoming out of county travel to the Foil Conference and Summer Learning Institute.	0000128101	(1,300.00)
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	433003	Out of County Travel	9320	00000	Discretionary				Moving money to cover upcoming out of county travel to the Foil Conference and Summer Learning Institute.	0000128101	1,300.00
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	433001	Local Travel	9307	11503	Voluntary PreK				Moving $ to cover travel expenses	0000128148	(500.00)
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	433003	Out of County Travel	9320	00000	Discretionary				Moving money to cover upcoming travel for conferences - Foil and Summer Literacy	0000128185	(1,300.00)
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	459001	Other Materials and Supplies	9308	00000	Discretionary				UFLI PD Books	0000128296	140.00
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	439002	Printing	0411	00099	School Discretionary				Payroll Adjustments 5/5/25	0000128313	(0.02)
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	431001	Prof & Technical Services	9308	14715	STEM Referendum, General				REF-Supplemental curriculum materials and professional development for mathematics.	0000128350	5,100.00
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	413401	Other Cert Regular Pay	9308	10185	Reading Categorical				Reading Allocation Unused Salary to Materials	0000128457	(80,424.46)
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	421103	Retirement System	9308	10185	Reading Categorical				Reading Allocation Unused Salary to Materials	0000128457	(10,961.85)
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	422001	FICA	9308	10185	Reading Categorical				Reading Allocation Unused Salary to Materials	0000128457	(6,152.47)
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	423101	Health & Hospitalizations	9308	10185	Reading Categorical				Reading Allocation Unused Salary to Materials	0000128457	(13,346.32)
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	423201	Life Insurance	9308	10185	Reading Categorical				Reading Allocation Unused Salary to Materials	0000128457	(184.91)
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	424001	Worker's Compensation	9308	10185	Reading Categorical				Reading Allocation Unused Salary to Materials	0000128457	(1,206.37)
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	416301	NCH Regular Pay	9310	10118	Mental Health				Transferring funds to NCH training line.	0000128515	2,400.00
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	421103	Retirement System	9310	10118	Mental Health				Transferring funds to NCH training line.	0000128515	327.12
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	422001	FICA	9310	10118	Mental Health				Transferring funds to NCH training line.	0000128515	183.60
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	424001	Worker's Compensation	9310	10118	Mental Health				Transferring funds to NCH training line.	0000128515	36.00
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	452001	Textbooks	9308	14715	STEM Referendum, General				REF-Supplemental curriculum materials and professional development for mathematics.	0000128731	76,674.78
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	433005	Out of State Travel	0857	00097	PD Conferences				Transfer to cove purchase	0000129006	46.00
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	433003	Out of County Travel	9308	10185	Reading Categorical				Clear negatives CERP Class C	0000129153	(99.00)
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	433009	Class C Meals	9308	10185	Reading Categorical				Clear negatives CERP Class C	0000129153	99.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	431001	Prof & Technical Services	9304	00000	Discretionary				EOY Dept Balances 00000	0000130320	(14,850.00)
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	431001	Prof & Technical Services	9308	00000	Discretionary				EOY Dept Balances 00000	0000130320	(1,000.00)
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	436002	Rentals Software	9304	00000	Discretionary				EOY Dept Balances 00000	0000130320	(80,799.97)
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	439002	Printing	9304	00000	Discretionary				EOY Dept Balances 00000	0000130320	130.16
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	439002	Printing	9308	00000	Discretionary				EOY Dept Balances 00000	0000130320	(780.89)
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	439002	Printing	9321	00000	Discretionary				EOY Dept Balances 00000	0000130320	(207.27)
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	451001	Supplies	9304	00000	Discretionary				EOY Dept Balances 00000	0000130320	(139.89)
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	473001	Dues and Fees	9304	00000	Discretionary				EOY Dept Balances 00000	0000130320	(51.00)
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	473001	Dues and Fees	9307	00000	Discretionary				EOY Dept Balances 00000	0000130320	(3,501.00)
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	413401	Other Cert Regular Pay	0051	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	23.03
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	413401	Other Cert Regular Pay	0061	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	22.71
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	413401	Other Cert Regular Pay	0151	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	2.54
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	413401	Other Cert Regular Pay	0231	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	23.31
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	413401	Other Cert Regular Pay	0261	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	47.61
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	413401	Other Cert Regular Pay	0271	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	23.80
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	413401	Other Cert Regular Pay	0281	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	28.51
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	413401	Other Cert Regular Pay	0301	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	19.48
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	413401	Other Cert Regular Pay	0381	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	25.21
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	413401	Other Cert Regular Pay	0411	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	23.31
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	413401	Other Cert Regular Pay	0421	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	17.68
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	413401	Other Cert Regular Pay	0431	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	45.08

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 Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	413401	Other Cert Regular Pay	0521	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	32.18
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	413401	Other Cert Regular Pay	0541	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	24.87
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	413401	Other Cert Regular Pay	0581	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	28.25
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	413401	Other Cert Regular Pay	0601	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	11.10
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	413401	Other Cert Regular Pay	0641	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	15.02
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	413401	Other Cert Regular Pay	0671	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	23.10
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	413401	Other Cert Regular Pay	0741	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	23.65
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	413401	Other Cert Regular Pay	0761	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	29.70
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	413401	Other Cert Regular Pay	9304	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	26.72
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	413403	Other Cert Supplements	0051	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	130.05
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	413403	Other Cert Supplements	0061	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	130.05
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	413403	Other Cert Supplements	0151	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	130.05
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	413403	Other Cert Supplements	0231	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	130.05
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	413403	Other Cert Supplements	0261	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	260.10
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	413403	Other Cert Supplements	0271	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	130.05
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	413403	Other Cert Supplements	0281	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	130.05
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	413403	Other Cert Supplements	0301	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	346.80
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	413403	Other Cert Supplements	0381	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	130.05
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	413403	Other Cert Supplements	0411	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	130.05
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	413403	Other Cert Supplements	0421	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	130.05
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	413403	Other Cert Supplements	0431	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	260.10
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	413403	Other Cert Supplements	0521	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	130.05
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	413403	Other Cert Supplements	0541	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	130.05
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	413403	Other Cert Supplements	0581	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	130.05
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	413403	Other Cert Supplements	0601	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	346.80
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	413403	Other Cert Supplements	0641	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	130.05
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	413403	Other Cert Supplements	0671	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	130.05
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	413403	Other Cert Supplements	0741	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	130.05
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	413403	Other Cert Supplements	0761	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	130.05
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	413403	Other Cert Supplements	9304	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	130.05
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	421103	Retirement System	0671	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	9.98
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	421103	Retirement System	0741	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	9.44
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	422001	FICA	0051	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	28.95
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	422001	FICA	0061	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	13.33
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	422001	FICA	0151	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	10.83
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	422001	FICA	0231	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	12.92
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	422001	FICA	0261	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	20.45
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	422001	FICA	0271	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	12.55
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	422001	FICA	0281	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	14.54
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	422001	FICA	0301	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	47.29
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	422001	FICA	0381	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	12.96
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	422001	FICA	0411	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	12.92

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 Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	422001	FICA	0421	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	13.32
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	422001	FICA	0431	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	27.89
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	422001	FICA	0521	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	16.09
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	422001	FICA	0541	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	14.49
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	422001	FICA	0581	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	15.22
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	422001	FICA	0601	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	40.88
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	422001	FICA	0641	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	1.59
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	422001	FICA	0671	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	12.74
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	422001	FICA	0741	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	13.66
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	422001	FICA	0761	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	35.05
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	422001	FICA	9304	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	11.45
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	424001	Worker's Compensation	0671	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	2.76
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	424001	Worker's Compensation	0741	14720	REF, Instructional Staff				REF-24.25 Payroll budget correction through 6.30.25	0000130699	2.78
1	11	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	64010	Instructional Staff Training S	439002	Printing	0411	00099	School Discretionary				General Fund May Payroll Adjustments	0000130918	(0.06)
1																		Total		(126,512.23)

Health Insurance Fund
May 2025 Budget Amendment Summary

Function	FunctionDescr	YTD Prior	YTD Current	Budget Amendment	Percent Change	Reference
	Beginning Fund Balance	(13,363,719)	(13,363,719)	-	0.00%	
3XX	Revenues	(59,283,941)	(59,283,941)	-	0.00%	
3XX	Transfers In	-	-	-	n/a	
77X	Central Services	61,647,877	61,667,659	19,782	0.03%	
9XX	Budgeted Fund Balance	10,999,783	10,980,001	(19,782)	-0.18%	

Workers Comp Fund
May 2025 Budget Amendment Summary

Function	FunctionDescr	YTD Prior	YTD Current	Budget Amendment	Percent Change	Reference
	Beginning Fund Balance	(1,991,038)	(1,991,038)	-	0.00%	
3XX	Revenues	(4,600,000)	(4,600,000)	-	0.00%	
77X	Central Services	4,205,435	4,205,435	-	0.00%	
9XX	Budgeted Fund Balance	2,385,603	2,385,603	-	0.00%	

Trust & Agency Fund
May 2025 Budget Amendment Summary

Function	FunctionDescr	YTD Prior	YTD Current	Budget Amendment	Percent Change	Reference
	Beginning Fund Balance	(1,247,081)	(1,247,081)	-	0.00%	
3XX	Revenues	(823,258)	(873,940)	(50,682)	6.16%	**1**
5XX	Instructional	2,010,779	2,060,007	49,228	2.45%	
61X	Student Support Services	5,540	5,540	-	0.00%	
63X	Instruction and Curriculum Development	10,189	10,189	-	0.00%	
72X	General Admin Superintendent	16,964	18,318	1,354	7.98%	**2**
76X	Food Services	100	100	-	0.00%	
77X	Central Services	6,374	6,374	-	0.00%	
78X	Transportation	7,740	7,740	-	0.00%	
79X	Operation of Plant	1,653	1,753	100	6.05%	**3**
91X	Community Services	11,000	11,000	-	0.00%	
9XX	Budgeted Fund Balance	0	0	(0)	0.00%	

Reference 1 Comments for Functional Changes over 5%:	Budget Amendment
MTC PostSec. Tuition Fees	(31,600)
Veteran's Assistance - MTC	(14,611)
Other misc adjustments	(4,471)
Total	(50,682)

Reference 2 Comments for Functional Changes over 5%:	Budget Amendment
Other misc adjustments	1,354
Total	1,354

Reference 3 Comments for Functional Changes over 5%:	Budget Amendment
Other misc adjustments	100
Total	100

Trust & Agency Fund

May 2025 Budget Amendment Details

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
1	11	KK_REV_BUD	SDMC1	Adjustment	Posted	85002	Donations & Scholarship Fund	30000	Revenue	344001	Gifts, Grants and Bequests	9617	00000	Discretionary				Daily Receipts 5/12/25	0000129008	(1,354.00)
1	11	KK_REV_BUD	SDMC1	Adjustment	Posted	85001	Financial Aid Fee Trust	30000	Revenue	346801	Financial Aid Fees	0211	14649	MTC PostSec. Tuition Othr Fee				Rev May 25	0000130901	(3,016.81)
1	11	KK_REV_BUD	SDMC1	Adjustment	Posted	85002	Donations & Scholarship Fund	30000	Revenue	344001	Gifts, Grants and Bequests		14259	FNS Donations				Rev May 25	0000130901	(100.00)
1	11	KK_REV_BUD	SDMC1	Adjustment	Posted	85002	Donations & Scholarship Fund	30000	Revenue	344001	Gifts, Grants and Bequests	0211	14296	Veteran's Assistance-MTC				Rev May 25	0000130901	(14,611.16)
1	11	KK_REV_BUD	SDMC1	Adjustment	Posted	85002	Donations & Scholarship Fund	30000	Revenue	349501	Other Misc Local Sources	0211	14649	MTC PostSec. Tuition Othr Fee				Rev May 25	0000130901	(31,600.00)
1																		Total		(50,681.97)

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
2	11	KK_DET_BUD	SDMC1	Adjustment	Posted	85002	Donations & Scholarship Fund	72010	General Administration	451001	Supplies	9617	00000	Discretionary				Daily Receipts 5/12/25	0000129011	1,354.00
2																		Total		1,354.00

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 Offset May 25	0000130900	100.00
3																		Total		100.00

Special Revenue Fund May 2025 Budget Amendment Summary

Function	FunctionDescr	YTD Prior	YTD Current	Budget Amendment	Percent Change	Reference
	Beginning Fund Balance	-	-	-	n/a	
3XX	Revenues	(49,496,882)	(50,574,777)	(1,077,895)	2.18%	
3XX	Transfers In and Other Funding Sources	-	-	-	n/a	
5XX	Instructional	25,952,422	26,544,314	591,892	2.28%	
61X	Student Support Services	3,613,082	3,666,157	53,075	1.47%	
62X	Instructional Media Services			-	n/a	
63X	Instruction and Curriculum Development	12,087,337	12,419,319	331,982	2.75%	
64X	Instructional Staff Training	5,326,802	5,435,576	108,774	2.04%	
65X	Instructional Technology	23,468	23,468	-	0.00%	
71X	Board			-	n/a	
72X	General Admin Superintendent	1,731,199	1,761,661	30,462	1.76%	
73X	School Administration	428,324	428,324	-	0.00%	
74X	Facility Acquisition and Construction			-	n/a	
75X	Fiscal Services	(88,892)	(88,892)	-	0.00%	
76X	Food Services	(3,716)	(3,716)	-	0.00%	
77X	Central Services	(9,196)	(34,492)	(25,297)	275.08%	**1**
78X	Transportation	350,412	337,419	(12,993)	-3.71%	
79X	Operation of Plant	78,063	78,063	-	0.00%	
81X	Maintenance of Plant			-	n/a	
82X	Administrative Technology	(1,578)	(1,578)	-	0.00%	
91X	Community Services	9,155	9,155	-	0.00%	
97X	Transfer Out	-	-	-	n/a	
9XX	Budgeted Fund Balance	-	-	-	n/a	

Reference 1 - Comments for Functional Changes over 5%:	Budget Amendment
Project Lift Grant Amendment	(27,489)
Other misc adjustments	2,192
Total	(25,297)

Special Revenue Fund
May 2025 Budget Amendment Details

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
1	11	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	77310	Personnel Services	473001	Dues and Fees	9310	15001	Grants Program	SDMC4	4931004215	7730000000	24.25 IDEA Pre-K Budget Roll Forward Amend	0000128364	(2,000.00)
1	11	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	77310	Personnel Services	473001	Dues and Fees	9310	15001	Grants Program	SDMC4	4931004205	7730000000	24.25 - 4205 IDEA Part B, K-12 Amendment #1 Budget Increase	0000129270	4,192.33
1	11	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42201	Federal Non Cash Advance	77910	Other Central Services	416301	NCH Regular Pay	9305	15001	Grants Program	SDMC4	4931804543	7790000000	adjusting budget to align with the GAM Amendment for DOJJ Grant 4543 Project Lift	0000129657	(10,143.00)
1	11	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42201	Federal Non Cash Advance	77910	Other Central Services	421103	Retirement System	9305	15001	Grants Program	SDMC4	4931804543	7790000000	adjusting budget to align with the GAM Amendment for DOJJ Grant 4543 Project Lift	0000129657	(1,376.41)
1	11	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42201	Federal Non Cash Advance	77910	Other Central Services	422001	FICA	9305	15001	Grants Program	SDMC4	4931804543	7790000000	adjusting budget to align with the GAM Amendment for DOJJ Grant 4543 Project Lift	0000129657	(775.94)
1	11	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42201	Federal Non Cash Advance	77910	Other Central Services	423101	Health & Hospitalizations	9305	15001	Grants Program	SDMC4	4931804543	7790000000	adjusting budget to align with the GAM Amendment for DOJJ Grant 4543 Project Lift	0000129657	(1,588.39)
1	11	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42201	Federal Non Cash Advance	77910	Other Central Services	423201	Life Insurance	9305	15001	Grants Program	SDMC4	4931804543	7790000000	adjusting budget to align with the GAM Amendment for DOJJ Grant 4543 Project Lift	0000129657	(23.33)
1	11	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42201	Federal Non Cash Advance	77910	Other Central Services	424001	Worker's Compensation	9305	15001	Grants Program	SDMC4	4931804543	7790000000	adjusting budget to align with the GAM Amendment for DOJJ Grant 4543 Project Lift	0000129657	(126.79)
1	11	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42201	Federal Non Cash Advance	77910	Other Central Services	431001	Prof & Technical Services	9305	15001	Grants Program	SDMC4	4931804543	7790000000	adjusting budget to align with the GAM Amendment for DOJJ Grant 4543 Project Lift	0000129657	(13,455.00)
1																		Total		(25,296.53)

Food Service Fund
May 2025 Budget Amendment Summary

Function	FunctionDescr	Final Budget	YTD Current	Budget Amendment	Percent Change	Reference
	Beginning Fund Balance	(12,588,545)	(12,588,545)	-	0.00%	
3XX	Revenues	(36,036,640)	(36,256,640)	(220,000)	0.61%	
3XX	Other Funding Source	(1,140)	(1,240)	(100)	8.77%	**1**
76X	Food Services	38,389,048	40,459,148	2,070,100	5.39%	
97xx	Transfers Out	13,346	13,346	-	0.00%	
9XX	Budgeted Fund Balance	10,223,931	8,373,931	(1,850,000)	-18.09%	2

Reference 1 - Comments for Functional Changes over 5%:	Budget Amendment
Other misc adjustments	(100)
Total	(100)

Reference 2 - Comments for Functional Changes over 5%:	Budget Amendment
Increase in food costs, salaries and benefits, equipment costs, maintenance, and hurricane-related costs	1,850,000
Other misc adjustments	-
Total	1,850,000

Food Service Fund
May 2025 Budget Amendment Details

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
1		11 KK_REV_BUD	SDMC1	Adjustment	Posted	41001	Food Services	30000	Revenue	374201	Other Loss Recovery	9516	00000	Discretionary				Daily Receipts 5/12/25	0000129008	(50.00)
1		11 KK_REV_BUD	SDMC1	Adjustment	Posted	41001	Food Services	30000	Revenue	374201	Other Loss Recovery	9516	00000	Discretionary				Daily Receipts 5/28/25	0000129873	(50.00)
1																		Total		(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
2		11 KK_REV_BUD	SDMC1	Adjustment	Posted	41001	Food Services	30000	Revenue	374201	Other Loss Recovery	9516	00000	Discretionary				Daily Receipts 5/12/25	0000129008	(50.00)
2		11 KK_REV_BUD	SDMC1	Adjustment	Posted	41001	Food Services	30000	Revenue	326101	School Lunch Reimbursement	9516	14606	Food Service Summer Program				Food Service Summer Program Additional Revenue	0000129760	(174,000.00)
2		11 KK_REV_BUD	SDMC1	Adjustment	Posted	41001	Food Services	30000	Revenue	326201	School Breakfast Reimburseme	9516	14606	Food Service Summer Program				Food Service Summer Program Additional Revenue	0000129760	(29,000.00)
2		11 KK_REV_BUD	SDMC1	Adjustment	Posted	41001	Food Services	30000	Revenue	326301	Afterschool Snack Reimbursem	9516	14606	Food Service Summer Program				Food Service Summer Program Additional Revenue	0000129760	(17,000.00)
2		11 KK_REV_BUD	SDMC1	Adjustment	Posted	41001	Food Services	30000	Revenue	374201	Other Loss Recovery	9516	00000	Discretionary				Daily Receipts 5/28/25	0000129873	(50.00)
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	457001	Food	9516	00000	Discretionary				Daily Receipts 5/12/25	0000129011	50.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	416301	NCH Regular Pay	9516	14606	Food Service Summer Program				Food Service Summer Program Adjustment	0000129762	60,000.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	421103	Retirement System	9516	14606	Food Service Summer Program				Food Service Summer Program Adjustment	0000129762	8,178.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	422001	FICA	9516	14606	Food Service Summer Program				Food Service Summer Program Adjustment	0000129762	4,590.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	424001	Worker's Compensation	9516	14606	Food Service Summer Program				Food Service Summer Program Adjustment	0000129762	900.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	431001	Prof & Technical Services	9516	14606	Food Service Summer Program				Food Service Summer Program Adjustment	0000129762	2,022.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	451001	Supplies	0072	14606	Food Service Summer Program				Food Service Summer Program Adjustment	0000129762	1,500.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	451001	Supplies	0181	14606	Food Service Summer Program				Food Service Summer Program Adjustment	0000129762	1,200.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	451001	Supplies	0221	14606	Food Service Summer Program				Food Service Summer Program Adjustment	0000129762	300.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	451001	Supplies	0231	14606	Food Service Summer Program				Food Service Summer Program Adjustment	0000129762	250.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	451001	Supplies	0271	14606	Food Service Summer Program				Food Service Summer Program Adjustment	0000129762	1,100.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	451001	Supplies	0281	14606	Food Service Summer Program				Food Service Summer Program Adjustment	0000129762	400.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	451001	Supplies	0381	14606	Food Service Summer Program				Food Service Summer Program Adjustment	0000129762	100.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	451001	Supplies	0411	14606	Food Service Summer Program				Food Service Summer Program Adjustment	0000129762	1,500.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	451001	Supplies	0431	14606	Food Service Summer Program				Food Service Summer Program Adjustment	0000129762	1,250.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	451001	Supplies	0581	14606	Food Service Summer Program				Food Service Summer Program Adjustment	0000129762	100.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	451001	Supplies	0621	14606	Food Service Summer Program				Food Service Summer Program Adjustment	0000129762	100.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	451001	Supplies	0652	14606	Food Service Summer Program				Food Service Summer Program Adjustment	0000129762	300.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	451001	Supplies	0671	14606	Food Service Summer Program				Food Service Summer Program Adjustment	0000129762	200.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	451001	Supplies	0721	14606	Food Service Summer Program				Food Service Summer Program Adjustment	0000129762	300.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	451001	Supplies	0741	14606	Food Service Summer Program				Food Service Summer Program Adjustment	0000129762	250.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	451001	Supplies	0811	14606	Food Service Summer Program				Food Service Summer Program Adjustment	0000129762	800.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	451001	Supplies	0852	14606	Food Service Summer Program				Food Service Summer Program Adjustment	0000129762	850.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	451001	Supplies	0853	14606	Food Service Summer Program				Food Service Summer Program Adjustment	0000129762	10.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	451001	Supplies	0861	14606	Food Service Summer Program				Food Service Summer Program Adjustment	0000129762	1,200.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	451001	Supplies	2011	14606	Food Service Summer Program				Food Service Summer Program Adjustment	0000129762	500.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	457001	Food	0072	14606	Food Service Summer Program				Food Service Summer Program Adjustment	0000129762	16,000.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	457001	Food	0181	14606	Food Service Summer Program				Food Service Summer Program Adjustment	0000129762	2,200.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	457001	Food	0221	14606	Food Service Summer Program				Food Service Summer Program Adjustment	0000129762	4,000.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	457001	Food	0231	14606	Food Service Summer Program				Food Service Summer Program Adjustment	0000129762	4,500.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	457001	Food	0271	14606	Food Service Summer Program				Food Service Summer Program Adjustment	0000129762	3,500.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	457001	Food	0281	14606	Food Service Summer Program				Food Service Summer Program Adjustment	0000129762	11,000.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	457001	Food	0381	14606	Food Service Summer Program				Food Service Summer Program Adjustment	0000129762	1,800.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	457001	Food	0411	14606	Food Service Summer Program				Food Service Summer Program Adjustment	0000129762	16,000.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	457001	Food	0431	14606	Food Service Summer Program				Food Service Summer Program Adjustment	0000129762	14,500.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	457001	Food	0521	14606	Food Service Summer Program				Food Service Summer Program Adjustment	0000129762	300.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	457001	Food	0581	14606	Food Service Summer Program				Food Service Summer Program Adjustment	0000129762	2,500.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	457001	Food	0641	14606	Food Service Summer Program				Food Service Summer Program Adjustment	0000129762	2,500.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	457001	Food	0652	14606	Food Service Summer Program				Food Service Summer Program Adjustment	0000129762	12,000.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	457001	Food	0701	14606	Food Service Summer Program				Food Service Summer Program Adjustment	0000129762	1,900.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	457001	Food	0721	14606	Food Service Summer Program				Food Service Summer Program Adjustment	0000129762	3,000.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	457001	Food	0741	14606	Food Service Summer Program				Food Service Summer Program Adjustment	0000129762	3,000.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	457001	Food	0761	14606	Food Service Summer Program				Food Service Summer Program Adjustment	0000129762	1,200.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	457001	Food	0762	14606	Food Service Summer Program				Food Service Summer Program Adjustment	0000129762	2,200.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	457001	Food	0852	14606	Food Service Summer Program				Food Service Summer Program Adjustment	0000129762	6,500.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	457001	Food	0861	14606	Food Service Summer Program				Food Service Summer Program Adjustment	0000129762	20,000.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	457001	Food	2011	14606	Food Service Summer Program				Food Service Summer Program Adjustment	0000129762	3,500.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	411102	Adm/Direct Overtime Pay	9516	00000	Discretionary				Food Service Discretionary Adjustment	0000129763	85,000.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	416102	NB Support Overtime Pay	9516	00000	Discretionary				Food Service Discretionary Adjustment	0000129763	14,000.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	416201	B Support Regular Pay	9516	00000	Discretionary				Food Service Discretionary Adjustment	0000129763	7,417.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	416202	B Support Overtime Pay	9516	00000	Discretionary				Food Service Discretionary Adjustment	0000129763	6,000.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	423101	Health & Hospitalizations	9516	00000	Discretionary				Food Service Discretionary Adjustment	0000129763	125,000.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	424001	Worker's Compensation	9516	00000	Discretionary				Food Service Discretionary Adjustment	0000129763	8,000.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	439001	Other Purchased Services	9516	00000	Discretionary				Food Service Discretionary Adjustment	0000129763	8,000.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	451001	Supplies	9516	00000	Discretionary				Food Service Discretionary Adjustment	0000129763	100,000.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	457001	Food	9516	00000	Discretionary				Food Service Discretionary Adjustment	0000129763	1,050,000.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	458001	Donated Foods	0842	00000	Discretionary				Food Service Discretionary Adjustment	0000129763	35,950.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	458001	Donated Foods	9516	00000	Discretionary				Food Service Discretionary Adjustment	0000129763	59,133.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	459002	Uniforms	9516	00000	Discretionary				Food Service Discretionary Adjustment	0000129763	1,500.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	9516	00000	Discretionary				Food Service Discretionary Adjustment	0000129763	350,000.00
2		11 KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	457001	Food	9516	00000	Discretionary				Daily Receipts 5/28/25	0000129875	50.00
2																		Total		1,850,000.00

AGENDA ITEM NO. 12.3

School Board of Manatee County
July 22, 2025 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of the Parrish Classical Preparatory Academy Application, Sponsored by Charter Schools USA, for the 2027-2028 School Year (No Net Financial Impact)

Executive Summary
Florida Statute 1002.33(6)(b) requires that school districts shall receive and review all applications for a charter school. Every effort is made to ensure that the review process is fair and transparent. Parrish Classical Preparatory Academy submitted an application to The School District of Manatee County for a charter school to serve the K-12 grade population with a projected enrollment of 710 students in the 2027-28 school year for grades K-7, and with a maximum student enrollment of 1,410 by Year 5 for grades K-12. The 2025-2026 and 2026-2027 school years will serve as planning years.

In alignment with statute, The School District of Manatee County utilized a panel of reviewers that included a team of district administrators with expertise in a variety of areas related to the effective operation of schools. The initial team of reviewers presented the findings from the review to the SDMC Charter Review Panel. The charter school applicants were also interviewed. The interviews offered the applicant an opportunity to demonstrate the organizing group's capacity to implement the ideas as presented in the application, as well as an opportunity to respond to clarifying questions from the Charter Review Panel.

The Parrish Classical Preparatory Academy application meets the state requirements as set forth in Florida Statute 1002.33. The approval of the charter school application from Parrish Classical Preparatory Academy will ensure that all children will have an opportunity for a quality learning experience.

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

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

Recommendation
The Superintendent recommends approval of the Parrish Classical Preparatory Academy Application, Sponsored by Charter Schools USA, for the 2027-2028 School Year (No Net Financial Impact).

Financial Impact

Parrish Classical Preparatory Academy will receive ninety-five percent (95%) of the Full-Time Equivalent (FTE) and other appropriate funds based on actual enrollment as reported in FTE survey reports.

Contact
Initiated by: Dr. Valerie Moore Hyer, Coordinator, Charter Schools

Attachments:
Parrish Classical Preparatory Academy_SW Charter Foundation 4.25.25
PCPA_Final_Evaluation

Southwest Charter FOUNDATION, INC.

Model Florida Charter School Application

Proposed Start-up Charter School:

Parrish Classical Preparatory Academy

Submitted to:

School District of Manatee County
Dr. Valerie Moore Hyer, Coordinator of Charter Schools
2501 63rd Avenue East Bradenton, Florida 34203

Submitted on:

April 25, 2025

ACCREDITED cognia NCA CASI | NWAC | SACS CASI

Southwest Charter
FOUNDATION, INC.

MODEL FLORIDA CHARTER SCHOOL APPLICATION

Proposed Start-up Charter School:
Parrish Classical Preparatory Academy

Submitted to:
School District of Manatee County
Dr. Valerie Moore Hyer, Coordinator, Charter Schools
2501 63rd Avenue East
Bradenton, Florida 34203

Submitted on:
April 25, 2025

ACCREDITED cognia NCA CASI | NWAC | SACS CASI

Rule 6A-6.0786, F.A.C.
Form IEPC-M1
Effective August 2024

APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: Parrish Classical Preparatory Academy

NAME OF NON-PROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Southwest Charter Foundation, Inc.

If a non-profit organization, has it been incorporated with Florida's Secretary of State? Yes

Provide the name of the person who will serve as **the primary contact** for this Application. **The primary contact** should serve as the contact for follow-up, interviews, and notices regarding this Application.

NAME OF CONTACT PERSON: Ken Haiko, Dr. Eddie Ruiz, Nirvani Ramnath, Rita Weaver

TITLE/RELATIONSHIP TO NON-PROFIT: Ken Haiko (Board Chairman), Dr. Eddie Ruiz, Nirvani Ramnath, Rita Weaver (ESP Representatives)

MAILING ADDRESS: 800 Corporate Drive, Suite 700, Fort Lauderdale, FL 33334

PRIMARY TELEPHONE: Ken Haiko (954) 562-1671, Eddie Ruiz (407) 808-1696, Nirvani Ramnath (817) 739-6633, Rita Weaver (954)804-3991

ALTERNATE TELEPHONE: ( ) _

E-MAIL ADDRESS: Ken Haiko kenh618@aol.com, Eddie Ruiz eruiz@charterschoolsusa.com, Nirvani Ramnath nramnath@charterschoolsusa.com, and Rita Weaver rweaver@charterschoolsusa.com

Names, roles, and current employment of all persons on applicant group, i.e. anyone with a role in drafting the substantive content of this application or expected to have a significant role with the school, including any consultants or employees of an Education Service Provider. Add lines as necessary.

Full Name	Current Job Title & Employer	Role with Proposed School
Ken Haiko	Consultant	Chairman
Thomas Wheeler	President and Owner - Risk Assessment Solutions	Vice Chairman/Secretary
Paul Sallarulo	Retired	Treasurer
Billie Miller	Retired	Director
Dennis Clark	Retired	Director
Pat Smith	Community Relations Director-Florida Department of Children and Families	Director
Dr. Eddie Ruiz	CSUSA Florida Superintendent	ESP Representative
Nirvani Ramnath	CSUSA Florida Deputy Director, Area 3	ESP Representative
Rita Weaver	CSUSA Sr. Director of Board Governance	ESP Representative
Delia Adkins	CSUSA Director of School Design and Development	ESP Representative
Adrianne Gribbin-Steward	Project Manager and Proposal Writer	ESP Representative

Projected Date of School Opening (Month/Year): August 2026

Do any of the following describe your organization, or the school proposed in this application?

_____Seeks approval to convert an already existing public school to charter status. (*Applicant must attach as Attachment A evidence of compliance with the voting requirements set forth in section 1002.33(3)(b), F.S.*)

_____Will be a charter school-in-the-workplace pursuant to section 1002.33(15), F.S.

_____Will be a charter school-in-a-municipality pursuant to section 1002.33(15), F.S.

_____Will be a charter school in a development pursuant to section 1002.33(10)(e)7., F.S.

__X__Will contract or partner with an Education Service Provider (ESP). *(See definition of an ESP in the Addendum, which applicant must complete if using an ESP.) If yes, include the provider's portfolio in answering the questions below regarding pending applications and school openings.*

Name of ESP: Charter Schools USA

__X__Seeks approval to replicate an existing school model. *(See definition of a replication in the Addendum, which applicant must complete if replicating a school model.)*

_____Seeks approval to replicate an existing High Performing Charter school model pursuant to section 1002.331, F.S.. *(Applicant must complete Addendum A1.)*

Does the applicant group have one or more charter school applications under consideration by any other authorizer(s) in the United States or intend to apply for one or more charter school applications to open in the upcoming school year other than the one presented here? X Yes _____No *If yes, complete the table below (add lines as necessary).*

State	Authorizer	Proposed School Name	Application Due Date	Decision Date
Florida	TBD	TBD	2025	2025

Does this applicant group have approved applications for schools or campuses scheduled to open in the United States in the future? _X_ Yes _____ No *If yes, complete the table below (add lines as necessary).*

Planned School Name	Authorizer	City, State	Opening Date
Treaty Oaks Preparatory Academy*	St. Johns County School District	St. Augustine, FL	2025
Cherry Lake Preparatory Academy*	Lake County Schools	Groveland, FL	2025
Discovery School at Myrtle Beach*	Limestone Charter Association	Conway, SC	2025
Academy of Classical Education at Covington*	Louisiana Department of Education	Covington, LA	2026
Broussard Charter Academy*	Louisiana State Board of Elementary and Secondary Education	Lafayette, LA	2026
Sarasota Classical Preparatory Academy*	Sarasota County Schools	Sarasota, FL	2026
Sorrento Preparatory Academy*	Lake County Schools	Lake County, FL	TBD
Lake Louisa Preparatory Academy*	Lake County Schools	Lake County, FL	TBD
Renaissance Charter at Osceola-1*	School District of Osceola County	Osceola County, FL	TBD
Renaissance Charter at Osceola-2*	School District of Osceola County	Osceola County, FL	TBD
South Palm Beach Charter School*	School District of Palm Beach County	Palm Beach County, FL	TBD
Renaissance Charter High School*	School District of Palm Beach County	Palm Beach County, FL	TBD
Innovation Preparatory Academy-3*	Pasco County Schools	Pasco County, FL	TBD
Discovery School at Rock Hill*	Limestone Charter Association	York County, SC	TBD
Discovery School at Nexton*	Limestone Charter Association	Berkeley County, SC	TBD
Discovery School at Columbia*	Limestone Charter Association	Richland County, SC	TBD
Discovery School at Simpsonville*	Limestone Charter Association	Greenville County, SC	TBD
Discovery School at Patriot Park*	Limestone Charter Association	Sumter County, SC	TBD

Does this applicant group operate schools or campuses in Florida or elsewhere in the United States?

_X_ Yes. _ No *If yes, complete DOE Form IEPC-M1A which can be found at http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference, and include as Attachment DD.*

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the applicant.

Signature [signature] *Title* 2/13/25

Printed Name *Date*

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EXECUTIVE SUMMARY

The Executive Summary should provide a concise overview of the proposed plan for the school; its mission and vision; the educational need for the school and the anticipated student population; the education plan and school design; the school culture; community engagement or partnerships to date; and the applicant team's capacity to successfully open and operate a high-quality school given the above considerations.

The Executive Summary should not exceed 2 pages and will not be counted against the page limits.

Southwest Charter Foundation, Inc. (SWCF) proposes to expand its school network with the launch of Parrish Classical Preparatory Academy (PCPA), a K–12 charter school projected to open in the 2027–2028 school year. The school will begin with 641 students in grades K–7 and expand annually to serve 1,410 students in grades K–12 by year five. Enrollment will be open to all students in Florida, in accordance with the Controlled Open Enrollment statute (§1002.31(2)(a), F.S.).

SWCF is governed by a volunteer board of professionals who are legally and ethically accountable to the community. Board members receive training in nonprofit governance, Florida's Open Government requirements, the Sunshine Law, and the Public Records Law. Consistent with its other schools, SWCF will partner with Charter Schools USA at Manatee Parrish, LLC ("CSUSA") for the planning, development, staffing, operation, and maintenance of PCPA. CSUSA will provide implementation support through its Florida-based team, led by the CSUSA Florida Superintendent and regional Deputy Director, offering expertise in curriculum, operations, and support for special populations. SWCF will monitor the school's day-to-day operations through a performance-based management agreement.

PCPA will be located in the rapidly growing Parrish area of Manatee County, which has experienced over 20% population growth since 2020, now exceeding 101,000 residents. Major residential developments, including the Saire Lagoon and Oakfield communities, are adding thousands of new homes, contributing to an influx of families and increasing demand for educational services. As of early 2025, there are over 200 subdivisions in the area, with nearly 1,900 homes either move-in ready or under construction. Local schools within a five-minute radius are currently at or over capacity, and even with planned expansions, projected growth indicates continued overcrowding. Population forecasts estimate over 21,000 new residents within a 15-minute radius by 2029, reinforcing the need for additional school choice options like PCPA.

PCPA's mission is to educate scholars through the tenets of classical education supported by a rigorous, data-driven curriculum. Its vision is to foster a dynamic learning environment that promotes lifelong scholarship and equips students with the skills, knowledge, and agency to thrive in a changing world.

The CSUSA Education Model, utilized in all SWCF schools, will serve as the foundation for instructional delivery at PCPA. Based on over 35 years of research by Dr. Robert J. Marzano, the model ensures effective implementation of a Guaranteed and Viable Curriculum (GVC) aligned with the Florida Benchmarks for Excellent Student Thinking and the Next Generation Sunshine State Standards. The model emphasizes the importance of foundational supports such as conditions for learning, professional learning communities, and continuous monitoring, along with instructional elements including planning, teaching, assessing, and responding. These components are designed to support student mastery through a continuous improvement process.

Traditional classical liberal arts practices will be integrated into all aspects of the educational model. These include the Trivium stages of Grammar, Logic, and Rhetoric; study of the Great Works—enduring texts that examine the nature and purpose of mankind; instruction in Latin to support vocabulary development in fields such as science, law, and medicine; and character education through the Beacons of Virtue, which promote Prudence, Fortitude, Temperance, and Justice.

PCPA will adhere to Florida's high school graduation requirements and offer multiple diploma pathways, including the 24-credit standard diploma, the Cambridge AICE Diploma, and the Advanced Placement Capstone Diploma. To prepare students for these options, the school will provide enrichment and acceleration opportunities guided by Personalized Learning Plans (PLPs). Developed collaboratively with students, teachers, and parents, each PLP will include specific academic and personal goals, along with action steps and progress checkpoints to ensure continuous growth and achievement.

To build awareness and community engagement, PCPA will implement a year-round marketing and outreach campaign. This effort will begin prior to the school's opening and will continue annually to promote programs and encourage parent involvement and community partnerships.

I. EDUCATIONAL PLAN

Section 1: Mission, Guiding Principles and Purpose

A. Provide the mission and vision statements for the proposed charter school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal, and taken together, should illustrate what success looks like.
   - *If the applicant is proposing a classical charter school, include how the school will emphasize the development of students in the principles in moral character and civic virtue through a well-rounded education in the liberal arts and sciences, which is based on the classical trivium stages of grammar, logic, and rhetoric.*

Southwest Charter Foundation, Inc. (SWCF) will strive to achieve the following mission and vision for Parrish Classical Preparatory Academy (PCPA). The mission and vision provide the foundation for the proposed charter school and combined, serve as its north star. SWCF will partner with Charter Schools USA at Manatee Parrish, LLC, ("CSUSA") to plan, development, and operate PCPA in a manner that reflects the charter proposal.

Mission
Parrish Classical Preparatory Academy will educate scholars through key tenets of classical education grounded in a rigorous and data-driven curriculum.

Vision
Parrish Classical Preparatory Academy will foster a dynamic K-12 learning environment that inspires lifelong scholarship and develops the skills, knowledge, and agency to navigate an ever-changing world.

B. Provide the page number(s) of the material within this application that describes how the proposed school will utilize the guiding principles found in section 1002.33(2)(a), F.S.
In accordance with the law, charter schools shall be guided by the following principles:
   - *Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.* 5-8, 9-20
   - *Promote enhanced academic success and financial efficiency by aligning responsibility and accountability.* 40-56, 74-83, 121-125
   - *Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school.* 21-39, 40-56

C. Provide the page number(s) of the material within this application that describes how the proposed school will meet the prescribed purposes for charter schools found in section 1002.33(2)(b), F.S.
In accordance with the law, charter schools shall fulfill the following purposes:
   - *Improve student learning and academic achievement.* 9-20, 21-39, 40-56
   - *Increase learning opportunities for all students, with a special emphasis on low-performing students and reading.* 9-20, 21-39
   - *Encourage the use of innovative learning methods.* 9-20, 21-39
   - *Require the measurement of learning outcomes.* 41-56

D. Provide the page number(s) of the material within this application that describes how the proposed charter school will fulfill the optional purposes of charter schools found in section 1002.33(2)(c), F.S. If one or more of the optional purposes does not apply to the proposed school, please note "N/A". **This section is optional.**

In accordance with the law, charter schools may fulfill the following purposes:

- *Create innovative measurement tools. PAGES(S)*
- *Provide rigorous competition within the public school district to stimulate continual improvement in all public schools. PAGE(S)*
- *Expand the capacity of the public school system. PAGE(S)*
- *Mitigate the educational impact created by the development of new residential dwelling units. PAGE(S)*
- *Create new professional opportunities for teachers, including ownership of the learning program at the school site. PAGE(S)*

Section 2: Target Population and Student Body

A. Describe the anticipated student population to be served and how that aligns with the school's mission. Applicants should state if they will give enrollment preference or limit the enrollment process, as allowed by law, to certain student populations defined in section 1002.33(10)(d) & (e), F.S.[1] If the applicant intends to have enrollment preferences they should be described in Section 14 of the application.

As specified in § 1000.05 and § 1002.33(10), F.S., PCPA will serve as an open enrollment school of choice for all Manatee County and Florida students, regardless of race, ethnicity, national origin, gender, disability, sexual orientation, religion, or marital status. PCPA intends to enroll Manatee County students between the ages of 5-18 in grades K-12 and will comply with the Controlled Open Enrollment statute (§ 1002.31, F.S.). This will allow parents from any school district in the state whose child is not subject to a current expulsion or suspension to enroll his or her child in, and transport his or her child to, PCPA if the school has not reached capacity. To determine PCPA's projected student population, statistical profiles of public schools within School District of Manatee County (SDMC) in the general vicinity of Parrish are listed in **Table 2.1**. This data was taken from the 2023-2024 versions of publicly available reports from the Florida Department of Education (FLDOE) Know Your Data website at the time of the analysis. Anticipated student demographic data helped inform the programming detailed throughout this application in accordance with PCPA's mission to educate scholars through key tenets of classical education grounded in a rigorous and data-driven curriculum.

Table 2.1

Parrish Classical Preparatory Academy	FRL	Minority	ELL	ESE	ESE + Gifted
CHARTER SCHOOLS					
Parrish Charter Academy	28%	28%	3%	12%	12%
Imagine Charter School at North Manatee	60%	58%	9%	12%	12%
Manatee School for the Arts	57%	58%	8%	11%	17%
Charter Schools Total	**51%**	**52%**	**7%**	**11%**	**15%**
DISTRICT SCHOOLS					
Virgil Mills Elementary School	45%	39%	3%	21%	22%
Buffalo Creek Middle School	49%	40%	3%	15%	20%
Parrish Community High School	36%	37%	4%	12%	18%
Barbara A Harvey Elementary	41%	39%	5%	12%	14%
Annie Lucy Williams Elementary	33%	32%	4%	20%	25%
New Rye Ranch Elementary*					
Palm View K-8 School	80%	75%	17%	19%	22%
James Tillman Elementary	76%	81%	26%	27%	27%
Blackburn Elementary School	82%	77%	20%	28%	28%
Lincoln Memorial Middle School	77%	91%	15%	29%	29%
Palmetto High School	64%	65%	7%	15%	21%
District Total	**53%**	**52%**	**8%**	**17%**	**21%**
TOTAL	**53%**	**52%**	**8%**	**16%**	**19%**

**Not opened.*

Anticipated Student Demographics:

[1] For operators intending to apply and be eligible for federal funding under the US Department of Education's Charter Schools Program, recruitment and admissions policies and practices must meet all federal requirements. *See* Charter Schools Program, Title V, Part B of the ESEA, Non-regulatory Guidance, Section E. (Lottery, Recruitment and Admissions).

Total Student Enrollment: 1410

- Free and Reduced Lunch Recipients (FRL): 53%
- Minority: 52%
- English Language Learners (ELL) 8%
- Exceptional Student Education (ESE): 16%
- Gifted: 4%
- Total ESE (including Gifted): 19%

PCPA will implement enrollment preferences in accordance with § 1002.33(10) F.S., and as allowed by law. **Section 14** provides information related to enrollment preferences.

B. If a facility has not been identified in Section 16 of this application, state the geographic area which the applicant intends to serve.

PCPA will be located within Manatee County in the vicinity of Parrish. In the past five years, Manatee County has experienced significant growth, especially in the area of Parrish. According to Environmental Systems Research Institute (ESRI) mapping software, the Parrish area has grown over 20% since 2020 to exceed 101,000 residents in the area. The area continues to grow as residential development projects like the Saire Lagoon community are underway with 3,000 homes planned and construction having started in 2024. Other master-planned communities like the Oakfield Community are set to include 4,000 new residences and over 500 multi-family units starting their home sales in 2025. As of early 2025, there are 201 subdivisions in Parrish, with 1,129 move-in-ready homes and 757 homes under construction. The average household size at 2.49, these new residences will bring additional children to the area. The schools within a five-minute radius of the target location are at or over capacity. While several schools within a 15-minute drive of the target site have been designated for expansion, projected growth for the area indicates that these schools will still be at or over capacity in the near future after new residents move in. According to the Bureau of Economic and Business Research at the University of Florida, Manatee County's population is projected to reach 437,640 residents in 2025 and add another 32,000 people by 2030. According to ESRI, another 21,000 people will move within a 15-minute drive time of the target site by 2029.

PCPA will be open to all students in the state of Florida in accordance with the Controlled Open Enrollment statute (§ 1002.31(2)(a), F.S.), but an enrollment preference will be given to Manatee County students. Please note that this is the intended geographic location, and an exact school site has not yet been acquired.

C. Provide enrollment projections in the table below for each year of proposed operation. These projections are not enrollment caps. Annual capacity determinations will be made by the governing board in conjunction with the sponsor per section 1002.33(10), F.S.

PCPA's enrollment projections are detailed in **Table 2.2**.

Table 2.2

Number of Students					
Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5
K	100	100	100	100	100
1	92	92	92	92	92
2	92	92	92	92	92
3	92	92	92	92	92
4	92	92	92	92	92
5	92	92	92	92	92
6	125	125	125	125	125
7	25	125	125	125	125
8	0	25	125	125	125
9	0	100	125	125	125
10	0	0	125	125	125
11	0	0	0	125	125
12	0	0	0	0	100
TOTAL	**710**	**935**	**1185**	**1310**	**1410**

D. Provide a brief explanation of how the enrollment projections were developed.

Enrollment projections were calculated through a market analysis using ESRI mapping software which tested and validated the density of the specific student market. This projected demand was then aligned to the different school size models developed by CSUSA. SWCF then determined the model most appropriate for PCPA. Specific school sizes have been developed by CSUSA to ensure consistently sized grade levels that facilitate student matriculation over time and allow optimal staffing of teachers. Enrollment projections are within the comparable thresholds of CSUSA's historical Florida market. It is also important to note that the local area measured for data is significantly smaller than a Florida charter school's actual enrollment footprint, which is technically statewide. As such, the school expects to attract students from outside the area measured, but the peripheral influence on PCPA's local enrollment and demographic composition is expected to be negligible.

The school will comply with applicable Florida Statutes and with the Class Size Reduction Amendment requirements as outlined in the Florida Constitution, Section 1 of Article IX, amended in November 2002, as it relates to charter schools. The school's staffing model and enrollment projections are designed to achieve compliance as it currently relates to charter schools. If the requirements for charter schools change over time, the school design will be modified and projections amended to reflect necessary compliance, which may include modifications to staffing and enrollment. For the upcoming school year, charter schools are mandated to comply with class size at the schoolwide average.

E. Briefly explain the rationale for the number of students and grade levels served in year one and the basis for the growth plan in subsequent years as illustrated in the table above.

Community demographic and population information was obtained through a market analysis using ESRI, which utilizes the most current census data coupled with map-based analytics. According to current census data produced by ESRI, approximately 20% of the population is school-aged children live within a 15-minute

drive from the anticipated geographic area that the school intends to serve (described above in **2.B**). A school model was selected that best fits the demand reflected in this initial analysis. The 710 students budgeted in Year 1 amount to 6% of the total number of potential students enrolling in grades K-7 within a 15-minute drive of the school's anticipated location, and the final budgeted total of 1410 students represents 7% of that same area. The total population within a 15-minute drive is expected to grow by an average of 3.79% annually between 2024-2029 while the population within a 15-minute drive is expected to grow by an average of 3.79% annually during that same timeframe.

Section 3: Educational Program Design

A. Describe the proposed charter school's educational program.

PCPA will fulfill its mission to educate scholars through key tenets of classical education grounded in a rigorous and data-driven curriculum. Through the Trivium – instruction in grammar, logic, rhetoric – other disciplines, scholars will be empowered to make connections in school and life and encouraged to communicate ideas confidently. The CSUSA Education Model (Education Model) serves as the foundation of the program design and will guide instructional delivery of state-adopted benchmarks/standards. To complement this foundation, PCPA will incorporate the CSUSA Classical Framework, anchored in key tenets of classical education that help cultivate intellect and moral character. Through full implementation of the Education Model with a clear classical focus, the school will strive to achieve its vision of a dynamic K-12 learning environment that inspires scholarship and develop the skills, knowledge, and agency to navigate an ever-changing world with Strong Minds, Good Hearts™. The program design will serve to drive effective delivery of the Florida B.E.S.T. standards for reading and math and NGSSS standards for social studies and science to ensure each scholar's success in school and life.

A CSUSA Florida support team will support implementation of the educational program. The team is led by the CSUSA Florida Superintendent and the regional Deputy Director who will provide direct oversight of PCPA. The support team also includes staff who specialize in curriculum, ESE, ELL, gifted, and various areas of operations. The school's instructional leadership team will be led by the principal and include the assistant principal (AP), student services coordinator (SSC), counselor, and curriculum resource teachers (CRTs) at minimum.

Classical Focus

Classical schools typically center instruction around core literary works, developmental stages of instruction, the study of Latin or Greek, human nature, morality, and virtue. PCPA's approach to classical education will combine teacher- and learner-centered pedagogies in the delivery of the Education Model. The following key components are planned as part of the school's academic plan and an integration with the Education Model.

The Trivium: The Trivium is a set of instructional strategies organized by the progression of child development. The word trivium comes from the Latin tri-, meaning "three," and -via-, meaning "way" or "road." Therefore, trivium is the metaphorical place where the three ways of grammar, logic, and rhetoric converge. The stages of the trivium will be implemented as follows:

- **Grammar:** In grades K-5, scholars will learn the fundamental rules of communication. This stage provides scholars with the basic tools of each core subject area through repetition. Specific strategies are used to easily memorize this information include repetition, choral response, songs and chants matched with various actions and hand gestures.
- **Logic:** In grades 6-8, scholars will learn the art of argument, the task of organizing information, and identifying truth from falsehood. At this stage scholars naturally want to understand-they are curious and want to know how and why.
- **Rhetoric:** In grades 9-12, scholars will gain an understanding of the art of public speaking, which encompasses the tools required to devise creative works and speeches.

The Great Works: The Great Works are books that have persisted through time and explain the nature and purpose of mankind. These classics will be used as supplemental resources to English language arts (ELA) core curricula and include the dialogues of Plato, Homer's Iliad and Odyssey, the works of Shakespeare, and

a variety of other works of literature, philosophy, science, and history. The Great Works are the essence of Western tradition and include overarching questions of life and incorporate deep themes and beautiful language. In reading these resources, an indelible mark is left on the hearts and minds of teachers and scholars alike. In addition to these Great Works, poetry and prose from diverse perspectives from the past and present, are incorporated into instruction to expand the scholars' worldview and understanding of humanity.

Latin: Latin instruction will begin in the lower grades (K-5) and continue through middle (6-8) and high school (9-12). Latin will provide scholars with many of the root words of specialized vocabularies of modern sciences and is the language of law, politics, and logic. In addition, Latin teaches children to work out core meanings, identify patterns and devise logical solutions. Most importantly, studying Latin throughout the K12 experience helps increase the deductive reasoning required to learn and understand core concepts and fosters clear, logical thinking.

Beacons of Virtue: The Beacons are a set of character traits that support the development of classroom and schoolwide behavior expectations and help instill a culture and climate of moral character and civic virtue. The school will focus on a different Beacon each quarter, which will inspire school-wide teaching, learning and initiatives aimed at cultivation of the designated virtue and character development. The beacons are as follows, with additional information provided in Section 8:

- **Prudence:** The ability to govern and discipline yourself through logic and reason.
- **Fortitude:** Courage to confront difficult situations with grace and dignity.
- **Temperance:** The ability to moderate your passions and desires.
- **Justice:** The moral habit of giving to each what is due.

CSUSA Education Model

The CSUSA Education Model is an instructional approach developed after extensive study of educational practice and is grounded in over 35 years of Dr. Robert J. Marzano's research. Its purpose is to ensure effective delivery of a Guaranteed and Viable Curriculum (GVC) that facilitates each student's mastery of state-adopted benchmarks/standards. The GVC is comprised of a year-long instructional plan for each grade level and subject area. Its composition is primarily a combination of factors that have strong correlations with academic achievement, "opportunity to learn" and "time," which address the extent to which the curriculum is "guaranteed" (Marzano, 2017).

- Guaranteed: Establishes the learning skills considered essential for *ALL* students, a learning environment set up to ensure that academic achievement and optimal learning occurs for *ALL*.
- Viable: Ensures that the curriculum content for a given course or grade level can be adequately addressed in the time available.

Developed in three stages, the GVC is informed by the work of *Understanding by Design* (Wiggins & McTighe, 2012):

1. Identifying desired results – establishing learning priorities based on long-term performance goals.
2. Determining acceptable evidence – keeping assessment in mind while designing specific units and lessons.
3. Planning learning experiences and instruction – determining appropriate teaching and learning activities and resources.

This backward design approach emphasizes intentionality in planning, student understanding over teaching, and thoughtful selection of instructional tools and strategies (Bowen, 2017).

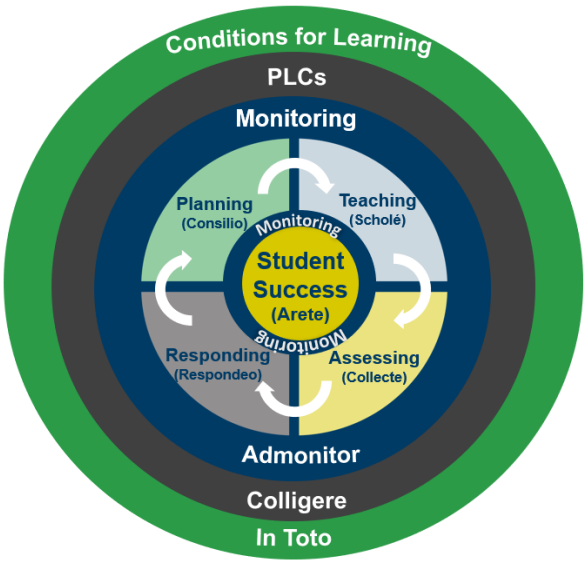
The FLDOE prescribes the instructional benchmarks/standards reflected in the GVC, which consist of Florida B.E.S.T for ELA and Math and NGSSS. The GVC will be revised accordingly as FLDOE provides updates to ensure relevance of instructional planning and compliance with statute. CSUSA Florida support team members will collaborate with the school's instructional leadership team to update the GVC, and all accompanying resources, based on updates to applicable state guidelines.

Continuous Improvement Process

The Education Model embeds a continuous improvement process to drive teaching and learning across grade levels, subject areas, and the learning environment. This process is informed in part by William Edwards Deming's approach to continuous quality improvement. Deming outlined four key iterative stages of continuous improvement (Plan-Do-Check/Study-Act) that drive a cycle for identifying problems and implementing solutions in a timely manner. Application of a continuous improvement process in education can help yield positive outcomes for students, including increased participation in rigorous college-prep coursework and college enrollment, and decreased failure rates (Best & Dunlap, 2014). The process is intended to facilitate better understanding among administrators and teachers of what students need to ensure academic success.

Successful implementation of the Education Model rests on strict adherence to the continuous improvement process. To aid in implementation with fidelity, the principal will be supported in establishing each key element with a strategic focus on growing the Education Model's efficacy.

CSUSA Education Model: Classical Integration



The descriptions below illustrate the Education Model's three overarching elements that support an intentional and collaborative school environment:

1. Conditions for Learning

In Toto: Attending to the whole child honors individual humanity and is critical to providing multiple learning opportunities for all scholars to reach their full potential.

Conditions for learning encompass rules, guidelines, and expectations for developing and maintaining a safe and supportive school environment that allows students to focus on academics and feel comfortable taking risks. The instructional leadership team will support all staff in developing and maintaining a safe, supportive, challenging and nurturing school community. This includes:

- Establishing clear rules and expectations for appropriate behavior.
- Protecting scholars from physical and emotional harm by upholding all duties and obligations as mandatory reporters.
- Supporting the mental and emotional well-being of all scholars.
- Cultivating an environment where differences are respected among all stakeholders.
- Establishing a climate and culture of trust among scholars and faculty in the school community.
- Providing scholars with opportunities to set goals and demonstrate growth.
- Making purposeful use of indoor and outdoor learning spaces.
- Instituting Beacons of Virtue—prudence, fortitude, temperance, and justice—which are detailed further below, to drive the development and maintenance of conditions for learning.

2. Professional Learning Communities (PLCs)

Colligere means a gathering of the minds toward higher intellect. PLCs at PCPA will be referred to as Colligere and help emphasize the virtue of wisdom and the individual as a lifelong learner.

A PLC is a structured gathering of the minds in which educators engage in scholarly conversations to achieve common goals. PLCs will provide teachers with time dedicated to working together toward a higher purpose—true learning. This is achieved through collaborating and problem-solving situations specific to their field and scholars. Teachers will use data to measure the efficacy of their teaching against performance, develop small group instructional plans that target specific scholar needs, and track standards. PLCs will meet on a regular schedule to:

- Establish goals based upon current levels of scholar achievement.
- Work together to achieve goals and backwards plan as a grade-level team.
- Align grade-level planning and instruction to the Trivium, detailed further below, to ensure the effective delivery of key instructional approaches according to the natural progression of child development.
- Analyze data to inform data-driven instruction and planning and provide periodic evidence of progress.

PCPA's application of PLCs will utilize best practices in establishing and maintaining PLCs informed by the work of Richard DuFour to ensure a scholar-centered and data-driven focus, especially for small group instructional planning. To help establish a strong foundation, PCPA s instructional leadership team members will facilitate these meetings weekly and document next steps and evidence of scholar and teacher learning. Based on capacity, teachers will then take on the role of lead facilitators and PLCs will run more autonomously. The PLC structure at PCPA will encompass following four questions (DuFour, 2016):

- What do we want each student to learn?
- How will we know if a student has learned?
- How will we respond if a student hasn't learned it?
- How will we respond if a student has learned it?

3. Monitoring

Admonitor: Active monitoring of implementation will be referred to as admonitor to represent the monitoring of scholar performance.

Consistent monitoring of PCPA's academic program implementation and scholar performance will reflect a vigilant focus on the application of each component of the Education Model to ensure schoolwide fidelity. The instructional leadership team will actively monitor the conditions for learning, PLCs, data chats, lesson plans, and classroom observations, among other means, to gauge efficacy of each Education Model component. CRTs will work closely with classroom teachers to ensure conformity with the teaching and learning cycle detailed below, as well as the school' classical focus, and provide frequent feedback on lesson plans to ensure standards alignment and differentiated instruction.

Teachers will monitor attainment of standards at the classroom-level through frequent formative assessments. This regular monitoring will allow for intra-unit instructional adjustments. Assessments will also support instructional monitoring and the prompt identification of necessary remediations through proficiency tracking and analysis of scholar growth and subgroup performance.

Teaching and Learning Cycle

The descriptions below illustrate the four components of the Education Model necessary for planning and executing each cycle of instruction. Each component reinforces the school's classical education focus, particularly the Trivium, the Great Works, and Latin.

4. Planning

Consone: Instructional planning will be referred to as Consone to represent the harmony that exists among planning, alignment, and creativity during the lesson planning process.

Planning guides will equip teachers with the resources needed to ensure all curriculum, assessment, and instruction are aligned to the intent and rigor of state-adopted benchmarks/standards. These resources include Instructional Focus Calendars (IFCs), curriculum maps, course sequences, lesson plan templates, and online Schoology training and supplemental resources. Planning guides will be utilized to define the teaching and learning roadmap and will provide the foundation for responsive teaching (plan, teach, assess, respond), and the delivery of effective direct instruction and guided instruction (I Do, We Do, You Do). Teachers will utilize planning guides to develop engaging and rigorous standards-based lessons and provide opportunities for varying responses, and small group instruction. PCPA may use the Chalk lesson planning platform, or a comparable electronic format, to store and provide feedback on instructional plans which will be grounded in the use of core curricula and integrated Trivium instructional strategies described further below.

5. Teaching

Scholé: Scholé is the word used to refer to institutions of learning. Most importantly, scholé is a leisure of quality pursuits. Meaning, classical teachers and scholars are expected to relish the love of learning by taking time to fully process, analyze, and comprehend the complex materials in the curriculum.

Rigorous instruction will reflect a variety of research and evidence based instructional strategies intentionally designed to meet the needs of each scholar. These strategies are aimed at developing depth of knowledge alongside content knowledge, and ensuring instruction is aligned to the true intent and rigor of the benchmark/standard. Teachers will be equipped with the appropriate training and feedback to increase the complexity of their lessons and flexibly employ instructional strategies to meet individual scholar needs, build active engagement, and facilitate in such a way that makes the classical curricula accessible to all learners.

6. Assessing

Collecte: Assessments will drive instruction and serve as the bridge between teaching and learning and will be referred to as Collecte to emphasize the data collection that occurs through scholar assessment.

Baseline data will be gathered and analyzed to help all faculty understand where individual scholars, cohorts of scholars, and grade levels are "entering the learning." This will drive the identification of prior learning gaps and areas of strength. PCPA will utilize a Balanced Assessment System (BAS) to identify triannual interim benchmark assessments, baseline and diagnostic assessments, and Instructional Focus Assessments (IFAs) which correspond to IFCs and will be administered after each core subject instructional unit to determine areas for remediation. Interim benchmark assessments will provide school leadership with information on standards-based proficiency.

Within a classical framework, assessment focuses on the whole child. The classical approach to assessment is similar to the use of the formative assessments listed above, emphasizing simultaneous instruction and assessment. The purpose of classical assessment is to help scholars acquire skills and eventually become autonomous and self-sufficient in their knowledge and skill set to solve problems, create sustainable solutions, and achieve wisdom (Perrin, C., Classical U, 2022).

7. Responding

Respondeo: Responsive teaching (planning, teaching, assessing, responding) is reflective of the results of classroom and schoolwide formative assessment analysis. Responding will be referred to as Respondeo to represent the process of responsive teaching.

At the school level, teachers will collaborate during PLCs to analyze their standards-based assessment data and interim benchmark data for progress monitoring. As standards are tracked, action plans will be developed to outline how teachers will address any instructional gaps, as well as how they can both remediate and enrich lessons based on the data. The end goal of action planning is to prepare for effective delivery of core content and small group instruction. Based on data analysis, teachers will organize scholars into intervention or enrichment groupings. These groupings are described further below.

- Data chats will take place under the guidance of a school administrator or CRT after select assessment windows and are focused on progress monitoring. At the discretion of the school's instructional leadership team, data chats may occur more frequently, using teacher-created,

formative assessments. The purpose of data chats is to ensure all teachers understand the connection between effective instruction and scholar achievement. Data chats provide teachers with the opportunity to intentionally plan for scholar growth and build expertise in analyzing data.

At the classroom-level, formative assessments occur at a hinge point in the lesson, allowing teachers to respond to the data in real time. These assessments are embedded in the lesson plan and their data will be used to identify learning gaps so that teachers can respond with individual, small group, or whole group reteaching.

8. Success Block

Prospero: Success Block is a daily 30-minute block that emphasizes teacher-directed small group instruction and cooperative learning that will be known as Prospero to signify the goal that all scholars will prosper through participation in differentiated instruction and cooperative learning.

Using assessment data and scholar goals specific to PCPA, detailed in **Section 5**, scholars will be placed in flexible groups to extend learning or develop mastery of core subject area standards. Initially, scholars in grades K-5 will receive targeted remediation in their grade level. Scholars who are above proficient in both reading and math will be able to participate in enrichment activities. Scholars in grades 6-12 in need of intensive intervention will receive additional support outside of the core ELA and math blocks. Each quarter, intervention groups will be adjusted accordingly based on interim benchmark assessment and classroom data to ensure scholars continuously receive the support they need. Eventually, after staff have a firm understanding of scholar needs and build automaticity with transitions and scheduling, scholars will be strategically grouped with teachers across grade levels and/or content areas based on data. Teachers who are most appropriate to provide remediation (based on data and capacity) will work with scholars demonstrating lowest proficiency in standards assessed. For scholars who have mastered unit learning, enrichment activities will be provided to stimulate continued learning and engagement.

Personalized Learning Plans

A Personalized Learning Plan (PLP) will be created for each scholar to track individual progress in attaining a year's worth of grade level learning and acquisition of the Beacons of Virtue. The PLP is a tool used to develop intrinsic motivation and scholar ownership of learning goals and character development. The development and monitoring of each PLP will be a collaborative effort between the teacher and scholar. Sample PLP goals are included in **Addendum FF**. At the beginning of the school year, teachers will meet with each scholar to document baseline data, set quarterly academic, extracurricular, and virtue-oriented goals, create action plans, and discuss scholar strengths and challenges. Throughout the year, teachers and scholars will have PLP meetings to track progress and adjust action plans accordingly. Parents will be considered valued partners in goal tracking and will have visibility to their scholar's PLPs. Administrators and other instructional staff may collaborate on scholar PLP goal setting and tracking as well. PLPs are intended to help PCPA be unwavering in its dedication to inspiring every scholar to achieve excellence in school and life through rigorous academics, participation in school and the greater school-wide community, and virtue development.

B. Describe the basic learning environment (e.g., classroom-based, independent study, blended learning), including rationale for class size and structure and how the learning environment supports and is consistent with the mission.

PCPA's student-centered learning environment will be classroom based. The planned school facility is described in detail in **Section 16**. The learning environment will reflect the school's vision to provide a dynamic K-12 learning environment that inspires scholarship and develop life skills, knowledge, and agency to navigate an ever-changing world with strong minds and good hearts.

Class Size

The school facility will comply with applicable Florida Statutes and with the Class Size Reduction Amendment requirements as outlined in the Florida Constitution, Section 1 of Article IX, amended in November 2002, as it relates to charter schools. The staffing model, facility design, and enrollment projections are designed to achieve compliance as it currently relates to charter schools. If the requirements for charter schools change over time, the school design will be modified and the projections amended to reflect necessary compliance, which may include modification to the facility, staffing plan, and/or enrollment. For the upcoming school year, charter schools are mandated to comply with class size at the schoolwide average.

C. Describe the research base used to design the educational program.

Research Base

The research on effective schooling by Dr. Robert J. Marzano provides the basis for the educational program. The Education Model provides curriculum design and implementation aligned with ongoing assessment of student achievement. Marzano provides a framework for creating schools that positively affect student achievement categorized into three general factors: (1) school-level factors, (2) teacher-level factors, and (3) student-level factors. As Marzano updates his research with new findings and strategies, the educational program will incorporate the research as it becomes available.

School-level Factors

Guaranteed and Viable Curriculum

The first school-level factor is a GVC, described earlier, designed to meet state benchmarks/standards through the process outlined in *Understanding by Design*, (Wiggins & McTighe, 2012). The GVC outlines the specific learning outcomes within B.E.S.T. and NGSSS and was created in three stages: 1) identifying desired results, 2) determining acceptable evidence, and 3) planning learning experiences and instruction. Through PD, teachers continue this process and are supported in working within the standards-driven curriculum to clarify desired outcomes, devise assessments that reveal student understanding, and craft effective and engaging learning activities aligned with real-world experiences that prepare students to achieve state-adopted standards. The *Understanding by Design* process and the GVC allow educators to center the curriculum and assessments around establishing goals (content standards, course or program objectives, learning outcomes), big ideas (what specific understandings about the big ideas are desired), essential questions (what provocative questions will foster inquiry, understanding, and transfer of learning), and authentic performance tasks (the type(s) of performance tasks that allow learners to demonstrate the desired understandings).

Challenging Goals and Effective Feedback

Marzano's second school-level factor is "challenging goals and effective feedback." This factor is a combination of effective monitoring and pressure to achieve. Mark Lipsey and David Wilson examined hundreds of studies and found that on average, the act of setting academic goals or defining clear learning goals translated into higher student achievement. The reported impact of setting goals on student achievement ranges from a low of 18-percentage points to a high of a 41-percentage point increase. Also,

research shows that setting academic goals for an entire school has a powerful, coalescing effect on teachers and administrators (Marzano, 2017).

The results of several research studies show that academic achievement in classes where effective feedback is provided to students is considerably higher than the achievement in classes where effective feedback is not provided. John Hattie reviewed around 8,000 studies and found that "The most powerful single modification that enhances achievement is feedback." The simplest prescription for improving education must be 'dollops of feedback.' Effective feedback has two very specific characteristics: (1) It must be timely, and (2) It must be specific to the content being learned (Bangert-Drowns). George Madaus and colleagues found that tests that are not specifically designed to assess a particular school's curriculum frequently underestimate the true learning of the student (What Works in Schools, 2003).

Parent and Community Involvement

According to Marzano's research, effective parental and community involvement includes the areas of communication, participation, and government. Parent and community involvement is discussed further in **Section 15**.

Safe and Orderly Environment

The need for a safe and orderly environment that is rooted in clear expectations and procedures is critical to ensuring a school environment that is conducive to learning. The school environment is discussed further in **Section 8**.

Collegiality and Professionalism

In a collegial environment, teachers are supportive of one another in their attempts to learn and grow as professionals. In a professional school environment, staff members are given multiple opportunities to develop their skills and subject-matter knowledge. The way staff members hone their skills and develop collegiality is described further in **Section 13**.

Teacher-level Factors

Research shows that the most effective teachers produce higher gains than the least effective teachers. Over time, this effect on student academic performance compounds, which shows the importance of training and retaining the most highly effective teachers. When a teacher possesses a high level of skill and knowledge in the following three teacher-level factors, the impact is the most powerful on student achievement (Marzano).

1. Instructional Strategies – The educational framework founded upon the works of Marzano outlines several research-based instructional strategies that are implemented in the classroom. The effective and systematic use of these research-based instructional strategies provides students a unique opportunity for their learning to be academically rigorous and challenging, yet innovative and focused on individual student learning needs. Detailed information regarding instructional strategies is included in **Section 4**.
2. Classroom Management – Teachers focus on four areas for effective classroom management: (1) establishing and enforcing rules and procedures; (2) carrying out disciplinary actions; (3) teacher and student relationships; and (4) maintaining an appropriate mental set.
3. Classroom Curriculum Design – The school will adhere to the following principles of Marzano's research:

- Learning is enhanced when a teacher identifies specific types of knowledge that are the focus of a unit or lesson.
- Learning requires engagement in tasks that are structured or are sufficiently similar to allow for effective transfer of knowledge.
- Learning requires multiple exposure to and complex interactions with knowledge.

Student-level Factors

Home Environment

Regarding the impact on student achievement, Marzano's research indicates that the home environment is comprised of three elements:

- Communication about school
- Supervision
- Parental expectations and parenting style

The school will make all attempts possible to keep lines of communication open between the school and families to ensure parents and guardians are supported in their child's education. Parents will be informed of their child's reading level and academic progress in school and engaged in the classroom and school communities. Teachers will share progress reports, report cards, Northwest Evaluation Association (NWEA) reports, interim benchmark assessment scores, and encourage participation on the student information system (SIS) to share pertinent information related to student academic performance and involvement in the school community. Creating a strong and meaningful connection to the school community benefits all stakeholders and makes keeping an open and clear line of communication between parents and the school possible.

Learned Intelligence/Background Knowledge

Marzano's research shows that background knowledge is directly related to learned intelligence and student achievement. To promote the acquisition of learned intelligence and background knowledge, the following action steps:

- Involve students in programs that directly increase the number and quality of students' life experiences.
- Involve students in a program of wide reading that emphasizes vocabulary development.
- Encourage students to read in their free time to reach reading goals.
- Provide direct instruction in vocabulary terms and phrases that are important to specific subject matter content.

Research is clear that increased student motivation has a positive effect on achievement (Marzano, McCombs, 1990). The school will make multiple attempts to motivate students in various ways. Goal-setting and personalized learning plans present the school's primary vehicles for instilling an increased sense of intrinsic motivation in students. Critical to the success of every student is the sense of ownership of learning and setting goals to motivate their achievement. Teachers will consistently provide timely and specific feedback to students on their assignments and classwork and assist students in making meaningful connections to ensure students know how to fix their mistakes, reinforce their learning, and build schema. Students will participate in tasks that are engaging, such as project-based learning, interactive technology tasks, or other experiential learning activities. These tasks support growth toward standards mastery and critical practice in the key 21st Century skills, including communication, creativity, problem-solving, and

collaboration. Teachers and administrators are expected to invest in the achievement of students, and therefore personally motivate each and every child to reach his or her potential.

Classical Education

PCPA's classical model of education is grounded in time-tested principles supported by both historical and contemporary research. The foundational framework of the classical approach is most notably articulated in Dorothy Sayers' essay The Lost Tools of Learning (1947), which calls for a return to the Trivium, Grammar, Logic, and Rhetoric, as a means to teach students how to think and learn effectively. Sayers argues that education should be structured around the natural developmental stages of children, aligning instruction with their cognitive growth rather than limiting it to content acquisition (Cothran, 2018). This philosophy finds further support in Jean Piaget's developmental theory, which explains that children move from concrete to abstract thinking in predictable stages, reinforcing the logic behind the progression of the Trivium (Piaget, 1972). Moreover, David Hicks in Norms and Nobility (1990) emphasizes the importance of uniting intellectual virtue with moral character, arguing that a classical education equips students not only with knowledge but with the wisdom to use it rightly. Contemporary research from scholars like Dr. Albert Cheng (2016) has also shown that students in classical schools tend to outperform their peers in critical thinking, civic engagement, and long-term academic success. Together, these perspectives point to the developmental appropriateness, intellectual rigor, and character formation inherent in the classical model. By aligning classical pedagogy with current educational standards and integrating 21st-century competencies such as digital literacy and problem-solving, PCPA prepares students to become not only knowledgeable but also able to think critically, communicate effectively, and lead virtuously in an ever-changing world. This convergence of developmental psychology, educational philosophy, and empirical research offers a robust foundation for PCPA's classical programming.

D. Provide a sample daily schedule and school annual calendar, including the annual number of days and hours of instructional time as Attachment B. (Note: if approved, the Governing Board will formally adopt an annual calendar)

A sample daily schedule and draft annual calendar are provided in **Attachment B**.

E. Explain how the services the school will provide to the target population support attainment of the state-adopted standards, as required by section 1002.33, F.S.

The Education Model's continuous improvement process reflects a schoolwide approach to student learning and promotes an "all-hands-on-deck" response to meet the needs of every student. The school's instructional leadership team, with the help of CSUSA Florida support team members, will develop the capacity of staff to effectively follow the instructional cycle, emphasizing the components outlined below:

- **PLCs** – Build the capacity of each teacher as an instructional leader and support making informed decisions about which curricular resources and strategies match the data-defined need.
- **IFAs** – Ensure adequate time is allocated to essential benchmarks/standards and enough time is provided for instruction in between assessment periods.
- **Success Block** – Provides a timely response to student remediation and enrichment needs. Success Block will take place approximately 30-minutes daily with groupings are based on data.

Teachers will employ a variety of high yield, research-based instructional strategies described in detail in **Section 4**. After each instructional unit, teachers grade assessments based on a specific level of mastery of

the benchmark/standards and determine whether the class should move on to the next standard, or whether the concept needs to be taught in a new way. Students who have not yet demonstrated mastery will continue to receive support through targeted small-group instruction, even if the class moves on to the next unit. Students will receive intensive interventions if they continually fail to master skills and concepts. A Response to Intervention (RTI) model, described in **Section 4**, will be employed in alignment with federal guidelines to ensure students are receiving the appropriate interventions based on their performance. In addition to small-group, teacher-led instruction as an ongoing strategy for providing instructional, PCPA will provide the following for students:

- **Tutoring** – A tutoring program will offer remediation and additional practice opportunities for students to master benchmarks/standards. The tutoring program demonstrates one way the school will provide opportunities beyond the regular school day for students to reach proficiency in course content. Tutoring will take place before/after school, on designated Saturdays, and over school breaks as necessary. Student groupings will be flexible and based on interim benchmark and progress monitoring data. Groups of up to 10-15 students are typically based on student remediation needs and use of state assessment data and NWEA learning continuum data, with students cycling in and out of targeted tutoring sessions as appropriate. All teachers will be informed of the tutoring program and expectations for participation.

  Early in the first quarter, teachers will be identified to lead tutoring sessions, which may include tutoring in a different grade or content area. Standards-based course materials will be identified for use and the start date will be determined based on student need. The frequency and duration of the tutoring schedule will be continuously reviewed to ensure relevancy based on student academic performance. Tutoring sessions will be derived from the operating budget and initially managed by a CRT. These sessions are not considered intensive interventions which are detailed in **Section 4**.

Section 4: Curriculum and Instructional Design

A. Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve Florida standards. Describe the primary instructional strategies that the school will expect teachers to use and why they are appropriate for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students, including how students who enter the school below grade level will be engaged in and benefit from the curriculum and the formalized multi-tiered level of supports that will be provided to students who are performing below grade level. In particular, describe the 5curriculum and differentiated strategies that will be used for students performing at grade level or higher and a separate mathematics curriculum and strategies for students who are performing below grade level.

Curriculum in Core Academic Areas

Curriculum in core content areas will reflect state adopted benchmarks/standards. The GVC is aligned with Florida B.E.S.T. for ELA and Math and Florida's State Academic Standards for Science and Florida Social Studies Next Generation Sunshine State Standards in K-12. The purpose of the Education Model, described in **Section 3**, is to ensure effective delivery of the GVC for all students. Teachers will use a variety of curricular resources to plan lessons in accordance with the GVC scope and sequence so that students are provided with the greatest opportunity to master grade-level content in preparation for both state assessments and high school pathways. Curricular programs and tools will be continuously reviewed and updated based on the effectiveness of meeting student needs.

To ensure teachers are supported in utilizing curricular resources and making informed instructional choices, professional development (PD) will be provided by CRTs, CSUSA Florida support team members, and external experts such as publisher and software representatives. A full description of PD is included in **Section 13**. PCPA will offer courses made available by FLDOE through the course code directory as listed on CPALMS. As benchmarks/standards, state assessments, and standards-aligned curricular tools are revised, updates will be made to the GVC and planning resources to maintain compliance with the applicable Florida statute(s).

English Language Arts

The GVC is comprised of several units/clusters aligned to standards for ELA. Each unit's planning resource highlights resources that reflect the four key principles of Florida's B.E.S.T. for ELA:

1. ELA is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in society.
2. The standards are clear and concise, so they are easily understood by every stakeholder.
3. The texts students read are meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.
4. Standards should not stand alone as a separate focus for instruction but should be combined purposefully.

ELA expectations represent the overarching skills that run through every component of language arts and provide the roadmap to ensure effective teaching and learning toward standards mastery. Instruction will be aimed at mastery of ELA benchmarks which represent end-of-the-year goals structured around the following ELA strands:

- **Foundations:** Designed to meet the needs of the traditional beginning reader and expanded from previous standards to include remediation for secondary students who are not yet proficient readers.
- **Reading:** Divided into three standards – reading prose and poetry, reading informational text, and reading across genres. Text complexity will be examined to determine grade level appropriateness based on a combination of quantitative, qualitative, and student-centered demands.
- **Communication:** Divided into five standards – communicating through writing, communicating orally, following conventions, researching, and creating and collaborating.
- **Vocabulary:** Comprised of one standard – finding meaning. This is an essential building block of knowledge and essential to a thorough understanding of text.

Classical works will be incorporated into instruction as supplemental materials to complement core resources and accomplish the goals and objectives of each stage of the Trivium. Scholars will be exposed to a well-rounded, standards-based curriculum that includes the Great Works, and encourages deep thought and discussion about humanity and life's essential questions.

Grades K-5: Daily ELA Period

- A minimum of 120 minutes of on-task instructional reading time will be required. Curricular materials utilized will align with those included in the Reading Plan outlined in **Attachment D**.
- At this time, Core Knowledge Language Arts (CKLA) is the planned curricular resource however, the CSUSA Florida support team is reviewing other options in alignment with the FLDOE timeline.
- Instructional strategies and approaches will be used strategically to grow and strengthen foundational reading, comprehension, vocabulary, and communication skills.
- Students will have access to leveled readings and activities in small groups for remediation, individualized instruction, and practice of essential skills.
- Highly qualified teachers will appropriately group students by level and provide instruction targeted to that group's needs through scaffolded, guided reading lessons. This may include the steps of modeling, guided practice, and independent practice to develop foundational reading skills and provide targeted small-group instruction.
- Continual progress monitoring will ensure fidelity of implementation and confirm whether students are receiving the instruction needed.
- Writing will be incorporated into the ELA block through the instructional delivery of the ELA Communication Benchmarks.
- Students advancing through the grades will be expected to meet each year's grade-specific benchmarks and retain or build upon skills and knowledge mastered previously.

Students advancing through the grades will be expected to meet each year's grade-specific benchmarks and retain or build upon skills and knowledge mastered previously. As described in **Section 3**, Success Block will provide a built-in opportunity to provide remediation and enrichment and may be dedicated to ELA to ensure increased academic growth throughout the year. Students who are performing below or above grade level will reap the benefit of differentiated instruction delivered in a targeted setting and have opportunities for individualized practice through blended learning.

Grades 6-8: ELA Courses

Teachers will utilize instructional software and assessment data reports to group students by reading skill deficiencies and provide instruction targeted to each group's needs through scaffolded reading lessons. Continuous progress monitoring will ensure students are receiving appropriate instruction.

- Students will complete three annual courses in ELA, per the requirement for matriculation into high school. The required courses will align with CPALMS for ELA B.E.S.T. Curricular materials will align with the Reading Plan, which will include Houghton Mifflin Harcourt (HMH) Into Literature Florida for grades 6-8 and supplemental classical literature (Great Works), as well as a focus on text exemplars and integration of primary sources such as newspapers and research articles, providing a balance of fiction and nonfiction texts. Currently, the CSUSA Florida support team is reviewing other curricular options in alignment with the FLDOE instructional materials adoption schedule.
- In addition to core courses, students may be offered an extended ELA block (double block) which may include reading interventions aligned with the Reading Plan to provide the additional instructional minutes to support remediation, especially in foundational reading skills.
- Students may be scheduled in an elective geared toward meeting individual student needs in ELA.

Teachers will utilize instructional software and assessment data reports to group students by level and provide instruction targeted to each group's needs through scaffolded reading lessons. Continuous progress monitoring will ensure students are receiving appropriate instruction. A variety of instructional strategies to reach all students at their individual level will be utilized.

Grades 9-12: ELA Courses

Core ELA courses are designed to prepare students to think critically and attend to text closely in a manner that helps develop an understanding of and enjoyment of complex literature. Students will learn reasoning skills and evidence collection skills critical to post-secondary success. English courses will emphasize skills in reading, clear writing, coherent exposition, and vocabulary development.

- A minimum of 50-minute integrated reading and language arts minutes will be required. PCPA will use the research-based reading programs, and focus on text exemplars and integration of real-life texts such as newspapers and research articles, providing a balance of fiction and nonfiction text. Novel studies will also be used for instruction. Currently this includes HMH Into Literature Florida (grades 9-12) and supplemental classical literature (Great Works), as well as a focus on text exemplars and integration of primary sources such as newspapers and research articles, providing a balance of fiction and nonfiction texts.
- Students will refine and master previously learned skills in increasingly complex reading selections, presentations, and oral and written compositions.
- Students may be scheduled in an elective geared toward meeting individual student needs in ELA.
- Students will progress through the appropriate ELA courses throughout high school. Courses offered may include English 1-4/English 1-4 Honors, AICE General Paper, AICE English Language AS Level, AICE English Literature AS Level, AP English Language, and AP English Literature

Mathematics

The GVC is comprised of several units/clusters that reflect Florida's B.E.S.T. for Math. Planning resources will provide teachers with resources that reflect the principles and standards of National Council of Teachers of Mathematics, expectations from national and international assessments (NAEP, ACT, SAT, and TIMSS), and reflect the state's guiding principles for math standards:

- **High Expectations:** Maintain high expectations for Florida's students, ensuring equity and access for all, and designed to provide students with a world class education.
- **Clarity:** Provide clear and concise language for students, parents, and educators to ensure a comprehensive understanding of the benchmarks and increase transparency of expectations.

- **Alignment:** Consistent progression of math strands to ensure vertical alignment across grade levels and horizontal alignment at the course level.

Students will be provided instruction in the following major strands of the B.E.S.T. standards:

- Number Sense and Operations
- Algebraic Reasoning
- Geometric Reasoning
- Data Analysis and Probability

The Mathematical Thinking and Reasoning Standards are woven into all grade levels, allowing students to self-monitor their learning practices and promote a deeper understanding of math. All grades will use word problems to promote analytical thinking skills and infuse writing as part of the math curriculum. Teachers will use various manipulative materials, including technology, to promote experiential, hands-on learning. One strategy for increasing student success in math includes the use of accountable talk, which encourages students to expose their thinking, support claims, seek clarification or elaboration, and extend learning. Journaling may be utilized as another strategy for promoting visible thinking. By providing students with regular opportunities to share their mathematical reasoning, whether through discussion or writing, students will be better able to identify gaps see holes in their logic and teachers will be better able to provide effective feedback and clear up misconceptions. These practices, in addition to the use of supplemental mathematics materials, such as Imagine Math & Math Facts Unlimited, will provide scholars with the knowledge and tools required to confidently write and articulate sound arguments, using critical thinking, logic and reason.

The proposed core math curriculum, Singapore Math, was originally developed by Singapore's Ministry of Education. The Singapore math method is focused on mastery, which is achieved through intentional sequencing of concepts. Some of the key features of the approach include the CPA (Concrete, Pictorial, Abstract) progression, number bonds, bar modeling, and mental math.

- CPA (Concrete Pictorial Abstract) Approach: Introduces concepts in a tangible way and progresses to increasing levels of abstraction.
- Number Bonds: Shows the part-whole relationship between numbers.
- Bar Modeling: Helps students visualize a range of math concepts, such as fractions, ratios, and percentages. Allows students to determine the knowns and unknowns in a given situation.
- Mental Math: Helps students develop number sense and flexibility in thinking about numbers.

Instead of pushing through rote memorization, students learn to think mathematically and rely on the depth of knowledge gained in previous lessons. In Singapore math, students must think through concepts and apply them in new ways from the very start. Since they can't rely on simple replication, students are pushed to greater engagement and broader thinking. In Singapore math, a strong sense of connectivity to past learning is woven throughout the curriculum. Singapore math not only helps scholars become more successful problem solvers, it helps them gain a sense of confidence and resourcefulness because it insists on conceptual depth. This naturally prepares scholars to excel in more advanced math and achieve the goals and objectives of each stage of the Trivium.

Singapore Math offers advanced scholars opportunities for challenging exercises (Singapore Math Intensive Practice) and provides scholars in need of remediation with materials (I.e., online instructor videos) that provide step-by-step guidance to problem-solving for the acquisition of core concepts and basic skills, and access to hands-on and multi-sensory learning opportunities using varying manipulatives.

Grades K-5: Mathematics

- PCPA will implement Savvas' EnVision FL B.E.S.T. Math as its core math resource.
- Students in grades K-4 receive 90 minutes of math instruction daily.
- Students in grade 5 will receive a minimum of 60 minutes daily.
- Students in grades 3-5 will have the opportunity to participate in accelerated math courses based on Florida's B.E.S.T standards and accelerated curriculum maps to support stage not age learning.
- Small-group instruction and center activities will be utilized to reach students at their instructional level and provide content aligned with student needs.
- Student groupings will be based upon data analysis of state and interim benchmark assessments, IFAs, and daily informal observations. Groups will be adjusted as needed based on student progress.
- Math supplemental and intervention programs may include Dimensions Math, i-Ready, and Progress Learning materials. Course options will satisfy state requirements in math and provide students with instruction aligned to the major strands within Florida's B.E.S.T. for Math listed above.
- Students in grades 3-5 will have the opportunity to participate in accelerated math courses based on Florida's B.E.S.T standards and accelerated curriculum maps to support stage not age learning.

Grades 6-12: Mathematics

Students will complete a minimum of four credits in mathematics, depending upon the diploma option(s) selected. At this time, Savvas Learning Company LLC resources are planned for PCPA. Imagine Math is an example of a resource that may be used to target deficiencies. The school will offer courses that satisfy requirements in mathematics and provide students with opportunities to demonstrate mastery of mathematics standards. In addition to required math courses for graduation, courses offered may include Algebra 2/Algebra 2 Honors, Pre-Calculus Honors/Calculus Honors, Geometry/Geometry Honors, AICE Mathematics, AP Calculus AB/BC, AP Statistics, and Algebra 1/Algebra 1 Honors.

The GVC provides the core curriculum, which is the current state math standards as supported by National Council of Teachers of Mathematics research and is aligned to the major strands of the Florida's B.E.S.T. standards. Savvas Learning Company math series is the planned curricular resource at this time.

Science

The GVC is comprised of several units/clusters that reflect NGSSS for Science. Instruction will be aimed at developing understanding of the scientific method, fostering a sense of curiosity necessary for scientific experiment, and building student preparedness for the Statewide Science Assessment in grades 5 and 8 and Biology End-Of-Course (EOC) assessment.

Grades K-5: Science

The science curriculum will be delivered via a discovery instructional process with an emphasis on scientific thinking, hands-on learning, and real-world experiences. To track science proficiency, PCPA will administer NWEA interim benchmark assessments for students in grade 5 and may also administer the assessment to other grades based on students' needs. Research-based curricular programs, such as Stemscopes will be utilized. Each week, a block of instructional time will be dedicated to science inquiry, which may be in the form of a lab/experiment, research period, or other inquiry-based learning session. Students will also be supported in applying their literacy skills (such as identifying main ideas and details and comparing and contrasting) to understanding science content. This will provide a deeper understanding of concepts and increased application of reading skills, thus helping students who are below grade level in science.

In K-5, students will receive:

- In grades K-2, a minimum of 60 minutes of science instruction per week, a separate science/social studies block (which may take place on alternating days or weeks for each subject) to provide more time for hands-on experience.
- In grades 3- 5, a minimum of 150 minutes of science instruction per week.
- In grades 3-4, 150 minutes of weekly, hands-on learning outside of embedded instruction.
- In grade 5, 60 minutes daily for a total of 300 minutes per week.

Grades 6-8: Science

PCPA will create and implement a rigorous, inquiry-based science program built on a framework put forth by Stemscopes curriculum. Knowledge of scientific facts, vocabulary, and investigative skills will be developed through hands-on experimentation. In addition, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers. With the incorporation of experiential activities in science labs, students will understand science as an active process of systematically examining and searching for understanding about the natural world. Students will develop solutions to problems by following the scientific method, which will be incorporated throughout all science content. Students will develop inquiry skills including organization and mathematical analysis of data, manipulating variables in experimentation, and identifying sources of experimental error. Instruction in the strands of science will be achieved through a research-based integrated science curriculum that constructs thematic concepts by integrating the perspectives of biology, chemistry, physics, and earth/space science. The curriculum is designed as a continuum that moves from concrete concepts to more abstract concepts as students' progress from sixth to eighth grade. Topics within each block are chosen to correspond with the NGSSS.

Middle school students will complete three annual courses in science in alignment with CPALMS course offerings, per the requirement for matriculation into high school. Additionally, high school credit course offerings, such as Physical Science Honors or Biology Honors, will be offered to middle school students demonstrating readiness. Research-based curricular programs, such as Stemscopes, will be utilized.

Grades 9-12: Science

Students will earn a minimum of three credits in science, per graduation requirements and diploma option selected, and provide students with opportunities to demonstrate mastery of the following standards:

- Earth and Space Science
- Life Science, Nature of Science, Physical Science
- Environmental Science/Environmental Science Honors
- Biology 1/ Biology 1 Honors

In addition to required social studies courses for graduation, courses offered may include:

- Physics 1-2/Physics 1-2 Honors
- Physical Science/Physical Science Honors
- AICE Biology, AICE Environmental Science, AICE Marine Science
- AP Chemistry, AP Biology

Science is a process, a way of thinking about and investigating the world in which we live. The scientific method is the primary system used for students to interact and make connections with scientific knowledge.

The school's goal is for students to build their progression based on science and mathematical skills learned in each course.

Social Studies

The GVC will be comprised of several units that align with the Florida's State Academic Standards for Social Studies and accompanying planning resources will include essential planning resources such as curriculum maps, pacing guides and vetted CPALMS lessons. Instruction will be aimed at ensuring students develop as engaged citizens and are prepared for state assessments

Our social studies curriculum is rooted in Florida's updated state standards, designed to cultivate informed, engaged, and responsible citizens. By exploring primary sources, fostering a deep understanding of civic responsibilities, and analyzing global governmental systems, students gain the knowledge and skills needed to uphold the democratic values that form the foundation of our nation. They will be supported in becoming effective and contributing members of their community, increase their understanding of privileges and responsibilities of citizenship, and instill a feeling of patriotism and national identity. Concepts of home and community will be reviewed and extended. Students will gain a broader understanding of living in communities through the study of both similar and diverse societies. For this reason, the social studies curriculum is based on an integrated approach of using real texts such as newspapers, articles, and text exemplars to incorporate literacy standards.

K-5: Social Studies

PCPA will use supplemental resources such as Time for Kids or Newsela. In addition, teachers will be expected to address social studies throughout various content areas or in a separate social studies block.

- In grades K-2, students will receive instruction for a minimum of 60 minutes per week.
- In grades 3-5, students will receive instruction for a minimum of 120 minutes per week.

Teachers may address social studies throughout various content areas or in a separate social studies block. Social studies standards will be embedded into the ELA block for a minimum of 60 minutes per week.

Grades 6-8: Social Studies

Middle school students will complete:

- Three annual courses in social studies, one of which must be a civics course, per the requirement for matriculation into high school. A typical track may include M/J World History in sixth grade, M/J Civics Advanced in seventh grade, and M/J United States History Advanced & Career Planning in eighth grade. Advanced middle school social studies courses and high school credit courses may be included in the course progression offerings as well.
- To support instruction of the GVC, PCPA will use research-based McGraw Hill Networks and/or Florida Transformative Education– A Social Studies Learning System, among other nonfiction texts and resources.
- Middle school social studies courses will infuse required career planning.

Grades 9-12: Social Studies

Students will complete, at minimum, the required three credits in Social Studies for the 24-Credit Standard Diploma. The school will offer courses that provide students with opportunities to demonstrate mastery of social studies standards in the following strands: American History, Civics and Government, Economics, Financial Literacy, Geography, Humanities, Psychology, Sociology, and World History. The McGraw-Hill, LLC

Social Studies series (i.e., Florida editions) and Florida Transformative Education is an example of a curricular resource that may be utilized. In addition to required social studies courses for graduation, courses offered may include:

- United States History/United States History Honors
- World Cultural Geography
- US Government/Honors
- Economics/Honors
- Psychology 1-2
- Political Science
- World History/World History Honors
- AICE Psychology A Level, AICE US History AS Level, AICE US History A Level, AICE International
- History AS Level
- AP Human Geography, AP US History, AP US Government and Politics

Primary Instructional Strategies

PCPA will utilize research-based instructional strategies that support its mission to educate scholars through key tenets of classical education grounded in a rigorous and data-driven curriculum. Teachers will be supported in developing the capacity to use strategies effectively through PD, PLCs, modeling, and instructional coaching. In alignment with Education Model implementation, the selection and use of instructional strategies will be monitored through lesson plans reviews, classroom observations, and instructional walkthroughs. Examples of instructional strategies that may be employed, as determined by the teacher and based on lesson objectives, include Marzano's High Probability Instructional Strategies, Blended Learning, Interdisciplinary Instruction and Learning, Multisensory Learning, Cooperative Learning, Direct Instruction, Differentiated Instruction, Socratic Seminars, and Formal Debate.

Marzano's High Probability Instructional Strategies: Marzano's High Probability Instructional Strategies can be implemented across subject levels and throughout lessons in various ways. These strategies have been proven by research to yield positive results in student learning (Haystead & Marzano, 2009). Teachers will be provided with PD in select strategies listed below in support of Education Model implementation and the school's mission to educate scholars through key tenets of classical education grounded in a rigorous and data-driven curriculum.

- Tracking Student Progress & Setting Goals/Objectives: Determine current level of performance; Identify achievement goals and establish a rate of progress; Track progress visually; Adjust instruction to improve learning; Provide more intensive instruction to re-teach the material if goals are not being met. Set a core goal, and let scholars personalize it; Make sure goals are achievable; Teachers help with strategies to achieve goals. Data chats and PLCs will provide teachers with the opportunities to apply these strategies, supported by CRTs and school leadership. Scholars will use PLPs as the primary tool for tracking scholar progress, and setting and monitoring goals, as well as celebrating successes.
- Building Vocabulary: Provide deliberate instruction, including direct and small-group instruction to accelerate students' vocabulary development; Facilitate active engagement before, during, and after lessons beyond definition knowledge; Implement a comprehensive program for students to be able to understand complex texts, engage deeply with content area concepts, and participate in academic discussions. Rich classroom discussions, debate, Latin instruction, and the Great Works will all supplement direct and small group instruction in vocabulary development.

- Interactive Games: Use in addition to effective teaching; Define the objectives of the game to set a purpose; Should be challenging, but not frustrating; Can foster teamwork and social interaction; Provides opportunities for success and positive reinforcement. During Success Block, as well as at other times, scholars will engage in interactive games that utilize the facility design and planned instructional technology.
- Note Taking: Use teacher-prepared models/templates to teach basic principles and expectations; Give time to practice note taking and provide feedback on the skills; Students become familiar with content, jot down main ideas, and write down questions.
- Student Discussion/Chunking: Set expectations for classroom discussions and try in small groups first; Use a variety of techniques, having students take notes throughout the discussion and segment the discussion to check for understanding; Organize content into small, related segments that are more manageable for understanding in daily lessons.
- Practice: Ask questions that require students to process and rehearse the material; Give feedback on the practice while circulating and monitoring work; Provide additional explanations and several examples; Cooperative learning is an effective strategy to utilize practice. Teachers will utilize the planned spiral instruction to provide scholars with spaced retrieval practice to encourage.

Based on Marzano's research, purposeful implementation of instructional strategies can provide a roadmap for the shift in teaching required to ensure student academic success. Effective student-centered learning starts with instructional planning focused on empowering students as active participants in the classroom. By shifting away from a teacher-directed approach, students learn to carry the bulk of the work of learning as teachers take a position as guide.

Blended Learning: Although traditional classical education models limit technology, PCPA will promote thoughtful use of blended learning to boost student engagement and achievement and enhance each student's personalized learning experience. Artificial intelligence (AI) tools will be utilized across subject areas and implemented in a manner that emphasizes ethical and age appropriate use to support learning. AI is transforming education by enhancing student engagement, personalizing learning, and supporting teachers in scaffolding instruction. AI-powered tools can provide real-time feedback, interactive experiences, and adaptive learning opportunities that help students develop critical thinking and problem-solving skills. In science, for example, AI can assist with data analysis, modeling, and virtual simulations, allowing students to explore complex concepts in ways that may not be possible in a traditional classroom. AI can enhance World Language learning by serving as a conversation partner, offering real-time text or voice interactions in the target language. Another example includes math programs with embedded AI tutors that support students by providing 1:1 real time coaching with an additional benefit of providing teachers with error analysis. By integrating AI as a complement to teacher-led instruction rather than a replacement for hands-on learning, PCPA can provide an even more dynamic learning environment that fosters exploration, creativity, and deeper understanding.

The models listed below, will be employed flexibly. Instructional software programs used for blended learning will be vetted to ensure technology-enhanced programs are primed to yield the highest results and a plan for the implementation of each selected software program will be developed to maximize its effectiveness.

- Rotation Model: Students receive instruction from teachers, participate in centers or independent work, and then complete similar activities on an online software program. Programs that may be utilized in the shared community space include i-Ready, Progress Learning, Imagine Math, and Lexia PowerUp Literacy.

- Individualized Learning: Students use adaptive programs that move at their pace to develop reading or math skills, starting with online diagnostic assessments for placement on individual pathways. The teacher will monitor use and progress, and the program adjusts according to student academic performance.
- Flipped Learning: Teachers can use this within a course for all students or for those who need enrichment. Students watch a video or tutorial online prior to being exposed to a concept to develop an understanding on their own. Students then meet with the teacher afterward to extend learning and practice. Schoology and Nearpod are examples of platforms that may be used.

Interdisciplinary Instruction and Learning: Interdisciplinary instruction and learning helps prevent skill isolation, enhance student motivation, and requires a high level of collaboration among teachers to facilitate meaningful connections across disciplines. The use of this instructional strategy across all grade levels will help create opportunities for students to deepen understanding and make real-world connections. This will help prevent skill isolation while building student motivation and teacher capacity to plan effectively. At a beginning level of cross-curricular instruction, students will be prompted to utilize strategies learned in ELA across other subject domains, such as identifying a main idea (reading) when reading a newspaper article containing information on global warming (science), which can tie into the citizen's role in preventing global warming (social studies), and the action steps they can take to impact change to combat the effects of climate change (civic virtue). At a higher level of implementation, cross-curricular instruction will involve teachers working across subject areas to plan entire units of study.

Direct Instruction (I Do, We Do, You Do): Direct instruction involves a gradual release of responsibility from the teacher to the scholars. The goal of the method is to help scholars build their skills and confidence over time, by starting with explicit instruction and modeling, moving to guided practice, and finally to independent practice. It includes three phases:

- **I do:** The teacher models how to complete a task or solve a problem, using think-alouds, demonstrations, or other methods.
- **We do:** The teacher and the students work together to complete the same or a similar task or problem, with the teacher providing support and guidance as needed.
- **You do:** The scholars work independently to complete a similar or a new task or problem, with the teacher providing feedback and support as needed.

Differentiated Instruction: Differentiated instruction is a method of teaching that flexibly employs a variety of instructional strategies to meet individual student needs (Watts-Taffe et al., 2013). This will support accommodating and motivating all learners to fulfill the school's to educate scholars through a rigorous curriculum grounded in key tenets of classical education. All teachers will be provided with ongoing PD to ensure differentiated instruction is: 1) a teacher's response to student needs, 2) the recognition of students' varying background knowledge and preferences, 3) student-centered, 4) instruction that addresses students' differences, and 5) a blend of whole-group and small-group instruction.

Small-group instruction will be utilized across subjects to reach all students, utilizing indoor and outdoor learning spaces schoolwide. Teachers will incorporate differentiated instructional materials that target learning needs of on-level, advanced, below-level, and ELL students. Teachers may differentiate in three ways: 1) the content students are learning, 2) the process in which the material is being taught, and 3) the product that is developed to demonstrate learning (Tomlinson). Teachers will consider the students' readiness for learning, as well as their interests and learning profiles. All instructional staff will be supported

in implementing the following best practices for differentiating instruction:

- For Student Readiness: Focuses on the standard for the content being taught and the objective that must be mastered, with content provided at various levels (e.g., students may read higher level text yet still master the same standard as students reading on-level text).
- For Student Interest: Allows students to choose from a list of options for demonstrating mastery (e.g., some students may complete a project, whereas others might write an essay).
  For Student Learning Profile: Addresses various individual student differences in learning styles (e.g., students that are tactile learners can use manipulatives, whereas students who are visual learners can use pictures).

Scholar groupings will change periodically depending on activity level and ability level. Other examples of differentiation include:

- Whole-group: A teacher may assign a task to students, differentiating the final product students need to create. After completing a unit on World War II, students could be asked to demonstrate their understanding of the impact of World War II on each country involved. Students would choose to complete an essay, skit, or infographic based on preference and provided with specific expectations for each choice for grading based on mastery of appropriate standards.
- Small-group: Each day, the small group that meets with the teacher is based on particular skill gap (e.g., converting fractions to decimals). As other groups work in centers, their assignments are differentiated within the overarching center topic. In a word work center, one student may be working on CVC decoding, while another may be working on building consonant blends, and another may be working on grammatical practice.
- Instructional software: Instructional software resources are utilized to ensure students are provided with programs that meet instructional needs. Teachers can differentiate by assigning content that students still need practice with, based on data, and then monitor students' performance on those skills. Students can also use programs that adapt to their instructional levels and adjust based on each student's performance (e.g., Lexia Learning programs). This will enable them to move at a faster or slower pace.

Socratic Seminar: The Socratic seminar teaching method is a way of facilitating a group discussion based on a text, using open-ended questions that encourage critical thinking, the use of logic and reason, active listening, and respectful dialogue. The method is inspired by the philosophy of Socrates, who believed in the power of asking questions and exploring multiple perspectives. The method has three main steps: preparing the text and the questions, conducting the seminar, and reflecting on the seminar.

Formal Debate: Formal debate involves structured, civil discussions of multiple sides of an issue, with the aim of persuading an audience and developing critical thinking and communication skills. Learning in the form of formal debate promotes the acquisition of the following capabilities: the ability to understand diverse viewpoints, the confidence to express opinions and arguments clearly and convincingly, the ability to logically and coherently organize thinking, writing and speaking, argumentative writing skills, and the ability to research, analyze, and synthesize information and evidence to support claims.

B.

- If the curriculum is fully developed, summarize curricular choices (e.g. textbooks) by core subject and the rationale for each. Include as Attachment C, a sample course scope and sequence for each core subject for each division (elementary, middle, and high school) the school would serve.
- If the curriculum is not yet fully developed, describe any curricular choices made to date and proposed curricular choices (e.g. textbooks, etc.) and explain the plan for how the curriculum will be completed between approval of the application and the opening of the school. This should include a timeline, milestones, and individuals responsible for included tasks. Also, describe the focus of the curriculum plan and explain how the curriculum will be implemented. Include what core subject areas will be offered and provide evidence on how the curriculum will be aligned to Florida standards.
- Provide evidence that reading is a primary focus of the school and that there is a research-based curriculum and set of strategies for students who are reading at grade level or higher and, independently, a curriculum and strategy for students reading below grade level. Reading instructional strategies for foundational skills shall include phonics instruction for decoding and encoding as the primary instructional strategy for word reading. Instructional strategies may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. **Include the school's reading curriculum as Attachment D.**

The curriculum design, including materials and resources that may be utilized, is detailed above. A sample course scope and sequence and instructional unit is provided for select grade levels and subject areas in **Attachment C.**

The school's proposed comprehensive CSUSA K-12 Reading Plan (Reading Plan) is provided as **Attachment D**.

The Comprehensive Core Reading Program (CCRP)

The CCRP is the basis of reading instruction provided to all students at all levels. It correlates to the current state-adopted standards across all grade levels and addresses the six areas of reading: 1) phonological awareness, 2) phonics, 3) fluency, 4) vocabulary, 5) comprehension, and 6) oral language. It provides for explicit, systematic instruction along with ample practice opportunities for students to master necessary reading skills. The school's instructional reading materials will include text exemplars, Core Knowledge for K-5 and HMH Into Literature in grades 6-12. These resources are in the process of being reviewed by the CSUSA Florida support team in alignment with the FLDOE timeline. Programs will be continuously reviewed and updated based on the effectiveness of meeting student needs.

The 90-minute uninterrupted reading block in K-5 will consist of a combination of whole-group mini-lessons and small-group targeted instruction in learning stations. Highly qualified teachers will provide small-group

instruction and monitor independent work, providing corrective feedback to ensure appropriate use of learning time. Teachers will use texts and materials at the student's instructional level and progress to more complex text, as necessary. Specific materials are detailed in **Attachment D**.

Students will be assessed utilizing a universal screener at the beginning of the school year using NWEA, or another comparable assessment, to determine basic reading development and to detect the presence of any difficulty. Kindergarten students will be screened using the statutorily required Florida Kindergarten Readiness Screener – Star Early Literacy assessment. Based on the instructional implications of the universal screener, students will be provided instruction to meet their individual needs with an emphasis on small-group instruction.

Supplemental Intervention Reading Program (SIRP)

Based on the universal screener and assessment data, students will receive additional instruction and practice on identified skills. Teachers will provide additional instruction outside of the 90-minute reading block, such as during Success Block, a separate RTI block, through content area integration, during enrichment activities, or any other opportunity to support student achievement of individual learning goals.

Comprehensive Intervention Reading Programs (CIRP)

To meet the individual needs of students who have been identified to have significant skill deficiencies and/or read two or more years below grade level based on diagnostic data, PCPA will provide a research-based intervention program. Students will receive this additional instruction outside of the 90-minute reading block in a small-group setting with more frequent progress monitoring to ensure accelerated progress toward grade-level expectations. Students will not be pulled out of core subjects for extra reading instruction but may be pulled out during non-required electives, with additional opportunities for push-in support within the classroom.

Reading Program Specifications

Objectives from the *Just Read Florida!* Reading Program Specifications are detailed in **Attachment D** which also provides an example of the decision-making process through which students will be identified for strategic or intensive support. Details on SIRP and CIRP research-based materials that may be utilized, and information on how §. 1008.25(5)(a), F.S. requirements around K-3 students exhibiting a substantial reading deficiency will be met, are also included.

C. If the school will adopt or develop additional academic standards beyond those mandated by the state, explain the types of standards (e.g., content areas, grade levels). Describe the adoption or development process. Select one grade level and subject area as an example and explain how these additional standards exceed required standards and contribute to meeting the mission of the school.

PCPA will not incorporate any additional academic standards at this time.

D. Describe the research base and foundation materials that were used or will be used to develop the curriculum.

The research base and foundation materials used to develop the curriculum are described in **Section 3**.

E. Describe proposed curriculum areas to be included other than the core academic areas.

K-5 Specials

Each of the following will be offered during a specials period on a rotation schedule in grades K-5. PCPA will expand upon these specials options and adjust as needed in pursuit of fulfilling the school's mission and vision. Instruction in Latin may be integrated across all subject areas during initial years of operation.

World Language: The world language program will focus the study of language through poetry, songs, and other aspects of culture. Students will begin to develop conversational, written, and formal language skills required for living in a diverse environment. A vital goal is that students gain insight into the different perspectives and products of various cultures. Application of this knowledge affords students the ability to recognize cultural practices and the uniqueness of various communities and will support the school's vision.

STEM: The STEM program will be aligned with the state-adopted standards which offers students an opportunity to deepen science, mathematics, engineering, and technology skills. The primary content focus will be to expand knowledge of current grade level standards in mathematics and science by applying that content in a real world, hands-on situation involving engineering and technology.

Art: The art program will be based on NGSSS, and its primary goal will be to provide every student an opportunity to develop and explore his or her creative potential. Students will develop art skills, an aesthetic awareness of art forms in nature, an appreciation of different artistic styles, and the confidence to use art as a mode of personal expression.

Music: The music curriculum will be aligned with state-adopted standards and will include both vocal and instrumental music. A variety of melodic and harmonic classroom instruments, along with singing during classroom practice and performances, will be incorporated throughout the music curriculum. Students will be introduced to music skills, techniques, and knowledge of various types of musical literature. They will also be exposed to musical contributions representing various cultures, genres, styles, and artists.

P.E.: Physical education will include a variety of developmental activities that will emphasize fine and gross motor skill development. The K-2 curriculum will focus on movement exploration through various motor and non-motor experiences, and will include instruction in keeping growing bodies healthy, clean, and out of harm's way (e.g., health/nutrition, exercise, drug prevention, first aid, and safety). The 3-5 curriculum will allow students to interact in team sports that also contributes to developing habits of good sportsmanship. PCPA will provide a minimum of 150 minutes of physical activity each week as directed by § 1003.455(3), F.S. This requirement will be waived for students who meet the criteria delineated in § 1003.455(4), F.S.

Computer Education: Introduction to Computer Science courses will support the development of basic skills in computer programs and platforms used in grade level curriculum. Students will be instructed in the responsible use of technology and information, evaluation of digital information resources, digital tools, security and information sharing, computer programming basics, and programming applications among other areas. In addition to increasing their digital and technological literacy, students will learn how to use technology ethically to promote the greater good, the moral implications of advanced technology, and the impact of globalization.

Grades 6-8 Electives

World Language: The primary goal of the world language program, aligned to the World Language Next Generation Sunshine State Standards, is to provide instruction in the following five areas: 1) communication, 2) cultures, 3) connections, 4) comparisons, and 5) communities. By focusing on these five areas, students will learn to communicate in a language or in languages (other than English) through the following modes of communication: interpretive listening, interpretive reading, interpersonal communication, presentational speaking, and presentational writing. With a focus on communication, students will learn to exchange information with peers orally and in writing and use appropriate vocabulary and cultural expressions to request additional information. Latin and other world language courses for high school credit, such as Spanish 1, will be offered.

Computer Education: Instruction will employ national standards, benchmarks, and grade-level expectations, building upon the skills learned in grades K-5. Students in grades 6-8 can take a semester or a full-year computer course. Depending on student demand and staffing, examples of courses that may be offered include Coding Fundamentals, Fundamentals of Web and Software Development, and Computer Science Discoveries. Information technology courses will also focus on the global impact of advanced technology, the use of technology for the greater good, and the moral/ethical elements of advanced systems.

Fine Arts: The primary goal of the art program will be to provide instruction aligned to the state-adopted standards in the following domains/strands of art: critical thinking and reflection; historical and global connections; innovation, technology, and the future; organizational structure; and skills, techniques, and processes. The arts encompass music, visual arts, theatre, and dance. Courses will be determined based on teacher certification and student demand. Examples of courses that students may take include Chorus, Band, Introduction to Art History, Three-Dimensional Studio Art 1, and Music Theory 1.

Music: The music curriculum will be aligned with state-adopted standards, supported by supplemental classical materials, and will include both vocal and instrumental music. A variety of melodic and harmonic classroom instruments, along with singing during classroom practice and school-wide performances, will be incorporated throughout the music curriculum. Scholars will also examine music as an artform and study musical contributions throughout history representing various cultures, genres, styles, and artists. Scholars will be introduced to music skills, techniques, and knowledge of various types of musical literature to pique their musical talent and enhance their understanding and appreciation for music.

Physical/Health Education: Middle school students will complete one semester of Physical Education in grade 6, 7, and 8, per the requirement for matriculation into high school as outlined in § 1003.455(3), F.S. The primary goal of the physical education program will be to provide instruction in the following strands of physical education: Movement Competency, Cognitive Abilities, Lifetime Fitness, and Responsible Behaviors and Values. These strands offer students the opportunity to set goals to develop and continually enhance the life management skills necessary for healthy, active living.

Grades 9-12 Electives

PCPA will offer eligible courses as listed in the Florida Course Code Directory (CCD) to satisfy graduation and diploma pathway requirements. The CCD will be reviewed annually as part of the school's course schedule development which will ensure students can satisfy the requirements for Fine and Performing Arts, Debate, or Practical Arts, Personal Financial Literacy, as well as the requirements for Physical Education with integration of health, and electives. The courses highlighted in this section represent potential offerings

at PCPA. Based on Introductory Student Interviews, academic foundations, enrollment, and the Classical framework, PCPA will offer the most appropriate and challenging courses for students each year.

Fine and Performing Arts: Courses will expose students to a varied program in which students explore basic elements of music, visual arts, and performing arts. All arts disciplines benefit from instruction that combines individual attention with small- and large-group learning experiences. Depending on student interest, graduation pathways, and teacher certification, courses that may be offered include Drama, Theatre 1, Painting 1, Dance Technique 1, Advanced Placement Art History, Cambridge AICE Art and Design, Cambridge AICE Digital Media and Design, Cambridge AICE Art and Design Photography, Cambridge AICE Drama, Cambridge AICE Music, Cambridge AICE Travel & Tourism. Upon approval to offer Cambridge International programming, we will explore opportunities to expand our elective offerings.

Debate, Research and Critical Thinking: Debate 1 – 7 (honors starting 3) and Research 1 – 3, Critical Thinking and Study Skills, Career Research and Decision Making, Cambridge AICE Global Perspectives and Research AS/A, and Cambridge AICE Thinking Skills AS/A. As Cambridge implemented, others may be added to enhance learner attributes or align with Cambridge focus.

Practical Arts: Course will provide students with practical knowledge and the industry skills required of technology-based careers and disciplines. Students will engage in hands on learning experiences and the manipulation of technology to create original, 21st Century pieces reflective of modern design, globalization, and digital and technology literacy. These courses may incorporate hands-on activities and consumption of art materials. Depending on student interest, graduation pathways, and teacher certification, courses that may be offered include Journalism 1, 3-D, and Animation Technology 1.

World Languages: The World Language program builds students' basic skills in reading, writing, speaking, and understanding the cultural roots of the language. Depending on student interest, graduation pathways, and teacher certification, courses that may be offered include Latin, Spanish 1-2, Spanish 3-4 Honors, AICE Spanish, American Sign Language 1-4, French 1-2, French 3-4 Honors.

Leadership Skills Development: The purpose of the Leadership courses is to teach leadership skills, parliamentary procedure, problem solving, decision making, communication skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building, and other group processes. Depending on student interest, graduation pathways, and teacher certification, courses that may be offered include Leadership skills and Development, Leadership Techniques, Leadership Strategies, and Approaches to Leadership.

Physical/Health Education: Physical education courses are designed to address the needs of all students. Students must earn one credit of Physical Education with integration of Health, per high school graduation requirements. PCPA will recommend that students complete their Physical Education requirement in grades 9 or 10. The options for completing this requirement may include: HOPE Core Course, Sports Officiating, Weight Training, and Care and Prevention of Athletic Injuries.

F. Discuss the system and structures the school will implement for students at risk of not meeting academic requirements or of dropping out.

PCPA will utilize the following systems and structures for students at-risk of not meeting academic requirements and to support drop-out prevention efforts: Multi-Tier System of Supports (MTSS)/RTI, Progress Monitoring Plans (PMPs), Push-in / Pull-out Instruction, and Course Recovery.

Multi-tiered System of Supports

The school's MTSS framework will provide structure to the identification of student learning and behavior needs and ensure efforts follow RTI requirements and guidelines. The MTSS framework will initially be developed by the school's leadership team and additional team members as identified. Overall, the MTSS framework will:

- Include RTI for academics and behavior.
- Reflect alignment with the school's assessment plan in **Section 5** and the Reading Plan for reading interventions in **Attachment D.**
- Include detailed data tracking and consistent progress monitoring.
- Demonstrate coordination with the schoolwide behavior plan in **Section 8.**
- Ensure PMP compliance.

The MTSS framework will initially be developed by the school's leadership team. RTI coordination responsibilities will be assigned to a support staff member. As planning takes place, additional team members will be identified. The Deputy Director will coordinate assistance from CSUSA Florida support team members as needed.

Response to Intervention

PCPA will be unwavering in bringing its mission to life by supporting student academics and character development. To that end, the school's RTI model will reflect an inclusive, data-driven process and a system of support made up of teachers and parents intended to help struggling students. RTI is designed for making decisions with both general education and exceptional education students, creating a well-integrated system of instruction, and intervention guided by individual student data (RTI Action Network, 2021). Therefore, PCPA will ensure parents and teachers understand RTI is intended for all students in need of support, including those who participate in ESE, English for Second Language Learners (ESOL) programs, and 504 services.

The school's RTI model will include the following, in accordance with federal laws, to help students fulfil the necessary catch-up growth to be successful in grade level content and/or behavioral expectations:

- A school based Problem Solving Team (PST).
- Universal screeners and diagnostic assessments.
- Documented intervention plans.
- Evidence based interventions.
- Documented progress monitoring with graphs.
- Adherence to all state and federal requirements.

The PST will operationalize the RTI process and will be made up of members of the school's administrative team, select teachers, and other staff as appropriate. PST membership may evolve to best support the needs of students. As year one's RTI program for both academics and behavior is implemented, the members of the team may be adjusted to best reflect expertise and relevance to programming. PCPA will reflect a high level of transparency with families related to tiered interventions and student progress monitoring. Families

will be provided with communications related to RTI programming and student progress. The school's RTI model will be comprised of three tiers.

- **Tier 1 – Core Universal Instruction and Support:** General education instruction for all students and differentiated support provided by the teacher within the classroom. The CSUSA Florida support team is reviewing options for curricular tools for Tier 1 instruction in alignment with the FLDOE instructional materials adoption schedule
- **Tier 2 – Targeted Supplemental Intervention and Support:** Small-group or individualized instruction using targeted intervention for a specific skill deficiency when students are not making adequate progress with Tier 1 alone. The following are potential curricular tools to implement: i-Ready, Lexia Core5 Reading (K-5), and i-Ready, Lexia PowerUp Literacy (6-8), Achieve 3000 (6-12).
- **Tier 3 – Intensive Intervention and Support:** More individualized instruction, which might occur outside the classroom, using targeted inventions to improve academics and/or behaviors inside the classroom. The following are potential curricular tools to implement SPIRE (K-5), Intensive Reading Course, i-Ready (K-8), Edgenuity (6-12).

PCPA will utilize curriculum resources for ELA, math, writing, and science that include differentiated instructional strategies and assessments associated with each RTI tier. Increased instructional minutes for students receiving Tiers 2 and 3 interventions are illustrated in the sample provided in **Table 4.2** and demonstrate alignment with the Reading Plan in **Attachment D**.

The student identification process for academic RTI will begin with the implementation of high-quality instruction as described in **Sections 3 and 4**, and universal screening of all students in a general education classroom setting. Based on results of universal screening, diagnostic assessments will be administered as appropriate. Timely interventions will be provided to students in accordance with the level of need identified by the diagnostic assessment. These interventions will be provided *at increasing levels of intensity* for identified students which will be intended to accelerate student learning. Student progress will be closely monitored and used to assess the effectiveness of the intervention and the need for additional supports.

Table 4.2

Sample Intervention Instructional Minutes	
Grades K-5	
On-Grade-Level Instructional Plan	120-min. integrated reading and language arts
Supplemental Instructional Plan	**On-Grade-Level Instructional Plan** + 30 min. remediation/enrichment
Intensive Instructional Plan	**On-Grade-Level Instructional Plan** + **Supplemental Instructional Plan** + 30-min. intervention + 60-min. tutoring
Grades 6-12	
On-Grade-Level Instructional Plan	50-102 min. integrated ELA
Supplemental Instructional Plan	**On-Grade-Level Instructional Plan** +50-minute Intensive Reading course or intensive scaffolded support in a double block of ELA
Intensive Instructional Plan	***On-Grade-Level Instructional Plan + Strategic Instructional Plan*** + 30-min. intervention + 60-min. tutoring

Progress Monitoring Plans

As part of the RTI process, PCPA will utilize a PMP to provide students, parents, teachers, and administrators with detailed academic interventions for students demonstrating substantial deficiency in reading. To ensure written communication is in accordance with § 1008.25(5)(d), F.S. requirements, which includes providing parents with a reading-at-home plan and information on good cause promotion, the leadership team will track and maintain written communication and confirm receipt from parents. Additional information on PMPs can be found in **Section 5**.

Push-in / Pull-out Instruction

Teachers/co-teachers will be available to pull-out or push-in with students who are below grade level. The time periods during which push-in/pull out can be provided include Success Block, electives, and RTI for students receiving tiered interventions. Students who receive push-in/pull-out instruction may include students who are on the cusp of attaining proficiency, students scoring in the lowest 25% who do not qualify for RTI based on screening data, and students in subgroups who may require additional one-on-one or small group time to demonstrate growth. Additionally, ESE and ESOL staff will provide the required services, described in Sections 6 and 7 respectively, through push-in/pull-out support based on documented student need.

Course Recovery

The school's grading philosophy will emphasize mastery of academic benchmarks/standards. To ensure teachers understand this concept and grade accordingly, they will be supported in developing a deep understanding of state benchmarks/standards, lesson planning, assessments, and item misconception analysis among other areas that support effective grading.

PCPA will implement a course recovery program to support students in grades 6-12 who need a second chance to meet course requirements and earn necessary credits. This program will provide targeted support for students performing below proficiency, increasing their likelihood of passing courses. PCPA will identify a credit recovery platform, such as Edgenuity, which offers a blended learning approach, structured coursework, notetaking and summarizing strategies, and teacher support for content and technical assistance. A designated course recovery coordinator from the instructional leadership team will monitor student progress and provide guidance. The program's online platform will be accessible anywhere with internet access, while mastery assessments will be completed on school grounds under teacher supervision.

Students will have designated time to complete course recovery, which may include before or after school or during the school day without interfering with core instruction. Parents will receive clear communication on the grading philosophy, emphasizing mastery of academic benchmarks and explaining reassessment opportunities. This approach ensures that grades reflect subject-specific proficiency and promotes regular updates to keep parents informed about student progress and potential credit recovery needs. Additional details on course recovery are available in **Attachment E**.

Section 5: Student Performance

Performance Goals

A. Describe the expected incoming baseline of student academic achievement of students who will enroll in the school. Based upon the expected incoming baseline performance, describe the school's goals for academic growth and improvement that students are expected to show each year and the rationale for those goals. Describe how the school's academic goals and objectives for improving student learning will be revised if the actual incoming baseline is substantially different than the expected baseline. Describe how success will be evaluated, and the desired overall results to be attained through instruction.

The school's performance-based educational goals and objectives are designed to support student academic achievement and mission fulfillment. A continuous focus on improving student academic achievement will be grounded in rigorous academic goals, individual PLP student goal-setting, and parental support of academic growth. The goal-setting process described below is similar to the process used at other CSUSA-managed schools as part of annual strategic planning.

Goal-Setting

Kindergarten through Second Grade

Students in grades K–2 will be assessed using the Florida Assessment of Student Thinking (FAST) Progress Monitoring assessments in ELA and math.

The nationally normed NWEA Measures of Academic Progress (MAP) Growth assessment, or comparable assessment, may also be administered throughout the year for additional data collection. Details on this assessment are provided below. NWEA is one of the largest interim assessment providers in the United States. These computer-based assessments are adaptive and consistently measure student achievement and growth on the RIT scale (scale score).

Goal-setting in grades 3–8 will be aligned to the Florida School Performance Grades accountability system. Subsequent changes to the Florida School Performance Grade accountability calculation will prompt a revision to goals in the affected year(s). Per the current Florida School Grading system, each school evaluates individual student success and effectiveness of the curricula by their performance on State Assessments and State Alternative Assessments.

NWEA MAP Reading Fluency, or comparable approved assessment, will be administered to all students in grades K-2 at least twice annually to ensure data driven instruction aligned to the science of reading.

Goal: Collectively, students in grades K-2 will meet or exceed national growth norms.

Third through Eighth Grade

Students in grades 3–8 will be assessed using the Florida FAST Progress Monitoring assessments in ELA and math.

Goal-setting in grades 3–8 will be aligned to the Florida School Performance Grades accountability system. Subsequent changes to the Florida School Performance Grade accountability calculation will prompt a revision to goals in the affected year(s). Per the current Florida School Grading system, each school evaluates individual student success and effectiveness of the curricula by their performance on State Assessments and State Alternative Assessments.

Individual student academic performance data are combined to measure the school's progress over the prior year. Schools accumulate points for both achievement and growth on state assessments and state alternative assessments. The state then calculates the percentage of students meeting high standards in ELA, math, science, and social studies (when applicable); the percentage of students making annual learning gains in ELA and math; and the percentage of the lowest 25% of students making annual learning gains in ELA and math. The grade for Middle schools includes one additional component, when applicable: Middle School Acceleration—middle school student academic performance on high school assessments and/or technical certification exams. When a school has a graduating class, their grade will also include the four-year federal graduation rate and a measure of High School acceleration—the percentage of graduates earning at least one college credit or approved industry certification. These measures are both included with a one year lag. PCPA's first full K–12 Grade will be issued the year after their first graduating class. Once a school's points are totaled, the percentage of possible points earned are then calculated. This percentage corresponds to a final school letter grade.

On the assessment components of the school grade, students will demonstrate academic improvement and success by meeting high standards and making annual learning gains as defined by the State of Florida. Currently, the meeting of high standards is defined as those students who score an achievement level of three or higher on the Statewide Science Assessment or FAST. On the Florida Alternate Assessment (FAA), students must score a level 4 or higher to be classified as meeting high standards.

The data displayed below reflects the latest information provided by the FLDOE at the time of application submission. Students will demonstrate a year's worth of learning, or a "Learning Gain" on state ELA and math assessments, and End of Course (EOC) assessments as described in **Table 5.1a**, with adjustments to the table below taking place as updates are released by the FLDOE.

Table 5.1a

FAST to FAST and EOC to EOC Learning Gain Requirements	
FAST/EOC achievement level	Improve one or more achievement levels from one year to the next (e.g., from 1–2, 2–3, 3–4, 4–5).
Show significant growth within an achievement level	• Maintain a Level 3, Level 4, or Level 5 from one year to the next and the student's scores in Level 3 and Level 4 must have improved by at least one scale score point from previous year, this is also true for retained and accelerated students. • Remain within levels 1 or 2 but advance one **subcategory** in scale range. • Achievement Level 1 is comprised of three equal subcategories. • Achievement Level 2 is comprised of two equal subcategories.
FAST to EOC and EOC to FAST Learning Gain Requirements	
FAST/EOC achievement level	• Improve one or more achievement levels or subcategories from one year to the next (e.g., from 1–2, 2–3, 3–4, 4–5).
Maintain a Satisfactory or Above Achievement Level	• Maintain a Level 3, Level 4 or Level 5 from one year to the next, from FAST to EOC or EOC to FAST.

Students will demonstrate a year's worth of learning or a "Learning Gain" on the FAA in one of three ways as described below in **Table 5.1b for FSAA to FSAA.**

Table 5.1b

Current FSAA Learning Gain Requirements	
1. FSAA Achievement Level	Improve one or more levels or subcategories (e.g., from Low 3 to High 3, 3-4 etc.).
2. Maintain Proficiency	Maintain level 4.

Again, the data displayed in **Tables 5.1a** and **5.1b** are based on the latest information provided by the FLDOE at the time of application submission. Any changes made by the FLDOE after submission will be adjusted accordingly as needed.

In compliance with the Every Student Succeeds Act (ESSA), school proficiency and learning gain calculations include students with disabilities and ELLs with two or more years of English instruction.

School Goals The FAST, aligned to the Florida B.E.S.T. in ELA and math has been administered since the 2022-23 school year. PCPA will use the school grade calculus in place at the time of this application to detail ***an approach to goal setting*** that will be applied to any new assessments and published school grade calculations.

In its initial year, the school will aim to meet or exceed the performance of comparable local K–12 (K–5, 6–8, 9–12) schools on the elements of the Florida School Performance Grade. After establishing baseline student academic performance in Year 1, PCPA may revise and will document annual goals through an annual strategic planning process. Historically, a single scale was used across school types. In 23–24, the state evaluated non-Elementary schools on an adjusted scale. Therefore, to maintain a level of transparency with students, parents, and the community at large, goals will be aligned to publicly available data calculated schoolwide and published annually by the FLDOE. Also, in this application, final letter grade goals will be evaluated on the 23–24 adjusted scale for combination schools.

The school's anticipated demographics, described in **Section 2**, indicate attendance of approximately 53% of students receiving FRL and 52% minority students. The comparable schools selected to estimate the baseline include both district and charter schools within a 15-minute drive time. Estimations use the most current school grade release (23–24) for all components. In the most recent school grade release, these same schools' student populations are on average 55% minority and 63% Economically Disadvantaged. These schools include Barbara A Harvey Elementary School, Parrish Community High School, James Tillman Elementary Magnet School, Annie Lucy Williams Elementary School, Buffalo Creek Middle School, Manatee School for the Arts, Parrish Charter Academy, Virgil Mills Elementary School, Imagine Charter School at North Manatee, Palm View K–8 School, Palmetto High School, Blackburn Elementary School, and Lincoln Memorial Middle School.

The school's minimum goal requirements and the methodology to calculate these targets are detailed below for Proficiency, Growth, Closing the Achievement Gap, and the Florida School Performance Grade. These Specific, Measurable, Achievable, Relevant, and Time-Bound (S.M.A.R.T.) goals comply with the most recent federal accountability plan under Florida's ESSA State Plan. In 2024, 46% of schools were designated as needing Additional or Targeted Support and Improvement and 10% were designated as needing Comprehensive Support and Improvement. Therefore, it is acknowledged that these are rigorous goals and PCPA must effectively target instruction to meet these high expectations and achieve the student success

outlined below. Note, per the revised State of Florida ESSA plan, "given the implementation of new statewide assessments and the eventual adoption of new cut scores for performance on those assessments, Florida will need to re-establish its long-term goals and measures of interim progress for academic achievement."[2] Once long-term goals are re-established at the state level, the school will revise their goals and goal setting calculus accordingly.

Proficiency S.M.A.R.T. Goal

Specific: Each year on the state assessments, PCPA will see a significant increase in the percentage of "Satisfactory or Above" students (as defined currently by those scoring Level 3 or above in math, ELA, science, and social studies).

Measurable: Student math, ELA, science, and social studies scores will reflect at least a 10% reduction in the percentage of students who are NOT "Satisfactory or Above" relative to the previous year or meet or exceed the performance of demographically comparable district schools. The assessment scores in Year 1 of the charter will establish the baseline for measuring this goal. Assessment scores in Year 2 will be the initial comparison to the baseline. If proficiency is at or above 90% in any prior year, PCPA will increase said proficiency by 1% or meet or exceed the performance of comparable schools in Manatee County.

Attainable: This goal is attainable given that students will have appropriate resources and access to high-quality teachers.

Relevant: This goal is relevant to the school's mission to educate scholars through key tenets of classical education grounded in a rigorous and data-driven curriculum.

Time Bound: The establishment of a baseline will occur at the completion of the first full year of the charter. After that time, goals will be evaluated and assessed annually, after the release of state assessment and accountability results.

Growth S.M.A.R.T. Goal

Specific: Each year on the state assessments, PCPA will see a significant increase in the percentage of students making learning gains in ELA and math.

Measurable: ELA and math scores for students in grades 4–10 and EOCs will reflect at least a 10% reduction in the percentage of students NOT making learning gains relative to the previous year's state assessment scores (if available) or meet or exceed the performance of demographically similar schools in Manatee County. Schoolwide learning gains in Year 1 of the charter will establish the baseline for measuring this goal. Learning gains in Year 2 will mark the initial comparison to the baseline.

Attainable: This goal is attainable with the programmatic, financial, and human resources that will be present at PCPA.

Relevant: This goal is relevant to the school's mission is to educate scholars through key tenets of classical education grounded in a rigorous and data-driven curriculum.

Time Bound: The establishment of a baseline will occur at the completion of the first full year of the charter. After that time, goals will be assessed annually, after state assessment results are released.

[2] https://www.fldoe.org/core/fileparse.php/14196/urlt/fl-essa-stateplan080223.pdf

Closing the Achievement Gap S.M.A.R.T. Goal

Specific: Each year on the state assessments, PCPA will see a significant increase in the percentage of students in its lowest 25% making learning gains in ELA and math.
Measurable: Student ELA and math scores will reflect at least a 10% reduction in the percentage of the school's lowest 25% of students NOT making learning gains relative to the previous year or meet or exceed the performance of the demographically similar schools. Schoolwide learning gains for the lowest 25% in Year 1 of the charter will establish the baseline for measuring this goal. Learning gains among the lowest 25% in Year 2 will allow for the initial comparison to the baseline.
Attainable: This goal is attainable given the school's focus on rigorous academics.
Relevant: This goal is relevant to the school's vision of a dynamic K–12 learning environment that inspires scholarship and develop the skills, knowledge, and agency to navigate an ever-changing world with Strong Minds, Good Hearts™.
Time Bound: The establishment of a baseline will occur at the completion of the first full year of the charter. After that time, goals will be assessed annually after state assessment results are released.

Florida A+ School Grade S.M.A.R.T. Goal

Specific: PCPA will meet or exceed the demographically similar local schools' performance on all "Other" Florida A+ School Grade model components.
Measurable: PCPA will meet or exceed the demographically similar local schools' average performance on each "Other" element of the Florida School Grade—Middle School Acceleration, High School Acceleration (College and Career Readiness) and the 4-year Federal Graduation Rate.
Attainable: PCPA will have the academic, financial, and human resources necessary to meet or exceed the performance of its peer schools.
Relevant: As a school of choice, the school's comparative school performance is crucial to attracting and retaining students as well as maintaining parent confidence.
Time Bound: School grades are reported annually by the State of Florida.

The goal setting procedures described above represent a comprehensive list of academic performance targets aligned to the current Florida school grade calculation. Baseline values on each metric will be established at the end of the first academic year. **Table 5.2** below represents an **application** of the goal setting procedures to a ***sample*** baseline year of data. Goals in Year 2 and beyond will be based on meeting or exceeding the baseline achieved in Year 1 (or the year prior) with the goal of reducing the percent of students who are not proficient or not making gains by 10% each year of the charter. Year 2, 3, 4, and 5 goals are shown with baseline values from the average of a sample of the most recent School Performance Grade results for the comparable schools, published in July of 2024.[3] Since the actual student population of the school is unknown, the sample average performance among local schools is the best approximation of the anticipated student population's performance. The goal setting procedure, applied to the ***sample*** baseline of comparable schools, projects that the school will earn a "C" in its baseline year and reach an "A" by Year 3 on the current grading scale.

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Table 5.2

GOALS: Parrish Classical Preparatory Academy								
23-24 School Grade Results used as Baseline All values are percentages.								
Goal Area	**Assessment**	**Subject**	**23-24 Baseline Results**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
% Proficient	FAST Grades 3-8	**ELA 3rd Grade**	52	57	61	65	69	72
		ELA School Wide	51	56	61	65	68	71
	FAST Grades 3-8, Algebra and Geometry EOC	**Math**	57	61	65	68	72	74
	SSA Grades 5, 8 and Biology EOC	**Science**	48	53	58	62	66	69
	Civics EOC	**Social Studies**	68	70	73	76	78	80
Growth* % Learning Gains	FAST Grades 3-8	**ELA**	56	61	65	68	71	74
	FAST Grades 3-8, Algebra and Geometry EOC	**Math**	56	60	64	68	71	74
Closing the Achievement Gap* % Lowest 25 Gains	FAST Grades 3-8	**Lowest 25% Reading**	56	60	64	68	71	74
	FAST Grades 3-8, Algebra and Geometry EOC	**Lowest 25% Math**	51	56	61	65	68	71

	Assessment	**Subject**	**22-23 Baseline Results**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Other Components	MS Acceleration	**EOCs/CTE**	--	--	**74**	77	79	81
	HS Acceleration	**AICE/AP/ IB/CTE**	--	--	--	--	--	**61**
	Graduation Rate	**4-Yr Federal**	--	--	--	--	--	**91**

	Assessment	Subject	Estimated Baseline	Year 2	Year 3	Year 4	Year 5	Year 6
School Grade	FAST, B.E.S.T., SSA and EOCs	**Total Points**	496	535	646	681	713	894
		% of Points Earned	**55%**	**59%**	**65%**	**68%**	**71%**	**74%**
			C	**B**	**A**	**A**	**A**	**A**

Each year reflects a 10% reduction in the number of students who are NOT Proficient, or did not make learning gains relative to the previous year.

Local schools included in the analysis: Barbara A Harvey Elementary School, Parrish Community High School, James Tillman Elementary Magnet School, Annie Lucy Williams Elementary School, Buffalo Creek Middle School, Manatee School For The Arts, Parrish Charter Academy, Virgil Mills Elementary School, Imagine Charter School At North Manatee, Palm View K-8 School, Palmetto High School, Blackburn Elementary School, Lincoln Memorial Middle School.

[2] https://www.fldoe.org/core/fileparse.php/18534/urlt/SchoolGradesCalcGuide24.pdf

B. Describe any mission-specific educational goals and targets for the school not captured by state accountability requirements. State goals clearly in terms of the measures or assessments the school plans to use.

PCPA will strive to achieve the following mission-specific initiatives by the end of the initial charter term:

- Scholars will participate in one recitation of poetry and prose at a formal oratorical event to cultivate orator skills (K–5).
- Scholars will participate in one formal debate to demonstrate logic and rhetoric capabilities (grades 6–12).
- Scholars will participate in a minimum of one community service project (K–12).

Placement and Progression

C. Describe the school's student grade level and course placement procedures.

PCPA will follow the grade level and course placement procedures as outlined in the CSUSA Florida Student Progression Plan (SPP) found in **Attachment E.**

D. State whether the applicant intends to use the local school district's pupil progression plan. If not, explain the policies and standards for promoting students from one grade level to the next or provide the pupil progression plan as Attachment E.

PCPA will adhere to the SPP found in **Attachment E**.

E. If the school will serve high school students, describe the methods used to determine if a student has satisfied the requirements specified in section 1003.428, F.S., and any proposed additional requirements.

PCPA will follow the general requirements for high school graduation established by FLDOE to develop course offerings and student schedules. State updates to graduation requirements will be monitored by the school counselor and CSUSA Florida support team members to ensure adherence to all statutory requirements related to high school graduation and progression. Currently, the requirements for the 24-Credit Standard Diploma are as follows for the listed below in **Table 5.3**. Students must meet the state assessment requirements unless a waiver of assessment results is granted by the IEP team for students with disabilities and earn a 2.0 Grade-Point Average (GPA) on a 4.0 scale. FLDOE approved assessments may also be used for students to achieve concordant scores needed for graduation. Students will complete the requirements for the 24-credit standard diploma option, career preparatory industry certification option, or the advanced academy diploma (AICE Diploma) as listed in § 1003.4282, Fla. Stat. Based on student interest and demand, a dual enrollment/AA degree option may be added at a future date.

Table 5.3

Diploma Pathway: Standard 24-Credit
4 Credits ELA
• ELA 1,2,3,4 • ELA honors, Advanced Placement (AP), AICE, International Baccalaureate and dual enrollment may satisfy this requirement
4 Credits Mathematics*
• One of which must be Algebra 1 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 1 and Geometry) • An identified computer science** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)
3 Credits Science
• One of which must be Biology, 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) • An identified computer science** credit may substitute for up to one science credit (except for Biology)
3 Credits Social Studies
• 1 credit in World History • 1 credit in U.S. History • 0.5 credit in U.S. Government • 0.5 credit in Economics
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*
1 Credit Physical Education*
To include the integration of health
8 Elective Credits
1 Online Course
• Students must earn a 2.0 GPA on a 4.0 scale for all cohort years and pass statewide, standardized assessments unless a waiver of assessment results is granted by the IEP team for students with disabilities.

*Eligible courses are specified in the Florida Course Code Directory.
**A computer science credit may not be used to substitute for both a mathematics and science credit.

Florida Department of Education. (n.d.). Standard diploma requirements academic advisement – What students and parents need to know.

The school counselor will serve as course recovery coordinators to routinely audit student credits against the CSUSA SPP. This process will ensure that students are on track for meeting high school graduation requirements and credit recovery courses are offered as needed, as mentioned previously. The school counselor will communicate course requirements and credit recovery options to teachers, students, and parents and develop a plan for scheduling students into appropriate recovery courses, monitoring student progress, and ensuring timely completion of the course recovery program. Students in need of credits to move on to the next grade level or complete graduation requirements will be offered the appropriate program to recover course credit(s).

Advanced Diploma Pathways

High school students will have multiple diploma pathways to help prepare them for college enrollment or workforce employment. Offerings within each pathway will exemplify the school's vision fostering a dynamic K–12 learning environment where students develop the skills, knowledge, and agency to navigate an ever-changing world with Strong Minds, Good Hearts™.

PCPA will work toward offering multiple diploma pathways, including Cambridge AICE and AP courses. Cambridge AICE coursework combines the content of an honors curriculum with the content students must learn to write the Cambridge papers successfully. Courses are demanding and emphasize higher-order thinking, oral and written skills, problem-solving, teamwork, and investigative abilities. AP courses offer students an opportunity to engage in rigorous curricula and gain valuable college-level experience. Students who take and pass AP courses with a minimum of 3 on a 5-point scale may earn college credit at the university level. AP courses also offer students an opportunity to earn a higher GPA, which enables them to be more competitive when applying to colleges and universities. PCPA will establish criteria to help ensure student success in college-level coursework, such as high performing scores on the PSAT, Pre-ACT, or state assessments demonstrating students are in the 80th percentile or higher per subject.

Cambridge AICE & Advanced Placement

The Advanced Studies Diploma Pathway presents the opportunity to earn up to 45 college credits and obtain an AICE Diploma, Advanced Placement Capstone Diploma, and a Bright Futures Scholarship. The Cambridge AICE and (AP) Placement Capstone Diploma pathway is intended for students who seek the highest level of rigor. Students may complete the Cambridge AICE requirement/AICE Diploma requirements early in their high school career, so that completion of the AP Capstone Diploma is also earned by the end of senior year.

The Cambridge AICE Diploma is an international curriculum and examination system that emphasizes the value of a broad and balanced course of study. Alongside an in-depth understanding of a variety of subjects, students also need to master a broader range of skills critical for success in university study and employment. Students seeking an advanced academic pathway will select courses that satisfy AICE Diploma requirements, aligned to the four subject groups: (1) Mathematics and Sciences; (2) Languages; (3) Arts and Humanities; and (4) Interdisciplinary subjects (optional). Students must achieve at least one credit from each of Groups 1, 2 and 3. A maximum of two credits can count from Group 4, which is optional. This pathway offers motivated students the opportunity to qualify for the Florida Bright Futures Scholarship Program by the

end of their senior year. The Florida Bright Futures Scholarship Program rewards any Florida high school graduate who meets eligibility criteria and merits recognition of high academic achievement.

The AP Capstone Diploma emphasizes two, year-long AP courses (AP Seminar and AP Research) that are designed to complement other AP coursework that students may take. AP Seminar and AP Research are required courses that promote an interdisciplinary approach to developing the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work. The College Board developed the AP Capstone Diploma program to provide a systematic way for high school students to begin mastering these skills before college.

Standard High School Diploma, Career and Technical Education Academy Pathway

This pathway pairs high school graduation requirements with Classical-focused Career and Technical Education (CTE) frameworks, allowing students to earn industry certification, work-based learning experiences, and articulated college credits. CTE options provide students with valuable skill development and career-oriented exploration. Based on local need, student interest, and teacher availability, course offerings will reflect high-quality strategic and sequenced instruction intended to build the skills necessary for students to receive an industry-recognized certification and develop essential competencies. Examples of potential CTE career clusters include:

- Government and Public Administration: Intended to provide students with opportunities within the seven pathways: Governance; National Security; Foreign Service; Planning; Revenue & Taxation; Regulation; and Public Management & Administration. Hundreds of Government & Public Administration educational opportunities in a variety of trades and programs are offered throughout the state in school districts, community colleges and state universities.
- Architecture and Construction: Intended to provide students with opportunities that prepare students for careers in design/pre-construction, construction and maintenance/operations. Examples of careers include carpenters, drafters, electricians, construction managers, HVAC technicians and plumbers.
- Arts/AV/Technology and Communication: Intended to provide students with opportunities that encompasses audio/video technology and film, journalism and broadcasting, performing arts, printing technology, telecommunications, and visual arts.

College and Career Center

PCPA will establish a College and Career Center (CCC) that provides students, teachers, and families with support in understanding and navigating post-secondary options. The school counselor will be tasked with fulfilling the responsibilities outlined below, in addition to continually identifying opportunities for students to further develop talents and passions:

- Providing guidance on college standards and applications
- Providing support in identifying and applying for scholarships and financial aid
- Organizing college tours
- Delivering a Rising Seniors College Camp
- Organizing test prep for ACT, SAT, AP, AICE, and industry certification exams
- Conducting Introductory Student Interviews

Introductory Student Interviews for High School

When students enter grades 9–12, a staff member will send each student's parent/guardian a letter informing them of the introductory interview process. The purpose of the interview is to gain information for proper

placement of students in classes and programs. The interview protocol includes a review of student academic records, collecting baseline information on student interests and preferred learning styles, and learning as much about each individual student as possible. This supports the initial phase of developing PLPs and determining faculty advisor assignments. **Table 3.1** below provides an example of interview questions and prompts across four domains.

Table 3.1

Introductory Interviews	
Academic Questions	**Career Questions**
• How *do you prefer to learn new information or skills? Do you like to read, listen, watch, or do something hands-on?* • *How do you demonstrate your understanding of what you have learned?* • *Do you like to write, speak, create, or perform?* • *How do you overcome challenges or difficulties in your learning process?* • *How do you balance your academic work with your personal life, hobbies, and extracurricular activities?* • *How do you apply what you have learned to real-world situations or problems?*	• *Have you considered a possible career/professional pathway? If so, what would that choice be as of today?* • *Have you completed or been involved in community service? If so what type and where?* • *What are some of the skills or competencies that you have developed or improved through your classical studies?* • *What are some of the careers that align with your interests, values, and strengths as a classical learner?*
Personal/Social Questions	**Parent/Student Reverse Role Interview**
• *Tell me a little bit about your family. How do you relate your classical education to your personal values and beliefs?* • *How do you communicate and collaborate with others who have different perspectives or backgrounds from you?* • *How do you cope with stress, frustration, or disappointment in your academic or personal life?* • *How do you express your emotions in healthy and appropriate ways?* • *How do you make ethical and moral decisions in various situations?*	• *Parents and students are provided with an opportunity to ask questions about academics, as well as other school, college, or career related questions.*

F. Discuss how and when promotion and graduation criteria will be communicated to parents and students.

Promotion criteria will be communicated to parents through a variety of methods to ensure clear visibility to academic requirements and academic supports available to meet those requirements at the beginning of the year or when a new student enrolls. All parents will be provided with the opportunity to understand their child's progression and learn about the school's support systems and strategies during annual curriculum nights or parent universities. Curriculum nights will focus on providing information on promotion criteria, course progression, and academic strategies that can be utilized at home. The purpose of parent universities is to teach parents how to use various tools, such as checking grades in the school information system (SIS) or reviewing instructional software usage and progress data.

Parents will be kept informed of their child's progress twice each quarter, once via a progress report at mid-quarter and then via a report card. Parents will also have online access to their child's grades through an SIS, such as PowerSchool, and may schedule conferences and contact teachers, as necessary. Additionally, students will be trained to track their progress toward benchmark/standards attainment and conduct student led conferences utilizing their PLPs after initial implementation years. This will allow teachers the time they need to build student capacity and ownership of academic progress. PCPA will follow the general requirements for high school graduation established by FLDOE as described above and promotion criteria listed in **Attachment E**.

Assessment and Evaluation

G. In addition to all mandatory assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year (including baseline assessments) including a **proposed** assessment schedule as Attachment F. Provide the rationale for selecting these assessments, including an explanation of how these assessments align with the school's curriculum, performance goals, and state standards.

PCPA will use the measurement tools and state-mandated assessments listed below to establish a baseline to guide instruction and determine student progress in benchmarks/standards mastery and reaching proficiency level on state assessments. Please note that this list does not preclude PCPA from substituting these assessments with other comparable measurement tools that may be determined necessary. **Attachment F** provides the proposed balanced assessment plan.

NWEA MAP Growth Assessments: This includes at least two administrations in the areas of reading, math, and science. The MAP Growth assessments are nationally normed, aligned to the SAT and ACT as well as the Florida benchmarks/standards. MAP Growth is proven to be effective at targeting student achievement and determining skills students need to improve performance. NWEA uses a continuous scale score (RIT) from grades K–12, which enables us to monitor growth from one grade level to the next, as well as determine exactly how far above or how far below the national norm a student is compared to other students in their grade level nationwide. Results are used to set goals for students on specific skill gaps, as well as identify groupings and benchmarks/standards or skills to teach for small-group instruction. NWEA currently provides the MAP Growth assessments to students in grades K–12 at least two times a year in math, reading and science with Florida-aligned EOCs in Algebra, Geometry and Biology. These assessments are computer based, which helps students prepare for the format of the state assessment and enables teachers to see results immediately. NWEA MAP Reading Fluency, or comparable approved assessment, will be administered to all students in grades K–2 at least twice annually to ensure data driven instruction aligned to the science of reading.

The IFA's as described in **Section 3** will also be an integral part of data driven instruction at PCPA.

H. Describe how student assessment and performance data will be used to evaluate and inform instruction. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?

PCPA will address the four components of data-driven instruction: culture, assessments, analysis, and action. The use of student assessment and performance data will be vital to the culture of PCPA, as evidenced by

the Education Model and continuous improvement process. Performance data will be used to improve student learning and achievement, as well as evaluate and inform instruction. The data-driven cycle of assessment, analysis, and action is indispensable for increasing student achievement. It will be deeply embedded in the school's school culture and will be a top priority for schoolwide improvement and ensuring equitable opportunities. The school's leadership team will use a simple but highly effective yearly data calendar, which will be displayed and referred to constantly so that everyone in the school community is aware of important steps in the data cycle. The school's leadership team will conduct assessment analysis and action planning during scheduled data chats with teachers and coordinate the PD teacher's need to succeed.

Teachers will use the data from NWEA assessments, FAST assessments and IFAs to differentiate instruction of specific skills through various instructional and regrouping strategies to ensure that individual student needs are addressed. To evaluate student learning and the effectiveness of instruction, teachers will give students formative assessments on those specific skills. After itemized analysis of each assessment, teachers will report feedback to students and parents verbally and via the SIS to update each student's PLP. Based on the results of the assessment, teachers will then decide whether to re-teach specific skills that have not been mastered or go back to baseline assessment to activate students' background knowledge on the new skill to be introduced.

Progress Monitoring Plan
Grades K–3

A student in grades K–3 who has a substantial reading deficiency will be covered by a federally required student plan, such as an IEP or an individualized progress monitoring plan, or both, as necessary pursuant to s. 1008.25(4)(c), F.S. Please see the Reading Plan for processes followed to identify students with substantial reading deficiencies.

The PMP, introduced in **Section 4**, lists students' areas of academic weakness, and describes interventions that can be implemented in the areas of writing, reading, math, and/or science. Each student performing below grade level will have a PMP. The PMP will also be reviewed by all stakeholders after at least 12 weeks of instruction to assess whether implemented strategies are increasing student achievement in the identified area.

Based on review of individual student state assessment scores, identification of students scoring in the lowest 25% is generated to assist teachers in targeting students who need remedial instruction. The first round of interim benchmark assessments will be given within the first two months of school so that individual student strengths and weaknesses can be quickly identified and a PMP can be generated. This will help ensure grade level community and classroom instruction is geared toward meeting the needs of every student. It will also allow students, parents, teachers, and administrators to re-evaluate individual students' academic achievement in a more efficient manner. Recognizing areas of strengths and weaknesses in a timely manner is vital to ensuring students have enough instructional time and practice to solidify their understanding before reassessment occurs. If a student needs multiple specialized plans, such as PMPs for reading intervention, individual ELL Student Plans, Educational Plans (EPs) for Gifted Students, or Individualized Education Plans (IEPs), members of committees will overlap so that communication and alignment of plans can be ensured.

Table 5.3

Progress Monitoring		
School Level	**Goal Setting** PCPA sets strategic goals to achieve overall success according to Florida School Improvement Plan and Florida School Grades. PCPA leaders set collaborative instructional and achievement goals annually as part of the culture of continuous improvement.	**Monitoring** Data chats are held quarterly to review areas of strength and opportunity based on NWEA results. Student data from NWEA and support the creation of school action plans.
Teacher Level	**Goal Setting** Proficiency and learning gain goals are broken down into grade level and classroom level targets.	**Monitoring** PCPA leadership holds bi-monthly data chats with teachers to analyze overall classroom strengths and opportunities, identify students or benchmarks/ standards in need of remediation, and develop classroom action plans.
Student Level	**Goal Setting** Student data from State Assessments, academic grades, NWEA and formative assessment data are compiled on the PLP. With guidance from teachers and parents, students generate goals for each academic area as well as conduct and effort. Teachers explain defined learning gain targets to support student goal setting for state assessments.	**Monitoring** In data chats with students, teachers analyze the data within the PLPs and set goals for each academic area as well as conduct and effort. Goals and progress monitoring data are visible to parents, students, and teachers through the student information system.

I. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

PCPA will develop teacher capacity through a model of continuous improvement. All teachers will be provided with research-based PD based on school improvement goals. Instructional staff will meet in grade-levels/subject areas PLCs to analyze student data and design instructional units with accompanying lessons. Grade-level team leads will share in PLC facilitation responsibilities with the CRTs. Team leads will also participate in monthly leadership meetings with administrators. Based on administrative walk-throughs and student academic performance, teachers will be provided with specific, differentiated PD from CRTs, mentor teachers, administration, or a CSUSA Florida curriculum specialist. A sample PD plan is included in **Addendum FF**.

After NWEA MAP interim assessment periods, teachers will meet for data chats with CRTs, a curriculum specialist, or administrators to analyze student progress and develop an action plan for PD. The action plan may include steps for increasing levels of complex thinking, math intervention strategies, developing cross-curricular lessons, developing relevant experiential learning activities, teaching reading in content areas, and

many other grade-level-specific literacy development opportunities. Please see **Section 13** for additional information regarding PD.

Strategic Planning

Strategic planning will provide an opportunity for the school's instructional leaders to receive school-based professional learning and involves action planning for site-based goals for the school year. Strategic planning will be facilitated by the Deputy Director who will also conduct check-ins with the school's administrative team to provide support and monitor progress throughout the year. The purpose of strategic planning is to:

- Review goals for the year and design action plans for each.
- Prioritize short-term, mid-term, and long-term priorities.
- Assess and align instructional resources to meet each goal.
- Adjust PD plan to strengthen instructional capacity.

Quality Education for Students and Teachers

Instructional leadership development will be guided by student, classroom, and school-level data. The CSUSA Florida support team will facilitate a Quality Education for Students and Teachers (QuEST) session, a process designed to build school leadership capacity and ensure benchmarks and standards are taught with rigor and intent. Held annually, QuEST involves key CSUSA Florida support team members working alongside the principal to conduct targeted classroom walkthroughs and develop instructional action plans. This approach tailors leadership development to the needs of the administrative team and school community based on current data trends.

Master Schedule Analysis

The Master Schedule Analysis (MSA) will be conducted annually and is intended to support the administrative team in a review of the school's strategic plan and monitoring of schoolwide initiatives. The same team members listed above will conduct the session and make recommendations for mid-course corrections based on current data analysis. The MSA process involves:

- Reviewing formative assessment data to determine areas of focus.
- Identifying gaps in equity and access to courses.
- Areas of strength and weakness in course offerings.
- Evaluation of academic supports.

J. Describe the corrective actions the school would take if it falls short of student academic achievement expectations or goals at the school-wide, classroom, sub-group, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing it.

The CSUSA Florida support team tracks the progress of each SWCF school towards meeting academic, operational, and financial goals. The team meets regularly throughout the academic year, as well as at the end of each school year to rate each SWCF school with a tier level (1–3) depending on its progress towards goal attainment throughout the previous year. In addition to academic progress, the team examines results from parent, student, and staff surveys, which provide insight into pertinent issues such as satisfaction and safety. Financial reports, enrollment and attendance figures, and other information needed to further monitor progress toward the mission are also reviewed and evaluated. Schools that are in danger of not meeting their goals (tier 3) are then assigned support team members dedicated to ensuring that the school gets the support needed to get back on track towards goal attainment.

Lastly, SWCF, the support team, and the school's administrative team will meet for strategic planning before the start of the school year to finalize the school's strategic plan and initiatives. This multi-tiered process ensures collaboration between the school, the governing board, and CSUSA in determining any corrective action needed for the school to make progress towards achieving its goals.

The school's administrative team will be supported in identifying the root cause of any school shortfalls and determine the initiatives and resources needed to correct them. Florida support team members will work collaboratively with PCPA and participate in budgetary meetings to pinpoint budget allocations needed to accomplish school initiatives. During SWCF's annual meeting, PCPA initiatives and budgetary allotments will be communicated for governing board approval. SWCF will ensure that initiatives remain in alignment with the school's mission, vision, and strategic plan and will decide whether to approve the budget.

K. Describe how student assessment and performance information will be shared with students and with parents.

Student assessment and performance information will be shared with students and parents in multiple ways. Teachers will update PLPs and/or PMPs and discuss student progress via student/teacher and teacher/parent data chats. State assessment and interim benchmark assessment results will be communicated to parents once available. Progress reports will be sent home mid-quarter for parents to monitor progress, and report cards will be issued quarterly. Also, parents can schedule conferences and communicate with teachers as often as necessary.

Parents will also have access to the SIS which will inform them—via a controlled access password—about their child's class work, test grades, and weekly progress towards meeting state-adopted benchmarks/standards. Parents will have information provided to them to schedule a conference, ask questions, or just be aware of their child's academic achievement. Interim benchmark assessments will take place up to three times a year. After administration of each assessment, that data, in conjunction with students' scores from state assessments, will be communicated to parents to keep them informed of student progress.

L. Describe the plan for protecting the privacy of individual student academic performance data and other student-related information.

Student records will be maintained in a fireproof and waterproof locked cabinets in a secure area of the school. Compliance with the Family Educational Rights and Privacy Act (FERPA) and state policies related to reading, inspecting, and copying a student's educational records will be maintained. All school employees will receive training, at least annually, related to the confidential nature of student records. Should areas of non-compliance be noted, the school's administrator will take necessary steps to correct them.

In addition to the above, all PCPA staff, students, and parents will be subject to CSUSA's Computer System and Internet Policy. This policy outlines access restrictions, acceptable use, the consequences of violating the policy, and is part of CSUSA's Employee Handbook. It will also be included in each student's registration packet and will be a requirement of employment or enrollment in a CSUSA-managed school.

Security is vital in a school environment for safety, privacy, and compliance. To accomplish these goals, the following hardware-, software- and procedural-based security will be employed:

- A closed TCP/IP-based network protected externally through a firewall.

- Virtual local access networks (VLANs) to separate network traffic and avoid service interruptions.
- Implementation of best practices to prevent unauthorized access to network equipment.
- SSL encryption on CSUSA-based Internet services.
- WPA2 encryption on all wireless access points.
- Anti-virus/anti-malware software on all computers.
- Children's Internet Protection Act (CIPA) compliant content filtering to protect against inappropriate access.
- Individual accounts with passwords.
- Network-based permissions assigned to individuals and/or groups.
- Computer- and network-based configurations to minimize alterations that could lead to security compromises and/or loss of functionality.
- Data sharing agreements with vendors prior to using their products for student use.
- Controls to restrict access to data to those that require it at the minimum required permission level.
- School device restrictions to reduce potential cybersecurity threats.
- Limited access to network equipment.
- Security cameras throughout the school with recording and search capabilities.
- Visitor screening services located in the front office.
- Documented processes for adjustments to content filtering, logs, security footage, etc.
- Annual cybersecurity awareness training for all staff
- Cybersecurity policies and triggers to protect against remote access, phishing attacks, malicious files, and scripts that can disrupt operations and/or steal personal and private information.

Section 6: Exceptional Students

A. Provide the school's projected population of students with disabilities and describe how the projection was made.

The school's anticipated enrollment of SWD will be approximately 16% of the total student population. This projection was made based on a review of the enrollment profiles of neighboring schools in the community. However, there will be no enrollment cap on the number of students with disabilities who may enroll at PCPA and staffing/resources will be adjusted based on actual student enrollment and need.

B. Describe how the school will ensure that students with disabilities will have an equal opportunity of being selected for enrollment in the charter school.

During the pre-enrollment process, marketing materials will reflect that PCPA is a tuition-free charter school that serves all students, including exceptional education students. This information will also be conveyed to prospective families during school information sessions when details on programs and services are presented.

All students who apply to PCPA will have an equal opportunity of being selected for enrollment in accordance with state statute. PCPA will not discriminate, or limit enrollment based on race, color, nationality and ethnic origin, disability status, religion, or gender. The enrollment application will not contain questions related to a student's disability status, and a student's disability will not be known until after the family accepts a seat and begins to submit registration documentation.

C. Describe how the school will work with the sponsor and through the Individual Education Plan (IEP) process when necessary to ensure students with disabilities receive a free appropriate education (FAPE) in the least restrictive environment (LRE).

PCPA will adhere to district, state, and federal policies to ensure that students with disabilities receive a free appropriate public education (FAPE). The school's Exceptional Student Education (ESE) staff will be trained to remain mindful of least restrictive environment (LRE) mandates to ensure that students are educated with their non-disabled peers to the greatest extent possible, based upon the student's individual circumstances. Educational placement for a student with a disability is determined through an IEP meeting after a review of the student's present levels of performance, accommodations, goals, and required services identified on a student's IEP. The district assigned ESE Program Specialist will be invited to participate in ESE meetings at the school for initial eligibility determination; when the team suspects that a discussion around change of placement may ensue; for meetings when parents will be accompanied by an advocate or attorney; and at other times as requested by the district. If the ESE team determines that a student requires services outside of the continuum of services offered by PCPA, the school will collaborate with SDMC on behalf of the student to determine the most appropriate placement to meet the student's needs. PCPA will work with the district to determine proper placement for students with disabilities within the full continuum of services offered by SDMC.

To ensure that PCPA remains abreast of all local ESE policies and procedures, the ESE lead will participate in SDMC ESE meetings and will work closely with the district.

D. Describe the methods the school will use to identify students with disabilities that have not yet been identified.

As part of the school's registration process, after accepting a seat, parents will submit a Special Programs Information form that requires parents to self-report information related to the student's disability status. The enrollment data specialist will cross-check parents' forms with data from the district's FOCUS system. PCPA will also request records from students' prior schools, including special education records.

PCPA will implement an MTSS to ensure that academic programs target the needs of all learners. Through this model of support, all students will receive instruction at the Tier 1 level. PCPA will hold regularly scheduled, collaborative, multi-disciplinary team meetings to systematically review academic performance/ behavioral data of all students and identify those in need of more targeted interventions at the higher tiers (Tier 2 or Tier 3). During the MTSS process, if a review of a student's progress monitoring/intervention data leads the team to suspect that the student may have a disability and require special education services or a 504 plan, the school will follow SDMC procedures for initiating the evaluation process (including obtaining parent/guardian consent as a required first step in the process).

If parents/guardians request an evaluation of their student before the general education intervention process is complete, PCPA will either obtain consent to conduct the evaluation while maintaining interventions concurrently or provide the parent/guardian with written notice of the school's refusal to conduct the evaluation. PCPA will work collaboratively with SDMC to ensure that initial evaluations of students suspected of having a disability are completed within 60 calendar days from the date PCPA received signed consent for evaluation.

Upon completion of the formal evaluation of the student, the district-assigned school psychologist and/or other service providers involved in the evaluation process will share the results with the ESE team responsible for determining student eligibility. This team will be made up of at least the following: the student's parent, ESE teacher/provider, general education teacher, evaluation specialist, an LEA representative/designee, and the student, if appropriate. The district ESE Program Specialist will also be invited to attend the initial eligibility meeting. All SDMC processes and procedures will be followed related to student eligibility determination, as well as IEP development and placement decisions.

E. Describe the programs, strategies, and supports the school will provide, including supplemental supports and services and modifications and accommodations to ensure the academic success of students with disabilities whose education needs can be met in a regular classroom environment with at least 80% of instruction occurring in a class with non-disabled peers.

A continuum of special education services will be offered to allow for the provision of services to students whose needs can be met 80% or more of the time in the regular education classroom setting. This continuum will include consultation, collaboration, and support facilitation. In addition, PCPA will contract with related services providers to allow for the provision of special education or related services in areas such as speech therapy, language therapy, and occupational therapy, if these services are deemed necessary by a student's IEP team.

Special education teachers/providers will deliver services based on the individual needs of each student to support the student's progress. These services will focus on addressing the student's IEP goals and, as an

example, may include pre-teaching, skill instruction, reteaching, or remediation. For some students, teacher-to-teacher consultation and/or collaboration might be sufficient. This allows the ESE teachers and general education teachers to work together on behalf of the ESE students, supporting the student's ability to continue to make progress within the regular education setting.

All teachers at PCPA will receive training on the differences between accommodations and modifications, as well as the requirements and procedures to ensure that both are provided to students in accordance with their IEPs. ESE teachers will also receive PD and participate in a dedicated PLC, both of which will specifically focus on topics relevant to working with an ESE student population.

F. Describe how the school will work with the sponsor and through the IEP process to determine whether a student with a disability whose education needs require a regular classroom and resource room combination (between 40-80% of instruction occurring with non-disabled peers) can be provided FAPE by the school.

PCPA will work closely with the district ESE Program Specialist, to ensure that FAPE is provided to all students. The school's continuum of services will fall within the full continuum of services provided by the district and staff will work with SDMC to determine and ensure proper placement for students with disabilities.

If a student provides a current IEP during the enrollment process that identifies the student as requiring services outside of the continuum offered by PCPA, the district ESE Program Specialist will be contacted. The IEP will then be reviewed in accordance with the district's procedures, and a timely decision will be made as to how the student's required services would be delivered to the student either by PCPA, if appropriate, or by a SDMC public school. A similar process will be followed if the student is already enrolled at PCPA, and the IEP team is considering a resource placement. If necessary, SDMC's ESE department will then be contacted to participate in the student's IEP meeting to assist with facilitating a smooth change of placement.

G. Describe how the school will work with the sponsor and through the IEP process to determine whether a student with a disability whose education needs require a separate classroom (less than 40% of instruction occurring with non-disabled peers) can be provided FAPE by the school.

As described above, PCPA will work closely with the SDMC's ESE personnel to ensure that FAPE is provided to all students. If a student has a current IEP that is provided during the enrollment process that identifies the student as requiring a separate placement (less than 40% of instruction occurring with non-disabled peers), or if the student is already enrolled and the IEP team is considering a separate classroom placement, the school's team will follow the process described in response to section 6F above to ensure that the student receives FAPE and is placed in an appropriate educational setting.

H. Describe the plans for monitoring and evaluating the progress and success of students with disabilities to ensure the attainment of each student's goals as set forth in the IEP or 504 plan, including plans for promoting graduation for students with disabilities (high schools only).

Students with IEPs require quarterly IEP annual goals progress reporting. Prior to the end of each quarter the students' progress monitoring data will be reviewed collaboratively by the special education provider and general education teacher(s) and used to complete the IEP annual goals progress report. In accordance with

SDMC policy, this information will be shared with the parent/guardian at the same time that grades are reported. PCPA will also monitor student progress by reviewing interim benchmark assessment performance results. Reviewing this indicator of student growth on a quarterly basis allows PCPA to target intervention and remediation efforts on behalf of students.

I. Identify the staffing plan, based on the above projection, for the school's special education program, including the number and qualifications of staff.

The school's staffing plan indicates that for the first year, 4 full-time ESE teachers will be hired. One of these positions will serve as ESE lead overseeing compliance and providing instructional support to some of the school's ESE students. However, if ESE student enrollment dictates that this number needs to be adjusted, staffing changes will be made in alignment with students' needs. In addition, PCPA will contract with related service providers (such as a speech-language pathologist or an occupational therapist) as needed. Instructional staff will also include at least one teacher who is gifted endorsed to ensure that guidelines and procedures established by SDMC related to meeting the needs of gifted students are implemented and followed.

J. Describe how the school's overall effectiveness in serving exceptional education students will be evaluated.

As described above in 6H, PCPA will review the individual progress of exceptional students, which will be part of the plan to evaluate the school's overall effectiveness in serving exceptional students. This will include a review of students' learning gains and levels of proficiency based on interim benchmark assessment data, as well as performance data from the annual state-mandated assessment program. Through the data analysis process, the team will review overall student academic performance on interim benchmark assessments by subgroups, including the ability to separate subgroups for students with IEPs, EPs, and 504 plans. Additionally, in alignment with § 1003.57(1)(f), F.S., every three years PCPA will complete a Best Practices in Inclusive Education (BPIE) assessment. Through this process, a team of stakeholders will be brought together to consider the school's effectiveness related to indicators of inclusive practices in the domains of Leadership and Decision Making, Instruction and Student Achievement, and Communication and Collaboration. This will allow PCPA to identify priority needs, develop goals, plan improvement strategies, and organize resources to support the ESE program.

K. Describe how the school will serve gifted and talented students.

PCPA will follow the SDMC policies and procedures related to referring students to the district school psychologist for gifted evaluations and identifying students in need of gifted services. Students will meet eligibility criteria for gifted services if they (1) demonstrate a majority of gifted student characteristics based on a standard scale or checklist, and (2) possess superior intellectual development as measured by an intelligence quotient of two standard deviations or more above the mean on an individually administered standardized test of intelligence. In addition, students from underrepresented groups as defined in Rule 6A-6.03019, F.A.C., who meet SDMC eligibility criteria for gifted services under Plan B, will also be served by PCPA. Students who qualify for a Gifted Education Program and whose parents have given consent will each have an Educational Plan (EP) written at least every three years, which includes a statement of the present levels of educational performance, a statement of goals (including measurable short-term objectives),

identified criteria, evaluation procedures and schedules for determining whether the goals are being achieved, and a statement of the specific services to be provided to the student.

The development of the EP is a process that builds parent-student relationships. It provides a forum for discussing student needs beyond the general curriculum, facilitating changes in instruction and classes, and determining appropriate service options. The EP will be reviewed during the year to determine if a goal has been met or should be rewritten. EPs are reviewed and rewritten as often as needed but no less than the frequency identified by the SDMC Gifted Student Education department. Participants at an EP meeting will include the student's parents, at least one teacher of the gifted, one general education teacher, an LEA representative, and an evaluation specialist if evaluation results are discussed. When appropriate, the student may attend the meeting as well.

PCPA will select a gifted service model in alignment with the models outlined in FLDOE's *Resource Guide for the Education of Gifted Students in Florida*. Gifted services will be regularly scheduled and provided by a gifted endorsed teacher. The gifted endorsed teacher will also collaborate with the student's general education teacher to support the student in the extension of the student's learning. All gifted students are responsible for mastering grade level benchmarks/standards and differentiated instruction will be provided to allow for more enrichment and curriculum compacting opportunities in areas of particular strength. The goal of the program is to further develop the student's cognitive, learning, research and reference, and metacognitive skills at each grade level.

Section 7: English Language Learners

A. Describe how the school will meet the needs of English Language Learners as required by state and federal law, including the procedures that will be utilized for identifying such students, ensuring that they have equitable access to the school's programming and communicating with their families.

The school's anticipated enrollment of ELL students will be approximately 8% of the total student population as detailed in **Section 2**. The goal of the ESOL program will be to prepare and successfully equip ELL students with different levels of English proficiency and with the academic and social skills needed to meet the same curriculum standards as non-ELLs. The school principal will name a staff member who will be responsible for implementing and monitoring the ESOL program. The school will also have a Parent Leadership Council which will be comprised of the parents/guardians of active ESOL students, teachers, a member of school leadership, and students. The Parent Leadership Council will be the voice and advocate for the ELL community. PCPA will follow all SDMC, state, and federal guidelines related to the identification, provision of service, assessment, monitoring, and exit of ELLs. The school will adhere to the SDMC ELL Plan with the exception of references to the student progression plan. PCPA will follow the CSUSA Student Progression Plan, included in Attachment E.

ELL Student Identification and Placement Procedures

ELL student identification and placement procedures include screening, placement assessments, and the development of student ELL plans.

Screening: ELLs will be identified through the registration process. At the time of registration, parents will be given a Home Language Survey (HLS) to identify potential ELLs. Students whose parents respond affirmatively to any of the questions on the HLS will be referred to the coordinator and given the Initial Placement Test (IPT) by Ballard & Tighe to measure language proficiency. Additionally, for parents of students who answer "Yes" to any questions on the HLS, the Date Entered United States School (DEUSS) will be obtained by the registration team, which includes the month, day, and year in which the student entered school in the United States (any of the 50 states and the District of Columbia, excluding U.S. territories and possessions).

Placement Assessments: The assessment instruments that will be used follow the established guidelines and procedures of SDMC. Students will be referred to the coordinator, who will use the IPT 1 (grades K–5) or IPT 2 (grades 6–12) oral/aural assessments within 20 days of the student's first day of attendance. All students who are not proficient on the oral/aural assessments qualify as ESOL students and are coded LY.

Students in grades K–2 who score as English proficient on the IPT 1 do not qualify for entry into the ESOL program, unless otherwise recommended by the ELL committee. The school's ELL committee will include a combination of four of the following: the ESOL designee/coordinator, mainstream teacher, ESOL-endorsed teacher, parent/guardian, administrator(s), and student services coordinator.

Students in grades 3–12 who score proficient on either the IPT 1 or IPT 2 oral/aural assessments, will be assessed using the reading and writing portions of the IPT. This will be completed as soon as possible, but no later than 30 days after the initial enrollment. If a student scores at or below 32% or are limited English on either reading or writing, they will be classified as ELLs.

The initial testing documents for students who do not qualify for ESOL services will be maintained in accordance with district requirements. Assessment information will be entered into the district system to indicate that the appropriate language assessment has been completed.

PCPA will advise parents that students will be given an aural/oral language assessment of English proficiency to determine eligibility and placement in the ESOL program. If ESOL program assessments are delayed beyond the 20-day period, the following documentation will be provided for each student on school letterhead: (1) Reason for the delay in assessing the student, (2) Evidence that the student is being provided ELL accommodations until the assessment is complete, (3) Timetable to complete the assessment, (4) Notification of the above documents to parent/guardian, preferably in their primary language.

Student ELL Plan: Students who do not score as English proficient will be classified as ELLs and placed in the ESOL program and managed using the district management system, Ellevation. The scores and classification status will be entered into the district system and all respective parties will be notified. Each student's ELL plan will be updated annually in accordance with the DEUSS date: before October 1 or within 30 days of the DEUSS date if it occurs after the first two weeks of the school year, and any other time updates need to be made (change in student schedule, ESOL level, instructional program, assessment data, etc.) to ensure documentation of the student's current services. ELLs will be assessed using WIDA's Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS) every spring to determine the student's level of English proficiency and appropriate services needed. ELL students will also participate in all required district and state assessments.

The ELL plan will include information on current services, language proficiency levels, assessment results, programmatic assessment forms, ELL committee documentation, testing accommodations and interventions, and other pertinent information that is applicable to the student's ELL Plan.

Family Communication: PCPA will ensure there is consistent communication to the parents/guardians of ESOL program students. The school will translate forms and communications into applicable heritage languages. PCPA will use the translation services made available by the district to aid in the dissemination of communication which is Language Line according to the district's current ELL Plan. Bilingual assistance will be provided by staff members who speak the parents'/students' heritage language when available.

Parents/guardians will receive the necessary formal notifications as required by statute, including student eligibility for ESOL services. The eligibility letter will include information regarding the student's ESOL level, ESOL program information, date tested, principal's signature, and contact information for any parent questions or concerns. Parents will also be notified of any school ELL committee meetings, official documentation of ACCESS testing, or any other appropriate documentation noted in SDMC's ELL plan.

The Parent Leadership Council will assist with communication to all stakeholders with the goal of keeping everyone apprised of the council's goals and initiatives, and volunteer opportunities, along with helping families with any concerns or students' educational rights.

Students Entering from Other School Districts

When students enter the school from another school district, PCPA will reach out to the prior school to request academic information as well as the original DEUSS date and other ESOL related documentation and ACCESS testing results. This will help us determine the student's ESOL status. Families with newly enrolled students will also be asked to provide this information as part of the enrollment process, when

available. Students will be placed in the ESOL program, accordingly, based on the documentation that the school is able to obtain. Students who do not provide any documentation regarding their current ESOL status will be assessed using the previously mentioned screenings.

Equitable Access for ELL Students

ELLs who present academic difficulties are included in the MTSS framework and RTI process previously described in Section 3. A team will meet to discuss interventions and strategies to support ELL students continued academic success. Interventions provided will include push-in/pull-out support, tutoring, and small group instruction. PMPs will be created for ELLs as appropriate to properly document types and frequency of interventions. The ELL committee will take part in monitoring the PMPs to ensure ELLs are making adequate progress based on the performance on class and benchmark assessments. Additional information regarding support for ELLs performing below grade level is provided below in response to question B.

Equitable instruction will be provided by trained ELL staff. Teachers will use the WIDA ELD Standards and Can Do Descriptors to provide comprehensible instruction to ELL students. Teachers will complete the professional development offered by the district and by the school ELL coordinator and CRT to learn how to do this. ELL students will not be retained if evidence of comprehensible instruction and monitoring cannot be found or documented.

Accommodations for State-wide Assessments

PCPA will adhere to the accommodations required by the state and district and ELLs will receive the necessary accommodations for all statewide assessments. Accommodations include, but are not limited to additional time for assessments, use of an English-to-heritage language dictionary, oral presentation of test directions, and small group testing.

B. Describe specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students, including those below, at, or above grade level.

To promote both literacy and proficiency, the school's ESOL program will provide students with English language development instruction that is age and grade appropriate and tailored to the student's English proficiency level. A nurturing climate that develops listening, speaking, reading, and writing skills will be provided. ELLs will receive comprehensible instruction of the core curriculum so they can make academic progress comparable to that of native English speakers as documented by individual and group data.

Instructional Model - Mainstream/Inclusion

PCPA will provide mainstream/inclusion instruction during the first year of operation; however, this may be revisited annually based on the needs of the enrolled student population. The school will offer ELLs equitable access to all instruction which will be provided in amounts, sequence, and scope equal to the instruction provided to non-ELLs at the same grade levels. Instruction will be supported through the use of differentiated ESOL instructional strategies, accommodations, and assessments, which will be monitored by the ELL committee and a school administrator and documented in lesson plans.

Instruction is supported by ESOL and Universal Design for Learning (UDL) instructional strategies that include, but not limited to:

- Seating the student close to the front of the room.

- Establishing a daily routine in the classroom and preparing students for any changes using as many of the senses (seeing, hearing, touching, smelling, and tasting) as possible to present information to students.
- Providing alternative instruction whenever the class lessons are extremely difficult for ELLs.
- Arranging small discussion and talking activities that permit students to practice verbal skills.
- Utilizing oral techniques, such as cueing, modeling elicitation, and chunking.
- Utilizing graphic organizers such as webbing and semantic maps.
- Modifying lesson objectives according to the language level of the ELLs.
- Using manipulatives to help students visualize math concepts.
- Teaching math concepts and computation procedures through games and kinesthetic activities.
- Giving practice in reading word problems by identifying the key words to determine the operation needed to solve the problem.

For ELL students that are performing below grade level, provisions of supplementary supports and services and/or modifications and accommodations will be provided to ensure that they benefit from the curriculum. Students who have been in the ESOL program for more than three years may need additional support and the ELL committee will convene to make necessary accommodations. Students will be provided with English instruction designed to develop integrated language skills using specific ESOL curriculum strategies and instructional delivery models for both ESOL and content subject areas such as math, science, social studies, and computer literacy. Instructional time and curriculum will be equal to instructional time and curriculum provided to non-ELLs in basic or categorical programs as established by SDMC, state, and/or federal guidelines appropriate to those courses. ELLs will receive extra instructional minutes and proper intervention programs as indicated on their PMP to support their growth and learning.

CSUSA Florida support team members will review and approve intervention and instructional programs for all students, including ELLs. PCPA will have the opportunity to choose programs based on student need. Several of these programs have embedded features which will help support students with language acquisition and comprehension.

C. Provide plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.

The ELL committee will help implement ESOL programming and will also review files and conduct the following services:

- Review instructional programs and monitor progress.
- Review WIDA data and ESOL subgroup data from school interim benchmark assessments.
- Address parent/teacher concerns.
- Retention of ELLs.
- Review instructional program of former ELLs.
- Reclassification of former ELLs.
- Review academic progress for extension of ESOL services.
- Review all available data when exiting a student from the ESOL program.
- Request evaluations/support when needed.

As soon as an ELL meeting is scheduled, the parent/guardian will be notified and invited. During the meeting, recommendations will be made and recorded in the student's cumulative folder for documentation purposes. All members of the ELL committee will sign to acknowledge recommendations and a meeting log will be maintained annually.

Programmatic Assessment

Steps will be taken to determine the academic levels of incoming ELLs prior to placement into the ESOL program. PCPA will obtain all prior ELL plan and state assessment records from other schools to review and conduct parent/student interviews, classroom assessments, and teacher observations. This information will be documented in the student's ELL plan.

Extension of Services and Exiting ESOL

The school will utilize the state-mandated assessment, ACCESS, to measure the growth of students classified as ELLs on a yearly basis. ACCESS assesses students on four modalities: speaking, listening, reading, and writing. If the student does not show proficiency on ACCESS, the student will continue to receive ESOL services. A student will be considered for Extension of Instruction based on his/her third-year anniversary DEUSS date. The ELL committee will meet no earlier than 30 days prior to this anniversary date. Criteria for extension includes performance on ACCESS, state assessments, class grades, teacher input, progress monitoring data, social skills, and other information relevant to evaluate the child holistically. ELLs will be assessed annually at the end of the fourth, fifth, and sixth years of receiving extended services. In compliance with F.A.C.6A-6.0903, in grades K-2, ELLs who meet qualifying exit scores on the English Language Assessments will be exited from the ESOL program. In grades 3 and above ELLs who meet qualifying exit scores on the English Language Assessment including an achievement level of 3 or higher on FAST English Language Arts Assessment.

Exit criteria is based on assessment scores per 6A-6.0903. Students taking any administration of the Kindergarten ACCESS for ELLs 2.0, the English Language Proficiency level shall be a 4.0 composite score or greater and at least 4.0 in the Reading domain.

Students in grades 3-9, taking any administration of WIDA ACCESS for ELLs 2.0, the English Language Proficiency level shall be a 4.0 composite score or greater and at least 4.0 in the Reading domain and include and achievement level of a 3 or higher in the FAST ELA assessment.

Students in grades 10-12 taking any administration of WIDA ACCESS for ELLs 2.0, the English Language Proficiency level shall be a 4.0 composite score or greater and at least 4.0 in the Reading domain and include and achievement level of a 3 or higher in the FAST ELA assessment or passing concordant score on the SAT or ACT.

Post-Program Review and Re-entry of ELL Students

Students' academic progress will be monitored through the Post Program Review for a period of two years through the Post-Reclassification Monitoring Form. Documentation, which includes report cards, progress reports, test scores, classroom performance, and teacher/parent input, will be placed in the student's ELL plan. Each student plan will be reviewed after the first grading period, after the first semester, after the first year, and after the second year of exiting the program. At each point, the review will be noted in the student's ELL plan and entered into the electronic system. The ELA teacher will indicate if the student is making appropriate progress or not performing due to language deficiencies, at which time a required ELL committee

meeting will convene. During the ELL committee meeting, recommendations regarding the student's progress will be made, including whether the student should re-enter the ESOL program. During this two-year monitoring period students will be provided with extra time and dictionaries for state assessments.

Placement decisions for re-entry will be based on the ELL committee's review, the student's instructional needs and previous placement. Students may be provided additional support as appropriate and given diagnostic assessments (as described previously in this application) to determine areas of need. Students may only re-enter the ESOL program within their 2-year monitoring period after exiting the program.

D. Describe the staffing plan for the school's English Language Learner program, including the number of and proposed qualifications of staff.

In compliance with Florida law, META requirements, and the META Consent Decree, teachers will be required to participate in training when they have an ELL student assigned to their class. PCPA will provide adequate staffing of certified ESOL endorsed teachers based on the student population. If there are at least 15 students that speak the same native language, then the school will have at least one assistant or teacher proficient in that language and trained to assist in ESOL instruction.

Teachers of ELLs will be appropriately certified and ESOL endorsed, making use of instructional strategies in the delivery of the course or program curriculum. Teachers will include designated ESOL instructional strategies, such as small group instruction, use of graphic organizers, using manipulatives in math, along with using oral techniques cueing and modeling and accommodations such as visual aids and audio tools in lesson plans. Guidance and support on ESOL instructional strategies will be provided by the school's leadership team along with the CSUSA Florida support team members.

School administrators will keep track of all certification and PD to ensure teachers are taking the necessary courses to become ESOL endorsed. CSUSA's Human Resources department will also partner with the school administrative team to ensure that certifications are tracked and current. More information on certification monitoring is provided in **Section 11**.

The school principal will name a staff member to serve as the ESOL designee and be the direct liaison with the SDMC's ESOL department.

Section 8: School Culture and Discipline

A. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

PCPA's school culture will aim to bring out the best in students, teachers, and parents and support the development of an environment in which rigorous academics, character, and a strong sense of community flourish. According to ASCD (2017) both school culture and climate contribute to students' ability to learn. School culture will be developed through participation in PLCs (Colligere), grade-level meetings, professional learning, mentoring, and participation in the Parent Teacher Committee. As key components of the school's daily operations, these aspects of CSUSA classical schools will encourage culture development, ownership of the school's mission and vision, life-long learning, and demonstrate the Beacons of Virtue. With this in mind, the principal will lead the development of a schoolwide culture that promotes a shared set of beliefs and values centered upon the Beacons of Virtue and reflective of the mission and vision. Most importantly, this ethos will permeate throughout the school building, allowing the development of healthy relationships with and among scholars.

The development of the school culture will incorporate the five areas of Marzano's research for achieving a safe, orderly, and positive academic environment:

1. Establish rules and procedures for behavioral problems that might be caused by the school's physical characteristics or routines.
    a. **Virtue Alignment: Prudence**
    Prudence calls for thoughtful discernment and sound judgment. In this context, prudence is applied as school leaders thoughtfully analyze the school's physical layout, transitions, and routines to anticipate challenges and proactively design procedures that promote safety and efficiency.
2. Establish clear schoolwide rules and procedures for general behavior.
    a. **Virtue Alignment: Justice**
    Justice involves fairness, consistency, and giving each individual their due. By implementing clear and consistent rules, the school ensures that all students are treated equitably and understand the shared expectations, creating a just and respectful environment.
3. Establish and enforce appropriate consequences for violations of rules and procedures.
    a. **Virtue Alignment: Justice and Temperance**
    Justice guides the fair and consistent application of consequences, while temperance supports self-control and the cultivation of appropriate responses. Together, they uphold a balanced approach to discipline that reinforces moral behavior and self-regulation.
4. Establish a program that teaches self-discipline and responsibility to students.
    a. **Virtue Alignment: Temperance and Fortitude**
    Temperance helps students develop self-restraint and moral discipline, while fortitude encourages the perseverance needed to practice these habits daily. A program that builds responsibility nurtures both virtues by helping students internalize values and act with integrity.
5. Establish a system that allows for the early detection of students who have high potential for violence and extreme behaviors.
    a. **Virtue Alignment: Prudence and Justice**
    Prudence ensures early intervention through careful observation and informed decision-

making. Justice guides the ethical and respectful treatment of all students, including those who may require additional support, ensuring that preventive measures are rooted in care and fairness.

To cultivate a culture deeply rooted in a commitment to equal access to high quality education for all students, positive interactions, academic success, and the healthy development of students, the school's leadership team will utilize the following:

- Schoolwide Behavior Plan – Expectations and Procedures
- Positive Behavioral Interventions and Supports (PBIS)
- Character Education
- Mental Health Plan

Schoolwide Behavior Plan – Expectations and Procedures

The schoolwide behavior plan will establish clear guidelines and expectations for appropriate behavior on campus and at school-sponsored events, fostering a safe and supportive learning environment. Rooted in proactive and restorative practices, the plan will equip students, teachers, and staff with the tools needed to maintain positive behavior, including strategies such as conscious discipline and trauma-informed approaches. By implementing clear, consistent, and positive behavior expectations, the school aims to reduce disciplinary incidents and support academic success.

The school leadership team will develop a structured behavior management framework, ensuring routines and procedures promote efficient, focused classrooms. PCPA will foster an environment that is physically safe and emotionally nurturing, empowering students to take ownership of their well-being and actively engage in their learning community. Strategies such as daily morning meetings and a common schoolwide language for behavior expectations will help reinforce positive conduct.

To prevent misconduct, PCPA will establish explicit procedures and routines for daily activities, teaching them until they become second nature to students. These expectations will be clearly posted in student-friendly language, continuously reinforced, and modeled by teachers. Educators will receive extensive training on behavior management, beginning with New Teacher Induction (NTI) and Returning Teacher Orientation (RTO) before the school year starts. The first two weeks of school will focus on teaching and practicing procedures within academic lessons. Teaching teams will collaboratively develop classroom routines to promote student independence and minimize misbehavior. Teachers will use positive reinforcement and logical consequences aligned with the student code of conduct.

School leaders and instructional coaches will conduct classroom walkthroughs to provide feedback on the implementation of expectations and procedures, ensuring accountability within the teacher evaluation framework. The behavior plan will be clearly communicated to all stakeholders, with ongoing opportunities for feedback. Parents, students, and teachers will complete biannual satisfaction surveys to assess the plan's effectiveness, and administrators will review these responses to make necessary adjustments.

The school's PD plan will address the development of daily professional habits and classroom management that begins prior to the school's opening. Described in **Section 13**, PD supports establishing collegiality and promoting a growth mindset among staff. PD sessions, which include reflective collaboration structures, will also serve to develop relationships among content-area teachers as well as with instructional support staff.

Positive Behavioral Interventions and Supports

PCPA may formalize its schoolwide behavior plan around a PBIS framework during the initial charter term and when a full understanding of the enrolled student population is attained. Though a comprehensive PBIS plan may not be rolled out in the first year, the school will provide behavior guidelines and discipline processes in alignment with PBIS expectations ready for roll out on day one. This will help emphasize prevention and improve student academic achievement and social development. A PBIS model will help ensure evidence-based practices and tiered behavioral interventions will be selected and implemented to address student behavioral needs in line with the MTSS framework.

Character Development

As mentioned in **Section 3**, character development education is core to positively impacting academic achievement as well as school culture. Developing student character development is critical to developing young, productive citizens, while character education is essential in the development of a healthy mindset. The development of character skills will help PCPA fulfill its mission to educate scholars through key tenets of classical education grounded in a rigorous and data-driven curriculum. Through the Trivium—instruction in Grammar, Logic, Rhetoric and other disciplines—scholars will be empowered to make connections in school and life and encouraged to communicate ideas confidently. PD opportunities for teachers will be provided to help build capacity to teach character development education.

PCPA will develop five behavioral competencies as part of the school's commitment to a positive school culture and meeting individual student needs. The competencies listed below are defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL, 2015):

1. **Self-Awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.
2. **Self-Management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
3. **Social Awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
4. **Relationship Skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
5. **Responsible Decision-Making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

PCPA may implement Attitude is Altitude (AIA) or a comparable character education program to empower students in achieving their goals and making a positive impact on the world. AIA is structured into instructional units that introduce and deepen students' understanding of five key behavioral competencies. Through project-based and experiential learning, students actively develop these skills. The AIA curriculum is flexible in delivery, offering three tiers of instructional activities that can be assigned by grade level or differentiated based on students' abilities, interests, or maturity levels.

Mental Health Plan

Upon review of the district's Mental Health Assistance Allocation Plan (MHAAP), PCPA will determine whether to follow the district's plan or use its own MHAAP. This decision will be revisited annually.

PCPA may implement its own Mental Health Plan, in alignment with § 1006.041) F.S., utilizing the school's share of state appropriated MHAAP funding to help address student mental health needs. The school will provide mental health services at the school, using an evidence-based, multi-disciplinary approach to the treatment of youth with mental health/substance use challenges. The decision as to whether to use the school's Mental Health Plan or follow the district's plan will be revisited annually.

Building a Strong and Safe School Community

PCPA will comply with the legislative requirements for charter schools that are deemed a "persistently dangerous school," and any student who is a victim of a violent criminal offense (as defined by the FLDOE) has the option to transfer from PCPA since it is a school of choice.

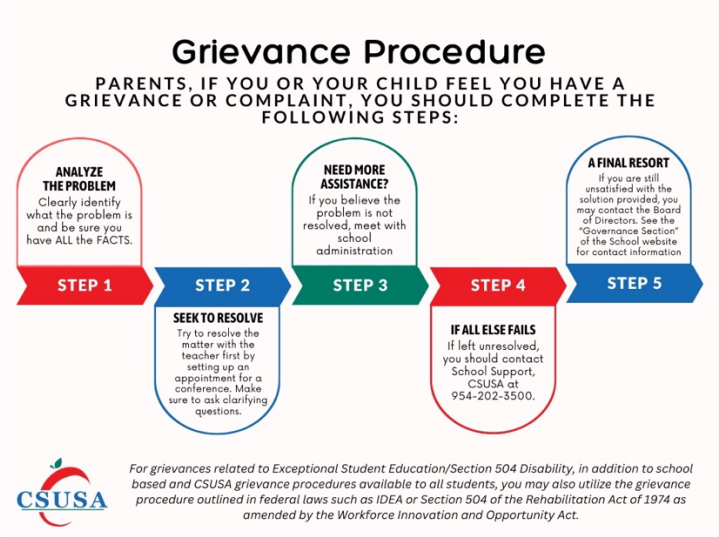
Students who become violent or disruptive will be removed from other students when safety permits. If safety does not permit the removal of the student, staff will immediately remove the other students from the area and relocate them to a safe area. The disruptive student's parents/guardians shall be immediately notified, and the student will be counseled by the school's staff when possible. If a student becomes violent, law enforcement will be notified immediately, and appropriate disciplinary action taken.

With the assistance of parents, a strong bond will be created at PCPA that helps prevent bullying. Communication among parents, students, and teachers concerning incidents of bullying will be used to help prevent acts of violence and possible tragedies. Schools and parents must educate children about bullying behaviors to help create a safe and secure school environment. Children who bully need to be taught empathy for others' feelings in order to change their behaviors, and PCPA will enforce a zero-tolerance policy regarding bullying. The "Jeffrey Johnston Stand Up for All Students Act" (§ 1006.147, F.S.) prohibits the bullying and/or harassment, including cyber bullying, of any public K-12 student or employee. All employees are required to report allegations of bullying and/or harassment to the principal or the principal's designee. All other members of school community, including students, parents/legal guardians, volunteers, and visitors will be encouraged to report any act that constitutes bullying or harassment to the principal or principal's designee, anonymously or in-person. This required communication among stakeholders concerning incidents of bullying mitigates risk in this area. PCPA will follow district policy to meet these required standards.

B. State whether the applicant intends to use the local school district's code of conduct policy. If the applicant does not intend to use the local school district's code of conduct policy, describe in detail the school's approach to student discipline. If already developed, provide the proposed discipline policy or student code of conduct as. Taken together, the narrative and code of conduct (if provided) should:
    - Explain the practices the school will use to promote discipline, including both penalties for infractions and incentives for positive behavior;
    - List and define the offenses for which students must (non-discretionary) and may (discretionary) be suspended or recommended to the local school district for expulsion;
    - Describe the roles of administrators, teachers, staff, and the governing board regarding the discipline policy;

- Provide an explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings;
- Describe procedures for due process when a student is suspended or recommended to the local school district for expulsion as a result of a violation, including a description of the appeals process that the school will employ for students facing recommended expulsion and a plan for providing services to students who are out of school for more than ten days; and
- Explain the process for informing students and parents about their rights and responsibilities under the code of conduct.

PCPA will utilize the district's code of student conduct and follow the mechanism outlined below for the expression and resolutions of grievances. **Attachment G** provides the 2024-2025 SDMC Code of Student Conduct.



PCPA will work collaboratively with the district on severe disciplinary matters to ensure that the correct discipline process is followed, as well as any referrals to alternative learning environments. The student code of conduct will be made available to families electronically. Additional school-specific procedures, aligned to the district, will be shared with families prior to the start of the school year.

PCPA will adhere to all federal laws regarding proper handling of disciplinary action of all students, including IDEA policies and students with a 504 plan.

Section 9: Supplemental Programming

A. Describe any extra- and co-curricular activities or programming the school will offer, if applicable; how often they will occur; and how they will be funded.

Supplemental programming offered will be determined by the interests and needs of the school community. The list below describes proposed programs, activities, and potential partnerships. The scheduling and frequency of activities will be contingent on the level of interest and engagement of students, teachers, and partnerships with community organizations. The funding for these programs may derive from different sources, such as allotments in the school's future budget, stipends to staff which are built into the operating budget, or student contributions.

Partnerships: Partnership opportunities will be cultivated to support the school's vision of developing lifelong learners who contribute positively to local and global communities. Local businesses, chambers of commerce and their members, and local and state governmental entities will be identified for outreach.

Clubs and Activities: Clubs and activities will be planned to nurture students' academic growth and character development. The interests of students and faculty advisors, as well as local resources into account when designing final program offerings. As a starting point, the following clubs and activities are being explored:

- National Elementary Honor Society, National Junior Honor Society, National Honor Society
- HOSA Club
- Scripts National Spelling Bee
- Beta Club
- Drama Club
- Photography Club
- Comic Book/Anime Club
- Chorus, and Band
- Safety Patrol
- Global Citizens Club
- Model United Nations
- Young Thespian's Club
- Young Poet's Society
- Scholar Chess Club
- Young Caritas Club
- Scholar Art Club
- Scholar Science Club

Interscholastic Competitions: Competitions may include participation in local or statewide contests to demonstrate skills in select academic areas, as well as competitions and showcases that highlight problem-solving and creativity skills. Possible classical interscholastic competitions may include the following:

- Association for Latin Teaching Reading Competition
- Fitzwilliam College Cambridge Essay Competition
- LSA Classical Association Ancient Worlds Competition
- Oxford Ancient Drama Competition
- Leeds Classics Reading Competition
- Cambridge School Classics Project Ovid Competition

Interscholastic Athletics: As identified by stakeholder opportunities and partnerships, athletic programs will be developed. Basketball, cheer, flag football, soccer, volleyball, and baseball are examples of team sports that may be offered. Additionally, per § 1006.15(d), F.S., PCPA students will be eligible to participate in interscholastic extracurricular activities at the public school to which they would be assigned according to the district school board attendance area policies.

II. ORGANIZATIONAL PLAN

Section 10: Governance

A. Describe the school's existing or planned legal status, including non-profit status and federal tax- exempt status.

Southwest Charter Foundation, Inc. is a Florida-based not-for-profit corporation with current IRS 501(c)(3) status and organized exclusively for the purpose of governing charter schools. Attachments H–J contain corporate documents including the IRS letter of determination, articles of incorporation, and bylaws. The current governing board members are:

- Ken Haiko, Chairman
- Thomas Wheeler, Vice Chairman/Secretary
- Paul Sallarulo, Treasurer
- Billie Miller, Director
- Dennis Clark, Director
- Pat Smith, Director

Governing board member information forms, resumes, and signed Attestations and Statements of Assurances are included as **Attachment L**.

B. Provide the following documents, if available, as attachments:
   - The articles of incorporation for the applicant organization (or copies of the filing form) – Attachment H
   - 501(c)(3) tax exempt status determination letter (or copy of the filing form) – Attachment I
   - Governing board by-laws – Attachment J
   - Governing board code of ethics and conflict of interest policy – Attachment K

SWCF's Articles of Incorporation can be found as **Attachment H**; tax exempt status letter as **Attachment I**; bylaws as **Attachment J**; and code of ethics and conflict of interest policy as **Attachment K**.

C. Describe the governance structure of the proposed school, including the primary roles, powers, and duties of the governing board; committee structure (if applicable); and how the board will interact with the principal/head of school and any advisory bodies.

SWCF is governed by the general philosophy that it is an organized group of volunteers who are collectively accountable to the community for the health, vitality, and effectiveness of its schools. As the charter holder, SWCF has ultimate authority and responsibility for school operations, including all responsibilities set forth in § 1002.33(9), F.S. This includes, but is not limited to, annual adoption of the budget; ensuring PCPA retains the services of a certified public accountant or auditor for the annual financial audit; reviewing the annual audit; reporting progress annually to the authorizer; and designating at least one administrative staff member to be responsible for instructional personnel and administrators' performance evaluations duties. SWCF will be responsible for continuing oversight of the operations of PCPA and will conduct itself in accordance with

all applicable laws and regulations. SWCF will contract with CSUSA to manage the day-to-day operations of PCPA and will oversee CSUSA via a performance-based management agreement. The principal will be an employee of CSUSA and will be responsible for managing all school staff and liaising with parent organizations and community partners.

SWCF will be responsible for developing appropriate policies to safeguard these fundamentals, while effectively and properly managing public funds. To ensure that PCPA achieves academic, operational, and financial success, the primary role of SWCF is to:

- Determine and preserve the organization's mission and vision.
- Create and oversee the organization's operational policies.
- Exercise continuing oversight over charter school operations.
- Ensure effective organizational planning.
- Ensure adequate resources, finances, and fiscal propriety.
- Manage resources effectively (adopt and monitor budget and financials).
- Determine, monitor, and strengthen programs and services.
- Assure programs and services are consistent with the mission.
- Assess the quality of programs and services.
- Ensure charter compliance.
- Enhance public standing.
- Ensure legal and ethical integrity and maintain academic and financial accountability.
- Understand laws applicable to charter school board members.
- Recruit and orient new board members and assess board performance.
- Monitor school academic performance and ensure adequate progress is made.
- Select the ESP.
- Perform operational oversight of the ESP.
- Attend training and conferences regularly.

SWCF will also be responsible for the legal and financial obligations of PCPA. SWCF is represented by the Law Offices of Levi Williams, P.A., which is separate and independent of CSUSA's legal counsel, Tripp Scott, P.A. SWCF will establish policy consistent with the school's mission to educate scholars through key tenets of classical education grounded in a rigorous and data-driven curriculum and ensure that all programs and operations are faithful to the terms of the charter. This includes compliance with statutory and regulatory requirements. SWCF will have ultimate responsibility of ensuring that the school finances are managed properly. SWCF will annually adopt the school's budget and provide continuing oversight over charter school operations, including:

- Communicating the mission and vision to the school community.
- Holding CSUSA accountable for achieving results as outlined in the management agreement.
- Leading by example in their personal and professional endeavors.

By resolution, SWCF may establish standing committees and special committees of the governing board. Unless otherwise specified by resolution of the governing board or by SWCF bylaws, the Chairman will annually appoint the chair and members of standing committees and will fill vacancies on any standing committee. SWCF Bylaws allow the Chairman may appoint the members and chair of such special committees as the governing board may create, which members and chair may include persons who are not members of SWCF. All committee chair appointments must be approved by a vote of the governing board.

Meetings of any c-committee may be called by the chair of such committee or upon the written request of one-third of the committee members. Members of each committee will continue in office until the next annual meeting of the governing board . A member of any committee may resign at any time in writing to the SWCF Chairman. By vote, SWCF may remove, with or without cause, any member from a committee and specifically, but not by way of limitation, may remove any member from a committee for failing to attend three consecutive meetings of the committee. Currently, SWCF has finance, academic, community outreach, and membership committees that meet throughout the year as needed.

The relationship between SWCF and CSUSA provides clear accountability for the services provided by CSUSA. The governing board as a whole will be responsible for the school's performance, and CSUSA will be actively involved in managing school operations to ensure successful outcomes. A strong relationship will exist between PCPA and SWCF. During governing board meetings, SWCF will review the school status report and the principal, and CSUSA Florida support team leadership will respond to questions and maintain primary responsibility for reporting to SWCF and conducting follow-up action items. The Florida support team is led by the CSUSA Florida Superintendent and the Deputy Director who will oversee PCPA. SWCF will annually appoint a parent facilitator in accordance with F.S. 1002.33(9)(p)2. SWCF will hold the principal accountable primarily through the performance expectations defined in the management agreement between SWCF and CSUSA. A comprehensive and rigorous performance evaluation process has been developed by CSUSA, which aligns expectations to the Education Model and the governing board's mission.

D. State the frequency of board meetings and describe how the board will comply with open meetings and records laws.

Per § 1002.33(9)(p)3, F.S., SWCF will hold at least two meetings per school year in Manatee County with the school's principal and parent representative present and may hold additional meetings at its discretion. During meetings, SWCF will be presented with information regarding the school's financial expenditures, enrollment, personnel issues and changes, facility updates, and any additional school-related issues. Governing board meetings will be open to the public and held in accordance with Florida Sunshine Laws. Parents, community partners, and members of the public will be encouraged to attend such meetings and share any comments, questions, or concerns during that time. The tentative meeting schedule will be provided to the district as part of pre-opening compliance.

All meetings will be publicly noticed in advance on the school's website and will be physically posted at the school. SWCF will provide public notice of the date, time, place, and accessibility to meetings in accordance with FLDOE requirements and Florida Sunshine Laws. SWCF will also make meeting minutes available for public review on the school's website in accordance with Florida's Public Records Law, Chapter 119, and Florida Statutes. Regularly scheduled governing board meetings will include sufficient member attendance to constitute a quorum for the official conducting of school business.

E. Describe the current and desired size and composition of the governing board. Identify key skills, areas of expertise, and constituencies that are or will be represented on the governing board.

SWCF currently consists of six governing board members. In accordance with SWCF bylaws, the governing board may consist of up to nine members, but no less than three. Below is a description of each role on the board along with background information.

Chairman– Ken Haiko

The Chairman of SWCF presides at all meetings and performs other duties that may be assigned by the SWCF Board of Directors.

Ken Haiko currently serves as the SWCF Chairman and has been a fierce advocate of parental choice for over two decades. He is driven by a belief that parents are best equipped to determine their child's educational needs. A successful businessman in south Florida for over 37 years, Ken brings a wealth of business, finance, and operational experience to SWCF. His previous non-profit experience includes two governor appointments to state boards responsible for strengthening Florida's position as the global leader in aerospace research, investment, exploration, and commerce. Ken proudly served in board member and chairman roles for the Florida Space Authority and as a board member of Space Florida. Ken is diligent in his academic, financial, and strategic direction oversight responsibilities for each of the 38 schools in the SWCF portfolio.

Vice Chairman/Secretary – Tom Wheeler

Tom Wheeler serves as Vice Chairman/Secretary of SWCF. His board experience, combined with his leadership knowledge in law enforcement, are the key assets that he brings to the board. Tom earned his B.S. in Criminology from Florida State University and graduated from the FBI National Academy in 1988. A 33-year veteran of law enforcement, Tom most recently served as Chief of the Florida Department of Law Enforcement. He has also served as a Policy Director with the FLDOE, Colonel/Undersheriff for the Broward County Sheriff's Department, and was Executive Director of the Department of Professional Standards. Tom has a dedicated focus on promoting and serving the needs of the K–12 student population.

Treasurer - Paul Sallarulo

Paul Sallarulo is a Treasurer on the SWCF governing board. He has more than three decades of experience in banking, which allows him to assist the governing board with financial oversight, regulation, and compliance. Paul served as President and CEO of Nexera Medical Inc., which is the developer and distributor of antimicrobial textile products worldwide. He has an extensive financial career in capital markets and investment banking in senior positions with Wachovia Securities, Prudential, Raymond James, Meridian Capital Markets, and CoreStates Capital Markets. His service to the governing board is enhanced by his knowledge of finance and his experience as an accomplished business leader in healthcare and banking. He was appointed Commissioner of the North Broward Hospital District by Florida Governor Jeb Bush and served as Chairman of the Board of Commissioners and Chairman of the Executive Committee. He also serves on the Board of Directors of Foss Manufacturing Company, LLC, Board of Directors of REI Marketing, LLC, Co-Founder and Board of Director of Basinate Industries, and many other professional and charitable boards. He and his children, Patrick and Samantha, are the founders of the "Sallarulo Race for Champions" which has raised over 7 million dollars in the last decade for the Special Olympics.

Director – Billie Miller

Billie Miller is a Director on the SWCF Board. She formerly served as CSUSA Vice President of Education and Vice President of Talent & Acquisition, prior to retiring in June 2018. Billie earned a B.A. in English and Speech/Drama from Upper Iowa University, and she holds an MS in Educational Leadership from Nova Southeastern University. She began her teaching career in Wisconsin and Iowa and has been involved in Florida education for the past 45 years. She started her career in Florida teaching in alternative education programs at Coconut Creek High School, where she was named District Teacher of the Year. She also served as a District Program Specialist and as assistant principal at Pompano Beach High School. Billie "retired" after 31 years with Broward Public Schools in 2004, and after a brief retirement (one day), was appointed

principal of Coral Springs Charter School. During her six-year tenure, the school consistently received a grade of "A." She became Senior Director of Education for Charter Schools USA in 2010.

Director – Dennis P. Clark

Dennis Clark serves as a Director of SWCF. Dennis is a broadly experienced, results-oriented banking executive with strong leadership and critical thinking skills. He brings a wealth of knowledge and expertise to the board in the area of finance. Dennis studied banking at Broward College and at Louisiana State University, where he earned a B.S. from the Banking School of the South. A banking executive for many years, Dennis served as President and CEO of Southeast Bank-Galt Ocean Mile, Goodwill Industries, and Bank United FSB. He currently owns and operates Risk Assessment Solutions, a company that assists nonprofit organizations and small businesses in establishing stronger, control-oriented infrastructure. In addition to his professional experience, Dennis has served as a board member for Broward County Workforce Development, Florida Goodwill Association, and Kiwanis Club of Coral Ridge.

Director – Pat Smith

Pat Smith is a Director on the SWCF Board. She is a marketing and communications professional with extensive experience in forging community partnerships and establishing networking opportunities. Pat has been with the Florida Department of Children and Families (DCF) since 2007. For more than a decade, she has worked in various communications positions, including regional Communications Manager, Press Secretary, and currently serves as the Community Relations Director. In this capacity, Pat works statewide to facilitate partnerships among DCF leadership, faith-based and community partners, and families in need. She has been a board member for Florida Faith-Based and Community-Based Advisory Council. Pat has received significant recognition from many notable organizations, including the Tallahassee Democrat, Tallahassee Community College, Florida Public Relations Association, and the NAACP.

F. Describe how board members have been and will be selected including term limits and selection of officers.

The current SWCF members were elected through a nomination and vote of the governing board, and future members will be elected in the same manner. SWCF may have a Chair, President, Vice President, Secretary, and Treasurer, each of whom will be elected by the governing board. Other officers and assistant officers, as may be deemed necessary, may be elected by the governing board. Any two or more offices may be held by the same person. All officers will be elected by a vote of SWCF at the annual meeting of the governing board. A duly elected officer will hold office for a term of one year, commencing at the close of the annual meeting, and until their earlier death, resignation, or removal.

Vacancies occurring, however caused, will be filled as soon as practical by election. All positions are held for a 1-year term.

G. Explain how this structure and composition will ensure that the school will be an academic, operational, and financial success.

SWCF successfully operates seven charter schools in the state of Florida and has the expertise, knowledge, and experience to ensure that any new school they open attains academic, operational, and financial success. SWCF, in conjunction with CSUSA, will implement an education model and governance structure that have been successful for schools within the SWCF portfolio of schools. To ensure that PCPA is on track to meet its goals for success, SWCF will present an annual progress report to the district, which will include:

- The school's progress towards achieving the goals outlined in the charter contract.
- The information required in the Charter School Annual Accountability Report, pursuant to § 1002.33(9)(k), F.S.
- Financial records of PCPA, including revenues and expenditures.
- Salary and benefit levels of school employees.

Table 10.1 below illustrates SWCF organizational goals, which also ensures that PCPA attains academic, operational, and financial success.

Table 10.1

SWCF Organizational Goals	Measurable Objective
Properly Manage and Govern School	• Operational policies • Academic and financial accountability • Reporting the school's progress annually to FLDOE • Policies consistent with the school's mission • Ensuring the school's programs and operations are faithful to the terms of the charter, including compliance with statutory and regulatory requirements
Oversee Operational Policies	• Adhere to regularly scheduled governing board meetings in a manner compliant with Florida's Sunshine Law • Ensure the school's operations align with operational policies and procedures
Ensure Financial Accountability	• Annually adopt, maintain, and amend (if necessary) the annual operating budget • Create or adopt policies for internal controls • Review and approve financial statements on a consistent basis • Ensure that the school has contracted with a certified public accountant for the annual financial audit • Review and ratify the audit report, including audit findings and recommendations
Accountability for Performance	• Review performance reports from CSUSA on a periodic basis (monthly, quarterly, or annually as appropriate): • Financial reports • School report (enrollment, withdrawals, staffing, facility issues, and ongoing activities at PCPA • Satisfaction surveys • Strategic plan • Annual accountability report

H. Complete the table below (add lines as necessary) and for each individual identified here provide 1) a completed and signed Board Member Information Sheet (template provided), and 2) resume

Name	Current or Prospective Governing Board Member	Role on Board (e.g. Member, President, etc.)	Submission Requirements
Ken Haiko	Current	Chairman	x_ Information Sheet x__Resume
Thomas Wheeler	Current	Vice Chairman/Secretary	x_ Information Sheet x__Resume
Paul Sallarulo	Current	Treasurer	x_ Information Sheet x__Resume
Billie Miller	Current	Director	x_ Information Sheet x__Resume
Dennis Clark	Current	Treasurer	x_ Information Sheet x__Resume
Pat Smith	Current	Director	x_ Information Sheet x__Resume

I. Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development to increase the capacity of the board.

Board development and recruiting is an ongoing process. Therefore, SWCF actively searches for qualified candidates for consideration for governing board service. SWCF board members leverage relationships from their professional careers and charter school involvement when searching for new governing board members. Skill gaps in expertise are also identified when recruiting new members to maintain a well-rounded and experienced governing board. SWCF has developed a questionnaire that is used for both recruiting and screening potential board members, ensuring that only the most qualified candidates serve on the governing board. New governing board members are nominated by existing members through a nomination committee. SWCF may appoint a nomination committee to consist of no fewer than two board members. The nomination committee compiles and submits a slate of candidates to SWCF for the directorships and offices to be filled at the upcoming meeting. These submissions are deemed to be nominations for each person named. Positions on the governing board are contingent upon a favorable vote of governing board.

All SWCF members complete initial and ongoing governance training in accordance with Rule 6A-6.0784. Each board member completes a minimum of four hours of instruction focusing on the Government in the Sunshine Act, conflicts of interest, ethics, and financial responsibility as specified in § 1002.33(9)(g), F.S. After four hours of initial training, each member, within the subsequent three years and for each three-year period, thereafter, completes a two-hour refresher training on the four topics above in order to retain his or her position with SWCF. Any member who fails to obtain the two-hour refresher training within any three-year period will take the four hours of instruction again to remain eligible as a governing board member.

New governing board members complete the four-hour training within 90 days of their appointment. Covered topics, as specified in § 1002.33(9)(j)(b)4, F.S., include:

- Conflicts of Interest
- Models of Governance and Leadership
- Charter School Law in Florida

- Ethics
- Basic Understanding of Parliamentary Procedures
- Government in the Sunshine Law
- Financial Responsibility
- Guided Questions for Mission Statement and Strategic Planning
- Drafting Board Policies

Each governing board member also receives a comprehensive binder containing copies of SWCF bylaws, charter contract, management agreement, minutes from previous year's meetings, contact information, and other pertinent information.

J. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest.

The purpose of the conflict of interest policy is to protect the taxpayer and SWCF interests when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of SWCF, or might result in a possible excess benefit transaction. This policy is intended to supplement, but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations. Please reference **Attachment K** for the SWCF code of ethics/conflict of interest policy. SWCF is governed by and adheres to all applicable laws regarding conflict of interest, including subsections (2), (3), (7), and (12) of § 112.313, F.S.

SWCF board members do not receive compensation for services rendered in their capacities as directors/officers, and no loans are made to any board member. All SWCF members participate in governance training, as required pursuant to § 1002.33(9)(j)(b)4, F.S. which includes training on ethics. As required, all governing board members adhere to the following sections of the Florida Code of Ethics for Public Officers and Employees:

- § 112.313 (2) Solicitation of Gifts
- § 112.313 (3) Doing Business with Own Agency
- § 112.313 (7) Conflicting Contractual Relationship
- § 112.313 (12) Exceptions to Subparts (3) and (7)
- § 112.3143 (3) Voting Conflicts

K. Describe, if applicable, any school advisory bodies or councils that are in place or will be formed, including the roles and duties of each and the reporting structure of such entity relative to the school's governing board and leadership.

A Parent/Teacher Committee (PTC) will be established to provide an opportunity for parent and community input that can be used in the development of new programs. A PTC will be organized each school year at PCPA and will participate in and provide input for fundraising, volunteering, and operations (e.g., car loop). The PTC shall be comprised of parents of enrolled students, school leadership, and teachers.

L. Briefly explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school. This includes the process for developing procedures for complaint resolution of parental concerns involving student welfare, including the student welfare provisions described in section 1001.42(8)(c)1.-6., F.S. The entire process or policy does not have to be developed; however, applicants should be able to articulate the primary steps.

Parents will be encouraged to attend governing board meetings, which are open to the public and offer an excellent opportunity for parents to address any issues or concerns they may have. In addition, all parents will have access to the SWCF website (which provides the SWCF email address) and may contact SWCF at any time to address any issues or concerns.

SWCF believes in just, fair, and equitable treatment of ALL students and in providing a learning environment that is free from unfair or discriminatory practices. Procedures for addressing grievances and complaints from students and parents, and resolution of discriminatory practices have been established. Below is a summary of the SWCF complaint/grievance policy, which will be in effect for parents/students who attend PCPA.

SWCF believes that school-based concerns and complaints are best handled at the school level. Although parents are encouraged to communicate with SWCF directly either at public governing board meetings or via SWCF's email address, there is a formal procedure in place for parents to file a grievance/complaint at the school level. In general, when a parent complaint or concern is received, SWCF will first ensure that the parent has contacted the appropriate school administrator about the concern, and that the issue had the opportunity of being addressed at PCPA. If this is not successful, SWCF will then generally refer them to CSUSA or address the issue directly. It is the governing board's responsibility to make every effort to address all such complaints and concerns and not that of the district.

Rights: Students/parents have the right to report and seek redress for unfair treatment, discriminatory practices, or harassment.

Responsibilities: Students/parents have a responsibility to know and follow procedures for filing complaints. In most cases, problems can be resolved if students/parents speak with the teacher or staff member involved. If the student/parent does not resolve the problem or feels uncomfortable addressing the issue directly to the teacher or staff member, the student or parent may request a conference with the principal or assistant principal. The student/parent may also request the presence of a third party, such as a student services coordinator (SSC) or counselor, teacher, or other staff person. A parent may also be present. If a student or his/her parents have a grievance, the steps below should be utilized:

1. Carefully analyze the problem and be sure they have all the facts.
2. Ascertain that they have a rational attitude about the problem.
3. Seek to resolve the problem with the teacher, if applicable, through appointment.
4. If a student and/or parent does not believe the problem has been resolved, meet with school administration.
5. If left unresolved, students and/or parents should contact the CSUSA support center.

If left unresolved, students and/or parents should contact SWCF directly or utilize the public comment policy during governing board meetings.

If the school is filing the application in conjunction with a college, university, museum, educational institution, another non-profit organization or any other partner, provide the following information:

M. Name of the partner organization.
N. Name of the contact person at the partner organization and that person's full contact information.
O. A description of the nature and purpose of the school's partnership with the organization.
P. An explanation of how the partner organization will be involved in the governance of the school.

This question is not applicable.

Section 11: Management and Staffing

A. Submit as Attachment M organization charts that show the school governance, management, and staffing structure in
   - The pre-operational year;
   - The first year of school operations;
   - At the end of the charter term; and
   - When the school reaches full capacity, if in a year beyond the first charter term.

   Each organization chart should clearly delineate the roles and responsibilities of and lines of authority and reporting among the governing board, staff, and any related bodies (such as advisory bodies or parent or teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also specifically document lines of authority and reporting within the school.

The school's organization charts are included in **Attachment M.**

B. Identify the principal or head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Discuss the evidence of the leader's ability to effectively serve the anticipated population. Also provide, as Attachment N, the proposed job description and resume for this individual.

   --OR--

   If no candidate has been identified, discuss the process and timeline for recruiting, selecting, and hiring the school leader. Describe the criteria to be used in selecting this leader, and provide as Attachment O the position's qualification requirements. What are the key skills and competencies for the school leader? What qualities must the school leader have for this school to be successful?

The school's principal will be responsible for the administration of school staff. The principal selection criterion will include the following, at a minimum:

- Educational Leadership Certification.
- Educational Background—degree in education with appropriate school grade-level background; experience as an educational leader.
- Teaching experience.
- Knowledge of the needs of the school population.
- Knowledge of curriculum for appropriate grades of student body.
- Experience in working with school governing boards.
- Skills in using technology as a tool for learning and monitoring student progress.
- Ability to work with community organizations, agencies, and resources.
- Motivation to establish innovative and creative learning programs.
- Dedication to providing supplementary programs to enhance student learning.
- Commitment to PD programs for faculty and school concepts.

- Ability to implement staff development and training.
- Ability to promote a positive school climate.
- Commitment to enabling each student to reach his/her personal best.

Please see **Attachment N** for the school leader's job description which details job qualifications.

Process Used to Select the School Leaders

CSUSA will consult with SWCF, per the management agreement, regarding the hiring of the school leader. The goal will be to hire the school leader approximately six months prior to school opening. CSUSA uses a robust recruiting process called the Leadership Assessment Center (LAC). Before a candidate is invited to attend the LAC, they first go through a phone screen to identify their background and experience and determine if they will be a viable candidate for a school leadership position. This process is used to determine if a candidate would be a good building leader and is an important component of the interview process. All candidates for assistant principal and principal participate in the one-day event. The LAC activities are detailed below.

Data Analysis Performance Task

Candidates are provided a mock scenario in which they need to analyze school data as part of a charter contract renewal. Mock data regarding a school's historical academic performance, demographics, staff turnover, and staff survey questions are provided to the candidate. As part of the school's leadership team, the candidate must assist in summarizing the past three years of performance data and identifying areas of improvement, then help design an action plan to address the identified challenges. During this activity, the candidate will be required to:

1. Identify two or more areas that require attention and validate their selections.
2. Identify possible causes of the shortfalls that are identified.
3. Develop an action plan/school improvement plan that will address the identified shortfalls.

Candidates are then required to present the information to the mock leadership team via an oral presentation and supplemental handouts during the Phase 2 Interview.

Phase 1 Interview

The Phase 1 Interview is conducted by two to three high-performing CSUSA principals. The questions during this interview phase are focused on the candidate's background, vision, knowledge of data, and their potential fit for the school. Candidates are asked to develop career plans and goals, along with what they perceive as the potential advantages and disadvantages of working at CSUSA. Candidates are also asked to complete a character survey/essay. The survey is administered online by VIA Survey. Based on their survey results, candidates are then asked to answer a series of questions:

1. What are your top two strengths according to the survey?
    a. Do you agree with the results?
    b. If not, what character strengths do you believe to be your top two?
2. What are your bottom two strengths according to the survey?
    a. Do you agree with the results?
    b. If not, what do you believe to be your bottom two character strengths?
3. How have your top character strengths influenced your leadership style?
4. What challenges have you faced as a leader as a result of your bottom two character strengths?

Phase 2 Interview

The Phase 2 interview is conducted by the CSUSA Florida Superintendent or area Deputy Director and may also include two to three lead principals. During this interview phase, questions are focused on the candidate's leadership style as well as past challenges and results. During the Phase 2 interview, the candidate also presents the action plan they developed as part of the Data Analysis Performance Task.

Final Decision

Finalists then progress to a third and final interview with members of the CSUSA executive team, such as the Chief Executive Officer (CEO) or Chief of Schools. The third interview is conducted to allow leadership members that did not participate in the first two interviews the opportunity to assess the candidates, as well as to confirm that feedback received from the first two interview phases is consistent with the how the candidates present themselves in the final interview. The third interview is also conducted to ensure that the candidates' strengths align with the leadership team's vision for the school.

Final decisions regarding school leadership hiring are made collectively by CSUSA's CEO, Chief of Schools, Florida Superintendent, and area Deputy Director with input from the governing board. Candidates that participate in the event but do not get hired as a principal may be invited into the pool of approved candidates or be considered for a different administrative position, such as assistant principal or dean. As the organizational demand for talented leaders arises, candidates in the pre-approved pool may be offered positions within CSUSA's network of managed schools. Care is also given to match each school leader to the school environment that best matches his/her leadership strengths or their preferred regional areas. The governing board is consulted about leadership candidates to support a positive working relationship between the principal and the governing board. CSUSA will remove the principal if the governing board is reasonably dissatisfied with his/her performance.

C. Describe the management structure of the school. As Attachment P provide job descriptions for each administrative or leadership position that identifies key roles, responsibilities, and accountability.

SWCF will contract with CSUSA for the provision of certain management services, including personnel services. SWCF will govern PCPA and CSUSA will manage day-to-day operations of the school, including personnel management, with governing board oversight. All administrators, teachers, and staff at PCPA will be solely employed by CSUSA. The principal will report to both SWCF and CSUSA. The relationship between the governing board and CSUSA is codified with a performance-based management agreement in **Addendum EE**. The proposed management agreement outlines the duties and responsibilities of each party and the specific performance requirements of CSUSA. The governing board is responsible for overall policies regarding SWCF's governance, academic, personnel, discipline, and grievance procedures. It is the governing board's responsibility to hold CSUSA accountable for the successful operation of the school and its ability to deliver academic results.

Attachment P includes job descriptions for all leadership and administrative staff members listed in **Table 11.1** who are responsible for day-to-day management of the school. The job descriptions which outline key roles, responsibilities, and accountability for the school's leadership positions which include the Principal, Assistant Principal, Dean, School Operations Administrator (SOA), and School Enrollment and Marketing Administrator (SEMA) listed in **Table 11.1.** The job descriptions which outline key roles, responsibilities, and accountability.

D. Provide a staffing plan for each year of the charter term that includes all anticipated personnel and is aligned with the school's projected enrollment and with all other sections of the application. Provide as Attachment Q the proposed job description and qualification requirements for the school's teachers.

Attachment Q includes job descriptions for all instructional team members listed in **Table 11.2** which outline qualification requirements.

Table 11.1

Staffing Plan – Administration					
Administration Staff	Year 1	Year 2	Year 3	Year 4	Year 5
Principal	1	1	1	1	1
Assistant Principal	1	1	2	2	2
Dean		1	1	2	2
Administrative-Salaried: School Enrollment Administrator & School Operations Administrator	2	2	2	2	2
Administrative Assistant-Hourly	3	4	4	4	4
Student Services Coordinator & Counselor	1	3	3	5	5
Health Aide & Nurse	1	1	1	1	1
IT Support	1	1	1	1	1
Other Support	1	1	2	2	2
Plant Operations-Hourly	1	1	1	1	1
Before/Aftercare Director -Hourly	1	1	1	1	1
Before/Aftercare-Hourly	1	1	1	1	1
TOTAL Administrative Staff	**13**	**18**	**20**	**23**	**23**

Table 11.2

Staffing Plan- Instructional					
Instructional Staff	Year 1	Year 2	Year 3	Year 4	Year 5
Teachers (Includes Co-teachers and Electives Teachers)	35	49	62	69	74
Instructional Aides	1	1	2	2	2
ESE Coordinator and Teachers	2	3	3	4	4
Curriculum Resource Teachers (Includes reading interventionist and ELL Coordinator)	1	2	3	3	3
TOTAL Staffing	**39**	**55**	**70**	**78**	**83**

E. Explain the school's plan for recruitment, selection, and development of a highly qualified and appropriately certified instructional staff that is aligned with applicable federal laws and state requirements as well as the school's design.

Recruitment

All employees must be committed to the high academic benchmarks/standards that will be implemented at PCPA. Faculty must be able to work cooperatively and collaboratively with colleagues, parents, community organizations, and the business community. Quality teaching requires energetic, creative, and knowledgeable individuals who possess a desire to make education exciting and to make a difference in the educational experience of each student. If students are to reach their maximum potential, having a quality teacher working with every student is paramount. Both SWCF and CSUSA will be committed to recruiting, selecting, inducting, and retaining highly effective teachers. Hiring talented people who continue to develop skills and increase their value to students, is critical and educators will be the school's most important asset. The purpose of the employment procedures and policies is to recruit employees who will contribute to PCPA in a way that aligns with academic programming and conduct themselves in a professional manner. CSUSA provides procedural guidelines and support that enhances the likelihood of recruiting highly effective staff that fit these criteria. The comprehensive recruitment effort is focused on identifying certified teachers who come from diverse backgrounds and uses a system of intensive screening designed to hire the most qualified applicants.

PCPA will be an equal opportunity employer and will recruit quality staff throughout the year for job openings using a progressive and innovative recruiting plan. The school will value diversity and strive to maintain a work environment that welcomes individual perspectives and fosters equitable opportunities for employees to succeed. Recruitment will occur locally, state-wide, and nationally through various resources that include:

- The CSUSA website.
- The school's website.
- Online job posting boards and resume database searches such as Indeed, Career Builder, LinkedIn, ZipRecruiter, Handshake, K-12 Jobspot, Career Arc, and ADP applicant tracking systems.
- Social media recruitment platforms such as LinkedIn, X, Facebook, Instagram, and Handshake.
- Job fairs at the national, state, and local level, including the Great Florida Teach-in and hiring fairs.
- Ads in local papers and newspapers, as well as in other areas nationwide that have a surplus of teacher applicants compared to the number of available jobs locally.
- College recruiting (colleges and universities, both locally and nationally, are identified to attract and hire newly graduated teachers).
- Minority organizations (work in conjunction with minority referring organizations to help ensure that the work force is reflective of the diverse community served).
- The Employee Referral Program (which produces a high volume of quality candidates who have a better understanding of the corporate culture and position requirements resulting in lower turnover).

CSUSA will manage job advertising, conduct applicant screening, and refer qualified applicants to the school leadership team to ensure that the school's staffing needs are met. Implementing a consistent process of screening, interviewing, and selecting employees is essential to the school's ability to continuously recruit qualified staff. A consistent process also ensures that candidates have been provided an equal and fair opportunity to demonstrate and/or articulate their skills and abilities.

Selection and Retention of Highly Qualified Staff

Research-based data on interviewing and the qualities of effective teachers guide the teacher selection process, which is informed by factors identified in applied psychology, such as interview structure and the phrasing of question prompts. PCPA will employ a systematic approach to screen applicants that ensures final candidates meet the qualifications for the position. Screeners ask questions of applicants that focus on their abilities, skills, and experiences in an initial screening interview. As the applicant pool is narrowed, successful candidates will advance toward a more in-depth interview with the principal and/or interview team.

The utilization of research-based interview protocols support interviewers in distinguishing promising teachers from those with less potential to be effective. The interview process for hiring instructional staff uses a panel or team interview approach assembled by the principal. During the first phase, candidates will be interviewed by the school's lead teachers. In Year 1, these interviews will be led by teachers from schools in the same area. Final candidates progress to an interview with school leadership. Questions are consistent throughout each phase and align with the six Teacher Quality Indexes identified below in **Table 11.3**. Interviewers will ask a set of questions from a pre-constructed question bank and will vary their selections depending on candidates' varying levels of experience. These questions typically guide interviewers to ask teacher applicants about their past performance and experience using an anchored rubric to evaluate responses. According to research, six quality indexes of teacher effectiveness ultimately influence student achievement: Pre-requisites of effective teaching, the teacher as a person (i.e., personal attributes), classroom management and organization, planning for instruction, implementing instruction (i.e., instructional delivery), and monitoring student progress and potential (i.e., student assessment and student expectations).

The quality indexes in **Table 11.3** below are explicitly linked to core qualities of effective teachers and allow interviewers to use research-informed questions that relate to core qualities for selecting the best teacher applicants.

Table 11.3

Teacher Selection Process		
Prerequisites of Effective Teaching	• Verbal ability • Content knowledge • Education coursework	• Teacher certification • Teacher experience
Teacher as a Person	• Caring • Fairness and respect • Interaction with students • Enthusiasm	• Motivation • Dedication to teaching • Reflective practice
Classroom Management and Organization	• Classroom Management • Organization • Student Discipline	
Planning for Instruction	• Importance of instruction • Time allocation	• Teacher expectation • Instructional planning
Instructional Delivery	• Instructional strategies • Content and expectations • Complexity	• Questioning • Student engagement
Assessment	• Student engagement • Homework	• Monitoring of student progress • Response to student needs and abilities

Certification Monitoring

Certification status will be continually monitored at PCPA. The school will strive to have all teachers certified or working towards certification and will make every effort to assist teachers in obtaining certification. The SOA, in conjunction with the school's administrators, will oversee and monitor teacher certifications and maintain copies of current certifications for each teacher at the school. CSUSA's human resources department will also partner with the SOA and school leadership team to ensure that certifications remain current and the human resources system, currently ADP, reflects certification status. It is the responsibility of CSUSA to ensure teachers meet the requirements prior to employment and to ensure any conditional requirements are met by the educator within the required timeline. Temporary (non-renewable) certificates and 5-year renewable requirements will be actively monitored for compliance.

To maximize the number of certified teachers at the school and assist teachers in obtaining their certification, CSUSA has implemented the New Educator Prep Program and Florida Teachers of Tomorrow programs in its network of managed schools. Representatives from the programs visit each school and conduct an analysis of teachers who have not yet received their certification. The programs each provide teachers with general guidance regarding the certification process, develop and provide study guides to prepare for certification exams, as well as assist them in studying. CSUSA covers the cost for teachers who participate in either program and in return, participating teachers agree to remain employees of CSUSA for two years. Most PD will be conducted internally by lead teachers and Curriculum Resource Teachers in the form of PLCs and coaching. Please see **Section 13** for more information regarding PD.

Section 12: Human Resources and Employment

A. Explain the relationship that will exist between the school and its employees, including whether the employees will be at-will. Discuss the school's tentative plan regarding use of employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. Use and nature of employment contracts may be finalized after application approval.

SWCF will contract with CSUSA for the provision of personnel services. All administrators, teachers, and staff at PCPA will be solely employed by CSUSA. As allowed in § 1002.33(12)(i), F.S., PCPA will operate as a private employer and will reflect an employment practice that seeks to mirror the diversity of the community and student population. The school will be an equal opportunity employer and will not unlawfully discriminate in its employment practices. Employees will be considered "at-will" and as such, will not enter into any type of employment contract.

B. Provide the performance evaluation or a general outline of the performance evaluation plan, consistent with the substantive requirements included in s. 1012.34, F.S. (the Student Success Act), for administrators and instructional personnel including who will conduct the evaluations, what instrument will be used, and how the results will be used to guide performance and professional development. A final, detailed outline will be required after application approval.

PCPA's proposed performance evaluation process for both teachers and administrators, including the school leader, is outlined below. Please note that these processes, the evaluation tools used, and the assessments on which student performance is measured, are subject to change as needed.

Instructional Evaluation System (IES)

The CSUSA Instructional Evaluation System (IES) is a comprehensive, multi-component assessment of a teacher's instructional practice and professional growth, and the academic growth of their students. The purpose of the IES is to increase student learning growth by improving the quality of instructional, administrative, and supervisory services. The IES is a comprehensive, multi-component assessment of a teacher's instructional practice and professional growth, and the academic growth of their students. Instructional practice and professional growth have the largest impact on a teacher's score (55%) with student academic performance (growth) accounting for 45% of the final evaluation. Pursuant to § 1012.34, F.S., at least one-third of the evaluation is based upon instructional practice. The instructional practice and professional growth component of the IES is comprised of two tools: (1) the Teacher Feedback and Evaluation Tool (TFET) (35%); and (2) a teacher's Deliberate Practice Plan (DPP) (20%). All teacher evaluations are conducted by the school leadership team (principal and assistant principal).

The Teacher Feedback Evaluation Tool

The TFET is first organized by nine domains that incorporate strategies and behaviors observed both inside and outside of the classroom. Additionally, it supports a continuous improvement framework, which balances both traditional educational priorities and the unique challenges of charter schools. Talent development is one of nine strategic priority areas that work cohesively to drive student success. These priority areas work in tandem to ensure that the energies, abilities, and specific knowledge of all employees throughout PCPA and the organization are focused on improving the quality of services required to increase student academic performance and foster student learning.

Deliberate Practice Plan

All teachers will identify three TFET indicators to focus on and develop throughout the year. Each selected element will become a goal in the teacher's DPP. The DPP will be created, reviewed, and monitored collaboratively with the school leadership team.

Student Performance Measures

For the 2024-25 school year and beyond Student Performance will be based on student learning gains on the Florida FAST and Renaissance STAR assessments.

PCPA will base 45% of teachers' overall performance rating on data and indicators of student academic performance and learning growth assessed annually by Learning Gains on the FAST and Renaissance STAR assessments. Growth for students with disabilities and ELLs will be incorporated per the specifications of Florida statute.

For all full-time staff members in instructional roles, including "newly hired" teachers, pursuant to § 1012.34, F.S., PCPA will utilize three years of nationally normed growth data in math and ELA. Growth ratings will be assigned according to a scale of performance aligned to state accountability categories. If FAST or STAR data are not available for a teacher, the school leader will determine the most appropriate measure of student achievement or growth relative to the teacher's curriculum, instruction and student roster.

Leader Evaluation System

The Leader Evaluation System (LES) is used for all school leaders and is based on sound educational principles and contemporary research in effective educational practices. The LES contains two components: (1) the Leadership Performance Evaluation (LPE) instrument (55%) and Student Performance Measures. (45%). Evaluations of administrators are conducted by the school leader, and the school leader is evaluated by the CSUSA Florida Superintendent.

Leader Performance Evaluation (LPE)

The LPE is based on the research of Robert J. Marzano and is aligned to the Florida Leadership Principal Standards. The LPE is designed to draw from and incorporate educational leadership practices, including the 21 responsibilities of a school leader, the precepts of continuous improvement, and others developed from Marzano's 35 years of research. These educational best practices are the foundation for the 119 elements within the LPE that measure administrator proficiency on the host of skills and tasks necessary to lead a school, its faculty, and its students. The LPE's domains are organized according to CSUSA's five strategic priorities. The LPE's evaluation criteria reflect the comprehensive range of instructional leadership practices expected of a school leader and a balanced approach to quality and continuous improvement based on Robert S. Kaplan and David P. Norton's *The Balanced Scorecard* (1996).

Performance of Students

Forty-five percent of an administrator's overall performance rating is based on data and indicators of student academic performance and learning growth assessed annually by Learning Gains on the FAST and Renaissance STAR assessments. Three years of ratings are used when available, with the most recent year carrying the most weight. Growth for students with disabilities and ELLs will be incorporated per the specifications outlined in the Florida statute.

C. Provide the compensation structure or a general outline of the compensation structure for all employees, including salary ranges and employment benefits as well as any incentives or reward structures, if applicable. How will compensation and other components factor into the staff retention plan?

Initial Compensation

SWCF establishes budget criteria, incentives, and other motivating factors that attract, reward, and retain the best employees. A salary worksheet is used to calculate starting salaries in a fair and consistent manner. Based on differentiated pay requirements of the Student Success Act, each teacher's actual compensation will vary based on experience, education, area(s) of expertise, and performance incentives. When determining an employee's starting salary, several factors are considered, including, but not limited to:

- Base pay
- Years of experience
- Higher education degree such as a master's degree
- Critical shortage area: science, math, etc. (as needed)

Once the starting salary is determined, the employee receives increases depending on how well he/she performs. Increases are assessed annually based on local market analysis, cost of living adjustments, and the school's budget. PCPA will also provide additional bonus opportunities for which employees may be eligible. The average teacher pay is $62,580. Starting salary does not reflect merit increases, extra allocations, and school/individual bonuses.

Performance-based Compensation

SWCF believes that it is in the best interest of both PCPA and its employees to fairly compensate its workforce for the value of the work provided, and the school's compensation system will be structured in a way that rewards high performers based on criteria linked to student achievement. Examples of these are student academic achievement and school enrollment metrics. Performance incentives will be provided to supplement base pay and reward high-performing staff. Each year, a percentage increase is built into the budget for merit increases as funding allows. The proposed budget includes a Performance Assessment Pool line item that will be utilized for merit increases.

Research supports that employees are motivated through achievement and growth. Research has also validated that school employees believe it is very important to be eligible for pay differentiation based on performance. Moreover, studies indicate that not only does this contribute to the retention of high-quality staff, but also positively impacts student achievement. The school's leader and teacher performance evaluations comply with Florida's Student Success Act. As such, PCPA will have a performance-based compensation plan that may include, but not be limited to, the following:

- Merit increases built into the budget and awarded based on performance on formal evaluations. Merit increases awarded in conjunction with CSUSA's annual performance evaluation period in August.
- Performance bonuses for administration based on pre-determined goals.
- Participation in various state-approved trainings or programs to provide incentive bonuses for teachers based on student achievement.
- Schoolwide performance incentive goal provided to faculty and staff that achieves predetermined schoolwide goals, such as student growth measures.

Employee benefits are outlined in **Attachment R**.

D. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

CSUSA is an equal opportunity employer and will not unlawfully discriminate in its employment practices. CSUSA's hiring policy is designed to offer an equal employment opportunity to all qualified employees and complies with all federal and state laws including Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Fair Labor Standards Act, Equal Pay for Equal Work Act of 1963, Age Discrimination Act of 1963, Title VI and VII of the Civil Rights Act of 1964, Age Discrimination Act of 1967, Occupation and Health Act of 1970, Patsy T. Mink Equal Opportunity in Education Act, Vietnam Era and Special Disabled Veterans Readjustment Assistance of 1974, Worker's Compensation and Unemployment Compensation, and any other applicable amendments to these laws.

A comprehensive criminal history background check is conducted for each applicant. CSUSA also asks legal questions on its employment application in relation to criminal convictions, probation, pleadings, and pending disciplinary actions. If a candidate misrepresents information, CSUSA reserves the right to end the hiring process or employment relationship.

Upon selection, education credentials are verified through a process that includes checking for clearance of disciplinary actions against an applicant's education credentials. All employees are fingerprinted and have background checks conducted as required by § 1012.56, F.S. PCPA will work with the district to process fingerprinting and background checks. All support staff will also be required to be fingerprinted and have background checks conducted prior to employment. The support staff may include but not be limited to cafeteria staff, custodians, paraprofessionals, administrative assistants, substitute teachers, and other individuals approved to support the school's programs.

Processes are in place to ensure hiring is consistent with all state and federal law and that it supports the school's budget. Approval processes that outline positional requirements, human resources consistency regarding equity in pay and experience requirements, and financial accountability will be followed. If the candidate successfully completes the pre-employment requirements and meets all the desired qualifications, an offer of employment will be extended. Upon acceptance of the offer, a New-Hire Packet is presented to the new employee. The packet includes the required human resources and payroll forms, such as I-9 (to be completed within three days of employment), W-2, Employee Handbook and acknowledgement page, and information related to company benefits.

Employees will participate in a mandatory human resource orientation to familiarize new employees with key areas of the Employee Handbook included in **Attachment R**, such as the code of ethics**.** The first 90 days of employment are considered an introductory period, and during this period new teachers participate in NTI. Since all employees will be considered "at-will," employees may resign without reason and/or notice and CSUSA may terminate employment without cause and without notice.

PCPA will comply with § 1002.33(9)(k)4, F.S. by providing descriptive information about the school's personnel to the district as part of its required annual school report, including salary and benefit levels of employees, the proportion of instructional personnel who hold professional or temporary certificates, and the proportion of instructional personnel teaching in-field or out-of-field. The minimum and preferred qualifications for each instructional and student service position applicable at PCPA will also be included in the report.

E. If personnel policies have been developed, include as Attachment R. If personnel policies and procedures have not been developed provide a clear plan, including timeline, for the development and approval by governing board.

The current CSUSA Employee Handbook (current personnel policies) is included as **Attachment R**.

F. Explain how the governing board and school leadership would handle unsatisfactory leadership, teacher, or staff performance, as well as leadership or teacher turnover.

SWCF will evaluate the school's academic and financial performance through reports presented at governing board meetings. Instructional and administrative staff will be held accountable to SWCF, which will collaborate with CSUSA to address any personnel issues if staff deficiencies are identified as contributing to performance shortfalls at PCPA.

In situations of unsatisfactory performance or violations of Employee Handbook policies, PCPA will utilize an Improvement Action Form (IAF) to address concerns in a timely manner and provide the employee with an opportunity to improve on their actions. Execution of an IAF is determined by the principal or assistant principal. Throughout the performance improvement process, the employee will receive coaching from the principal or another member of administration regarding specific directives and goals for improvement. The principal will receive coaching from the CSUSA Florida Deputy Director and/or their designated support center Human Resources Business Partner. The principal will receive coaching from the CSUSA Florida Deputy Director or designated support team leadership member. The goals and directives may include but are not limited to mentoring assistance, additional PD training focused on improving identified shortfalls, and classroom/building observations with corresponding constructive feedback. The employee will have regular check-ins to monitor their progress on achieving the established directives and goals. If the employee does not make adequate progress in achieving the goals outlined in their IAF, PCPA will have the option to take further corrective disciplinary action, up to and including termination. In addition, if the unsatisfactory performance results in a more serious issue such as safety concerns or misconduct, the sequential progressive discipline process may be bypassed and escalated to unpaid administrative leave pending investigation and/or separation of employment. If the governing board feels that the school's inability to meet financial, operational, or academic performance goals is directly related to inadequate school leadership, the governing board can advocate for the termination of the principal.

In instances of teacher turnover, daily or permanent substitute teachers will be hired to compensate for the loss of staff until permanent certified teachers are hired to fill the positions. In addition, CSUSA maintains a pool of approved teacher applicants to expedite the hiring process for cases of unexpected teacher turnover. In instances of leadership turnover, all attempts will be made to hire a replacement from within the CSUSA network. If a suitable replacement cannot be found internally, CSUSA can draw from a pool of approved candidates that have completed the LAC, the process used to select school leaders. Details regarding the LAC are included in **Section 11.**

Section 13: Professional Development

A. Describe the school's professional development expectations and opportunities for administrators and instructional personnel, including the following:
    1. Identify the person or position responsible for overseeing professional development activities.
    2. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform. Describe how the effectiveness of professional development will be evaluated.
    3. Describe any professional development that will take place prior to school opening. What will be covered during this induction period? How will instructional personnel be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods?
    4. Describe the expected number of days or hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.

A model of continuous growth and improvement drives SWCF. To ensure the school's administrative and instructional staff have access to the most current research-based information and practices, members of the CSUSA Florida support team will help plan and deliver ongoing PD. All administrative team members and instructional staff will receive specific training on applying Classical education to each component of the Education Model. **Addendum FF** includes a sample PLC plan.

Professional Development Oversight

The school's PD will aid in implementation of the Education Model. In compliance with educator certification requirements, PD opportunities will be aligned with Florida's Educator Accomplished Practices. PD will be considered a strategic tool for the school's continued growth, productivity, and ability to retain valuable employees. The school leadership team will map PD goals to initiatives and ensure instructional coaching cycles are purposeful and ongoing. Differentiated PD opportunities will also be developed to ensure instructional staff are successful in using data effectively, maximizing intentional features of the learning space and supplemental classical materials, and designing impactful learning experiences that align with the school's mission, vision, and Beacons of virtue.

PD for the Administrative Team—Principals, Assistant Principals, Dean, Student Services Coordinator, Counselor

The school's assigned Deputy Director will oversee the PD plan for the principal, which will begin with a systematic onboarding period. This will help build understanding of the school's mission and vision, Education Model, state accountability goals, and academic programming.

The school's principal will oversee the assistant principal's PD plan, which will include systematic onboarding as described above. PD will be facilitated by the principal, CSUSA Florida support team members, and

contracted vendors. Examples of PD activities, coaching, and training to be provided are outlined in **Table 13.1**.

PD for Instructional Staff—Teachers, Interventionists, Curriculum Resource Teachers, Special populations staff

The school's principal will oversee instructional staff PD plans with the help of the assistant principal and members of the CSUSA Florida support team as needed. PCPA will be assigned a curriculum specialist who will collaborate with the principal on PD planning, participate in the delivery of the school's initial pre-opening training, and provide targeted support for CRTs and other instructional staff as needed. Through meeting facilitation, coaching support, and training guides/materials, instructional staff members will be provided with a variety of opportunities for professional growth. Additionally, support team members will provide targeted support for instructional staff implementing ESE, RTI, and ESOL programming.

The effectiveness of instructional PD will be evaluated through multiple measures, including teacher feedback, coaching cycle reflections, and use of the TFET and DPP described in **Section 12**. Instructional staff PD may be facilitated by the school's leadership team, members of the support team, external vendors, and sponsor mandated trainings for ESE and ESOL staff, among others. Examples of the school's planned PD for instructional staff are detailed in **Table 13.2**.

Table 13.1.

Professional Development Core Components
Administrators
Principal Leadership Academy (PLA): Every summer, all CSUSA Florida-based administrators participate in the Principal Leadership Academy. During the 3-day PLA, leaders experience a combination of in-person, mobile and flexible learning models and are provided strategies to bring back to their schools that would ensure all students receive a quality educational experience for the upcoming school year.
CSUSA's National Education Institute: An annual 2-day leadership conference for CSUSA-managed schools featuring keynotes and break-out sessions intended to improve student learning and academic achievement.
Coaching: One-on-one mentorship and problem-solving support provided to school leaders.
QuEST and MSA: Outlined in **Section 5**, these practices are intended to support implementation of schoolwide initiatives, strategic plan efforts, enhancing delivery of the Education Model, and maximizing instructional resources. All three are considered part of the administrative team's PD.

Table 13.2

Professional Development Core Components
Instructional Staff
IMPACT: A PD event that kicks off the new school year. Teachers come together for initial training to set them up for success in the new school year and network with colleagues.
New Teacher Induction (NTI): NTI serves as an annual introduction to the school community and programming for new staff members prior to school opening. In year one, an extended NTI/RTO (15-days) will be facilitated by curriculum specialists from the CSUSA Florida support team which will help calibrate understanding of the Education Model. Additionally, the extended NTI/RTO will provide teachers with team planning time and opportunities to develop a sense of school community. After year one, NTI will take place over 3-5 days prior to Returning Teacher Orientation, described below.
Returning Teacher Orientation (RTO): RTO is a 5-7 day annual event that includes training on new schoolwide initiatives, safety and procedural protocols, curriculum, and other pertinent information for the new school year. RTO will also mark the first day back for teachers in the new school year. In year one, as described above, RTO will be combined with NTI.

Instructional resources for core subjects (ELA, math, science, social studies): Faculty will receive ongoing training and support in the effective delivery of the instructional resources for core subjects. Instructional Strategies: Faculty will receive ongoing professional learning and support in the effective use of Marzano's High Probability Instructional Strategies, Blended Learning in Small Group Instruction, Cross-Curricular Instruction and Learning, and Cooperative Learning,
Designated PD Days: Full-day PD will be provided in accordance with the school calendar. Content for designated PD days will be based on school need and may include rotations, small-group differentiated activities to meet teacher/grade-level instructional needs, and blended learning. Topics may include current research-based practices aligned to the Education Model, key academic and character development, classroom behavior, and supporting the health and emotional needs of students.
Professional Learning Communities: PLCs, as described in **Section 3**, constitute a key supportive element of the Education Model. Teachers will meet regularly by grade-level or subject-area teams to analyze student data, design units, and create accompanying lessons. Based on administrative walk-throughs and student academic performance, teachers will be provided with specific, differentiated development opportunities. During PLCs, teachers will reflect on instructional units and benchmarks/standards pacing and discuss potential revisions.
CRT Cadre and Bootcamp: The CSUSA Florida support team will facilitates meetings with deans and CRTs to calibrate understanding of benchmarks/standards, instruction, accountability measures, and curriculum resources, as well as develop coaching and modeling skills. Additionally, CRTs will be trained in delivery of NTI and implementation of the instructional coaching cycle prior to the start of the school year.
Data Chats: Data chats, as described in Section 3, will take place regularly to ensure effectiveness in data-driven instruction. Data chats will initially be facilitated by the principal, assistant principal, or CRT until grade level teams develop the capacity to analyze data and develop targeted action plans. Data chats will take place at multiple levels, including within the classroom between teachers and students and by grade and subject level facilitated by school leadership. Additionally, on a schoolwide level, the CSUSA Florida Superintendent and Deputy Director will lead data chats with the school's leadership team.
Differentiated PD: Teachers are provided differentiated professional development based on pedagogical needs observed, current research, instructional strategies, etc. State team support members may facilitate specific content area training based on data trends across the area or state as well.

Professional Development Days/Hours

The daily schedule will be designed to accommodate common grade and subject-level collaborative planning periods. For example, grade-level teachers will have their special periods all occurring at the same block of time. The sample daily schedules and school calendar submitted as **Attachment B** identify the days throughout the school year that are anticipated for PD.

Section 14: Student Recruitment and Enrollment

A. Describe the plan for recruiting students that will result in the school meeting its projected enrollment. Include strategies for reaching the school's targeted populations and those that might otherwise not have easy access to information on available educational options including, but not limited to, families in poverty; academically low-achieving students; students with disabilities; and English Language Learners.

PCPA will operate as a "school of choice" and will be open to all eligible students in the state of Florida. This is in compliance with the Controlled Open Enrollment statute § 1002.31(2)(a), F.S., which allows a parent from any school district in the state whose child is not subject to a current expulsion or suspension to enroll his or her child in and transport his or her child to PCPA, as long as the school has not reached capacity. SWCF recognizes the importance of marketing and recruiting specifically to parents and students of Manatee County, and an enrollment preference will be given to Manatee County students.

Although students may enroll from any district in the state, marketing to residents in Manatee County will be the primary focus. To ensure strong demand and create a "wait-list" applicant pool, marketing will be done for all relevant population groups in terms of age and geographic location. Utilizing the school's SIS, applicants will be tracked and ordered appropriately. This provides an opportunity for all students applying to be admitted while ensuring orderly management of achieving enrollment projections across all grade levels.

PCPA will develop and execute a marketing campaign specifically for the local community with four stages in mind: 1) building understanding of families and developing a school Identity, 2) generating awareness of the school, 3) recruiting through lead and applicant conversion strategies and finally, 4) building relationships and advocacy for the school to retain students and families with a mindset of service to their needs.

Building understanding of families and developing a school identity
PCPA will use the anticipated target area outlined in **Section 2** to inform understanding of the local community. Additionally, feedback from community engagement efforts will also help inform recruitment efforts. Community engagement will include information sessions and attendance at local events, such as events hosted by the chamber of commerce, municipal governments, and community-based organizations. Community input will be considered when developing supplemental programming and activities at the school.

School identity and profile and other foundational marketing assets
Once student and community research are gathered, PCPA will solidify its identity within the community in alignment with the school's focus on rigorous academics and character education. PCPA will develop marketing assets that provide an overview of the school for the community and families in the target area. This will include web and social sites (Facebook) for the school, signage, and a School Profile/Fact Sheet. The School Profile/Fact Sheet will be developed as a hard and soft (digital) document and will include:

- The school's mission to educate scholars through key tenets of classical education grounded in a rigorous and data-driven curriculum. Through the Trivium - instruction in grammar, logic, rhetoric - other disciplines, scholars will be empowered to make connections in school and life and encouraged to communicate ideas confidently.
- The Education Model and related programming.
- School leadership contact information.
- Extracurricular activities and schoolwide events.

Building Awareness & Consideration for Recruitment

Integrated Marketing Strategy

An integrated marketing awareness campaign will be executed to inform the public of the school's opening, encourage enrollment, and support the registration process. The intent of the campaign will be to generate leads and will include offline and online measures. Campaign content will include information on charter schools and programmatic highlights about PCPA. Initiatives and tactics may include but will not be limited to:

- Temporary office to welcome and meet with interested families.
- Local outreach in the community.
- Three-pronged approach to digital advertising that includes display ads, paid search, and social ads.
- Local print media.
- Periodically refreshed/updated information on the school website.
- Continuous updates on the school's Facebook page and Live Facebook events, including Q&A sessions with the leader.
- Distribution of PCPA brochures and flyers highlighting offered programs.
- Signage, such as billboards, displayed in high-traffic areas, and/or main highway exits, and other dense thoroughfares throughout the community.
- In-person and virtual information sessions.
- Local television public service announcements.
- Announcements in area businesses' human resources newsletters.
- Direct mailings and targeted cable television advertisements to the community.
- Partnerships with new construction/development firms and real estate offices to promote the school.
- Building relationships with day care centers.

Nurturing and Supporting Interested Families

Marketing and enrollment efforts will be ongoing with the objective of achieving full enrollment. As contact information from interested families and applications are received, the marketing strategy will shift to helping families feel confident in their choice and guiding them through the enrollment process. Efforts will include:

- Mailing interested families a postcard with additional PCPA information and reminders.
- Providing interested families that have visited the school site or provided contact information with additional messages about the school.
- Conducting follow up phone call and email campaigns at every stage from submission of the enrollment application through school opening.
- Continued distribution of PCPA brochures and flyers.
- Ongoing virtual and in-person presentations/information sessions to neighborhood clubs, libraries, and other local organizations.
- Display signs and flyers throughout the immediate and surrounding communities.
- Open houses and information sessions at PCPA or the temporary office.
- Participation in local events and maintaining an active presence in key community locations such as retail hotspots, restaurant blocks, and market squares.
- Appropriate sponsorships of community activities.
- Internal company email advertisements through local businesses.

Marketing strategies for "hard-to-reach" populations may include but will not be limited to:

- Digital advertising and radio in Spanish.

- Facilitating information sessions in a variety of locations and languages throughout the community.
- Application and registration forms in multiple languages.
- Advertising that the school may provide uniforms free of charge to families who qualify.
- Production of marketing materials and school applications in languages other than English, as needed to accommodate the needs of the community.
- Availability of bilingual staff to answer questions.
- Posting information in and developing partnerships with local public entities such as libraries, grocery stores, the local YMCA, and other youth clubs within the community.
- Advertising in magazines and newspapers, including free community publications.
- Distribution of information to local businesses' human resources department.

The school's administrative team will make every effort to allow those with limited technology or internet access to submit applications at the school. If families cannot travel to PCPA, they will have the option to call the school or temporary office and allow a staff member to complete an application on their behalf. In addition, students with disabilities and students served in ESOL programs will have an equal opportunity of being selected for enrollment in PCPA per § 1002.33(10)(f), F.S. The school's enrollment application will not request information regarding disability status or academic performance. Furthermore, the school's marketing materials will reflect that it is a tuition-free public charter school and that it serves students with exceptionalities, disabilities, and limited English proficiency.

B. Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other local public schools in accordance with section 1002.33(7)(a)8., F.S.

PCPA will be an open enrollment school of choice and will welcome all students who apply. The school will be committed to enrolling a diverse student population and will abide by the provisions in the Florida Educational Equity Act, § 1000.05(2)(a), F.S., and Florida Statutes that forbid discrimination based on race, nationality, ethnic origin, religion, marital status, sexual orientation, disability, or gender. The lottery process, if necessary, will be completely random and nondiscriminatory.

In compliance with § 1002.33(7))(a)8, F.S., the school will endeavor to achieve racial/ethnic balance through a comprehensive marketing plan. In order for PCPA to achieve a racial/ethnic balance reflective of the community it will serve or within the racial/ethnic range of other public schools in the district, efforts will focus on recruiting students within a 5-mile radius of the school. This will include marketing to underrepresented populations with traditional and digital media both online and in hard-copy form. PCPA will also employ bilingual staff to communicate with parents and families as necessary in addition to the methods described above regarding marketing to "hard-to-reach" populations. However, the student population may include children that are from outside the local community due to the school's compliance with § 1002.31(2)(a), F.S., which states that students are eligible to attend any public school in the state of Florida subject to maximum class size requirements, capacity, and other specified provisions.

C. Describe the school's proposed enrollment policies and procedures, including an explanation of the enrollment timeline, any preferences for enrollment and lottery process. Provide proposed enrollment application as Attachment S.

PCPA will admit students of any race, nationality, ethnic origin, religion, marital status, sexual orientation, disability, or gender. Pursuant to § 1002.33(10)(b), F.S., The school will enroll an eligible student who submits a timely application unless the number of applications exceed the capacity of a program, class, grade level, or building. In such cases, all applicants who submit an application by the enrollment deadline will have an equal chance of being admitted through a random selection process. Enrollment also follows § 1002.33(7)(a)8, F.S., which includes enrolling students according to racial/ethnic balance provisions.

In accordance with § 1002.33(10)(d), F.S., PCPA will give enrollment preference to the following populations:

- Students who are siblings of a student enrolled in the school. If siblings apply together and one sibling receives an offer; the other sibling will be given preference on the waiting list. Siblings are defined as individuals who share both guardianship and residency.
- Students who reside in Manatee County.
- Students who are the children of a governing board member of PCPA or students who are the children of a CSUSA employee.
- Students who are the children of an active-duty member of any branch of the US Armed Forces.

All preference categories will be published prior to conducting the lottery, and applicants who are entitled to receive a placement preference will be identified prior to the lottery. Preferences granted are subject to review and verification, and PCPA may rescind acceptance offers if the preference status cannot be verified or validated. Siblings who are applying for the first time receive preference only after one of the siblings has been selected in the lottery and offered their seat.

Student applications will be made available online through the SIS which will be accessible on the school's website. The SIS will accept student applications and PCPA will monitor the number of applications submitted for each grade level. The SIS will manage all aspects of the enrollment process, including online applications, application verification, sibling applicant record linking, admission preference management, computerized lottery options, wait-list management, data exports, and statistical reporting. Parents with limited technology or internet access will be given the opportunity to use the resources available at the school to submit an application, as stated previously.

Upon submission of an application, sibling linking (if applicable), and preferences will be verified. At each phase of the admission process, the appropriate correspondence will be generated and communicated to each applicant via either email, phone, or mail if necessary. The data will be monitored, and reports will be created to determine the need for a lottery, waitlists, and letters of acceptance. If at the end of the open enrollment period there is an over subscription for any grade level, a lottery will be conducted. In compliance with § 1002.33(10)(b), F.S., the number of seats available will be determined by the capacity minus the number of students who recommit. The lottery is system generated and will be conducted for all grades in which the number of applicants exceeds the number of available seats.

Once all open seats have been randomly filled, the remaining applicants will be placed on a waitlist in order of the lottery results and in accordance with assigned preferences. All offers of enrollment will be made in the order of the lottery results and the established waitlist. No offer will be made to a student not properly entitled to the next available seat. Applicants who apply after the enrollment deadline will be placed on the waitlist in order of preference and submission date. Parents will be notified in writing of their child's acceptance once a seat becomes available and will be provided with a specific timeline in which to respond with their decision. If an offered applicant decides not to attend PCPA, the slot will be given to the first

applicant on the waiting list. All accepted applicants will be provided with the registration requirements, including all documentation required by the district for review and verification, and we will actively monitor updates to these requirements and adjust as necessary to ensure compliance. The registration requirements for Manatee County students currently published on the district website are listed below:

- Parent/Legal Guardian Photo Identification
- Proof of residency
- Physical Examination
- Proof of immunization
- Original birth certificate
- Social security card (if available)
- Proof of guardianship (if applicable)
- Academic records (for students previously enrolled in another school)
- Copy of IEP (if the child is in an Exceptional Student Education Program)

If an applicant is not included in the lottery but should have been, they may be offered an enrollment seat. If an applicant is offered a seat in the lottery and provided incorrect information that led to a selection, the applicant's offer will be rescinded, and the applicant will be placed back on the waitlist according to the lottery number. Applications will be accepted on an ongoing basis and maintained on a waiting list. Communications to applicants will be generated as appropriate. The tentative enrollment schedule shown below in **Table 14.1** will be used for registering and admitting students and includes a plan for the admission lottery, if necessary. A sample application can be found in **Attachment S.**

Table 14.1

Enrollment Schedule	
Open Enrollment	January – February
Application Verification	January
Notification of Lottery	January
Lottery	February
Student enrollment/Waitlist Notice Sent	February
Registration	February– ongoing

Section 15: Parent and Community Involvement

A. Briefly explain the general plan to engage parents in the life of the school (in addition to any proposed governance roles described in previous sections of this application, if applicable) as well as plans for regular communication with parents about school matters. This *could* include building family-school partnerships to strengthen support for learning, volunteer opportunities, or activities the school will seek from, or offer to parents. This *must* include the governing board's appointment of a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes, s. 1002.33(7)(d)1., F.S.

To further the school's mission to educate scholars through key tenets of classical education grounded in a rigorous and data-driven curriculum, active parental participation will be essential. Providing families with meaningful opportunities to participate in their student's school life will play an important role in the delivery of the educational plan and attainment of school goals.

Parental will be fostered by:

- Attendance and participation in governing board and PTC meetings.
- Participation in school-wide initiatives and events to support classical integration and foster stakeholder relationships
- Parent/teacher conferences held to provide a forum for open discussion and to build parent/teacher understanding and support.
- Semi-annual surveys distributed to parents to receive input for school improvement and satisfaction.
- A parental obligation between PCPA, the parent, and student.

The FLDOE Memorandum Opinion Number 03-05 approves the use of parent volunteer contracts that are "consistent with the school's mission and purpose." As such, parents will be asked to volunteer a minimum of 20 hours per school year. When two or more children from the same family are enrolled, parents will be asked to volunteer a total of 30 hours per school year. The principal or other designee verifies the completion of the hours and credit is applied to the family's account. At the time of recommitment (usually January) for the following school year, parents will be sent a letter notifying them of their progress toward completion of their requested volunteer hours. Parents will be provided with numerous volunteer opportunities which can be completed at school or at home, thereby alleviating any possible hardship that may be created for parents that may not be able to complete volunteer hours at PCPA.

Parental involvement is a combination of commitment and active participation on the part of the parent to the school and to the student. PTCs will be established to provide an opportunity for parent and community input that can be used in the development of new school programs. PTCs will be organized each school year and will participate in and provide input for fundraising, volunteering, and operations. The PTC will be comprised of parents of enrolled students, administrators, and teachers. The PTC will be considered instrumental in planning and kicking off schoolwide events.

The SIS will support continual and meaningful parental involvement in each student's education. Progress reports and report cards will be distributed every quarter, and parents will be encouraged to schedule conferences to discuss student academic performance and progress toward mastery of grade-level

benchmarks/standards. PCPA will offer Curriculum Nights for parents to attend and learn about various educational topics, such as state assessment information or home-reading strategies. Parent involvement in a child's education is crucial for his or her success, so PCPA will make every effort to keep parents engaged and informed. Parents will be notified via routine postings regarding the time and place of governing board meetings and will be invited to attend and participate. The principal and CSUSA will be represented at the governing board meetings to discuss all issues pertaining to the management of PCPA. Issues to be discussed will include finance, student achievement, interim benchmark results, institutional focus, personnel matters, facility issues, and/or ancillary services issues.

PCPA will appoint a parent representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and help resolve disputes. The parent representative will reside in Manatee County and their contact information will be provided to parents in addition to being posted on the school's website. SWCF will hold at least two meetings per school year in Manatee County with the parent representative present and may hold additional meetings at its discretion.

B. Discuss any established community resources that will be available to students and parents, if applicable. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning.

Upon approval of this charter application, PCPA will work to develop community partnerships that are in the best interest of the school's programming, its students, and the local community. These community partnerships will enhance the integration of public entities that are charged with the welfare of children and increase the quality of services provided at PCPA. Examples of the type of partnerships expected to be developed include local colleges and universities, local businesses, law enforcement agencies and other public safety entities, health and human services agencies, and non-profit organizations with child focused missions.

C. Provide, as Attachment T, any existing evidence of demand for the school or support from intended community partners, if available (e.g. letters of intent/commitment, memoranda of understanding, or contracts).

Please see **Attachment T** for supporting demand analysis documentation.

D. Describe the process of appointing a representative to facilitate parental involvement, provide parents access to information, and resolve parental disputes. Include a description of how the dispute resolution procedures are designed to resolve and protect the rights of parents as enumerated in ss. 1001.42(8)(c)1.-6., 1002.20 and 1014.04, F.S.

Please see response to **Section 10, Question L**.

III. BUSINESS PLAN

Section 16: Facilities

If the site is acquired:

A. Describe the proposed facility, including location, size, and layout of space.
B. Describe the actions that will be taken to ensure the facility is in compliance with applicable laws, regulations, and policies and is ready for the school's opening.
C. Describe how the facility aligns with the proposed educational program and other requirements such as mandated class sizes.
D. Document the anticipated costs for the facility, including renovation, rent, utilities, and maintenance. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs and include evidence of such (e.g. letter, MOU) as Attachment U. If renting an existing facility, provide draft lease agreement as Attachment V.
E. Describe the back-up facilities plan. What is the alternate plan for facilities if the proposed facility is not available or is determined to be inappropriate for the school's opening?

If the site is not yet acquired:

F. Explain the school's facility needs, including desired location, size, and layout of space.

A potential site for SCHOOL has been identified in the vicinity of Parrish within Manatee County. However, at this time several sites are being evaluated, and the actual location of the school may change. The site plan will make every effort to accommodate existing neighborhoods and be considerate of local municipal and county planning efforts. The intended campus layout will accommodate a logical separation of grade levels across grades K–12. The facility will meet all applicable commercial and life safety codes and will comply with the Florida Building Code pursuant to chapter 553.

The plan is for a newly constructed building, built in two phases, that meets the needs of the school's educational plan, promotes a learner-centered culture, and facilitates innovative use of technology. The two-story building is planned to be a total of 97,400 square feet (sf) in size. Phases of construction are planned to align with the enrollment ramp provided in **Section 2**.

Phase one: The first phase will house 710 students in grades K–7

- First floor: Grades K–2 standard classrooms, and Innovations Lab (24,450 sf)
- Second floor: Grades 3–6 standard classrooms, a music room, art room, and science lab (23,650 sf) *includes 25 students in grade 7 in year 1 only

Phase two:

- First floor: Grades 7–8 standard classrooms, science lab, and music room (28,300 sf)
- Second floor: Grades 9–12 standard classrooms, art room, innovation lab, and locker rooms (21,000 sf)

The facility design will also include:

- A large multipurpose room that will function as a cafeteria and area for assemblies and other school gatherings. This space will include multiple forms of seating and will function as a large learning space when not being utilized as a cafeteria.

- Warming kitchen and pantry
- Storage spaces for grade levels, art, and science/innovation labs
- Restrooms on each level
- Gymnasium (9,900 sf)
- Clinic
- Teacher workrooms
- General office space
- Conference rooms
- Designated pick-up and drop off zones
- Parking lot for staff, students, and guests

G. Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs and include evidence of such (e.g. letter, MOU) as Attachment U.

CSUSA has extensive experience acquiring and developing properties to operate charter schools and has been actively engaged in developing the cost model for PCPA. Estimates have been derived based on:

- Industry experience
- Historical projects
- Detailed spreadsheets/models defining cost factors
- Actual cost data, as applicable
- Cost estimates from proposed contractors, as applicable

Using the tools described above, the cost of this facility is estimated to be about $13–15 million, which includes the cost of due diligence and legal fees, land purchase, architectural and design fees, engineering, site work, and construction expenditures. Please note that these costs are subject to change during the actual facility development process.

Pending approval of this charter application, the school's proposed facility will be built using one of the following sources of financing: 1) Developer financing that has been bank approved based upon the developer's financial capability, anticipated full time equivalent (FTE) funding, and the success of the governing board's other charter schools. This is a traditional financing and development structure that has been used across the state of Florida and has been reviewed and vetted by several legal teams as well as by the attorneys for the developer/builder, and in their professional opinion, meets all applicable law; 2) Third-party private real estate investor financing; or 3) Tax-exempt bond financing.

H. Explain the strategy and schedule that will be employed to secure an adequate facility.

Pending approval of this charter application, the school's facility will begin development. It is anticipated that the facility will be owned and constructed by a private developer, who will then lease the facility to SWCF. PCPA will make rent payments for the facility. The facility lease will be developed and executed as a component of the school's development project plan. Prior to school opening, the district will be provided with documentation of the facility lease and certification that the building satisfies all requirements for fire, safety, health, and accessibility for the disabled as per § 1002.33(8), F.S. In addition, the facility will meet the requirements of the Florida Fire Prevention Code, pursuant to § 633.208, F.S. as adopted by the authority with jurisdiction. The facility will meet all applicable federal, state, and local building codes, including the Americans with Disabilities Accessibility Guidelines, for new building construction.

The facility project will be managed by CSUSA. CSUSA has opened charter schools ranging in size from 39,000 – 155,000 +/- square feet and is a leader in the design and development of charter schools in the state of Florida. CSUSA has developed schools in a variety of settings, including urban, suburban, rural, and commercial centers. CSUSA will assist SWCF in planning a superior learning environment through its extensive network of architectural firms experienced in designing schools that provide a safe learning environment and operate efficiently and effectively. The design process is accomplished by a team of experts, both in-house and contracted, whose disciplines include education, licensed general contracting, and project management.

Section 22 provides a schedule of the key milestones for the development of PCPA. Detailed project plans will be developed for each phase of the project. All construction and renovation projects undertaken prior to the opening of the school or during the term of the charter will be carried out by experienced and appropriately licensed and insured construction professionals who perform all work in accordance with the construction specifications, drawings, and other documents as directed by the design professional.

I. Describe the back-up facilities plan.

If development at the primary location becomes unavailable, then another site in the target area will be identified or an existing building available for conversion will be located.

Once construction begins on a site, it will be the long-term facility solution. In the rare event that issuance of the Certificate of Occupancy is not delivered in a timely fashion, SWCF will direct CSUSA to locate short-term alternative facilities options. Any such alternate facility shall be suitable for the school's use until the school is able to open. The temporary facility would fully meet the programmatic and educational needs of students and staff. In the unfortunate event that an adequate school facility or alternative short-term facility cannot be secured, SWCF will request that the approved application be deferred opening for up to three years to provide time for the facility plan to be carried out, fully ensuring safety and compliance in all areas.

Section 17: Transportation Service

Describe the school's plan for transportation to ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the school, s. 1002.33(20)(c) F.S.

PCPA may provide transportation through an agreement or contract with a private provider or parents. If necessary, PCPA will contract with a licensed vendor to provide transportation. This agreement or contract will include qualified bus operators, personnel for bus monitoring, fuel, maintenance of the vehicles, and all required training/compliance.

The vendor will furnish proof that it meets or exceeds all applicable rules and regulations governing student transportation. This includes but is not limited to having buses in relatively new condition (typically less than 10 years old), vehicles equipped with GPS and video monitoring, and completion of all required training for bus operators.

If transportation is offered, PCPA agrees to provide transportation to students consistent with the requirements of § 1006.23, F.S. PCPA may provide transportation outside of the reasonable distance for students with disabilities as required by the student's IEP. PCPA will also provide transportation pursuant to the McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11431, et. seq.) for children and youth experiencing homelessness.

To start one bus has been included in the budget for transportation in Year 1 at a rate of $112,363. If necessary, the school will budget for additional buses to meet the needs of the enrolled student population.

Section 18: Food Service

Describe the school's plan for food services, including any plans for contracting services or plans to participate in the National School Lunch Program. Explain how the school's food service plan will ensure healthy, well-rounded meals for students.

PCPA will comply with the Healthy Hunger-Free Kids Act, which requires school cafeterias to meet federal nutrition standards for school lunches and breakfasts. The school's first preference is to partner with the school district and fall under their National School Lunch Program (NSLP) umbrella as an additional site. If that is not a possibility, then PCPA will pursue a contract for a Food Service Management Company through a formal procurement process. The Request for Proposal will require the selected vendor(s) to provide a quality meal program that includes all the required components of a fully reimbursable meal as per published guidelines. The price per meal quoted during the procurement process shall include the cost of the entrees, side dishes, fresh fruits, vegetables, fresh bread, condiments, plastic wear, trays, and liners. In addition to providing these items, the chosen vendor shall include in their quoted price per meal the cost of food service staffing, all necessary kitchen equipment (ovens, refrigeration, freezers, milk coolers, etc.), equipment maintenance, commodity utilization, food service training, marketing and promotions, delivery of all items to the school, menu planning, and nutritional analysis.

An amount of $255,203 for contracted food service has been allocated in the budget included as **Attachment X**. If the district does not provide meal service to the school thereby falling under the umbrella of the District's NSLP umbrella, then the governing board will appoint a person, usually the NSLP director, to be responsible for completing all necessary NSLP paperwork and/or applications on behalf of PCPA in advance of the school year. If the school's application for participation in this program is not accepted, then the operating budget will be amended to reflect the reduction in revenues associated with reimbursement from the NSLP.

The facility plan will include a multipurpose room, which will mainly be used as a spacious cafeteria and will include multiple serving lines. The serving lines will be set up with the point of service station at the end to ensure that the cafeteria personnel can verify that the students are receiving all the required components that make up a reimbursable meal. PCPA will utilize a computerized point of sale system that will track meals and provide a reporting function for accountability and NSLP claiming. We will distribute applications for FRL eligibility to parents, and FRL status will be determined by federal guidelines. All students will be assigned an account number at the beginning of the school year and can add funds to their account either at school or online.

Regardless of account balance, no child will ever be denied a meal. The school will ensure that all students receive meals each day, including students who receive either free or reduced-price meals. If a child does not have the funds to purchase a meal, he/she is given a meal which consists of that day's entree, a fruit, and milk. At the end of each month, the cafeteria staff will be responsible for sending the monthly historical edit check report to the NSLP director, which will be used in the submission of the NSLP reimbursement claim.

Section 19: School Safety and Security

Outline the plan for school safety and security for students, staff, the facility, and property, especially as it relates to the applicable provisions in the Marjory Stoneman Douglas High School Public Safety Act.
Specifically:

A. Describe what steps the school would take to assure there is a safe-school officer present while school is in session, pursuant to section 1006.12, F.S.

To comply with § 1006.12, F.S., PCPA will attempt to partner with the County Sheriff's Office and/or the local police department to arrange for a School Resource Officer (SRO) to be on campus during designated school hours. If the County Sheriff's Office and/or local police is unable to provide an SRO, PCPA may partner with Integrity, a security program that assists schools in staffing a Safe Schools Officer (SSO). The SSO will be a sworn officer of a state-designated law enforcement agency, such as the Florida Highway Patrol. If the school is unable to provide an SRO or SSO, then PCPA would utilize the Guardian Program to staff a properly trained Guardian or School Security Guard (SSG) through a company such as Dynamic Security Integrated. CSUSA presently contracts with Dynamic Security Integrated for SSG/Guardian primary and/or backfill coverage at several districts throughout the state. The SSO will:

1. Review policies and procedures for compliance with state rules and laws.
2. Provide the necessary training and resources to students and school staff in matters relating to youth mental health awareness and assistance; emergency procedures, including active shooter training; and school safety and security.
3. Serve as a liaison with local public safety agencies and national, state, and community agencies and organizations in matters of school safety and security.
4. Serve on the school's School Based Threat Management Team (SBTMT) if so requested and applicable after proper training and certification.
5. Provide a school security risk assessment/campus tour using the Florida Safe Schools Assessment Tool (FSSAT). Based on the assessment findings, the SSO will recommend strategies and activities to address the findings and improve school safety and security. Annually, SWCF will review the SSO's findings and recommendations at a publicly noticed governing board meeting. The SSO will report the findings and governing board action to the Office of Safe Schools within 30 days after the governing board meeting.
6. Coordinate with the appropriate public safety agencies, as defined in § 365.171, F.S., that are designated as first responders to a school's campus. This process will allow members of the agencies to conduct a tour of the campus once every three years and provide recommendations related to improving school safety. The SSO's recommendations by the public safety agencies must be considered as part of the recommendations.

In the event an SRO is unavailable for contract, the governing board may contract with a security agency as defined in § 493.6101(18), F.S. to employ as a school security guard an individual who holds a Class "D" and Class "G" license pursuant to chapter 493. SWCF will ensure compliance with §1006.12(4), F.S. requirements that SSGs be certified through the ARGUS training provided by a qualified Sheriff's Office in the school district.

PCPA will establish an Emergency Management Plan (EMP) which will detail procedures to be followed if an incident occurs at PCPA, or if an incident occurs outside the school that could impact school safety and

security. The protocols outlined will be used to respond to natural and human-caused hazards, threats, and emergencies. The EMP will be reviewed annually by PCPA and distributed to all the school staff. Annually, the facilities manager (or designee) will provide copies of site plans/ floor plans and maps to jurisdictional law enforcement agencies and fire departments pursuant to §1013.13, F.S. and the FSSAT. The SSO will ensure a campus tour is provided.

PCPA will annually review policies and procedures within the EMP and acknowledge responsibility for each based upon nationally recognized best practices.

Through CSUSA's partnership with CLPS Consultancy Group (CLPS), a security, protection, and emergency management consulting company, the school will be provided with access to the TAP App Emergency Communication Solution. The TAP App, which is Alyssa's Law compliant, is a multiplatform hazard and threat management crisis communication system. The app works across multiple platforms, including iOS, Android, and Windows. TAP App serves two main functions related to school safety:

1. TAP App Security: Designed to assist schools in responding to, mitigating, and managing emergency situations. This includes both natural and human-caused incidents. TAP App Security will be customized for PCPA and allow staff the ability to communicate in real-time during emergencies.
2. TAP App Student: Designed to provide students with an up-to-date means for reporting behavior that is deemed suspicious and/or threatening. This anonymous student reporting function will provide students with a voice, so PCPA can prevent tragedies and provide early intervention services to students in need.
3. TAP App operates through AT&T-Mutualink, one of the ten pre-approved state vendors selected pursuant to Alyssa's Law.

Pursuant to §1006.07(4), F.S. all Florida public schools, including charters, must implement a mobile panic alert system capable of connecting diverse emergency services technologies to ensure real-time coordination between multiple first responder agencies. This system, known as "Alyssa's Alert," must integrate with local public safety answering point infrastructure to transmit 911 calls and mobile activations. TAP App, which is utilized by all CSUSA-managed charter schools, uses AT&T-Mutualink as its preferred vendor. Separately, TAP App can be installed separately to any Real Time Crime Center (RTCC) and/or 911 dispatch center, and has been so installed in several sheriff's offices and/or local police dispatch as an added layer of security redundancy.

PCPA employees will be required to participate in the TAP App Security program and will be required to watch the TAP App Security training video by August 30th of each year to familiarize themselves with the app and its features. Newly hired staff will be required to watch the training video within 15 days of hire. Additional on-site refresher courses will be offered by CLPS annually at various locations throughout the state. Any school employee can initiate a lockdown through the TAP App system if there is an imminent threat, such as an active shooter/assailant or armed threat. School employees will be permitted to possess their mobile phones during the school day to be used during emergency situations. TAP App is also installed on classroom desktops throughout the school. Access to TAP App Student can be offered to students in 5th grade and above. PCPA administrators will determine the appropriateness for students accessing the anonymous reporting app on a student-by-student basis. As school administrators manage the program as administrator users, student devices with the app installed will be monitored for accountability and misuse.

Agreements are also being coordinated with various state law enforcement agencies to have Tap App installed at police dispatch and/or Real Time Crime Centers so as to immediately notify local law enforcement in the event of a lockdown.

B. Explain how the school will adopt an active assailant response plan and provide annual training on the plan, as required by section 1006.07(6), F.S.

The governing board has worked with CSUSA to ensure there are practical guidelines in place in all schools within the SWCF portfolio to protect students, staff, and visitors in the event of an active assailant/shooter on school grounds or in the school building. To minimize the negative impacts from such an event, SWCF has developed Standardized Operating Procedures (SOP) for an active assailant/shooter incident that are implemented in all its schools. To properly prepare schools for a possible active assailant/shooter incident, school staff and students are provided with response options applicable to age and/or disability levels that can be applied based on circumstances that exist at the time of an incident.

In accordance with the FLDOE memo dated August 1, 2019, all CSUSA-managed schools have adopted an Active Shooter Response Plan. CLPS has created the plan in accordance with best practices incorporated within the MSD Commission Report, Department of Homeland Security (DHS), Federal Bureau of Investigation (FBI) and other recognized law enforcement agencies. The Active Shooter Response Plan has been incorporated within every school's EMP as required by SB 7026 Public Safety Act. The plan also includes steps to better prepare faculty and staff for how to implement strategies that account for elementary students. The steps are presented, trained, and implemented in ways that are not fear-based but are developed to provide a better understanding of what needs to be done by students if they encounter such a situation. Said training also includes specific measures for response during evacuation and reunification, the latter includes a specific reunification plan within a school's Emergency Management Plan that is uploaded to the state Haystack portal and distributed to local law enforcement as requested.

For younger students, the National Center for Youth Issues, together with U.S. Department of Education and DHS, recommend guidelines that reflect universal standards yet recognize local conditions. These are not "one size fits all," but have objective applicability. As such, the Active Shooter Response Plan includes age-appropriate actions commensurate with school aged students. Prior to the start of each school year, all PCPA staff and faculty are required to complete several training modules that have been accredited and approved by CLPS. Among these is the Active Shooter Training module that incorporates best practices and is online. The Active Shooter Response Plan and training module includes the following measures:

Preparedness

Preparedness activities take place before an emergency occurs, including planning, training, drilling, and evaluating in an effort to prepare the school for an emergency, such as an active assailant/shooter.

- Control access points into buildings (i.e., CCTV, remote buzz-in, visitor screening).
- Classroom doors remain locked during the school day when classes are in session.
- Develop clear, concise, and easy-to-follow emergency procedures.
- Enhance safety by identifying (and marking) hard corners inside classrooms.
- Assure the school has multiple and reliable ways to communicate during emergencies.
- Practice active assailant/shooter procedures by performing drills and training.
- Coordinate drills and training with local police and emergency responders.

Recommended Procedures
If an administrator, teacher, or staff member becomes aware of an active assailant/shooter, they should take immediate steps to safeguard themselves. Once at a safe location, they should initiate a Code Red using all available means of communication. The TAP App system should be activated as soon as possible. School staff should look for the most viable way to create time, distance, and shielding between themselves (including nearby students) and the threat.

The school's EMP will have pre-designated evacuation staging areas (on and off campus) where students and staff can go during an active assailant/shooter incident. If at a location where escaping is not a safe option, other protocols will be followed.

Procedures Once Law Enforcement Arrives
During an active assailant/shooter incident, police resources will be dispatched to the school. Responding officers rapidly enter buildings and search for the threat, with the primary mission of neutralizing the active assailant(s).

Age-Appropriate Responses
These procedures will be presented, trained, and implemented in ways that are not fear-based, but rather developed to provide a better understanding of what needs to be done by staff and students if the school experiences an active assailant/shooter incident.

Evacuation & Reunification
In the event of an Active Shooter incident, PCPA will follow evacuation and reunification procedures created within the Emergency Management Plan. The school will have a clearly defined and detailed Reunification Plan operating within nationally recognized standards of the Standard Reunification Method (SRM) and I Luv U Guys Foundation and U.S. Department of Homeland Security. PCPA will also ensure adoption of policies and procedures of the Florida Department of Education's Model Reunification Plan released in August 2023 and created with CLPS consultation on DOE's Reunification Working Group. Copies of the school's Reunification Plan will be distributed to law enforcement and first responders and uploaded to the Assets Section of the FSSAT.

C. Explain how the school will establish a threat management team as required by section 1006.07(7), F.S.

CLPS will also provide online resources to train staff in responding to a wide variety of threats which will allow establishment of a threat assessment team as required in § 1006.07(7), F.S. The 2019 Senate Bill 7030 requires the FLDOE's Office of Safe Schools to "...develop a standardized, statewide behavioral threat assessment instrument for use by all public schools, including charter schools, which addresses early identification, evaluation, early intervention, and student support." The required behavioral threat assessment instrument is the Harm Prevention and Threat Management Model (HPTM or The Florida Model) . Faculty members and administrators at PCPA will be provided comprehensive training by CLPS which includes state certified instructors on HPTM and on how to conduct a threat assessment, associated interviews and coordinate with law enforcement as required by statute. The threat assessment training and software have been demonstrated to the FLDOE Office of Safe Schools, ensuring the statutory guidelines are met.

Members of the threat assessment team will be required to complete the digital threat assessment team training course by August 30th of each year. This training is in addition to the in-person training required by

the Florida Model and acts as an annual refresher for members of the School Based Threat Management team (SBTMT). Newly hired employees assigned to the team are required to complete the digital threat assessment team training course within 15 days of being hired. PCPA Chair or Vice-Chair will manage the threat assessment team and all policies and procedures related to threat assessment, which includes ensuring that members of the team complete the required training and annual DOE refresher training in accordance with established policies and procedures. In order to allow the threat assessment team to operate as efficiently as possible, the Threat Assessment Solution will be implemented, which is a multiplatform threat assessment and management system designed to assist the threat assessment team when investigating a student of concern. If mandated as a matter of policy, PCPA will use the district's threat management platform to conduct any new assessments. If the choice is provided by the district to opt out for the threat platform presently in use by CSUSA, namely the CLPS platform which adheres to all requirements of the Florida Model and has been vetted by the Office of Safe Schools, the school will employ the CLPS platform.

When a student or staff member becomes aware of implied or direct threats of violence by other students, he/she must report the threat immediately to the Chair, Vice-Chair or other school staff member who must then ensure the Chair or Vice-Chair is notified of any/all concerning behavior. The Chair or Vice-Chair will determine if it is necessary to convene the threat assessment team in order to make further inquiries about the threat or summarily close the assessment as Unfounded or Low with concurrence from the Principal and District Threat Management Coordinator (DTMC) PCPA will adopt a threat assessment process that will systematically investigate student-made threats to determine the risk level of the student of concern. Threat assessment investigations will be non-biased and conducted using standardized questionnaires. The purpose of a threat assessment investigation is to determine if a student poses a real danger to the school community or themselves after gathering information from multiple sources. The SBTMT will also determine whether the student of concern requires a Student Support Management Plan (SSMP) per the Florida Model requirements concurrent with the level of concern pursuant to statute and Rule 6A1.0019.

If the SBTMT is activated and performs a threat assessment investigation, the District Threat Management Team (DTMT) and DTMC will get involved to either concur or request further inquiry or investigation into the student of concern. If the level of concern in "HIGH", the DTMT must become involved with the school to coordinate, and manage the SSMP. At the conclusion of a threat assessment case, the SBTMT will determine if the assessment should be extended or closed following the management period. Disciplinary action, if any, will be in accordance with school policy. The principal and the threat assessment team will use the threat assessment software tool when conducting threat assessments. Reports of potentially violent incidents will be shared with local law enforcement as soon as possible, and if necessary, a School Environmental Safety Incident Reporting (SESIR) incident will be created. The following process may be used to create the threat assessment team and establish roles and responsibilities:

The principal will identify members of a threat assessment team that includes persons with expertise in counseling, instruction, school administration, and law enforcement in accordance with § 1006.07(7)(a), F.S. Members will be trained on the roles and responsibilities of each team member.

- Guardians, private security guards with guardian training, or other campus security staff will not serve in place of sworn law enforcement on threat assessment teams.
- If there is not an SRO or other sworn law enforcement officer assigned to the school, the governing board will work with local law enforcement entities to ensure the required law enforcement presence on the team. Having an active, sworn law enforcement officer on the threat assessment team is essential as officers have unique access to law enforcement databases and resources that inform the threat assessment process.

- All administrators and threat assessment team members will attend and complete mandatory threat assessment trainings annually as well as such training mandated by CLPS. Each mandatory team member will report their completion of this requirement to their principal or designee.
    - The team will provide annual training and guidance to students, staff, and parents on recognizing behaviors of concern, their roles and responsibilities in reporting the behavior, and the various options for submitting a report, including anonymous reporting.
- The principal will assign school-based staff members who can proactively monitor and respond to all incoming reports where safety is of concern.
- The Chair or Vice-Chair must complete the intake form and assess the concern for a factual basis as soon as possible but within ONE SCHOOL DAY of receiving the report of concerning behavior.
- If a factual basis of concern is determined, the Chair or Vice-Chair must next ascertain whether the report of concerning behavior constitutes self-harm, harm towards others or both. If self-harm is a component, a suicide/self-harm assessment must also be conducted.
- The threat assessment team will follow established procedures for referrals to school-based, community, and/or health care providers for mental health services, evaluation, or treatment.
- The Chair or Vice-Chair next determines if the concerning behavior should be referred to the SBTMT. If a referral is warranted, the School Based Threat Management Team (SBTMT) must meet no later than the next school day from the day the initial report was received by the Chair and assign a preliminary Level of Concern. If “Low”, the SBTMT will determine if an interim Student Support Management Plan (SSMP) is warranted.
- The SBTMT will meet within TWO SCHOOL DAYS of its initial meeting to make a final determination of the Level of Concern.
- Once the Chair closes without SBTMT referral Principal reviews decision as soon as possible but within TWO SCHOOL DAYS of receiving notification of case closure and the District Threat Management Coordinator (DTMC) should review the case as soon as possible but within TWO SCHOOL DAYS after its review by the Principal.
- If a case is referred to the SBTMT, any decisions, preliminary or final will be reviewed by the Principal as soon as possible but within TWO SCHOOL DAYS of receiving notification of the SBTMT decision and the District Threat Management Coordinator (DTMC) should review the case as soon as possible but within TWO SCHOOL DAYS after its review by the Principal.
- Extensions MUST be approved by the school Principal or higher authority and the extension may be granted for a maximum of two school days. After the initial extension, one (1) day increments based upon exigent circumstances.
- SBTMT determines the threat level is High, the case must automatically be referred to the DTMT for review. DTMT must convene to consider the case within TWO SCHOOL DAYS of receiving the referral from the SBTMT.
- If an immediate mental health or substance abuse crisis is suspected, school personnel will follow policies to engage behavioral health crisis resources, including, but not limited to, mobile crisis teams and school resource officers, who have been trained in crisis intervention. These individuals shall provide emergency intervention and assessment, make recommendations, and refer the student for appropriate services.
- School employees, volunteers, and contractors are required to report to school administration any expressed threat(s) or behavior(s) that may present a threat to the community, school, or self.
- Regardless of threat assessment activities, disciplinary action and referral to law enforcement will occur as required by law and governing board policies.

- Upon a preliminary determination by the threat assessment team that an individual poses a threat, members of the threat assessment team may request and obtain criminal history record information.
- Threat assessment records are considered educational records and will be maintained and released in accordance with FERPA and state statute. The threat assessment, its determination, along with any interventions provided, will be recorded in the appropriate electronic data systems by the threat assessment team.
- The threat assessment team will meet regularly to discuss new and ongoing cases and/or any SSMPs created. All meetings will be documented within the CLPS Emergency Management Plan-Drills and Safety Meetings section and/or any corresponding district threat management platform if applicable. Per Rule 6A-1.0018 and 6A-1.0019, the SBTMT must meet at a minimum monthly. Detailed minutes must be kept, a list of attendees and any actions taken on students of concern, assessment conducted and/or SSMPs implemented.
- Threat assessment teams will identify all means of reporting threats, including FortifyFL (the statewide mobile suspicious activity reporting tool) and any similar reporting tools required by state law. Local hotlines, websites, or other community-based resources will also be identified.
- Threat assessment records will be transferred within five (5) school days when a student transfers school, pursuant to § 1003.25, F.S. and Rule 6A-1.0955, F.A.C. The records shall include, if applicable: (a) verified reports of serious or recurrent behavior patterns, including any threat assessment report, all corresponding documentation, and any other information required by the Florida-specific behavioral threat assessment instrument pursuant to 1010.212(12), F.S., which contains the evaluation, intervention, and management of the threat assessment evaluations and intervention services; (b) psychological evaluations, including therapeutic treatment plans and therapy or progress notes created or maintained by school district or charter school staff, as appropriate
- If a threat meets the definition requirements approved by the State Board of Education (Rule 6A-1.0017) for the School Environment Safety Incident Reporting (SESIR), a SESIR report will also be submitted through the state portal.
- HB543 requiring both the new instrument and new process was signed into law by the Governor on April 23, 2023. The implementation date for the new Florida threat management process will be January 1, 2024.
- CLPS will provide a certified instructor who served on the MSD Committee responsible for creating the new Florida Harm Prevention and Threat Management model (HPTM) that will train all PCPA personnel and certify their ability to serve on the School Based Threat Management Team.
- PCPA will ensure compliance with all threat management policies and procedures pursuant to Rule 6A-1.0019 that took effect July 1, 2023 and corresponding amendments that will take effect July 1, 2024.

D. Explain how the school will accurately and timely report incidents related to school safety and discipline as required by section 1006.07(9), F.S.

To ensure the safety and security of students and staff, each family will receive an electronic copy of the student code of conduct, which will clearly outline the behavior expectations of the students. Students who become violent or disruptive will, when safety permits, be removed from other students. If safety does not permit the removal of the student, staff will immediately remove the other students from the area and relocate them to a safe area. The student's parents/guardians will be immediately notified, and when possible, the student will be counseled by staff. If a student becomes violent, law enforcement will be notified immediately,

and appropriate disciplinary action will be taken. All incidents related to school safety and discipline, and all disciplinary action required to be reported, will be immediately reported in the SESIR system in a timely manner consistent with § 1006.07(9), F.S. This includes any potential threats made towards the school, its staff, or students. This process enables the FLDOE to monitor student incidents as those students move from school to school. Three staff members will be trained in SESIR reporting via Florida's online training program. Two of these individuals will serve as primary SESIR reports throughout the year, and one will serve as a backup.

State law mandates at least one individual at a school is SESIR certified and trained. CSUSA requires at least two persons at each school are so designated, a primary and alternate. The principal will ensure at least two staff members are SESIR trained and responsible for reporting required incidents as required by statute.

Digital mapping (HB 301): An act relating to emergency response mapping data; 3 amending s. 1013.13, F.S.; creating the School Mapping Data Grant Program within the Department of Education; authorizing each school district to apply for program funds to provide mapping data for public schools within the district; providing requirements for the use of such funds; providing requirements for specified entities and school mapping data; providing an effective date. In order to facilitate efficient emergency responses, the School Mapping Data Grant Program is created within the Department of Education. Each school district, in consultation with local law enforcement and public safety agencies, may apply to receive funds from the program to provide school mapping data for each public school, including charter schools, in the district. The school district shall use the funds to satisfy all or some of the requirements of this section, which may include procuring a vendor to provide such data. The entity producing the data is responsible for providing the data to the school district and local law enforcement and public safety agencies for use in response to emergencies and for conducting drills required under s. 1006.07(4). (a) School mapping data must be provided in an electronic or a digital format to assist first responders in responding to 34 emergencies at schools. PCPA will opt into the district solution and vendor selected pursuant to HB 301.

Section 20: Budget

A. Provide as Attachment X, an operating budget covering each year of the requested charter term that contains revenue projections (using the Florida charter school revenue estimate worksheet as Attachment W for at least the first year of operation), expenses, and anticipated fund balances. The budget should be based on the projected student enrollment indicated in Section 2 of the application. A template for the operating budget may be available from the sponsor upon request.

The operating budget has been provided as **Attachment X**, and the Florida charter school revenue estimate worksheet has been provided as **Attachment W**. In year one, the anticipated per pupil allocation is calculated at $8,650.

B. Provide a start-up budget as Attachment Y that contains a balance sheet, revenue projections, including source of revenues, expenses, and anticipated fund balance. The start-up budget must cover any period prior to the beginning of FTE payments in which the school will expend funds on activities necessary for the successful start-up of the school.

The startup budget has been provided as **Attachment Y** and includes expenditures related to administrative, advertising and marketing, supplies and equipment, and temporary facilities categories covering the period prior to the beginning of FTE payments.

C. If the budget is contingent upon sources of funding beyond those typically provided by local, state, and federal governments (such as funding from foundations, donors, grants), provide evidence of such funding (e.g. MOU, letters) as Attachment Z.

The budget is not contingent upon sources beyond typical funding.

D. Provide a detailed narrative description of the line-item revenue and expenditure assumptions on which the operating and start-up budget are based. The budget narrative should provide sufficient information to fully understand how budgetary figures were determined.

Revenue Assumptions

- Average FTE funding is assumed at $8,650 in Year 1. This is from the latest funding worksheet provided by FLDOE. Please note this figure represents the per-pupil average of total district funding in Year 1.
- In Years 2-5, inflation of 2% is assumed for revenue and expense.
- Capital outlay is assumed at an average rate of $2,108 per student in Year 1 and adjusted for inflation and enrollment increases in subsequent years.
- For the first year, PCPA will seek 5-year financing at prevailing interest rates.
- The amount financed is projected as $1.457,213M in Year 1. The financing will be used to cover computer hardware and IT infrastructure and FF&E.

Expense Assumptions

- In Years 2-5, inflation of 2% is assumed for revenue and expense.
- Average teacher salary is assumed at $62,580.
    - Per the 5-Year Income Statement Forecast included in **Attachment X**, the Total Payroll Taxes line item of $272,940 represents the sum of FICA, Medicare and state and federal unemployment taxes in Year 1.
    - Performance-based bonus is included in the budget based upon 0.46% of state funding in applicable years.
- CSUSA's total Support Center cost reimbursement expenses are calculated as a percentage of revenue beginning in Year 3 at 6.0%.

Transportation is assumed at 5% participation and assumed at $112,363 in Year 1.

E. Discuss the school's contingency approach and plan to meet financial needs if anticipated revenues are not received or are lower than estimated. This may include budgets for 75% and 50% of revenue projections or a budget for whatever percentage the applicant considers the minimum percentage at which they could operate the educational plan presented.

If revenue shortfalls occur due to lower-than-expected enrollment, a revised budget will be created and submitted to the district. Variable expenses will be adjusted to compensate for the revenue shortfall. For example, staff and associated expenses may be reduced as required comparable to the reduced enrollment. Budgets are revised as necessary to achieve balance and align costs with revenue in a manner that is least disruptive to the learning environment. CSUSA will stand behind PCPA to ensure its viability, up to and including reducing its fee for support center services to zero. In addition, **Attachment X** includes contingency budgets that are calculated using 90% and 75% of projected enrollment.

F. Explain in detail the year one cash flow contingency plan, in the event that revenue projections are not met (or not met on time).

Conservative assumptions have been made on the financial budget, especially during the first year, to ensure the financial health of operations. As part of the mitigation process, SWCF and CSUSA will closely monitor enrollment during the first year to spend appropriately on enrollment-based expenses, particularly compensation, which is the biggest expense in the budget. Alternative outcomes will be contemplated before opening the school to safeguard against potential shortfalls. If expectations are not met, PCPA will engage in a mitigation process entailing reduction of controllable expenses while maintaining the necessities for the education of the students. In rare, but possible cases, PCPA can turn to alternate sources of funding, such as the management company or construction partner, if necessary. As budget variances arise; new forecasts will be developed each month to ensure PCPA stays on track financially throughout the year. These forecasts will allow school leadership to make timely management decisions to ensure the financial health of the school and will be presented to SWCF on at least a quarterly basis.

G. Provide monthly cash flow projections for the school's start-up period (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) through the first year of operation.

The school's start-up budget is included as **Attachment Y**.

Section 21: Financial Management and Oversight

A. Describe who will manage the school's finances and how the school will ensure strong internal controls over financial management and compliance with all financial reporting requirements.

The governing board will contract with CSUSA to provide financial management services to PCPA. SWCF will adopt the established processes and procedures of CSUSA to ensure fiscal responsibility and sound internal controls. SWCF will retain ultimate control of the school's finances. Policies and procedures are in place to ensure internal controls at the school level as well as CSUSA's support center. An accountant will be in charge of performing the monthly close, which will then be reviewed by either a senior accountant, supervisor, or assistant controller. Schedules for accountants will be staggered throughout the month based on district reporting deadlines to ensure timely submissions.

CSUSA will manage the day-to-day accounting and financial reporting function for PCPA. There will be several layers of internal oversight between employees performing finance-related tasks at the school and at CSUSA's support center. CSUSA's Finance Department, many of which are either CPAs or have extensive corporate auditing experience, include the Chief Financial Officer, Vice President of Finance, Controller, Assistant Controller, and Accounting Manager. This sets the tone for the control environment to ensure that financial resources are properly managed.

PCPA will employ a SOA who will act as a liaison to CSUSA for human resources, payroll, and financial matters relating to cash collection. The SOA will also work with the principal to ensure adherence to the governing board approved annual budget for the school. Below is a summary of the finance and accounting functions that the SOA performs:

- Deposit funds received from food service sales, aftercare programs, and fundraising into proper bank accounts according to governing board-adopted financial policy.
- Submit documentation for all receipts and disbursements made at the school level.
- Follow up and collect returned checks from parents.
- Prepare and submit instructional related purchase orders according to governing board-adopted financial policy.
- Prepare and submit check requests for certain invoices.
- Review and approve expenditure invoices with the principal.
- Maintain reconciliation of internal funds account.
- Provide support for grant reimbursement.

Financial management services include:

- Processing of accounts payable.
- Preparation of the monthly and quarterly financial statements.
- Preparation, maintenance, and forecasting of the budget.
- Financial reporting, including explanation of variances, to internal and external parties.
- Audit management.

The financial management team includes:

- Accounts Payable Coordinator: Pays the school's approved expenditures.
- Accountant: Prepares the school's monthly financial statements for internal review and quarterly financial statements.

- Accounting Supervisors (one of which is a CPA): Oversees the work of the staff and senior accountants.
- Assistant Controllers (one of which is a CPA): Oversees the work of the accounting supervisor and senior/ staff accountants.
- Controller: CPA; Oversees the accounting team.
- Vice President of Accounting & Financial Planning and Analysis: Oversees the financial planning and analysis team and accounting team.
- Financial Analyst: Prepares the school's annual budgets. reviews the school's financial performance on a monthly and quarterly basis, focusing on budget variances; conducts dashboard reviews with the school's leadership at least quarterly.
- Senior Financial Analyst: Oversees the work of the financial analyst; prepares the school's annual budgets and reviews the financial performance of the school on a monthly and quarterly basis, focusing on budget variances; conducts dashboard reviews with the school's leadership at least quarterly; presents financial statements to the governing board on a quarterly basis.
- State Financial Director: Oversees the work of the financial analyst and senior financial analyst; presents financial statements to the governing board on a quarterly basis.
- Senior Director of Financial Planning: Oversees the financial planning and analysis team.

B. Explain the mechanisms the governing board will use to monitor the school's financial health and compliance.

CSUSA maintains internal control policies which will be adopted by SWCF via the management agreement. These internal controls include general governmental accounting policies, financial reporting, budgeting, cash receipts and deposits, purchasing and cash disbursements, capital assets, and payroll. Internal controls are viewed as a means to reduce risk of asset loss and ensure reliability of financial statements as well as compliance with laws and regulations. There are several components to internal control, including control environment, risk assessment, control activities information and communication, and monitoring. These components are used to establish the internal control policies and procedures.

SWCF will approve the school's budget on an annual basis and conduct budget management throughout the year using a three-part process: (1) review and approval of financial statements, (2) review of budget vs. actual variances, (3) forecasting of future results, including budget amendments as required. The first part of the process is the preparation of the school's monthly financial statements. Financial statements will be prepared by CSUSA and distributed electronically to school leadership, SWCF, and the school district based on the required schedule (monthly or quarterly). Monthly financial statements are prepared using Generally Accepted Accounting Principles specific to governmental entities. PCPA will also follow the guidelines in the "Financial and Program Cost Accounting and Reporting for Florida Schools" (Red Book). Monthly financial statements include a comparison of actual results to the approved budget, which facilitates budget review, the second part of the process. Through forecasting, the third part of the process, SWCF will be able to make timely decisions to ensure the financial health of the school.

In addition to the process described above, PCPA will be provided with dashboard reports at least quarterly from CSUSA. The dashboard report summarizes the monthly activity of the school, compares the results to the budget, and identifies significant budget variances. As budget variances arise and are managed, new forecasts are developed each month to ensure PCPA stays on track financially throughout the year.

C. Describe the school's plans and procedures for conducting an annual audit of the financial operations of the school.

In compliance with § 1002.33(9), F.S., PCPA will obtain an annual financial audit performed by an independent certified public accounting firm. The governing board may appoint an audit committee to oversee the audit of the school. The governing board will use the auditor selection procedures as outlined in § 218.391, F.S. if an audit committee is utilized. The audit will be performed in accordance with Generally Accepted Auditing Standards; Government Auditing Standards, issued by the Comptroller General of the United States; and Chapter 10.850, Rules of the Auditor General, State of Florida. Audited statements will be submitted to sponsor in accordance with the terms defined in the charter contract.

Auditors will provide an engagement letter each school year that is presented to the governing board. Once approved by the governing board, the accounting department will arrange the timing of the audit after the close of the fiscal year. The team will provide the auditors with all requested items while they are on site and will request any additional school information from school administration.

D. Describe the method by which accounting records will be maintained.

All accounting records will be stored in Docuware, a paperless storage system. All files are maintained in a secured environment. Information system backups are completed daily to ensure data is secured and minimize risk of loss. CSUSA currently uses Oracle NetSuites, an efficient system that is better tailored towards the specific accounting needs of education operators. The accounting information system used for financial management is subject to change as needed.

E. Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and financial report.

CSUSA will provide SWCF with:

- The projected annual budget for governing board approval.
- Detailed statements of all revenues received, and detailed statements of all expenditures for services and expenses rendered or incurred to or on behalf of PCPA (includes expenses incurred on-site or offsite).
- Monthly financial statements including a balance sheet, statement of revenues, and expenditures.
- Other information on a periodic basis to enable SWCF to furnish reports and information which the school is required to provide pursuant to its charter contract and/or applicable laws (this information is also used to monitor CSUSA's performance and the efficiency of its operation of the school.

CSUSA and SWCF will keep accurate financial records pertaining to the operation of the school together with all financial records prepared by or in possession of CSUSA. All records will be retained for a period of time as required by the charter contract and/or applicable laws. The proper confidentiality of personnel, students, and other records as required by law will be maintained.

F. Describe any key back-office services to be outsourced via contract, such as business services, payroll, and auditing services. Include the anticipated costs of such services and criteria for selecting such services.

Financial audits will be outsourced, as they are conducted annually by an independent, certified public accountant. SWCF will determine the auditing firm. SWCF may also appoint an audit committee to oversee the audit. The five-year operating budget included as **Attachment X** outlines the costs for auditing services, which are estimated at $55,767 for Years 2-5.

G. Describe how the school will store financial records.

Financial records will be stored electronically in Docuware.

H. Describe the insurance coverage the school will obtain, including applicable health, workers compensation, general liability, property insurance, and directors' and officers' liability coverage.

Employees will be offered insurance benefits with various levels of coverage and premiums to meet their needs, including medical, dental, vision, life, disability, a 401(k) plan, and other miscellaneous benefits such as supplementary health insurance, flexible spending accounts, and identity theft insurance. Eligible employees (those working a minimum average of 30 hours/week) will be able to participate in the benefits plan on the first day of the month following their 60th day of employment. Once elected, changes cannot be made to employee benefits mid-year without a qualifying event (e.g., birth of child, marriage, divorce, or gain/loss of other coverage).

Table 21.1 outlines the liability insurance PCPA will maintain.

Table 21.1
Phase One:

Type of Coverage	Coverage Amount
PHASE 1: Property, Equipment Breakdown, & Terrorism (Building, Contents, Business Income & Outdoor Property) - Special Form including Named Wind, Replacement Cost	$20,190,000 Building & Business Income
Crime	$1,000,000
PHASE 1, Year 1: General Liability & SAM – **641 Students**	$1,000,000
Educators Legal Liability & Law Enforcement Legal Liability	$1,000,000
Hired & Non-Owned Auto Liability	$1,000,000
Workers' Compensation & Employers Liability	WC - Statutory EL - $1,000,000
Excess Liability	$75,000,000
Directors & Officers Liability	$1,000,000
Cyber Liability	$1,000,000
Pollution Liability	$25,000,000
Student Accident Base & CAT	$25,000 Base $5,000,000 CAT

Phase Two – Additional Costs:

Type of Coverage	Coverage Amount
PHASE 2: Property, Equipment Breakdown, & Terrorism (Building, Contents, Business Income & Outdoor Property) - Special Form including Named Wind, Replacement Cost	$21,250,000 Building & Business Income
PHASE 1, Year 2: General Liability & SAM - **273 Additional Students**	$1,000,000
Educators Legal Liability & Law Enforcement Legal Liability	$1,000,000
Excess Liability	$75,000,000
Pollution Liability – 2nd Building	$25,000,000
Student Accident Base & CAT	$25,000 Base $5,000,000 CAT

*Shared limit between Directors & Officers Liability and Employment Practices Liability

Section 22: Start-Up Plan

A. Present a projected timetable for the school's start-up, including but not limited to the following key activities:

- **i.** Applying for and securing appropriate legal status (e.g. status as a state corporation, federal non-profit)
- **ii.** Identifying and securing facility
- **iii.** Recruiting and hiring staff (leaders, teachers, and other staff)
- **iv.** Staff training
- **v.** Finalizing curriculum and other instructional materials
- **vi.** Governing board training
- **vii.** Policy adoption by Board (if necessary)
- **viii.** Recruiting students
- **ix.** Enrollment lottery, if necessary
- **x.** Establishing financial procedures
- **xi.** Securing contracted services
- **xii.** Fundraising, if applicable
- **xiii.** Finalizing transportation and food service plans
- **xiv.** Procuring furniture, fixtures and equipment
- **xv.** Procuring instructional materials

The activities included should align with the start-up budget described earlier in the application. If an activity will be paid for by a source of funding not included in the start-up budget, it should be clearly indicated. (This timetable is a projection and is not meant to be binding on the school or sponsor. A formal timeline may be negotiated in the charter agreement)

The construction of the PCPA facility will be managed by Charter Schools USA (CSUSA), which has experience developing schools in diverse settings, including urban, suburban, rural, and commercial areas. A dedicated project-management team will establish and oversee key milestones and benchmarks, using online tools to provide real-time updates. The team, led by a project manager, conducts regular meetings to identify issues, provide oversight, manage contractors, and control the budget. The project manager is responsible for planning, quality assurance, progress tracking, and reporting to department heads and CSUSA leadership.

CSUSA's Successful Opening of Schools (SOS) Team, which includes functional area representatives, Florida-based leadership, and the school's principal once hired, will lead the start-up process. The team ensures all required tasks are completed on time and accurately, guided by a proprietary checklist of over 1,000 items. Meetings—tailored to the project timeline—include updates from each team member and address any issues or delays. The SOS process begins when the project is approved, runs through October before the school's opening, and concludes with an after-action review the following October. Feedback from this review informs improvements for future projects.

Planning costs will be included in CSUSA's overall development plan and recovered through future support service fees. Detailed plans will be developed for each project phase to ensure a successful and safe school launch.

A model project timeline for the school's opening will include but will not be limited to the milestones/benchmarks outlined in **Table 22.1** below.

Table 22.1

Period	Projected Timetable for Key Project Tasks	
10/26-5/27	• Apply for General Building Permit • Land Development • Facility Construction • Open Enrollment Period • Enrollment – Finalize Budgets/Forecasts • General Community Awareness / Information Marketing	• Technology Planning • Identify Potential Leadership Candidates • Lottery, if Necessary • Hire School Leadership (principal hired 6 or more months prior to school opening) • Establish/Adopt Financial Procedures • Policy Adoption by Governing Board
5/27-8/27	• Finalize Curriculum and Other Instructional Materials • RFPs for Vendors • Services, FF&E, Technology, Instructional Materials • Contracted Special Education Services • Community Activities • Facility Lease Executed • Construction (Ongoing)	• Faculty Recruiting and Hiring • Faculty and Staff Training • Direct Marketing for Student Enrollment • Student Enrollment/Registration (Ongoing) • Complete Construction • Finalize Transportation and Food Service Plans • School Leadership PD
6/27-10/27	• Certificate of Occupancy • Governing Board Training • Installation of FF&E • Technology Installation • Staff Move-in • Teacher PD (NTI/RTO)	• "Open House" Sessions for Parents/Students • Student Enrollment/Registration (Ongoing) • First Day of School • Direct Marketing for Student Enrollment

Principal Onboarding – Education Plan (Mission & Vision and Education Model)

To ensure the principal understands the school's mission, vision, and CSUSA Education Model onboarding related to the education plan will be facilitated by the CSUSA State Superintendent and Deputy Director assigned to the school's area.

Addendum A: REPLICATIONS

A. Identify the existing school(s), including MSID number(s), to be replicated and provide evidence that the existing design has been effective in raising student achievement. The effectiveness of an existing school design should include evidence of the success of the academic program as well as organizational and financial viability. It should show a direct relationship between program elements and student achievement.

SWCF has chosen to partner with CSUSA as the EMO for PCPA due to CSUSA's proven performance and success in operating SWCF's current schools in Florida. SWCF will be replicating the CSUSA Education Model employed in all CSUSA schools, including all seven schools governed by SWCF.

B. Discuss the key components or non-negotiable elements of the educational program that make the school design what it is and that the operator will expect to remain consistent and essential to the successful replication of the model.

The CSUSA Education Model outlines key elements of a continuous improvement process that must be followed by all instructional staff with fidelity. Components are outlined in **Section 3**. Teachers have the ability to determine the best methods of instruction via various instructional strategies and teaching methods, but the core components of the Education Model and continuous improvement process must be followed with fidelity to ensure that PCPA's mission to educate scholars through key tenets of classical education grounded in a rigorous and data-driven curriculum. Through the Trivium - instruction in grammar, logic, rhetoric - other disciplines, scholars will be empowered to make connections in school and life and encouraged to communicate ideas confidently.

C. Describe how the target population for the proposed school compares with the population(s) currently being served. Explain why the model will be effective and successful in raising student achievement with the applicant's target population.

The CSUSA network of managed schools, as of the 2023-2024 school year, includes 83 schools and over 75,000 students across 5 states. Sixty-four of these schools are in the state of Florida. Across the schools in Florida, 59% of students are considered economically disadvantaged and 77% of students are classified as minority populations. Of CSUSA's 64 schools in Florida, 12 are governed by SWCF for the 2023-24 school year. SWCF and CSUSA's network of schools serve a broad spectrum of student demographics, from schools with both low FRL and low minority rates to schools that serve both high FRL and minority communities. However, the average CSUSA (62% ED, 77% minority) and SWCF (school has a significantly higher minority student population than Manatee County schools (ED 67%, Minority 58%) and a comparable economically disadvantaged population. SWCF (52% ED, 61% minority) schools, on average, have a slightly higher rate of minority students compared to Manatee County as a whole. CSUSA's demographically similar schools' (to PCPA's anticipated student population and that of the previously identified schools) performance meets or exceeds the state of Florida, Manatee County Schools and/or the local schools in every school grade component. The Education Model's continuous improvement cycle will allow PCPA to tailor programming to meet individual student needs.

D. To the extent that the target population for the proposed school differs from the populations being served in existing schools, explain any anticipated modifications and adjustments to the educational program.

The diversity of SWCF and CSUSA's network of schools and their success with all student populations illustrates that regardless of student demographics, the CSUSA Education Model works. Since the Education Model embeds a continuous improvement process that allows teachers to tailor instruction towards the needs of each individual student, it is not expected that the model will be adjusted but personalized approaches may be enhanced.

E. Describe any other ways in which features of the proposed school's educational program will differ from that of the school(s) to be replicated. Explain the rationale for the change(s) and any new resources that the variation(s) will require.

The CSUSA Education Model with embedded continuous improvement process will emphasize key tenets of classical education: The Great Works, the Trivium, Latin, and Beacons of Virtue.

F. Discuss the plan for replication, including if the operator will need to acquire and allocate additional financial and human resources necessary to replicate the design successfully. If additional resources are necessary, describe the plan for securing.

In managing the replication and start-up plan, CSUSA's first step will be the mobilization of the NSOT, a team of professionals representing each functional area within the company (finance, education, human resources, technology, operations, facilities, marketing, enrollment, development, and governance) who are focused on ensuring all tasks that are required to open a brand new school are completed on time and correctly.

The NSOT takes responsibility for the full range of tasks required to open a new school. This includes recruiting, hiring, and training school staff; marketing; enrollment of students; facility planning, acquisition, and construction; school operations infrastructure (food service, uniforms, FF&E, etc.); establishing financial processes; managing governing board relations; and compliance with authorizer requirements.

As the team is completing the above tasks, CSUSA (with input from the NSOT and SWCF identifies the additional resources and staffing required in each functional department based on planned growth and acquires these resources with the expectation to be able to continually support a growing network of schools. Once the pre-opening tasks are complete and the staff is hired, the staff development process begins. CSUSA's staff development process significantly contributes to our ability to expand our model to new sites. CSUSA and SWCF have realigned the hiring timeline so that school leadership positions are hired and on- boarded three months prior to school opening. This enables the school leadership team to participate in the new school opening process. The school leadership team participates in professional development by working with their assigned mentors from other schools and attending functional meetings across the company to learn CSUSA's standard operating procedures and the CSUSA culture. All new teacher hires attend New Teacher Induction for approximately two weeks prior to the opening of a new school or a truncated version of NTI if hired during the school year.

G. Discuss the results of any past replication efforts, if applicable, and lessons learned – including particular challenges or troubles encountered; how you have addressed them; and how you will avoid or minimize such challenges for the proposed school.

CSUSA and SWCF have successfully replicated the proposed school model in seven schools throughout Florida. Experience, by way of growth and replication, has provided many important lessons. Each year after new schools have opened and are in progress, the governing board, Support Center New Schools Operating Team, CSUSA Florida support team members, and school leaders perform an "after action" analysis where strengths and weaknesses are evaluated throughout the most recent new school opening process. Areas for improvement are documented and incorporated into the project plan and Standard Operating Procedures are refined to better support effective operations. Three key lessons CSUSA has learned from past replication efforts are described below.

Key Lesson 1: Proactive approach to developing key supportive elements of the Education Model: MSA and QuEST, as described in **Section 5**, are intended to keep the focus on Education Model implementation. A special emphasis is placed on the continuous improvement process embedded in delivery of the model. The CSUSA Florida Superintendent, Deputy Directors, Curriculum Specialists, and other state support team members consistently provide on-site and virtual support to ensure a proactive approach.

Key Lesson 2: Reorganize support team members: CSUSA, once highly centralized, has adapted to growth by strengthening both field and headquarters operations. A recent corporate reorganization has expanded state and regional support across key areas including education, business operations, development, and human resources.

Key Lesson 3: Hire leadership teams earlier: CSUSA has addressed staffing challenges by accelerating hiring timelines for key school positions—such as principals, deans, and operations staff—so they can actively engage in the school opening process. A talent pipeline system supports early identification of strong candidates. The Department of Talent Acquisition and Development, in collaboration with state and regional teams, oversees recruitment, onboarding, professional development, and employee relations to ensure high-quality hires.

Addendum B: EDUCATION SERVICE PROVIDERS

An Education Service Provider (ESP) is an organization, either for-profit or nonprofit, that contracts with a charter school or a network of charter schools to provide comprehensive educational and business services. In addition to Addendum B, applicants must also complete Form IEPC-M1A if the governing board plans to contract with an ESP. The following section allows the applicant to demonstrate the ESP's track record of success and its ability to provide services for a new school(s).

ESP Selection

A. Explain why the applicant is seeking to contract with an ESP rather than operate the school(s) directly.

SWCF board members are experienced in the educational, financial, and operational components required to sustain a charter school. However, governing board members decided that collectively there was not enough manpower or resources to market and operate a school the size of PCPA independently. CSUSA's knowledge and proven experience in managing day-to-day charter school operations complements the governing board's expertise and will help deliver the best possible educational experience to students and their families. SWCF has chosen to partner with CSUSA as the ESP for PCPA to leverage CSUSA's proven performance and success in operating the governing board's current schools in Florida.

B. Explain how and why the ESP was selected. If this is the first time the applicant has contracted with this ESP, explain when and how the applicant learned of the ESP, what other ESPs were considered, and why the ESP was selected over other ESPs.

SWCF selected CSUSA due to their experience, success, capacity, Cognia accreditation, and Education Model, all of which aligns well with the governing board's mission to set high expectations, provide oversight, and advocate for a network of safe, academically high-performing, and financially sound K-12 charters schools – empowering parents with school choice. Additionally, CSUSA's mission, vision, and promise resonates deeply with the board's commitment to student success. CSUSA is one of the largest school management companies in the United States and has the ability to deliver a fully equipped, state-of-the-art facility by carrying the start-up costs and underwriting PCPA as necessary. This was a key factor in the SWCF's decision and it is why governing board members feel that CSUSA will be the best educational, financial, and operational management team for PCPA.

CSUSA has exceeded expectations in service delivery and is driven by a performance-based management agreement. SWCF works closely with legal counsel, the Law Offices of Levi Williams, P.A. (who is independent from CSUSA's legal counsel – Tripp Scott, P.A.), to review and negotiate the terms of the management agreement prior to execution. SWCF will provide oversight of CSUSA on compliance requirements through routine monitoring of the school's operations.

CSUSA maintains Cognia accreditation through North Central Association Commission on Accreditation and the School Improvement (NCA CASI), the Northwest Accreditation Commission (NWAC), and the Southern Association of Colleges and Schools Commission on Accreditation and School Improvement (SACS CASI). Cognia is a non-profit organization that conducts rigorous, on-site external reviews of Pre-K12 schools and school systems to ensure that all learners realize their full potential. The Cognia accreditation protocol is

rooted in a deep commitment to continuous improvement. As such, they provide tools and resources to schools and school systems that enable meaningful analysis of leadership, learning, and resource capacity, as well as provide tools and resources to support this level of analysis. One such tool is the Effective Learning Environments Observation Tool® (eleot® 2.0), which focuses on student engagement and the impact of classroom instruction. The Cognia accreditation process also includes surveys, student academic performance diagnostic tools, and stakeholder feedback diagnostic tools, which are available to accredited institutions. This assures that everyone from teachers and administrators to students and parents are involved in the process of continuous improvement. CSUSA received reaccreditation in 2021 for an additional 5-year term. Please see **Addendum FF** for CSUSA's Letter and Certificate of Accreditation.

C. For applicants working with an ESP for the first time, provide summary information from reference checks conducted by the applicant (regarding the ESP), identifying each reference.

This question is not applicable as SWCF has partnered with CSUSA as an ESP previously.

D. Describe whether and how the school's board has assessed the capacity of the ESP to successfully carry out the functions necessary to operate a high-quality charter school.

SWCF evaluates CSUSA's ability to open a new school and serve the needs of students, parents, and the governing board at each opportunity for a new charter. As the SWCF portfolio expands, it becomes increasingly important for us to work with CSUSA due to their proven ability to support growth and help the governing board scale its model to new sites and locations. CSUSA's disciplined, innovative culture and research-based Education Model is crucial as SWCF strives to expand while continuing to provide quality results. SWCF has evaluated CSUSA's effectiveness based on school performance relative to annual goals set by the governing board. Performance goals include, but are not limited to, timely submission of required reports outlined in management agreements, strict adherence to each school's approved annual budget, and meeting any performance goals contained within charter contracts.

ESP Background

A. Provide the mission of the ESP and an overview of the organization's strategic vision, including, if applicable, a five-year growth plan, and rationale for managing new schools.

CSUSA's mission is to remain focused on its student's greatness and best interests. CSUSA is committed to not only focusing on the success of our students in school but also the untapped potential they have in life. CSUSA values purpose, passion, integrity, and grit, fueled by a deep commitment to students, strong partnerships with parents, and to instill in students the resilience to pursue their goals and never quit on themselves or others. Strong minds and good hearts best represent its promise to every parent, student, and team member of CSUSA by providing a supportive and innovative learning environment. Today, CSUSA is one of the largest school management companies in the United States.

CSUSA plans to grow its network of managed schools incrementally over the next five years. CSUSA will support its governing boards with submitting approximately 2-3 charter applications in the state of Florida this year. Over the next five years, CSUSA expects to support governing boards in submitting a similar number of applications each year both in and outside the state of Florida. In addition, CSUSA is currently

scheduled to support the opening of two new schools in the state of Florida for the upcoming 2024-2025 school year, the expansion of two schools in Florida, and one new school in other states where they operate. Over the course of the next five years, CSUSA plans to support governing boards with opening of approximately ten new schools.

B. Identify the ESP's leadership team and their specific roles and responsibilities. Include as Attachment BB an organization chart for the ESP.

Jon Hage – Founder and CEO

Jon Hage is one of the nation's leading social entrepreneurs committed to improving education. He founded Charter Schools USA in 1997 and as CEO, built it into one of the fastest growing companies in the U.S. with 10,000 team members educating 81,000 students in nearly 100 schools throughout the United States. CSUSA-managed schools have produced some of the strongest gains in reading, writing, science and math in the nation, especially for minority and low-income students. Today, CSUSA has over 25,000 students on waiting lists with 96% attending college or technical schools and a 95% parent satisfaction rate. CSUSA was the first AdvancED/SACS accredited education service provider in the nation. With a commitment to putting students first, Jon was named the 2013 Floridian of the Year by Florida Trend magazine. An Army veteran, Mr. Hage served in the U.S. Special Forces/Green Berets and holds degrees from the University of Colorado and Georgetown University.

Richard Page – President

Mr. Page is an energetic, seasoned senior executive with a proven track record leading revenue growth and operations in multi-site, highly regulated, education services organizations. He held numerous C-Level titles with Charter Schools USA (CSUSA) over the past 20 years, as well as being a CEO and President for other education companies prior to rejoining CSUSA as President in 2024. Mr. Page oversees all aspects of the operations of CSUSA and is competent and experienced across all phases of business management (strategic planning, business development, P&L accountability, marketing & public relations, financial analysis/modeling, daily operations, project management, customer relationship management, human capital) and highly effective at public speaking. Mr. Page earned his bachelor's and master's degrees in economics from the Florida State University and has also been a Certified Public Accountant.

Dr. David Christiansen – Chief of Schools

David Christiansen, Chief of Schools for CSUSA, brings over 30 years of experience in education, having served as a teacher, principal, and district leader in large urban school systems in Florida and California. His work reflects a strong commitment to equity and excellence, with a focus on raising academic performance and closing achievement gaps. He has led initiatives that significantly improved outcomes for minority students, boosted graduation rates, and garnered national recognition from the College Board and state honors for EOC test performance. Dr. Christiansen is also an active contributor to education leadership organizations, including FOIL and AVID, and is a graduate of several leadership programs such as LPBC and NSA. He has served on the Junior Achievement board and the Glades Career Readiness Roundtable. His academic background includes degrees from UNC-Chapel Hill, Nova Southeastern University, and a doctorate from the University of Central Florida.

Myrna Laine-Hyppolite

Ms. Lainé-Hyppolite is a proven finance leader with experience in financial strategy and operational analysis who drives strategic decision-making. She oversees the school financial operations of CSUSA which manages $1+ billion of school revenues annually for schools around the country. Ms. Lainé-Hyppolite leads a large team focused on budgeting, forecasting and accounting operations. She has held numerous finance leadership positions with CSUSA over the past 11 years. Prior to her tenure at CSUSA, Ms. Lainé-Hyppolite held leadership positions in corporate financial planning, private equity and investment banking. She is competent and experienced across many phases of financial management (strategic planning, P&L accountability, budgeting, financial analysis/modeling, and relationship management). Ms. Lainé-Hyppolite is an ivy-league graduate who earned her bachelor's degree and master's degree in business administration from Dartmouth College.

Jennifer Foreman – Chief Human Resources Officer

Jennifer Foreman brings over 25 years of human resources leadership experience to CSUSA, with a strong track record of driving results across various sectors including health care and consulting. Before joining CSUSA, she served as Divisional HR Director at ChenMed, a senior healthcare provider across 13 states, and as Vice President of HR at Mount Sinai Medical Center, the largest private teaching hospital in South Florida. She also held leadership roles at Tyco, focusing on organizational effectiveness, and has worked globally in talent and change management. Her background includes both regional and international experience in HR strategy and consulting. Mrs. Foreman holds an M.S. in Development Studies and a B.S. in Economics from the University of the West Indies, and she is a certified Senior Professional in Human Resources (SPHR).

Dr. Eddie Ruiz – CSUSA Florida Superintendent

Dr. Ruiz served as assistant superintendent of the Division of Student Services, Equity and Access (SSEA) for the School District of Palm Beach County, the 11th largest district in the nation serving more than 193,000 students. Much of his career has been dedicated to creating and implementing initiatives aimed at closing the gap for underrepresented students, increasing graduation rates and ensuring students are college and career ready. Throughout his 18 year educational career, he has made meaningful contributions to the lives of students by serving as teacher, dean, assistant principal, principal, director, instructional leader, and mentor. He was named State Affiliate Latino Administrator of the Year in 2015 by the Association of Latino Administrators and Superintendents (ALAS) and earned the prestigious Order of Pegasus award from the University of Central Florida. Dr. Ruiz provides oversight of academics, school improvement, operations and leadership development for all schools managed by CSUSA in Florida.

Nirvani Ramnath – CSUSA Florida Deputy Director

Nirvani Ramnath is a Deputy Director for CSUSA serving schools in Hillsborough, Pasco and Manatee counties. With over 24 years of experience in education she has a strong background in educational leadership, curriculum development, and data-driven instruction. Prior to her role as Deputy Director, Ms. Ramnath served as Principal of Henderson Hammock Charter school where she successfully elevated the school rating to an A, facilitated accelerated courses for eighty percent of students and worked toward achieving AVID demonstration School status. Nirvani Ramnath earned a Master's in Educational Leadership from St. Thomas University in Miami, Florida.

CSUSA's organization chart is provided as **Addendum BB**.

ESP Track Record

A. Provide evidence of organizational capacity to open and operate high-quality schools in Florida and, if applicable, elsewhere in accordance with the overall growth plan. Outline specific timelines for building or deploying organizational capacity to support the proposed school. If the ESP intends to build capacity and add positions during the term of this proposed charter school, include an organizational chart of the proposed growth within the ESP leadership structure as Attachment CC.

CSUSA has unparalleled experience and qualifications in charter school management, including team members with direct oversight to plan, design, develop, staff, operate, equip, and maintain the school facility and academic programs. For over 25 years, CSUSA has been a leader in education reform. Since its inception, CSUSA has reflected its commitment to putting students first, driven by its mission of relentless commitment to student greatness in school and in life™, guided by its core values of purpose, passion, integrity, and grit, and upheld by its promise to nurture Strong Minds, Good Hearts™. CSUSA is able to scale its model through an organized regional structure that creates smaller communities within CSUSA's network to provide support, foster collaboration, and maintain consistent accountability. This leads to consistent management at the school level and supports organizational growth from within. Internal leadership growth and the organizational knowledge that it builds is key in CSUSA's ability to implement its Education Model and other processes with fidelity throughout their managed schools.

B. Provide a comprehensive listing of ESP-operated charter schools (current and past) by completing form IEPC-M1A, which can be found at http://www.fldoe.org/schools/school-choice/charter- schools/charter-school-reference and attach as Attachment DD.

Form IEPC-M1A is included as **Addendum DD**.

C. Explain the ESP's success in serving student populations similar to the target population of the school. Describe the ESP's demonstrated academic track record (provide specific academic results on all schools using Form IEPC-M1A, attached as Attachment DD).

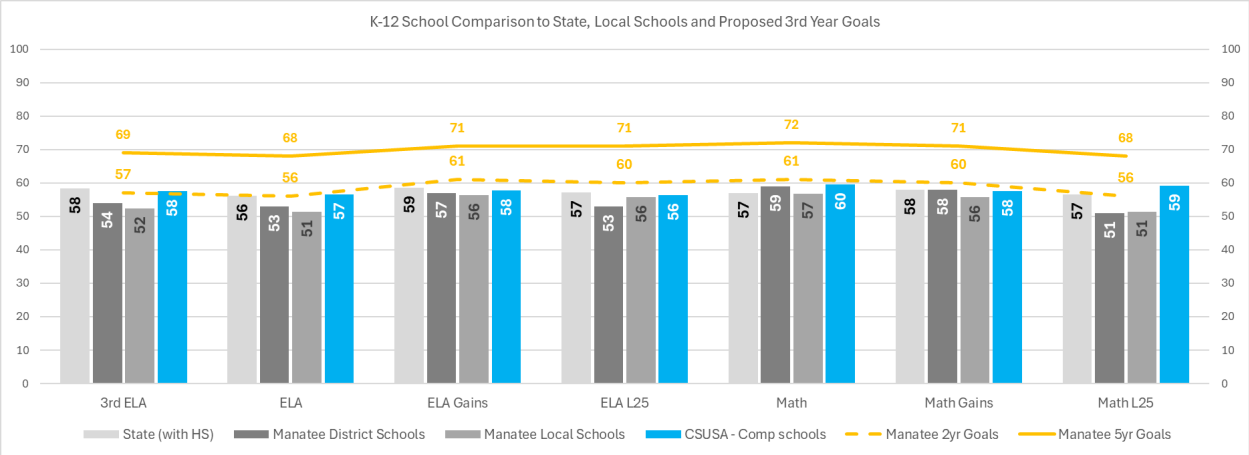
The CSUSA network of managed schools, as of the 2023-2024 school year, includes 83 schools and over 75,000 students across 5 states. Sixty-four of these schools are in the state of Florida. Across the schools in Florida, 59% of students are considered economically disadvantaged and 77% of students are classified as minority populations. Of CSUSA's 64 schools in Florida, 12 are governed by SWCF for the 2023-24 school year. SWCF and CSUSA's network of schools serve a broad spectrum of student demographics, from schools with both low FRL and low minority rates to schools that serve both high FRL and minority communities. However, the average CSUSA (62% ED, 77% minority) and SWCF (school has a significantly higher minority student population than Manatee County schools (ED 67%, Minority 58%) and a comparable economically disadvantaged population. SWCF (52% ED, 61% minority) schools, on average, have a slightly higher rate of minority students compared to Manatee County as a whole.

Graphs B.1 and B.2 below show Florida School Grade results (2024) for demographically similar CSUSA schools and CSUSA Schools categorized by tenure compared to that of the state, Manatee County Schools, and the local Manatee school average. PCPA's 2nd and 5th year goals detailed in the example above are

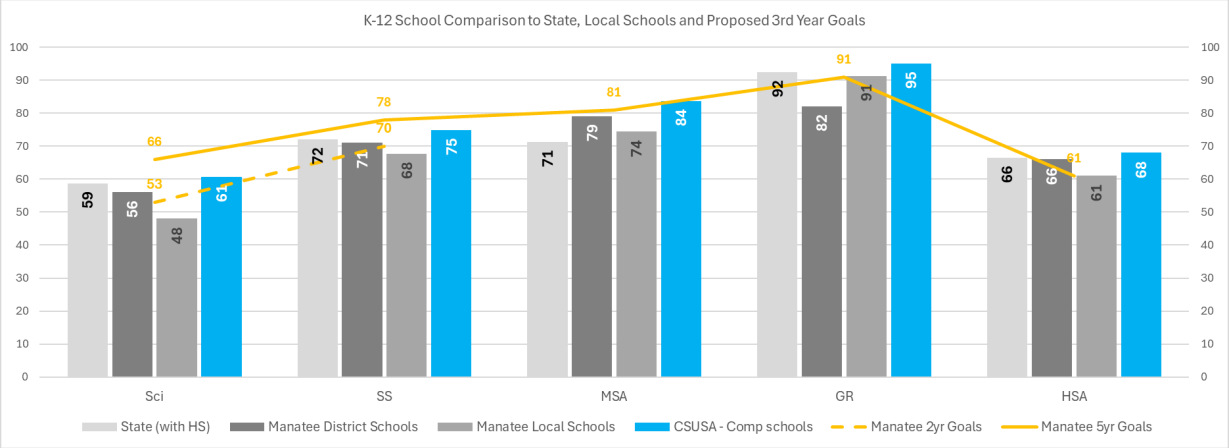
also provided for comparison. Overall, the data shows improvement trends the longer schools and students are part of the CSUSA network and anticipated performance that meets/exceeds local schools:

CSUSA's demographically similar schools' (to PCPA's anticipated student population and that of the previously identified schools) performance meets or exceeds the state of Florida, Manatee County Schools and/or the local schools in every school grade component. Veteran (open since at least 2014-15) CSUSA-managed schools met/exceeded Manatee County Schools' performance on all math and ELA learning gains components as well as Social Studies proficiency, Middle and High School Acceleration and Graduation Rate. CSUSA veteran schools also outperformed the state on all of the same categories, with the exception of ELA gains where they were within 1 point of state-wide performance.

Graph B.1 Component Performance



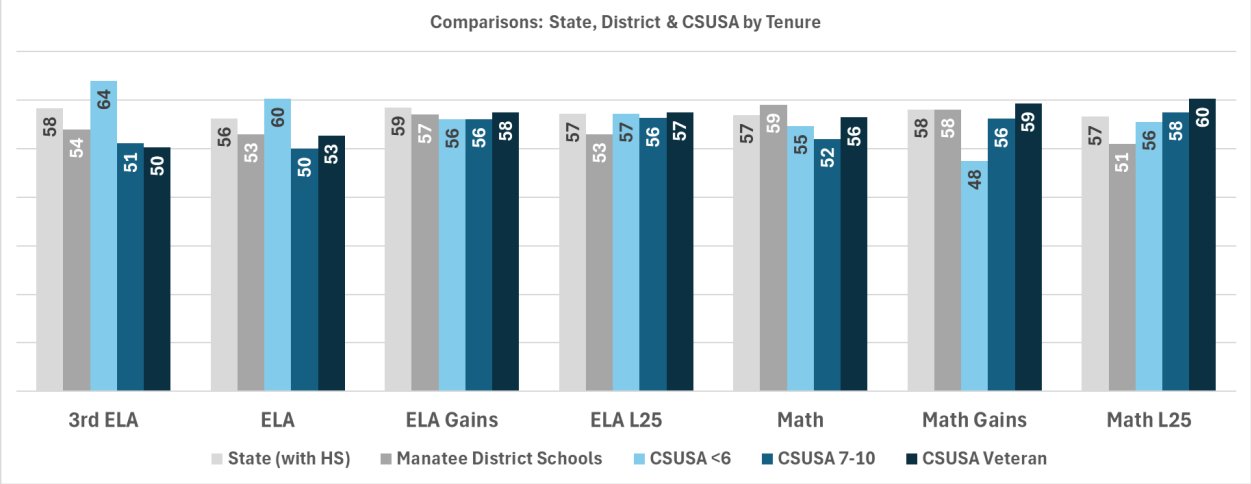
Graph B.1 Component Performance continued

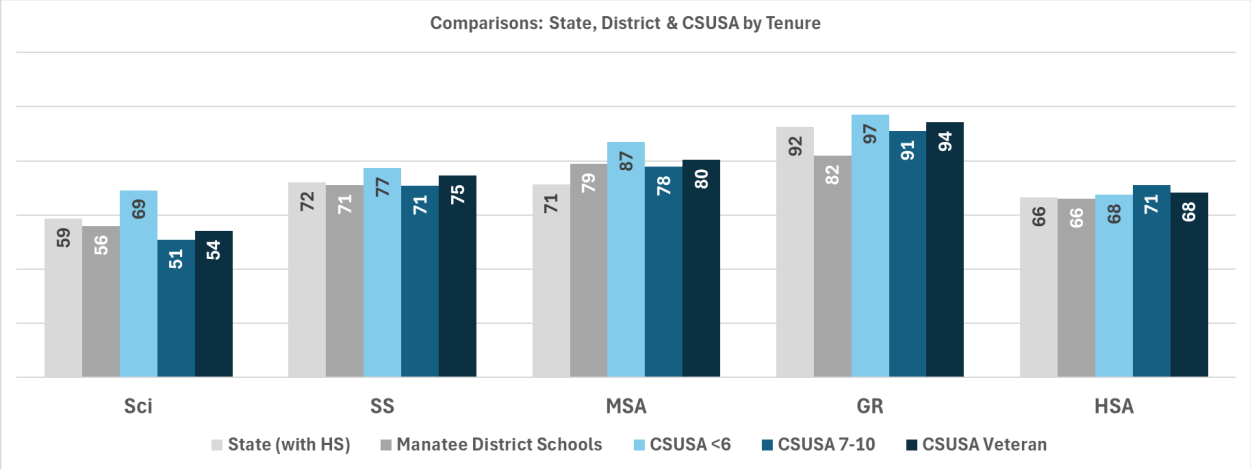


Demographically Similar CSUSA schools were included when they were +/- 5% points on the percentage of Economically Disadvantaged students. The average minority rate among CSUSA schools with an Economically Disadvantaged population of (+/- 5) 53% is almost 70%, over 15% higher than the Local Polk Schools. CSUSA Schools included: Renaissance Charter School at Cooper City, Creekside Charter Academy, Duval Charter at Baymeadows, Duval Charter School at Coastal, Duval Charter School at Southside, Hollywood Academy of Arts & Science, Renaissance Charter School at Hunters Creek, Innovation Preparatory Academy, Tradition Preparatory High School, Winthrop College Prep Academy.

Middle School Acceleration would not factor into the school grade until year 3 of the charter term—the year 5 goals shown above is only 2 years after the baseline performance of local schools (70%). Year 5 of the Charter Term would be the first year Graduation Rate and High School Acceleration would factor into the school grade. They are shown above at the baseline value calculated from local schools—for comparison, CSUSA's class of 2024 graduated at a record high of 95% state-wide

Graph B.2 ESP Performance Relative to Charter Tenure





Please see Form IEPC-M1A in **Addendum DD** for CSUSA's network of schools' grades and FRL percentages.

D. List and explain any management contract terminations as well as any charter revocations, non- renewals, withdrawals or non-openings that the ESP has experienced in the past five (5) years.

N/A

Legal Relationships

A. Describe how the school's governing board is independent from the ESP and self-governing, including evidence of arm's-length negotiating.

SWCF is a not-for-profit 501(c)(3) tax-exempt organization, members of which are selected by and approved by the governing board and have no affiliation with CSUSA. SWCF already has appropriate ethics and conflict of interest polices in place (**Attachment K**) that are consistent with state statute. SWCF is represented by independent legal counsel and the governing board's counsel negotiates the management agreement and all other relevant agreements with CSUSA.

B. Explain whether the school has or will have any legal or contractual relationships with any subsidiaries or other entities or individuals that are affiliated[4] with or owned in whole or in part by the ESP. If so, identify the nature of those entities' business activities and describe how the governing board will ensure that any such relationships will not pose a conflict of interest or hinder the board's authority or ability to terminate the contract with the ESP.

SWCF already has appropriate ethics and conflict of interest policies in places that are consistent with state statute. When in its best interest, SWCF has and may decide to enter into contractual relationships it believes are required to accomplish its mission. All such contract relationships, including and especially those that are related entities of CSUSA, shall be dealt with in an arm's length manner, separate from the management agreement. Any such agreements will not hinder the ability of SWCF to terminate the management agreement or otherwise hold CSUSA accountable, by and through independent counsel and in compliance with the governing board's policy as well as state and federal law.

C. Explain the supervisory responsibilities of the ESP (if any), including which school employees the ESP will supervise, how the ESP will supervise these employees, and how the school's governing board will oversee the ESP's supervisory responsibilities.

SWCF will have ultimate authority over school operations pursuant to the charter contract. SWCF will contract with CSUSA to implement and manage employment policies and procedures for SWCF. This includes supervision of all staff. CSUSA has conducted extensive internal and external research to determine the most important elements in designing a work environment and culture to support employee performance, morale, and student achievement. As allowed in § 1002.33(12)(i), F.S., PCPA will operate as a private employer and will reflect an employment practice that will seek to mirror the diversity of the community and student population. SWCF oversees CSUSA's supervisory responsibilities through the adoption of formal policies and procedures that CSUSA is required to comply with, regular board meetings, evaluation of staff surveys, staff turnover and retention metrics, etc.

D. If the school's governing board intends to enter into a financing agreement (promissory notes, loans, leases, lease-purchase agreements, other negotiable instruments, or any other facility or financing relationships) with the ESP:
    - Ensure that such agreements are or will be separately documented and not part of or incorporated in the school management contract and do not hinder the governing board's authority and practical ability to terminate the management agreement and continue operation of the school.

- Provide evidence that the agreement was or will be reviewed by the governing board's independent legal counsel or attorney and subject to a fair market analysis.
- Describe how such agreements will be repaid. Repayments should be reflected in the budget.

SWCF will not be entering into a financing agreement with CSUSA for its facility. SWCF may enter into financing agreements for the acquisition of capital items (FF&E, technology, etc.) if the governing board determines it is in the best interest of PCPA to do so. Such agreements will be formally documented, reviewed by SWCF's independent counsel, and based on fair market value. The repayment schedule will be defined in the agreement and reflected in the school's budgets adopted by SWCF.

Organizational Structure

A. Provide a description of the roles and responsibilities of the ESP. This may include whether and how the specific roles and responsibilities set forth below may or may not be provided by the ESP, in order to summarize school- and ESP-level responsibilities. If some portions of a function are the responsibility of both the ESP and the governing board, please explain. The description should align with the management agreement with the ESP and provide a clear picture of what the ESP is responsible for.
Setting
Performance
Goals Selecting
Curriculum
Selecting Professional Development programs
Data Management & Selecting Interim
Assessments Determining Promotion
Criteria
Setting a School
Culture Student
Recruitment
School Staff Recruitment & Hiring
Providing Human Resources (HR) services (payroll, benefits, etc.) Fundraising
Managing Community Relations
Selecting and Providing Information Technology Managing Facilities
Procuring Vendors
Other Operational and Administrative Services, if Applicable

SWCF and CSUSA roles and responsibilities are detailed below.

Function	ESP Roles and Responsibilities	Governing Board Roles & Responsibilities
Setting Performance Goals	Provides both student-level and school-level goals designed to meet national, state, and local standards.	Implements required academic reporting policies for CSUSA and reviews performance reports from CSUSA on a periodic basis.

Selecting Curriculum	Provides a customized curriculum designed to meet national, state, and local standards, including continuous program evaluation, curriculum material selection, student data analysis, and student IEPs, assessments, records, etc.	Implements required academic reporting policies for CSUSA and reviews performance reports from CSUSA on a periodic basis.
Selecting PD Programs	Provides professional/school development and implements teacher instructional support, coaching, and mentoring. Ensures government compliance and reporting regarding teacher certifications.	Reviews the School Report, which includes detailed information regarding staffing and ensures that all required staffing certifications are current and in compliance with regulatory standards.
Data Management & Selecting Interim Assessments	Provides accountability standards and sustainable performance measures designed to meet national, state, and local benchmarks/standards.	Implements required academic reporting policies for CSUSA and review performance reports on a periodic basis. Sets policies to ensure the school's programs are faithful to the terms of the charter, including compliance with statutory and regulatory requirements.
Determining Promotion Criteria	Provides compensation planning & performance evaluations.	Annually adopts, maintains, and amends (if necessary) the annual operating budget. Reviews the School Report, which includes detailed information regarding staffing
Setting a School Culture	Implements the school's mission and vision via the curriculum and disciplinary policies and standards. Helps in coordinating parent, teacher, and student organizations.	Ensures that the school's mission and vision is being implemented with fidelity. Sets policies to ensure the school's programs and operations are faithful to the terms of the charter, including compliance with statutory and regulatory requirements
Student Recruitment	Assesses demographic and market needs and develops the enrollment marketing plan.	Reviews the School Report, which includes detailed information regarding student enrollment.
School Staff Recruitment & Hiring	Provides personnel administration: hire principals, teachers and other staff and implements personnel procedures and ongoing staffing assistance.	Sets policies to ensure the school's programs and operations are faithful to the terms of the Charter, including compliance with statutory and regulatory requirements. Reviews the School Report, which includes detailed information regarding staffing.
Providing Human Resources (HR) services (payroll, benefits, etc.)	Provides employee benefits, Worker's Compensation and 401(k) management services, and directly manages the school's payroll.	Annually adopts, maintains, and amends (if necessary) the annual operating budget. Implements required financial reporting policies for CSUSA and reviews performance reports from CSUSA on a periodic basis.

Managing Community Relations	Helps in coordinating parent, teacher, and student organizations and manages the school's community partnerships.	Adheres to regularly scheduled governing board meetings in a manner compliant with Open Meeting Laws. Communicates with parents and the community and resolves grievances not rectified at the school level.
Selecting and Providing Information Technology	Designs and develops technology labs and student stations. Provides local and wide area network installation; remote access and software integration; email hosting; and technology support. Maintains the SIS and school website.	Annually adopts, maintains, and amends (if necessary) the annual operating budget. Implements required financial reporting policies for CSUSA and reviews performance reports from CSUSA on a periodic basis.
Function	ESP Roles and Responsibilities	Governing Board Roles & Responsibilities
Managing Facilities	Provides strategic financing and construction partnerships. Assists in site acquisition and/or lease negotiations, and liaisons with building and/or renovation team to ensure quality and design standards are met. Provides operational design of classrooms and school space and programmatic input for functionality purposes. Procures furniture, fixtures, equipment, and supplies, and secures basic utility services (phone, water, electric, and disposal service).	Annually adopts, maintains, and amends (if necessary) the annual operating budget. Sets operational policies to ensure the school's operations are faithful to the terms of the Charter, including compliance with statutory and regulatory requirements. Reviews the School Report, which includes detailed information regarding the school's facility issues.
Procuring Vendors	Negotiate contracted services with vendors (food, transportation, security, custodial, etc.).	Annually adopts, maintains, and amends (if necessary) the annual operating budget. Sets operational policies to ensure the school's operations are faithful to the terms of the Charter, including compliance with statutory and regulatory requirements.

4 The term "affiliated" means and includes one or more corporations or entities under the same or substantially the same control of a group of business entities which are connected or associated so that one entity controls or has the power to control each of the other business entities. The term "affiliated" includes, but is not limited to, the officers, directors, executives, shareholders active in management, employees, and agents of the affiliated corporation. The ownership by one business entity of a controlling interest in another business entity or a pooling of equipment or income among business entities shall be prima facie evidence that one business is affiliated with the other.

B. Describe the oversight and evaluation methods that the board will use to oversee the ESP. What are the school-wide and student achievement results that the ESP is responsible for achieving? How often, and in what ways, will the board review and evaluate the ESP's progress toward achieving agreed-upon goals (e.g. external evaluator, surveys, or performance data analyses)? What are the conditions, standards, and procedures for board intervention, if the ESP's performance is deemed unsatisfactory?

SWCF will oversee CSUSA via a performance-based management agreement, a draft of which is included as **Addendum EE**. SWCF will also monitor and evaluate the progress of achieving the school's agreed upon goals using the school's financial, academic, and operational reports, which will be presented monthly at each governing board meeting. If there are any recurring shortfalls or perceived distresses in the school's financial, academic, or operational aspects; then SWCF, PCPA, and CSUSA will work collaboratively and proactively to correct the identified shortfalls and ensure the school is able to meet its goals in the future.

C. Describe the payment schedule, including all fees, bonuses, early termination penalties, and any other compensation to be paid to the ESP.

As is shown in the 5-year operating budget included as **Attachment X**, SWCF will pay the proposed fees for management services. Furthermore, SWCF will approve the school's budget on an annual basis, and the budget will include the fee for services percentage. CSUSA will not require any bonuses or early termination fees from the school or SWCF.

D. Describe the types of spending decisions the management organization can make without obtaining board approval? What reports must the ESP submit to the board on financial performance, and on what schedule? How will the school governing board provide financial oversight?

CSUSA cannot make financial decisions without the governing board's approval. The Southwest Charter Foundation (SWCF) approves the school's budget annually, and all expenditures must align with that budget. SWCF receives and submits financial reports to the district and ensures financial oversight through its finance committee or liaison. This liaison collaborates with CSUSA's finance team to monitor performance and proactively address any financial concerns.

E. What is the term (duration) of the management agreement? Explain the conditions and procedures (including time frames, notice, and decision-making procedures) for renewal and termination of the contract? Describe the conditions that both the ESP and the school must satisfy for the management agreement to be renewed. On what grounds may the ESP or the governing board terminate the management agreement for cause? List any indemnification provisions in the event of default or breach by either party. If these provisions are addressed in the management agreement, the applicant may cite the specific sections.

The term of the management agreement between SWCF and CSUSA will align with the term of PCPA's charter contract. Once CSUSA's performance reporting requirements in the school 's last contract year are submitted to SWCF and it is determined that the terms and conditions of the agreement were fulfilled, the management agreement will be renewed for the term of the renewed charter contract. If the terms and conditions of the management agreement are not being fulfilled and the school is not making progress towards the goals agreed upon by SWCF and CSUSA, the governing board may terminate the agreement. Please see Article VIII of the proposed management agreement included as **Addendum EE** for indemnification provisions.

F. Provide as Attachment EE, a draft of the proposed management agreement with the ESP.

Please see **Addendum EE** for a draft of the proposed management agreement.

Chart of Attachments

Please tab or separate attachments as noted below

A. Evidence of teacher and parental support for conversion, if applicable. N/A
B. Sample daily school schedule and annual school calendar
C. Sample curriculum scope and sequence
D. Reading curriculum
E. Pupil Progression plan, if applicable
F. Assessment Schedule
G. Proposed discipline policy or student code of conduct, if applicable
H. Articles of incorporation
I. 501(c)(3) tax-exempt status determination letter (or copy of the filing form)
J. Governing board by-laws
K. Governing board code of ethics and conflict of interest policy
L. For each board member, a Board Member Information Sheet, resume, and Statement of Assurances (templates provided)
M. Organization charts that show the school governance, management, and staffing structure in 1) the pre-operational year; 2) the first year of operation; 3) at the end of the charter term; and 4) when the school reaches full capacity, if in a year beyond the first charter term
N. Job description for the school leader and, if this person is already identified, his or her resume
O. If the school leader is not yet identified, the qualifications the school will look for in a school leader
P. Job description(s) and qualification requirements for each administrative or leadership position other than the school leader
Q. Job description(s) and qualification requirements for the school's teachers
R. Personnel policies, if developed
S. Student enrollment application
T. Evidence of demand for the school (e.g. petitions or intent to apply forms) or support from intended community partners (e.g. letters of intent/commitment, memoranda of understanding, or contracts), if applicable
U. Evidence of facility funding sources, if applicable N/A
V. Draft rental agreement or lease for facility, if applicable N/A
W. Florida Charter School Revenue Estimating Worksheet
X. Proposed Operating Budget
Y. Proposed Startup Budget
Z. Evidence of external funding (e.g. foundations, donors, grants), if applicable. N/A

Addendum (as applicable)

AA. Commissioner's letter(s) of verification of high-performing status N/A
BB. ESP's organization chart
CC. ESP's organization chart after any anticipated growth N/A
DD. Applicant history worksheet (*Form IEPC-M1A,* found at: http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference)
EE. Draft contract between school and ESP
FF. Applicant may attach up to an additional ten pages of supplemental material.

ATTACHMENT

B

Sample Daily Schedule & Annual Student Calendar

Daily Schedules

Grades K-2	
8:00-8:20	Homeroom (arrival, announcements, bellringer)
8:20-9:00	Specials
9:00-10:30	Math
10:30-11:00	RTI
11:00-11:30	Lunch
11:30-1:30	ELA
1:30-1:55	Guided PE
1:55-2:25	Science/Social Studies
2:25-2:55	Success Block
2:55-3:00	Dismissal (wrap-up, exit ticket)

Grades 3-5	
8:00-8:20	Homeroom (arrival, announcements, bellringer)
8:20-8:50	RTI
8:50-9:50	Math
9:50-11:50	ELA
11:50-12:20	Lunch
12:22-1:02	Specials
1:03-1:28	Guided PE
1:28-2:25	Science/Social Studies
2:25-2:55	Success Block
2:55-3:00	Dismissal (wrap-up, exit ticket)

Grades 6-8	
8:00-8:28	Success Block
8:30-9:21	Math
9:23-10:14	Science
10:16-11:07	Elective
11:09-12:00	Social Studies
12:00-12:30	Lunch
12:30-2:14	English Language Arts (double block)
2:16-3:07	Physical Education
3:07-3:10	Dismissal (wrap-up, exit ticket)

Grades 9-12	
8:00-8:28	Success Block
8:30-9:21	Math
9:23-10:14	Science
10:16-11:07	Elective
11:09-12:00	Social Studies
12:00-12:30	Lunch
12:30-2:14	English Language Arts & Senior Capstone (double block)
2:16-3:07	Elective
3:07-3:10	Dismissal (wrap-up, exit ticket)

Sample School Calendar: 27-28 School Year

July 28, 2027	First Day for New Teachers (NTI)
August 2, 2027	First Day for Returning Teachers (RTO)
August 9, 2027	First Day for Students / Start of Quarter 1
September 6, 2027	Holiday – School Closed - Labor Day
September 10 2027	Quarter 1 Progress Reports
October 9, 2027	End of Quarter 1 (45 days)
October 11, 2027	Professional Development Day – No School for Students
October 15, 2027	Early Release Day for Students
October 12, 2027	Start of Quarter 2
October 22, 2027	Early Release Day for Students
November 3, 2027	Professional Development Day – No School for Students
November 11, 2027	Holiday – School Closed
November 12, 2027	Quarter 2 Progress Reports
November 22 - 26, 2027	Holiday – School Closed
December 17, 2027	End of Quarter 2 (44 days)
December 20-31, 2027	Winter Break – No School for Students and Teachers
January 3, 2028	Professional Development Day – No School for Students
January 4, 2028	Start of Quarter 3
January 4, 2028	Students Return
January 17, 2028	Holiday – School Closed
February 11, 2028	Quarter 3 Progress Reports
February 21, 2028	Holiday – Schools Closed
March 10, 2028	End of Quarter 3 (45 days)
March 10, 2028	Early Release Day for Students
March 21, 2028	Start of Quarter 4
March 13 - 17, 2028	Spring Break - No School for Students and Teachers
March 20, 2028	Professional Development Day – No School for Students
April 7, 2028	Early Release Day for Students
April 14, 2028	Holiday – School Closed
April 21, 2028	Early Release Day for Students
April 21, 2028	Quarter 4 Progress Reports
May 24-26, 2028	Early Release Day for Students
May 26, 2028	Last Day for Students
May 26, 2028	End of Quarter 4 (45 Days)
May 29, 2028	Holiday – School Closed
May 30, 2028	Last Days for Teachers

DRAFT

ATTACHMENT

C

Sample Curriculum Scope & Sequence

Have feedback and suggestions to improve the template? Click Here.

Kindergarten ELA CSUSA FL Curriculum Map

Kindergarten ELA Unit Map Unit 1.1		
Number of Days: 5	Benchmarks assessed after Unit 1.3	PLC Document for Targeted Instruction Link Here
Unit Essential Questions:	How do I describe main characters, setting, and important events in a story? How do I explain the roles of author and illustrator of a story?	
Benchmark(s)		
Foundations:	**ELA.K.F.1.1: Demonstrate knowledge of the basic concepts of print.** a. Locate a printed word on a page. b. Distinguish letters from words within sentences. c. Match print to speech to demonstrate that language is represented by print. f. Identify all upper- and lowercase letters of the alphabet. **ELA.K.F.1.2: Demonstrate phonological awareness.** d. Identify the initial, medial, and final sound of spoken words. **ELA.K.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.** a. Demonstrate knowledge of the most frequent sound for each consonant. **ELA.K.F.1.4: Recognize and read with automaticity grade-level high frequency words.**	
Reading:	**ELA.K.R.1.1: Describe the main character(s), setting, and important events in a story.** **ELA.K.R.1.3: Explain the roles of author and illustrator of a story.**	
Communication:	**ELA.K.C.1.1: Print many upper- and lowercase letters.** **ELA.K.C.1.5: With guidance and support from adults, improve drawing and writing, as needed, by planning, revising, and editing.** **ELA.K.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.** **ELA.K.C.4.1: Recall information to answer a question about a single topic.**	
Vocabulary:	**ELA.K.V.1.1: Recognize and appropriately use grade-level academic vocabulary in speaking and writing.**	
ELA Expectations:	**ELA.K12.EE.2.1: Read and comprehend grade-level complex texts proficiently.** **ELA.K12.EE.3.1: Make inferences to support comprehension.** **ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.**	

Vocabulary (Knows)		
Tier 2 (Academic)		**Tier 3 (Technical) *Unit vocabulary**
Word Letters Sounds Page Print Character	Setting Plot Story Write Draw	Map Move Land Special

Suggested Text Recommendations NP=Non-Prose	**Science Standards**	**Social Studies Standards**
A Mother for Choco by Keiko Kasza (390L) *Corduroy* by Don Freeman (600L) *Curious George* by H.A. Rey (330L) *I Am Jackie Robinson* by Brad Meltzer (610L)	**See Science Curriculum Map HERE**	**SS.K.G.2.2:** Know one's own phone number, street address, city or town and that Florida is the state in which the student lives. **SS.K.CG.1.1: Identify the purpose of rules and laws in the home and school.**

Kindergarten ELA Unit Map Unit 1.1 (Classical CKLA Lessons 1A-5B)		
Number of Days: 5	Benchmarks Assessed After Unit 1.3	PLC Document for Targeted Instruction Link Here
Unit Essential Questions:	How do I describe main characters, setting, and important events in a story? How do I explain the roles of author and illustrator of a story?	
Benchmarks		
Domain		**Classical CKLA Lesson(s)**
Foundations	**ELA.K.F.1.1: Demonstrate knowledge of the basic concepts of print.** a. Locate a printed word on a page. Distinguish letters from words within sentences. b. Match print to speech to demonstrate that language is represented by print. f. Identify all upper- and lowercase letters of the alphabet. **ELA.K.F.1.2: Demonstrate phonological awareness.** d. Identify the initial, medial, and final sound of spoken words. **ELA.K.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.** a. Demonstrate knowledge of the most frequent sound for each consonant. **ELA.K.F.1.4: Recognize and read with automaticity grade-level high frequency words.**	None
Reading	**ELA.K.R.1.1: Describe the main character(s), setting, and important events in a story.** **ELA.K.R.1.3: Explain the roles of author and illustrator of a story.**	Lessons 1A/B-5A/B
Communication	**ELA.K.C.1.1: Print many upper- and lowercase letters.** **ELA.K.C.1.5: With guidance and support from adults, improve drawing and writing, as needed, by**	Lesson 5A/B

	planning, revising, and editing. ELA.K.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. ELA.K.C.4.1: Recall information to answer a question about a single topic.	
Vocabulary	ELA.K.V.1.1: Recognize and appropriately use grade-level academic vocabulary in speaking and writing.	Lessons 1A/B & 2A/B
ELA Expectations	ELA.K12.EE.2.1: Read and comprehend grade-level complex texts proficiently. ELA.K12.EE.3.1: Make inferences to support comprehension. ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	Lessons 1A/B & 5A/B

Vocabulary (Knows)		
Tier 2 (Academic)	**Tier 3 (Technical) *Unit Vocabulary**	**Classical CKLA Vocabulary**
Word Letters Sounds Page Print Character Setting Plot	Map Move Land Special	**Lesson 1A/1B** Rhyme, roses, sweet, violets, ashes, ring **Lesson 2A/B** away, character, pouring, snoring **Lesson 3A/3B** Candlestick, nimble, plum **Lesson 4A/B** Fetch, pail, tumbling, beside, frightened **Lesson 5A/B** Market, roast, beef, buckle

Story Write Draw			
Suggested Text Recommendations (NP=Non-Prose)	**Classical CKLA Suggested Readings**	**Science Standards**	**Social Studies Standards**
Mother for Choco by Keiko Kasza (390L) Corduroy by Don Freeman (600L) *Curious George* by H.A. Rey (330L) *I Am Jackie Robinson* by Brad Meltzer (610L)	CKLA Additional Readings & Resources	**See Science Curriculum Map HERE**	**SS.K.G.2.2:** Know one's own phone number, street address, city or town and that Florida is the state in which the student lives. **SS.K.CG.1.1: Identify the purpose of rules and laws in the home and school.**

Have feedback and suggestions to improve the template? Click Here.

Kindergarten Math CSUSA FL Curriculum Map

Kindergarten Math Unit Map Unit 1		
Number of Days: 13	**Progress Learning Assessment:** K Math Unit 1 IFA	PLC Document for Targeted Instruction
Essential Question:	How can numbers from 0 to 5 be counted, read, and written?	
Topic:	Numbers 0 to 5	
Benchmarks:		
BEST Benchmarks:	**MA.K.NSO.1.1: Given a group of up to 20 objects, count the number of objects in that group and represent the number of objects with a written numeral. State the number of objects in a rearrangement of that group without recounting.** **MA.K.NSO.1.2: Given a number from 0 to 20, count out that many objects.** **MA.K.NSO.1.3: Identify positions of objects within a sequence using the words "first," "second," "third," "fourth" or "fifth."** **MA.K.NSO.2.1: Recite the number names to 100 by ones and by tens. Starting at a given number, count forward within 100 and backward within 20.** **MA.K.NSO.2.3: Locate, order and compare numbers from 0 to 20 using the number line and terms less than, equal to or greater than.**	
Mathematical Thinking and Reasoning:	**MA.K12.MTR.1.1: Participate in effortful learning both individually and with others.** **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.** **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.** **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.** **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.** **MA.K12.MTR.6.1: Assess the reasonableness of solutions.** **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**	
Vocabulary (Knows)		
Tier 2 (Academic)	**Tier 3 (Technical)**	
Count Represent State Count on Locate Compare Order Identify Recite	Objects Positions Forward Backward Less than Equal to Greater than Zero	Number line First Second Third Fourth Fifth Last

Kindergarten Math Unit Map Unit 1 (Dimensions Math-Singapore Math: Chapters 1-5)			
Number of Days: 13	**Progress Learning Assessment:** K Math Unit 1 IFA	Benchmark Tracker HERE	
Unit Essential Questions:	How can numbers from 0 to 5 be counted, read, and written?		
Topic:	Numbers 0 to 5		
Benchmarks			
Domain		**Classical Dimensions Math (Singapore) Chapter(s)**	**Classical Instructional Strategies**
BEST Benchmarks	**MA.K.NSO.1.1: Given a group of up to 20 objects, count the number of objects in that group and represent the number of objects with a written numeral. State the number of objects in a rearrangement of that group without recounting.** **MA.K.NSO.1.2: Given a number from 0 to 20, count out that many objects.** **MA.K.NSO.1.3: Identify positions of objects within a sequence using the words "first," "second," "third," "fourth" or "fifth."** **MA.K.NSO.2.1: Recite number names to 100 by ones and by tens. Starting at a given number, count forward within 100 and backward within 20.**	Chapters 2, 3, & 6	Direct Instruction: I Do, You Do, We Do Choral Response (Trivium-Grammar Stage) Repetition (Trivium-Grammar Stage) Hand-Gestures (Trivium-Grammar Stage)

	MA.K.NSO.2.3: Locate, order and compare numbers from 0 to 20 using the number line and terms less than, equal to or greater than.		
Mathematical Thinking and Reasoning	MA.K12.MTR.1.1: Participate in effortful learning both individually and with others. MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways. MA.K12.MTR.3.1: Complete tasks with mathematical fluency. MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others. MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts. MA.K12.MTR.6.1: Assess the reasonableness of solutions. MA.K12.MTR.7.1: Apply mathematics to real-world contexts.	Chapters 1, 3, 5, & 6	Direct Instruction: I Do, You Do, We Do Repetition (Trivium-Grammar Stage) Hand-Gestures (Trivium-Grammar Stage)

Vocabulary (Knows)			
Tier 2 (Academic)	**Tier 3 (Technical) *Unit Vocabulary**		**Classical Dimensions Math (Singapore) Vocabulary**
Count Represent State Count on Locate Compare Order Identify Recite	Objects Positions Forward Backward Less than Equal to Greater than Zero	Number Line First Second Third Fourth Fifth Last	**Chapter 1:** same, similar, different **Chapter 2:** one, two, three, four, & five. **Chapter 5:** tall, taller, tallest, short; long, longer, longest; short, shorter, shortest; amount an object can hold (capacity). **Chapter 6:** More than, Fewer than

Suggested Classical Dimensions Math Singapore Readings

Chapter 1:

- *Frog and Toad are Friends* by Arnold Lobel
- *The Button Box* by Margarette S. Reid
- *Wacky Wednesday* by Dr. Seuss
- *Nothing Like a Puffin* by Sue Soltis
- *Two Eggs, Please* by Sarah Weeks

Chapter 2

- *The Very Hungry Caterpillar* by Eric Carle
- *Five Little Monkeys Jumping on the Bed* by Eileen Christelow
- *Five Little Ducklings* by Sally Hopgood
- *The Five Chinese Brothers* by Claire Huchet Bishop
- *Pete the Cat and His Four Groovy Buttons* by James Dean and Eric Litwin
- *One Fish Two Fish Red Fish Blue Fish* by Dr. Seuss
- *The Five Senses* by Hervé Tullet

Chapter 3

- *Ten Black Dots* by Donald Crews
- *Fish Eyes: A Book You Can Count On* by Lois Ehlert
- *Zero Is the Leaves on the Tree* by Betsy Franco
- *My Little Sister Ate One Hare* by Bill Grossman
- *Ten Apples Up On Top!* by Theo LeSieg
- *Count the Ways, Little Brown Bear* by Jonathan London
- *Albert the Muffin-Maker* by Eleanor May
- *Museum 123* by The New York Metropolitan Museum Of Art
- *Mouse Count* by Ellen Stoll Walsh

Chapter 4

- *The Shape Of Things* by Dayle Ann Dodds
- *Cubes, Cones, Cylinders, & Spheres* by Tana Hoban
- *Shapes, Shapes, Shapes* by Tana Hoban
- *Three Pigs, One Wolf, and Seven Magic Shapes* by Grace Maccarone
- *Shape by Shape* by Suse MacDonald
- *I Spy Shapes in Art* by Lucy Micklethwait
- *Skippyjon Jones Shape Up* by Judy Schachner
- *Mouse Shapes* by Ellen Stoll Walsh
- *The Shape of Me and Other Stuff* by Dr. Seuss
- *Goldilocks and the Three Bears*

Chapter 5

- *Tall* by Jez Alborough
- *Who Sank the Boat?* by Pamela Allen
- *Actual Size* by Steve Jenkins
- *Guess How Much I Love You* by Sam McBratney
- *How Deep is the Sea?* by Anna Milbourne
- *How High is the Sky?* by Anna Milbourne
- *Mighty Maddie* by Stuart J. Murphy
- *How Big is a Foot?* by Rolf Myller
- *Yertle the Turtle and Other Stories* by Dr. Seuss
- *Drat That Fat Cat!* by Pat Thomson
- *Balancing Act* by Ellen Stoll Walsh
- *Goldilocks and the Three Bears*

Chapter 6

- *More, Fewer, Less* by Tana Hoban
- *Just Enough Carrots* by Stuart J. Murphy
- *Peg + Cat: The Race Car Problem* by Jennifer Oxley and Billy Aronson

Kindergarten Science CSUSA FL Curriculum Map

UNIT 4	Energy and Motion	Pacing: 35 Days
Unit Essential Question:	What happens if you push or pull and object?	PLC Document for Targeted Instruction Link Here

Florida State B.E.S.T English Language Arts Benchmarks

ELA.K.R.2.1: Use titles, headings, and illustrations to predict and confirm the topic of texts.
Benchmark Clarification 1: The step of confirming the prediction is essential to mastery of this benchmark.

ELA.K.R.2.2: Identify the topic of and multiple details in a text.
Benchmark Clarification 1: The topic is the general subject of the text, a word or a short phrase describing what the text is about. For example, the main topic of the book, Why Should I Recycle?, is recycling.

ELA.K.R.3.1: Identify and explain descriptive words in text(s).
Benchmark Clarification 1: Students will explain examples of descriptive words in text and how they add meaning.
Benchmark Clarification 2: Students will be introduced to the academic vocabulary word "adjective." However, students are not expected to use the word independently. Discussion should focus on how the descriptive words add meaning to the text.

ELA.K.R.3.2: Retell a text orally to enhance comprehension: **b**. Use topic and details for an informational text.
Benchmark Clarification 1: Most grade-level texts are appropriate for this benchmark.

Florida State Academic Standards (SAS)/Benchmark Alignment

SC.K.P.10.1 - Observe that things that make sound vibrate.
SC.K.P.12.1 - Investigate that things move in different ways, such as fast, slow, etc.
SC.K.P.13.1 - Observe that a push or a pull can change the way an object is moving.

SC.K.N.1.1 – Collaborate with a partner to collect information.
SC.K.N.1.2 – Make observations of the natural world and know that they are descriptors collected using the five senses.
SC.K.N.1.3 - Keep records as appropriate -- such as pictorial records -- of investigations conducted.
SC.K.N.1.5 - Recognize that learning can come from careful observation.

SSA Test Item Specification Assessment Limits

IFA = Instructional Focused Assessment **SSA** = State Science Assessment

Kindergarten Science CSUSA FL Curriculum Map

UNIT 4	Energy and Motion	Pacing: 35 Days
Lesson Essential Question(s)	**Vocabulary/Know**	**Do/Skill**
How do objects make sound?	• Sound • Vibrate • Energy • Loud • Soft	• Distinguish soft sounds from loud sounds (e.g., ringing a bell and sounding a fire alarm, dropping a cotton ball and dropping a wooden block). • Observe that sounds are made when parts of musical objects vibrate (e.g., guitar strings, drums, musical triangles, xylophones, cymbals, tambourines). • Investigate other ways vibrations can be seen and felt. • Keep records of sound investigations.
What causes objects to move and how do they move?	• Movement • Motion • Fast • Slow • Direction • Forward • Backward • Downward • Upward • Zigzag • Back and Forth • Push • Pull • On • In • Above • Below • After • Before • Speed • Between • Beside • Under • Over	• Demonstrate and describe the different ways their bodies and other objects move (e.g., roll, fly, crawl, swim, bounce, hop, run, waddle, wiggle, sway, tumble, pounce, walk, jump, skip). • Describe the speed at which things move (fast and slow). • Investigate different directions of motion. • Record predictions, observations and results of movement investigations in pictorial or written form. • Describe what has been learned after carefully observing the movement of objects and hearing the observations of others. • Describe the position of an object (e.g., on, in, above, below, under, between, before, after, beside). • Collaborate with a partner to discuss ways to change an object's motion. • Demonstrate ways to make an object change position/move. • Predict how a push and pull will change an object's speed and/or direction. • Investigate how push and pull can change the speed or direction of an object's movement (fast, slow, back and forth, up and down). • Record predictions, observations and results of push and pull investigations in pictorial or written form. • Describe what has been learned after carefully observing the change in an object's motion and hearing the observations of others.

IFA = Instructional Focused Assessment **SSA** = State Science Assessment

Kindergarten Science CSUSA FL Curriculum Map

UNIT 4	Energy and Motion	Pacing: 35 of Days

RESOURCES

- Savvas Elevate, Discover Education, Science A to Z, STEMScopes
- CPALMS Offers activities by standard.

Teacher Instructional tip:

- **Research and data does not support front-loading vocabulary. The Nature of Science, referred to as the NOS Focus, are stated throughout the map to engage students in Activity Before Content (AbC) and Content Before Vocabulary (CbV).**
- Soft and loud sounds refer to the volume (loudness) of sound. High and low sounds refer to pitch. Students do not need to know the difference between volume and pitch be careful to avoid associating high and low sounds with volume (loudness).

Kindergarten Science Unit Map (Classical CKSci Unit 1.1-1.5)		
Unit 4	**Nature of Science**	**Pacing: 40 of Days**
Unit Essential Questions:	What happens if you push or pull and object?	PLC Document for Targeted Instruction Link Here

Florida State B.E.S.T English Language Arts Benchmarks	Classical CKSci Lesson(s)	Classical Instructional Strategies
ELA.K.R.2.1: Use titles, headings, and illustrations to predict and confirm the topic of texts. • Benchmark Clarification 1: The step of confirming the prediction is essential to mastery of this benchmark. ELA.K.R.2.2: **Identify the topic of and multiple details in a text.** • Benchmark Clarification 1: The topic is the general subject of the text, a word or a short phrase describing what the text is about. For example, the main topic of the book, Why Should I Recycle?, is recycling. ELA.K.R.3.1: **Identify and explain descriptive words in text(s).** • Benchmark Clarification 1: Students will explain examples of descriptive words in text and how they add meaning. • Benchmark Clarification 2: Students will be introduced to the academic vocabulary word "adjective." However, students are not expected to use the word independently. Discussion should focus on how the descriptive words add meaning to the text. ELA.K.R.3.2: **Retell a text orally to enhance comprehension: b. Use topic and details for an informational text.** • Benchmark Clarification 1: Most grade-level texts are appropriate for this benchmark.	**Lesson 1.1-1.5**	Direct Instruction: I Do, You Do, We Do Choral Response (Trivium-Grammar Stage) Repetition (Trivium-Grammar Stage) Hand-Gestures (Trivium-Grammar Stage)

Florida State Academic Standards (SAS)/Benchmark Alignment	Classical CKSci Lesson(s)	Classical Instructional Strategies
SC.K.P.10.1 - Observe that things that make sound vibrate. SC.K.P.12.1 - Investigate that things move in different ways, such as fast, slow, etc. SC.K.P.13.1 - Observe that a push or a pull can change the way an object is moving. SC.K.N.1.1 – Collaborate with a partner to collect information. SC.K.N.1.2 – Make observations of the natural world and know that they are descriptors collected using the five senses. SC.K.N.1.3 - Keep records as appropriate -- such as pictorial records -- of investigations conducted. SC.K.N.1.5 - Recognize that learning can come from careful observation.	Lesson 1.1-1.5	Direct Instruction: I Do, You Do, We Do Choral Response (Trivium-Grammar Stage) Songs Choral Response (Trivium-Grammar Stage) Repetition (Trivium-Grammar Stage)

SSA Test Item Specification Assessment Limits

Lesson Essential Question(s)	Vocabulary /Know	CKSci Vocabulary	Do/Skill
How do objects make sound?	Sounds Vibrate Energy Loud Soft		• Distinguish soft sounds from loud sounds (e.g., ringing a bell and sounding a fire alarm, dropping a cotton ball and dropping a wooden block). • Observe that sounds are made when parts of musical objects vibrate (e.g., guitar strings, drums, musical triangles, xylophones, cymbals, tambourines). • Investigate other ways vibrations can be seen and felt. • Keep records of sound investigations
What causes objects to move and how do they move?	Movement Motion Fast Slow Direction Forward	Cause Contact Effect Touch Move Force	• Demonstrate and describe the different ways their bodies and other objects move (e.g., roll, fly, crawl, swim, bounce, hop, run, waddle, wiggle, sway, tumble, pounce, walk, jump, skip). • Describe the speed at which things move (fast and slow). • Investigate different directions of motion. • Record predictions, observations and results of movement investigations in pictorial or written form.

	Backward Downward Upward Zigzag Back & Forth Push Pull On In Above Below After Before Speed Between Beside Under Over	Object Distance Farther Gravity Hard Closer Careful Friction Direction Affect Back Down Effect Right Up Left Result	• Describe what has been learned after carefully observing the movement of objects and hearing the observations of others. • Describe the position of an object (e.g., on, in, above, below, under, between, before, after, beside). • Collaborate with a partner to discuss ways to change an object's motion. • Demonstrate ways to make an object change position/move. • Predict how a push and pull will change an object's speed and/or direction. • Investigate how push and pull can change the speed or direction of an object's movement (fast, slow, back and forth, up and down). • Record predictions, observations and results of push and pull investigations in pictorial or written form. • Describe what has been learned after carefully observing the change in an object's motion and hearing the observations of others.

Resources	CKSCi Resources
• Savvas Elevate, Discover Education, Science A to Z, STEMScopes • CPALMS Offers activities by standard. **Teacher Instructional tip:** **Research and data does not support front-loading vocabulary. The Nature of Science, referred to as the NOS Focus, are stated throughout the map to engage students in Activity Before Content (AbC) and Content Before Vocabulary (CbV).** • Soft and loud sounds refer to the volume (loudness) of sound. High and low sounds refer to pitch. Students do not need to know the difference between volume and pitch be careful to avoid associating high and low sounds with volume (loudness).	CKSci Online Science Resources

Parrish Classical Preparatory Academy

Have feedback and suggestions to improve the new templates? Click here.

6th Grade ELA CSUSA FL Curriculum Map

6th Grade Unit Map Unit 1		
Number of Weeks: 5	Progress Leaning Assessment 6th ELA Unit 1 IFA	PLC Document for Targeted Instruction Link Here
Unit Essential Questions: *Choose unit essential questions specific to weekly benchmarks/reading selections(s).	How do I describe the impact of various poetic forms on meaning and style? How do I explain how individual text sections and/or features convey meaning in texts? How do I analyze the central idea(s), implied or explicit, and its development throughout a text? How do I analyze authors' purpose(s) in multiple accounts of the same event or topic? How do I track the development of an argument, identifying the types of reasoning used? How do I explain how figurative language contributes to tone and meaning in text(s)? How do I paraphrase content from grade-level texts? How do I identify rhetorical appeals in a text?	
Benchmark(s):		
Reading:	**ELA.6.R 1.4: Describe the impact of various poetic forms on meaning and style. ELA.6.R.2.1: Explain how individual text sections and/or features convey meaning in texts. ELA.6.R.2.2: Analyze the central idea(s), implied or explicit, and its development throughout a text. ELA.6.R.2.3: Analyze authors' purpose(s) in multiple accounts of the same event or topic. ELA.6.R.2.4: Track the development of an argument, identifying the types of reasoning used. ELA.6.R.3.1: Explain how figurative language contributes to tone and meaning in text(s). ELA.6.R.3.2: Paraphrase content from grade-level texts. ELA.6.R.3.4: Identify rhetorical appeals in a text.**	
Communication:	**ELA.6.C.1.2: Write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language. ELA.6.C.1.3: Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, and a logical organizational structure with varied transitions. ELA.6.C.1.5: Improve writing by planning, revising, and editing, considering feedback from adults and peers. ELA.6.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing. ELA.6.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. ELA.6.C.4.1: Conduct research to answer a question, drawing on multiple reliable and valid sources, and refocusing the inquiry when appropriate. ELA.6.C.5.1: Integrate diverse digital media to enhance audience engagement in oral or written tasks. ELA.6.C.5.2: Use digital tools to produce writing.**	
Vocabulary:	**ELA.6.V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing. ELA.6.V.1.2: Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content. ELA.6.V.1.3: Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.**	
ELA Expectations:	**ELA.K12.EE.1.1: Cite evidence to explain and justify reasoning. ELA.K12.EE.2.1: Read and comprehend grade-level complex texts proficiently. ELA.K12.EE.3.1: Make inferences to support comprehension. ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. ELA.K12.EE.5.1: Use the accepted rules governing a specific format to create quality work. ELA.K12.EE.6.1: Use the accepted rules governing a specific format to create quality work.**	

Vocabulary (Knows)							
Tier 2 (Academic)				**Tier 3 (Technical)**			
Analyze Explain Track Paraphrase Identify Improve	Present Conduct Integrate Apply Cite Infer			Poetic forms Meaning Style Text features Central idea Implicit Explicit	Author's purpose Event Topic Argument Reasoning Figurative language Tone	Rhetorical appeals Narratives Claim Logical reasoning Elaboration Transitions Roots	Affixes Connotative Denotative Evidence Inferences
Suggested Text Recommendations							
"Acquainted with the Night" by Robert Frost "Eulogy of the Dog" by George G. Vest "Farewell Speech" by Lou Gehrig "Speech to National Council of Negro Women" (2001) by Condoleezza Rice "The House on the Hill" by Edwin Arlington Robinson "Two Viewpoints" by Amelia Josephine Burr "Yet do I Marvel" by Countee Cullen *A Long Walk to Water* by Linda Sue Park *Black Ships Before Troy* by Rosemary Sutcliff *Bronze Bow* by Elizabeth George Speare *Down, Down, Down: A Journey to the Bottom of the Sea* by Steve Jenkins				*Harriet Tubman: Conductor on the Underground Railroad* by Ann Petry *Incidents in the Life of a Slave Girl* by Harriet Jacobs *Lincoln: A Photobiography* by Russell Freedman *Little Britches* by Ralph Moody *Little Women* by Louisa May Alcott *The Book of Virtues for Young People: A Treasury of Great Moral Stories* by William Bennett *The Devil's Arithmetic* by Jane Yolen *The Hiding Place* by Corrie ten Boom *The Phantom Tollbooth* by Norton Juster *Tales of the Greek Heroes* by Roger Lancelyn Green *Treasure Island* by Robert Louis Stevenson			

6th Grade ELA Unit Map Unit 1 (CKLA Unit 8: Lesson 1-8)		
Number of Weeks: 5	Progress Leaning Assessment 6th ELA Unit 1 IFA	PLC Document for Targeted Instruction Link Here
Unit Essential Questions: *Choose unit essential questions specific to weekly benchmarks/reading selections(s).	How do I describe the impact of various poetic forms on meaning and style? How do I explain how individual text sections and/or features convey meaning in texts? How do I analyze the central idea(s), implied or explicit, and its development throughout a text? How do I analyze authors' purpose(s) in multiple accounts of the same event or topic? How do I track the development of an argument, identifying the types of reasoning used? How do I explain how figurative language contributes to tone and meaning in text(s)? How do I paraphrase content from grade-level texts? How do I identify rhetorical appeals in a text?	
Benchmarks		
Domain		**CKLA** / **Classical Instructional Strategies**
Reading	**ELA.6.R 1.4: Describe the impact of various poetic forms on meaning and style.** **ELA.6.R.2.1: Explain how individual text sections and/or features convey meaning in texts.** **ELA.6.R.2.2: Analyze the central idea(s), implied or explicit, and its development throughout a text.** **ELA.6.R.2.3: Analyze authors' purpose(s) in multiple accounts of the same event or topic.** **ELA.6.R.2.4: Track the development of an argument, identifying the types of reasoning used.** **ELA.6.R.3.1: Explain how figurative language contributes to tone and meaning in text(s).** **ELA.6.R.3.2: Paraphrase content from grade-level texts.** **ELA.6.R.3.4: Identify rhetorical appeals in a text.**	Lessons 1-2 / Socratic Seminar (Trivium-Logic Stage)

Communication	ELA.6.C.1.2: Write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language. ELA.6.C.1.3: Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, and a logical organizational structure with varied transitions. ELA.6.C.1.5: Improve writing by planning, revising, and editing, considering feedback from adults and peers. ELA.6.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing. ELA.6.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. ELA.6.C.4.1: Conduct research to answer a question, drawing on multiple reliable and valid sources, and refocusing the inquiry when appropriate. ELA.6.C.5.1: Integrate diverse digital media to enhance audience engagement in oral or written tasks. ELA.6.C.5.2: Use digital tools to produce writing.	Lessons 1, 3, 5-8	Debate (Trivium-Logic Stage)
Vocabulary	ELA.6.V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing. ELA.6.V.1.2: Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content. ELA.6.V.1.3: Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.	Lessons 1-7	Direct Instruction: I Do, You Do, We Do Debate (Trivium-Logic Stage)
ELA Expectations	ELA.K12.EE.1.1: Cite evidence to explain and justify reasoning. ELA.K12.EE.2.1: Read and comprehend grade-level complex texts proficiently. ELA.K12.EE.3.1: Make inferences to support comprehension.	Lessons 1-7	Direct Instruction: I Do, You Do, We Do

	ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **ELA.K12.EE.5.1: Use the accepted rules governing a specific format to create quality work.** **ELA.K12.EE.6.1: Use the accepted rules governing a specific format to create quality work.**		Debate (Trivium-Logic Stage)
ELA Expectations	**ELA.K12.EE.2.1: Read and comprehend grade-level complex texts proficiently.** **ELA.K12.EE.3.1: Make inferences to support comprehension.** **ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.**	Lessons 1-7	Direct Instruction: I Do, You Do, We Do Debate (Trivium-Logic Stage)

Vocabulary (Knows)					
Tier 2 (Academic)		**Tier 3 (Technical)**			
Analyze Explain Track Paraphrase Identify Improve	Present Conduct Integrate Apply Cite Infer	Poetic forms Meaning Style Text features Central Idea Implicit Explicit	Author's purpose Event Topic Argument Reasoning Figurative Language Tone	Rhetorical appeals Narratives Claim Logical Reasoning Elaboration Transitions Roots	Affixes Connotative Evidence Inferences

Suggested Text Recommendations	**Classical Suggested Readings**
"Acquainted with the Night" by Robert Frost "Eulogy of the Dog" by George G. Vest "Farewell Speech" by Lou Gehrig "Speech to National Council of Negro Women" (2001) by Condoleezza Rice "The House on the Hill" by Edwin Arlington Robinson	"The ABCs & All Their Tricks" by Margaret Bishop "Children's Homer" by Padraic Colum "Cyrano de Bergerac" by Edmond Rostand "Realms of Gold, Vol. 2, Grade 7" Core Knowledge (CKLA) "The Count of Monte Cristo" by Alexandre Dumas

"Two Viewpoints" by Amelia Josephine Burr "Yet do I Marvel" by Countee Cullen "A Long Walk to Water" by Linda Sue Park "Black Ships Before Troy" by Rosemary Sutcliff "Bronze Bow" by Elizabeth George Speare "Down, Down, Down: A Journey to the Bottom of the Sea" by Steve Jenkins "Harriet Tubman: Conductor on the Underground Railroad" by Ann Petry "Incidents in the Life of a Slave Girl" by Harriet Jacobs "Lincoln: A Photobiography" by Russell Freedman "Little Britches" by Ralph Moody "Little Women" by Louisa May Alcott "The Book of Virtues for Young People: A Treasury of Great Moral Stories" by William Bennett "The Devil's Arithmetic" by Jane Yolen "The Hiding Place" by Corrie ten Boom "The Phantom Tollbooth" by Norton Juster "Tales of the Greek Heroes" by Roger Lancelyn Green "Treasure Island" by Robert Louis Stevenson	"The Adventures of Tom Sawyer" by Mark Twain "The Scarlet Pimpernel" by Baroness Emmuska Orczy Perfection Learning Corporation, Mastering Competitive Debate, 2020, 8th Edition

Have feedback and suggestions to improve the template? Click Here.

Sixth Grade Math CSUSA FL Curriculum Map

Sixth Grade Math Unit Map Unit 1		
Number of Days: 20	**Progress Learning Assessment:** 6th Grade Math Unit 1 IFA	PLC Document for Targeted Instruction
Essential Questions:	How cany you fluently add, subtract, multiply, and divide decimals? How can you multiply and divide fractions?	
Topic:	Use Positive Rational Numbers	
Benchmarks:		
BEST Benchmarks:	**MA.6.NSO.2.1: Multiply and divide positive multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.** **MA.6.NSO.2.2: Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency.** **MA.6.NSO.2.3: Solve multi-step real-world problems involving any of the four operations with positive multi-digit decimals or positive fractions, including mixed numbers.**	
Mathematical Thinking and Reasoning:	**MA.K12.MTR.1.1: Participate in effortful learning both individually and with others.** **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.** **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.** **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.** **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.** **MA.K12.MTR.6.1: Assess the reasonableness of solutions.** **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**	
Vocabulary (Knows)		
Tier 2 (Academic)		**Tier 3 (Technical)**
Multiply Extend Solve Participate Demonstrate	Complete Engage Assess Apply	Whole number operations Mixed numbers Mixed fractions Verbal expressions Decimals Reciprocal Dividend Fraction Product

6th Math Unit Map Unit 1 (Dimensions Math-Singapore Math 6A: Chapter 3)			
Number of Days: 20	**Progress Learning Assessment:** 6th Grade Math Unit 1 IFA		
Unit Essential Questions:	How can you fluently add, subtract, multiply, and divide decimals? How can you multiply and divide fractions?		
Topic:	Use Positive Rational Numbers		
Benchmarks			
Domain		**Classical Dimensions Math (Singapore) Chapter(s)**	**Classical Instructional Strategies**
BEST Benchmarks	**MA.6.NSO.2.1: Multiply and divide positive multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.** **MA.6.NSO.2.2: Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency.** **MA.6.NSO.2.3: Solve multi-step real-world problems involving any of the four operations with positive multi-digit decimals or positive fractions, including mixed numbers.**	Chapter 3, Lessons 1-4	Direct Instruction: I Do, You Do, We Do Debate (Trivium-Logic Stage)

Mathematical Thinking and Reasoning	**MA.K12.MTR.1.1: Participate in effortful learning both individually and with others.** **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.** **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.** **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.** **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.** **MA.K12.MTR.6.1: Assess the reasonableness of solutions.** **MA.K12.MTR.7.1: Apply mathematics to real-world contexts**	Chapter 3	Debate (Trivium-Logic Stage)

Vocabulary (Knows)					
Tier 2 (Academic)		**Tier 3 (Technical) *Unit Vocabulary**		**Classical Dimensions Math (Singapore) Vocabulary**	
Multiply Extend Solve Participate Demonstrate	Complete Engage Assess Apply	Whole number operations Mixed numbers Mixed fractions Verbal expressions Decimals	Reciprocal Dividend Fraction Product	Fewer Unit Portion Solution Denominator Value Model(ed) Educated Guess	Bar graph Chart Operation

Suggested Classical Math Readings
"Arithmetic for Parents" by Ron Aharoni
"Knowing & Teaching of Elementary Mathematics" by Liping Ma
"Teaching of Whole Numbers" by Yeap Ban Har & Douglas Edge

6th Grade Comprehensive Science 1 & Comprehensive Science 1, Advanced CSUSA FL Curriculum Map

UNIT 5	Weather and Climate	PACING: 20 days
Unit Essential Question:	How do the relationship among the five spheres affect life on Earth?	**Progress Learning Assessment** 23-24 6th Grade Science Reg_Adv Unit 5 IFA
		PLC Document for Targeted Instruction Link Here

Florida State Academic Standards (SAS)/Benchmark Alignment

(A) SC.6. E.7.1 - Differentiate among radiation, conduction, and convection, the three mechanisms by which heat is transferred through Earth's system.(CC Rating=2) (Assessed as SC.6.E.7.5)
(A) SC.6. E.7.2 - Investigate and apply how the cycling of water between the atmosphere and hydrosphere has an effect on weather patterns and climate. (CC Rating=3) (Assessed as SC.6.E.7.4)
(A) SC.6. E.7.3 - Describe how global patterns such as the jet stream and ocean currents influence local weather in measurable terms such as temperature, air pressure, wind direction and speed, and humidity and precipitation. (CC Rating=3) (Assessed as SC.6.E.7.4)
(A) SC.6. E.7.4 - Differentiate and show interactions among the geosphere, hydrosphere, cryosphere, atmosphere, and biosphere. (CC Rating=3) (Also assesses SC.6.E.7.2, SC.6.E.7.3, SC.6.E.7.6, and SC.6.E.7.9.)
(A) SC.6. E.7.5 - Explain how energy provided by the sun influences global patterns of atmospheric movement and the temperature differences between air, water, and land. (CC Rating=3) (Also assesses SC.6.E.7.1.)
(A) SC.6. E.7.6 - Differentiate between weather and climate. (CC Rating=2) (Assessed as SC.6.E.7.4)
SC.6. E.7.7 - Investigate how natural disasters have affected human life in Florida. (CC Rating=3) (Not assessed)
SC.6. E.7.8 - Describe ways human beings protect themselves from hazardous weather and sun exposure. (CC Rating=2) (Not assessed)
(A) SC.6.N.1.1 - Define a problem from the sixth grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions. (CC Rating=3)
SC.6. N.3.4 - Identify the role of models in the context of the sixth-grade science benchmarks. (CC Rating = 2)
HE.6. C.1.3 - Identify environmental factors that affect personal health.

(ADV) SC.912. E.7.3 - Differentiate and describe the various interactions among Earth systems, including atmosphere, hydrosphere, cryosphere, geosphere, and biosphere. (CC Rating=3)
(ADV) SC.912. E.7.5 - Predict future weather conditions based on present observations and conceptual models and recognize limitations and uncertainties of such predictions. (CC Rating=3)
(ADV) SC.912. E.7.6 - Relate the formation of severe weather to various physical factors. (CC Rating=2)
(ADV) SC.912. P.10.4 – Describe heat as the energy transferred by convection, conduction, and radiation, and explain the connection of heat to change in temperature or states of matter. (CC Rating=3)

Review:
(A) SC.6.E.7.9 Describe how the composition and structure of the atmosphere protects life and insulates the planet. (Assessed As SC.6.E.7.4)

FSSA Test Item Specification Assessment Limits

- Items will not assess the atmospheres of planets other than Earth.
- Items may assess atmospheric conditions and their resulting weather phenomena, such as hurricanes, tornadoes, lightning, fronts, and precipitation.
- Items will not address auroras.
- Items will not assess the causes of global warming or the ozone hole but may assess their effects.
- Items may assess the layers of the atmosphere and/or the function of each.
- Items should not assess the water cycle in isolation.
- Items may assess causes of wind and wind patterns but will not assess knowledge of the Coriolis effect.
- Items assessing radiation, conduction, and/or convection should be in the context of the atmosphere, geosphere, and hydrosphere on Earth.

(A) = Assessed on the 8th Grade Florida State Standards Assessment. **(ADV)** = Advanced Standard that is not assessed on the FSSA but required for mastery of the Advanced Course
(IFA) = Instructional Focused Assessment

6th Grade Comprehensive Science 1 & Comprehensive Science 1, Advanced CSUSA FL Curriculum Map

UNIT 5	Weather and Climate	PACING: 20 Days
Lesson Essential Questions	**Vocabulary/Know**	**Do/Skill**
The Sun's Energy and Earth Interactions • ow does the energy from the sun influence the global patterns in atmospheric movement and between Earth's spheres? Resources available on SharePoint	• Conduction • Convection • Radiation • Wind • Understand density of atmospheric gases and how it affects global patterns. • High and low pressure • Jet stream • Global winds • Local winds • Wind direction • Wind speed • Thermal energy is transferred in the Earth's atmosphere and hydrosphere through convection currents. • Thermal energy is transferred on Earth from a warmer substance to a cooler substance from direct contact through conduction. • Energy is transferred from the Sun to the Earth through the atmosphere	• Differentiate the three mechanisms by which thermal energy is transferred through the Earth's systems (*Radiation, Conduction, Convection*) • Investigate radiation, conduction and convection in terms of their influence on Earth's systems (geosphere, hydrosphere, atmosphere) o *NOS Focus: Benefits and limitations of models.* • (ADV) Describe heat as the energy transferred by convection, conduction, and radiation • (ADV) Explain the connection of heat to change in temperature or states of matter • Explain how energy provided by the sun influences global patterns, including: o Atmospheric movement (wind) o Temperature differences between air (*atmosphere*), land (*geosphere*), and water (*hydrosphere*) • Create a model to investigate how the sun's energy causes changes in temperature of air, land and water o *NOS Focus: benefits and limitations of models*
Weather and Climate • How does water move through the five spheres?	• Air mass • Air pressure • Cold front • Warm front • Stationary front • Occluded front • Convection current • Know how weather is measured • Know how weather patterns form and interact • Know how local winds form (land, sea, mountain) • Weather • Climate • La Nina • El Nino • Surface currents Tropical storm • Hurricane • Thunderstorm • Tornado • Blizzard • Flooding (storm surge) • Warnings vs. Watch • Wildfire • Lightning • Water Cycle • Humidity • Salinity • Surface and deep density currents	• Differentiate between weather and climate • Explain how the cycling of water between the atmosphere and hydrosphere affects weather patterns and climate • Investigate how the water cycle affects local climate and weather • Explain how global patterns such as the jet stream and ocean currents influence local weather in measurable terms, like: o Air temperature and air pressure o Humidity and precipitation o Wind direction and speed • Analyze atmosphere conditions and their resulting weather phenomena such as hurricanes, tornadoes, lightning, fronts, and precipitation. • Investigate how natural disasters (*hurricanes, tornadoes, lightning, etc.*) have affected human life in Florida • Describe ways human beings protect themselves from hazardous weather and sun exposure • (ADV) Use models, weather maps and other tools to predict weather conditions and differentiate between accuracy of short-range and long-range weather forecasts • (ADV) Differentiate the physical factors that affect the formation of severe weather events (*e.g, hurricanes, tornadoes, flash floods, thunderstorms, and droughts*)

(A) = Assessed on the 8th Grade Florida State Standards Assessment. **(ADV)** = Advanced Standard that is not assessed on the FSSA but required for mastery of the Advanced Course
(IFA) = Instructional Focused Assessment

6th Grade Comprehensive Science 1 & Comprehensive Science 1, Advanced CSUSA FL Curriculum Map

UNIT 5	Weather and Climate	PACING: 20 days

RESOURCES

- Miller & Levine Biology Elevate Science Course 1
- EOC Item Specs
- 8th Grade FSSA Test Prep Workbook (Consumable)
- CPALMS Offers activities by standard.
- Videos:
  - Cloud In a Jar Demonstration
  - Land and Sea Breeze
  - Earth: Climate and Weather
  - Weather vs. Climate (Crash Course Kids)
- Science4Inquiry: Fluid Streams Affecting Weather (Jet Streams, Ocean Currents, Weather)
- Study Jams: Weather and Climate
- NASA: Weather vs. Climate

Resources available on SharePoint

Teacher Instructional tip:

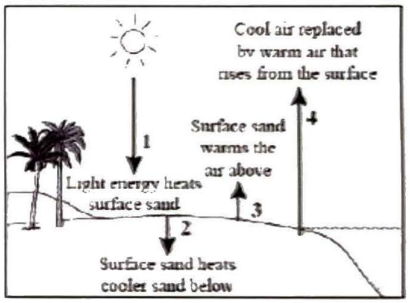
- **Research and data does not support front-loading vocabulary. The Nature of Science, referred to as the NOS Focus, are stated throughout the map to engage students in Activity Before Content (AbC) and Content Before Vocabulary (CbV).**
- Temperature will be shown in degrees Celsius with Fahrenheit in parenthesis.
- Items assessing radiation, conduction and convection should be done in the context of the atmosphere, geosphere and hydrosphere on Earth. Students need to identify convection, radiation and conduction on a diagram or picture.
- The water cycle shouldn't be taught or assessed in isolation but through application.
- Students will describe and/or explain how the cycling of water and global patterns influence local weather and climate.
- The climate of an area is determined by a minimum of 30 years of average weather data.
- Items assessing the jet stream, the Gulf Stream, or other winds and/or currents must include a map showing these patterns.

SAMPLE ASSESSMENT QUESTION

The climate of an area can be different from its weather. Which of the following statements describes the climate of an area?

A. There should be heavy rains tomorrow morning.
B. The rains next week are expected to cause some flooding.
*C. The average temperature from 1930–1996 was 23°C (74°F).
D. The high temperature on September 4, 2009, was 32°C (89°F).

The arrows in the picture below show several ways heat is transferred from the Sun as it strikes sand on the surface of a beach.



Which arrow shows
A. 1
B. 2
C. 3
*D. 4

(A) = Assessed on the 8th Grade Florida State Standards Assessment. (ADV) = Advanced Standard that is not assessed on the FSSA but required for mastery of the Advanced Course
(IFA) = Instructional Focused Assessment
Updated 7/29/2023

6th Grade Science Unit Map (Classical CKSci Unit 3)			
Unit 5	**Weather and Climate**		**Pacing: 20 of Days**
Unit Essential Questions:	How do the relationship among the five spheres affect life on Earth?	**Progress Learning Assessment** 23-24 6th Grade Science Reg_Adv Unit 5 IFA	PLC Document for Targeted Instruction Link Here

Florida State Academic Standards (SAS)/Benchmark Alignment	Classical CKSci Lesson(s)	Classical Instructional Strategies
(A) SC.6. E.7.1 - Differentiate among radiation, conduction, and convection, the three mechanisms by which heat is transferred through Earth's system.(CC Rating=2) (Assessed as SC.6.E.7.5)		Direct Instruction: I Do, You Do, We Do
(A) SC.6. E.7.2 - Investigate and apply how the cycling of water between the atmosphere and hydrosphere has an effect on weather patterns and c limate. (CC Rating=3) (Assessed as SC.6.E.7.4)	Lesson 1-2, 4-5	Debate (Trivium-Logic Stage)
(A) SC.6. E.7.3 - Describe how global patterns such as the jet stream and ocean currents influence local weather in measurable terms such as temperature, air pressure, wind direction and speed, and humidity and precipitation. (CC Rating=3) (Assessed as SC.6.E.7.4)	Lesson 3	
(A) SC.6. E.7.4 - Differentiate and show interactions among the geosphere, hydrosphere, cryosphere, atmosphere, and biosphere. (CC Rating=3) (Also assesses SC.6.E.7.2, SC.6.E.7.3, SC.6.E.7.6, and SC.6.E.7.9.)		
(A) SC.6. E.7.5 - Explain how energy provided by the sun influences global patterns of atmospheric movement and the temperature differences between air, water, and land. (CC Rating=3) (Also assesses SC.6.E.7.1.)		
(A) SC.6. E.7.6 - Differentiate between weather and climate. (CC Rating=2) (Assessed as SC.6.E.7.4) SC.6. E.7.7 - Investigate how natural disasters have affected human life in Florida. (CC Rating=3) (Not assessed) SC.6. E.7.8 - Describe ways human beings protect themselves from hazardous weather and sun exposure. (CC Rating=2) (Not assessed)	Lesson 22	

(A) SC.6.N.1.1 - Define a problem from the sixth grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphic s, analyze information, make predictions, and defend conclusions. (CC Rating=3) SC.6. N.3.4 - Identify the role of models in the context of the sixth-grade science benchmarks. (CC Rating = 2) HE.6. C.1.3 - Identify environmental factors that affect personal health. (ADV) SC.912. E.7.3 - Differentiate and describe the various interactions among Earth systems, including atmosphere, hydrosphere, cryosphere, geosphere, and biosphere. (CC Rating=3) (ADV) SC.912. E.7.5 - Predict future weather conditions based on present observations and conceptual models and recognize limitations and uncertainties of such predictions. (CC Rating=3) (ADV) SC.912. E.7.6 - Relate the formation of severe weather to various physical factors. (CC Rating=2) (ADV) SC.912. P.10.4 – Describe heat as the energy transferred by convection, conduction, and radiation, and explain the connection of heat to change in temperature or states of matter. (CC Rating=3) **Review:** (A) SC.6.E.7.9 Describe how the composition and structure of the atmosphere protects life and insulates the planet. (Assessed As SC.6.E.7.4)	Lesson 19 Lesson 19	Direct Instruction: I Do, You Do, We Do Debate (Trivium-Logic Stage)

FSSA Test Item Specification Assessment Limits

- Items will not assess the atmospheres of planets other than Earth.
- Items may assess atmospheric conditions and their resulting weather phenomena, such as hurricanes, tornadoes, lightning, fronts, and precipitation.
- Items will not address auroras.
- Items will not assess the causes of global warming or the ozone hole but may assess their effects.
- Items may assess the layers of the atmosphere and/or the function of each.
- Items should not assess the water cycle in isolation.
- Items may assess causes of wind and wind patterns but will not assess knowledge of the Coriolis effect.
- Items assessing radiation, conduction, and/or convection should be in the context of the atmosphere, geosphere, and hydrosphere on Earth.

Lesson Essential Question(s)	Vocabulary /Know	CKSci Vocabulary	Do/Skill
The Sun's Energy and Earth Interactions • How does the energy from the sun influence the global patterns in atmospheric movement and between Earth's spheres?	•Conduction Convection Radiation •Wind •Understand density of atmospheric gases and how it affects global patterns. •High and low pressure •Jet stream •Global winds •Local winds •Wind direction •Wind speed •Thermal energy is transferred in the Earth's atmosphere and hydrosphere through convection currents. Thermal energy is transferred on Earth from a warmer substance to a cooler substance from direct contact through conduction. •Energy is transferred from the Sun to the Earth through the atmosphere	•Accuracy •Atmospheric pressure •Density •Fluid •Latitude •Longitude •Mean •Precision •Prime meridian •Severe weather •Probability •Water cycle •Condensation •Stratosphere •Troposphere •Surface tension	•Differentiate the three mechanisms by which thermal energy is transferred through the Earth's systems (Radiation, Conduction, Convection) •Investigate radiation, conduction and convection in terms of their influence on Earth's systems (geosphere, hydrosphere, atmosphere) o NOS Focus: Benefits and limitations of models. • (ADV) Describe heat as the energy transferred by convection, conduction, and radiation. • (ADV) Explain the connection of heat to change in temperature or states of matter. •Explain how energy provided by the sun influences global patterns, including: o Atmospheric movement (wind) o Temperature differences between air (atmosphere), land (geosphere), and water (hydrosphere) •Create a model to investigate how the sun's energy causes changes in temperature of air, land and water o NOS Focus: benefits and limitations of models
Weather and Climate • How does water move through the five spheres?	• Air mass • El Nino • Air pressure • Surface currents • Cold front Tropical storm • Warm front • Hurricane		• Differentiate between weather and climate • Explain how the cycling of water between the atmosphere and hydrosphere affects weather patterns and climate • Investigate how the water cycle affects local climate and weather

	• Stationary front • Thunderstorm • Occluded front • Tornado • Convection current • Blizzard • Know how weather is • Flooding (storm surge) measured • Warnings vs. Watch • Know how weather • Wildfire patterns form and Lightning interact • Water Cycle • Know how local winds • Humidity form (land, sea, •Salinity mountain) • Surface and deep • Weather density currents • Climate • La Nina		• Explain how global patterns such as the jet stream and ocean currents influence local weather in measurable terms, like: o Air temperature and air pressure o Humidity and precipitation o Wind direction and speed • Analyze atmosphere conditions and their resulting weather phenomena such as hurricanes, tornadoes, lightning, fronts, and precipitation. • Investigate how natural disasters (hurricanes, tornadoes, lightning, etc.) have affected human life in Florida • Describe ways human beings protect themselves from hazardous weather and sun exposure • (ADV) Use models, weather maps and other tools to predict weather conditions and differentiate between accuracy of short-range and long-range weather forecasts • (ADV) Differentiate the physical factors that affect the formation of severe weather events (e.g, hurricanes, tornadoes, flash floods, thunderstorms, and droughts)

Resources	Sample Assessment Question	CKSCi Resources
• Miller & Levine Biology Elevate Science Course 1 • EOC Item Specs • 8th Grade FSSA Test Prep Workbook (Consumable) • CPALMS Offers activities by standard. • Videos: o Cloud In a Jar Demonstration o Land and Sea Breeze o Earth: Climate and Weather o Weather vs. Climate (Crash Course Kids)	The climate of an area can be different from its weather. Which of the following statements describes the climate of an area?	CKSci Online Science Resources

• Science4Inquiry: Fluid Streams Affecting Weather (Jet Streams, Ocean Currents, Weather) • Study Jams: Weather and Climate • NASA: Weather vs. Climate <u>Teacher Instructional tip:</u> **Research and data does not support front-loading vocabulary. The Nature of Science, referred to as the NOS Focus, are stated throughout the map to engage students in Activity Before Content (AbC) and Content Before Vocabulary (CbV).** • Temperature will be shown in degrees Celsius with Fahrenheit in parenthesis. • Items assessing radiation, conduction and convection should be done in the context of the atmosphere, geosphere and hydrosphere on Earth. Students need to identify convection, radiation and conduction on a diagram or picture. • The water cycle shouldn't be taught or assessed in isolation but through application. • Students will describe and/or explain how the cycling of water and global patterns influence local weather and climate. • The climate of an area is determined by a minimum of 30 years of average weather data. • Items assessing the jet stream, the Gulf Stream, or other winds and/or currents must include a map showing these patterns.	A. There should be heavy rains tomorrow morning. B. The rains next week are expected to cause some flooding. *C. The average temperature from 1930–1996 was 23°C (74°F). D. The high temperature on September 4, 2009, was 32°C (89°F). The arrows in the picture below show several ways heat is transferred from the Sun as it strikes sand on the surface of a beach. Which arrow shows convection? A. 1 B. 2 C. 3 *D. 4	

Have feedback and suggestions to improve the new templates? Click here.

6th Grade World History CSUSA FL Curriculum Map

6th Grade World History Unit Map Unit 8		
	Number of Days: 20	PLC Document for Targeted Instruction Link Here
Unit Essential Question:	How did the practice of democracy influence the ancient Greeks and founding fathers of the United States?	
Topic:	Greece	
NGSSS Standards	SS.6.CG.1.1 Analyze how democratic concepts developed in ancient Greece served as a foundation for the United States' constitutional republic. • Students will identify and explain the democratic principles of government in ancient Greece. • Students will compare and contrast the political systems of ancient Greece and modern-day United States. • Students will recognize the influence of ancient Greece on the American political process. SS.6.CG.1.3 Examine rule of law in the ancient world and its influence on the United States' constitutional republic. • Students will recognize origins of what to include, but not be limited to, the contributions of ancient Greek and ancient Roman civilizations. • Students will recognize that the rule of law is a foundational principle of the U.S. government. SS.6.CG.1.4 Examine examples of civic leadership and virtue in ancient Greece and ancient Rome. • Students will explain the influence of significant leaders (e.g., Marcus Tullius Cicero, Marcus Aurelius, Pericles, Solon, Cleisthenes) on civic participation and governance in the ancient world. SS.6.W.3.2: Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece. SS.6.E.3.2: Categorize products that were traded among civilizations, and give examples of barriers to trade of those products. SS.6.W.3.3: Compare life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots). SS.6.W.3.4: Explain the causes and effects of the Persian and Peloponnesian Wars. SS.6.E.3.4: Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade. SS.6.W.3.5: Summarize the important achievements and contributions of ancient Greek civilization. SS.6.W.3.6: Determine the impact of key figures from ancient Greece. SS.6.W.3.7: Summarize the key achievements, contributions, and figures associated with The Hellenistic Period. SS.6.E.3.3: Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.	

Vocabulary (Knows)		
Tier 2 (Academic)	**Tier 3 (Technical)**	
Identify Explain Categorize Compare Describe Summarize Determine	Constitutional democracy Civic participation Role of government Ancient Greek and Roman civilizations Polis Civic participation Voting rights Legislative bodies	Written constitutions Rule of law Athens Sparta Persian Wars Peloponnesian Wars Hellenistic Period

Additional Resources
CPALMS Course Information and Standards-Based Resources

6th Grade World History Unit Map Unit 8 (CKHG Unit 8)			
Number of Days: 20		PLC Document for Targeted Instruction Link Here	
Unit Essential Questions:	How did the practice of democracy influence the ancient Greeks and founding fathers of the United States?		
Topic:	Greece		
		CKHG Chapter	**Classical Instructional Strategies**
NGSSS Standards	**SS.6.CG.1.1 Analyze how democratic concepts developed in ancient Greece served as a foundation for the United States' constitutional republic. • Students will identify and explain the democratic principles of government in ancient Greece. • Students will compare and contrast the political systems of ancient Greece and modern-day United States. • Students will recognize the influence of ancient Greece on the American political process.**	Chapters 1 & 17	Socratic Seminar (Trivium-Logic Stage)
	SS.6.CG.1.3 Examine rule of law in the ancient world and its influence on the United States' constitutional republic. • Students will recognize origins of what to include, but not be limited to, the contributions of ancient Greek and ancient Roman civilizations. • Students will recognize that the rule of law is a foundational principle of the U.S. government.	Chapters 8 ,9, & 11 Chapter 17	 Socratic Seminar

	SS.6.CG.1.4 Examine examples of civic leadership and virtue in ancient Greece and ancient Rome. • Students will explain the influence of significant leaders (e.g., Marcus Tullius Cicero, Marcus Aurelius, Pericles, Solon, Cleisthenes) on civic participation and governance in the ancient world.		(Trivium-Logic Stage)
	SS.6.W.3.2: Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.	Chapter 17	
	SS.6.E.3.2: Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.	Chapters 1-3	Socratic Seminar (Trivium-Logic Stage)
	SS.6.W.3.3: Compare life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots).	Chapter 7	
	SS.6.W.3.4: Explain the causes and effects of the Persian and Peloponnesian Wars.	Chapters 1-3	
	SS.6.E.3.4: Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.	Chapter 1-3	
	SS.6.W.3.5: Summarize the important achievements and contributions of ancient Greek civilization.	Chapters 8-10, 13-14	
	SS.6.W.3.6: Determine the impact of key figures from ancient Greece.	Chapter 10	Socratic Seminar

	SS.6.W.3.7: Summarize the key achievements, contributions, and figures associated with The Hellenistic Period. **SS.6.E.3.3: Describe traditional**		(Trivium-Logic Stage)

Vocabulary (Knows)		
Tier 2 (Academic)	**Tier 3 (Technical)**	**CKHG Vocabulary**
Identify Explain Categorize Compare Describe Summarize Determine	Constitutional democracy Civic participation Role of government Ancient Greek and Roman civilizations Polis Civic participation Voting rights Legislative bodies Written constitutions Rule of law Athens Sparta Persian Wars Peloponnesian Wars Hellenistic Period	**Chapter 1**: city-state, Asia Minor, tyranny, aristocracy, oligarchy, democracy, monarchy, assembly **Chapter 2:** citizen, ostracize, jury, corruption, rhetoric, logic, "epic poem" **Chapter 3:** barracks, "aristocratic council," landlocked, phalanx **Chapter 7**: "diplomatic relations," plague, "rock quarry" **Chapter 8:** philosophy, phenomena, reason, soul, ethics, hypocrite, sophist **Chapter 10:** prominence, assassinate, infantryman, Hellenistic, heir **Chapter 11:** "aristocratic republic," patrician, plebian, tribune, province, governor, tribute **Chapter 13:** Gallic Wars, civil war, conspirator, assassination **Chapter 14:** administrator, Trojans, propaganda, legion, spoils, treasury, Pax Romana **Chapter 17:** classical, jurisprudence, heritage
Additional Resources	**Suggested CKHG & Classical Readings**	

CPALMS Course Information and Standards-Based Resources	"12 Greeks & Romans Who Changed the World" by Carl Richards CKHG Fictional Excerpts: CKHG Online Resources - Core Knowledge Foundation Chapter 1—Myths Retold by Ovid (FE 1) Chapter 1—Excerpts from Homer's Iliad (FE 2) Chapter 1—"Odysseus and the Cyclops," from Homer's Odyssey (FE 3) Chapter 13—Excerpt from Julius Caesar by William Shakespeare (FE 4) Chapter 14—"The Wanderings of Aeneas," from Virgil's Aeneid (FE 5) Chapter 14—More Myths Retold by Ovid (FE 6)

Parrish Classical Preparatory Academy

Have feedback and suggestions to improve the new templates? Click here.

9th Grade ELA CSUSA FL Curriculum Map

9th Grade Unit Map Unit 1		
Number of Weeks: 5	Progress Leaning Assessment 9th ELA Unit 1 IFA	PLC Document for Targeted Instruction Link Here
Unit Essential Questions: ***Choose unit essential questions specific to weekly benchmarks/reading selections(s).**	How do I explain how key elements enhance or add layers of meaning and/or style in a literary text? How do I analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire? How do I analyze how multiple text structures and/or features convey a purpose and/or meaning in texts? How do I evaluate the support an author uses to develop the central idea(s) throughout a text? How do I analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language? How do I explain how figurative language creates mood in text(s)? How do I compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts?	
Benchmark(s):		
Reading:	**ELA.9.R.1.1: Explain how key elements enhance or add layers of meaning and/or style in a literary text.** **ELA.9.R.1.3: Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire.** **ELA.9.R.2.1: Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts.** **ELA.9.R.2.2: Evaluate the support an author uses to develop the central idea(s) throughout a text.** **ELA.9.R.2.3: Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.** **ELA.9.R.3.1: Explain how figurative language creates mood in text(s).** **ELA.9.R.3.3: Compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts.**	
Communication:	**ELA.9.C.1.2: Write narratives using narrative techniques, varied transitions, and a clearly established point of view.** **ELA.9.C.1.3: Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task.** **ELA.9.C.1.4: Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task.** **ELA.9.C.1.5: Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness.** **ELA.9.C.2.1: Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.** **ELA.9.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.** **ELA.9.C.4.1: Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings.** **ELA.9.C.5.1: Create digital presentations with coherent ideas and a clear perspective.**	
Vocabulary:	**ELA.9.V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing.** **ELA.9.V.1.2: Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.** **ELA.9.V.1.3: Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.**	
ELA Expectations:	**ELA.K12.EE.1.1: Cite evidence to explain and justify reasoning.** **ELA.K12.EE.2.1: Read and comprehend grade-level complex texts proficiently.** **ELA.K12.EE.3.1: Make inferences to support comprehension.** **ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.** **ELA.K12.EE.5.1: Use the accepted rules governing a specific format to create quality work.** **ELA.K12.EE.6.1: Use the accepted rules governing a specific format to create quality work.**	

Vocabulary (Knows)					
Tier 2 (Academic)			**Tier 3 (Technical)**		
Explain	Contrast		Meaning	Central idea	Narratives
Analyze	Improve		Style	Rhetorical appeals	Claims
Evaluate	Conduct		Irony	Figurative language	Logical reasoning
Compare	Integrate		Satire	Mythical texts	Credible evidence
	Cite		Text structure	Classical texts	Counterclaims
			Purpose	Religious texts	Sources

Suggested Text Recommendations

"A Modest Proposal" by Jonathan Swift
"A Very Old Man with Enormous Wings" by Gabriel Garcia Marquez
"A White Heron" by Sarah Orne Jewett
"Bringing My Son to the Police Station to be Fingerprinted" by Shoshauna Sky
"Choice: A Tribute to Dr. Martin Luther King, Jr." by Alice Walker
"Danger of a Single Story" by Chimamanda Ngozi Adichie
"I Have a Dream" by Martin Luther King, Jr.
"Industrial Education for the Negro" by Booker T. Washington
"Letter from Birmingham Jail" by Martin Luther King, Jr.
"Letter to the Grand Duchess in 1615" by Galileo Galilei
"Nobel Prize Acceptance Speech 1950" by William Faulkner
"St Crispin's Day Speech," Henry V, Act IV Scene iii 18–67 by William Shakespeare
"Speech to the Troops" 1588 by Elizabeth I
"The Love Song of J. Alfred Prufrock" by T.S. Eliot
"The Talented Tenth" by W.E.B. DuBois
1984 by George Orwell
Animal Farm by George Orwell
Antigone by Jean Anouilh
Antigone by Sophocles
Beowulf (author unknown)
Democracy in America by Alexis de Tocqueville
Electra by Sophocles
Finding Mañana: A Memoir of a Cuban Exodus by Mirta Ojito
Medea by Euripides
Old Greek Stories by James Baldwin
Romeo and Juliet by William Shakespeare
The Aeneid by Virgil
The Death of Ivan Ilyich by Leo Tolstoy
The Epic of Gilgamesh (author unknown)
The Hero with a Thousand Faces by Joseph Campbell
The Iliad by Homer
The Lincoln-Douglas Debates 1st Debate
The Odyssey by Homer
The Prince by Nicolai Machiavelli
Unbroken by Laura Hillenbrand

9th Grade ELA Unit Map Unit 1		
Number of Weeks: 5	Progress Leaning Assessment 6th ELA Unit 1 IFA	PLC Document for Targeted Instruction Link Here
Unit Essential Questions: ***Choose unit essential questions specific to weekly benchmarks/reading selections(s).**	How do I explain how key elements enhance or add layers of meaning and/or style in a literary text? How do I analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire? How do I analyze how multiple text structures and/or features convey a purpose and/or meaning in texts? How do I evaluate the support an author uses to develop the central idea(s) throughout a text? How do I analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language? How do I explain how figurative language creates mood in text(s)? How do I compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts?	
Benchmarks		
Domain		**Classical Instructional Strategies**
Reading	**ELA.9.R.1.1: Explain how key elements enhance or add layers of meaning and/or style in a literary text.** **ELA.9.R.1.3: Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire.** **ELA.9.R.2.1: Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts.** **ELA.9.R.2.2: Evaluate the support an author uses to develop the central idea(s) throughout a text.**	Direct Instruction (I Do, You Do, We Do) Socratic Seminar (Trivium-Rhetoric Stage) Formal Debate (Trivium-Logic Stage)

	ELA.9.R.2.3: Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language. ELA.9.R.3.1: Explain how figurative language creates mood in text(s). ELA.9.R.3.3: Compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts.	
Communication	ELA.9.C.1.2: Write narratives using narrative techniques, varied transitions, and a clearly established point of view. ELA.9.C.1.3: Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task. ELA.9.C.1.4: Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task. ELA.9.C.1.5: Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness. ELA.9.C.2.1: Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective. ELA.9.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. ELA.9.C.4.1: Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings. ELA.9.C.5.1: Create digital presentations with coherent ideas and a clear perspective.	Direct Instruction (I Do, You Do, We Do) Socratic Seminar (Trivium-Rhetoric Stage) Formal Debate (Trivium-Logic Stage)
Vocabulary	ELA.9.V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing.	Direct Instruction (I Do, You Do, We Do)

	ELA.9.V.1.2: Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content. **ELA.9.V.1.3: Apply knowledge of context clues, figurative language, word relationships, reference materials and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.**	Socratic Seminar (Trivium-Rhetoric Stage) Formal Debate (Trivium-Logic Stage)
ELA Expectations	**ELA.K12.EE.1.1: Cite evidence to explain and justify reasoning.** **ELA.K12.EE.2.1: Read and comprehend grade-level complex texts proficiently.** **ELA.K12.EE.3.1: Make inferences to support comprehension.** **ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.** **ELA.K12.EE.5.1: Use the accepted rules governing a specific format to create quality work.** **ELA.K12.EE.6.1: Use the accepted rules governing a specific format to create quality work.**	Direct Instruction (I Do, You Do, We Do) Socratic Seminar (Trivium-Rhetoric Stage) Formal Debate (Trivium-Logic Stage)

Vocabulary (Knows)				
Tier 2 (Academic)		**Tier 3 (Technical)**		
Explain Analyze Evaluate Compare	Contrast Improve Conduct Integrate Cite	Meaning Style Irony Satire Text structure Purpose	Central idea Rhetorical appeals Figurative language Mythical texts Classical texts Religious texts	Narratives Claims Logical reasoning Credible evidence Counterclaims Sources

Suggested Text Recommendations	**Suggested Classical Readings**
"A Modest Proposal" by Jonathan Swift "A Very Old Man with Enormous Wings" by Gabriel Garcia Marquez "A White Heron" by Sarah Orne Jewett "Bringing My Son to the Police Station to be Fingerprinted" by Shoshauna Sky "Choice: A Tribute to Dr. Martin Luther King, Jr." by Alice Walker "Danger of a Single Story" by Chimamanda Ngozi Adichie "I Have a Dream" by Martin Luther King, Jr. "Industrial Education for theNegro" by Booker T. Washington	"Julius Caesar," William Shakespeare "Oedipus Cycle of Sophocles," Sophocles "The Iliad," Homer (trans. Fagle) "The Odyssey," Homer (trans. Fagle)

"Letter from Birmingham Jail" by Martin Luther King, Jr. "Letter to the Grand Duchess in 1615" by Galileo Galilei "Nobel Prize Acceptance Speech 1950" by William Faulkner "St Crispin's Day Speech," Henry V, Act IV Scene iii 18–67 by William Shakespeare "Speech to the Troops" 1588 by Elizabeth I "The Love Song of J. Alfred Prufrock" by T.S. Eliot "The Talented Tenth" by W.E.B. DuBois 1984 by George Orwell Animal Farm by George Orwell *Antigone* by Jean Anouilh *Antigone* by Sophocles *Beowulf* (author unknown) *Democracy in America* by Alexis de Tocqueville *Electra* by Sophocles *Finding Mañana: A Memoir of a Cuban Exodus* by Mirta Ojito *Medea* by Euripides *Old Greek Stories* by James Baldwin *Romeo and Juliet* by William Shakespeare *The Aeneid* by Virgil *The Death of Ivan Ilyich* by Leo Tolstoy *The Epic of Gilgamesh* (author unknown) *The Hero with a Thousand Faces* by Joseph Campbell *The Iliad* by Homer The Lincoln-Douglas Debates 1st Debate *The Odyssey* by Homer *The Prince* by Nicolai Machiavelli *Unbroken* by Laura Hillenbrand	

Have feedback and suggestions to improve the new templates? Click here.

Biology I & Biology I Honors CSUSA FL Curriculum Map

UNIT 1	Introduction to Biology/ Nature of Science	PACING: 5 days and integrated throughout the course
Unit Essential Question:	How is biology studied as a science?	**Progress Learning Assessment** IFA To be taken after Unit 2 will include unit 1 standards Students should take their Benchmark 1 assessment during Unit 1.
		PLC Document for Targeted Instruction Link Here

Florida State Academic Standards (SAS)/Benchmark Alignment

SC.912.N.1.1 - Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following: (CC Rating= 3)

1. pose questions about the natural world,
2. conduct systematic observations,
3. examine books and other sources of information to see what is already known,
4. review what is known in light of empirical evidence,
5. plan investigations,
6. use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs),
7. pose answers, explanations, or descriptions of events,
8. generate explanations that explicate or describe natural phenomena (inferences),
9. use appropriate evidence and reasoning to justify these explanations to others, communicate results of scientific investigations, and evaluate the merits of the explanations produced by others.

SC.912.N.1.4 – Identify sources of information and assess their reliability according to the strict standards of scientific investigation. (CC Rating= 3)

SC.912.N.1.6 – Describe how scientific inferences are drawn from scientific observations and provide examples from the content being studied. (CC Rating= 2)

SC.912.N.2.1 – Identify what is science, what clearly is not science, and what superficially resembles science (but fails to meet the criteria for science). (CC Rating= 3)

SC.912.N.2.2 - Identify which questions can be answered through science and which questions are outside the boundaries of scientific investigation, such as questions addressed by other ways of knowing, such as art, philosophy, and religion. (CC Rating= 3) *(not assessed on EOC)*

(H) SC.912.N.2.4 - Explain that scientific knowledge is both durable and robust and open to change. Scientific knowledge can change because it is often examined and reexamined by new investigations and argumentation. Because of these frequent examinations, scientific knowledge becomes stronger, leading to its durability. (Not assessed on the EOC) (CC Rating= 3)

SC.912.N.3.1 - Explain that a scientific theory is the culmination of many scientific investigations drawing together all the current evidence concerning a substantial range of phenomena; thus, a scientific theory represents the most powerful explanation scientists have to offer. (CC Rating= 3)

EOC Test Item Specification Assessment Limits

None Specified

UNIT 1	Introduction to Biology/ Nature of Science	PACING: 5 days & Integrated throughout the course
Lesson Essential Questions	**Vocabulary/Know**	**Do/Skill**
The Science of Biology • What traits characterize living things? • How do you work safely in the lab? **Review Lab Safety** • **Safety Contract:** ○ https://www.flinnsci.com/resources/safety-reference/safety-contracts--exams/ • **Safety, Cleanup, and Laws:** ○ http://labsafety.flinnsci.com/Chapter.aspx?ChapterId=88&UnitId=1 ○ http://labsafety.flinnsci.com/CertificateCourseSelection.aspx?CourseCode=MS	• Characteristics of living things • Lab safety procedures • Homeostasis	• Demonstrate lab safety procedures. • Identify and explain the characteristics of living things
Scientific Thinking • What is science? • What processes are used to answer questions in science? • What are the differences between theories, laws, and hypotheses?	• hypothesis • theory • law • control • data • inference • empirical evidence • science • test (independent) variable • outcome (dependent) variable • bias	• Identify what is science and non-science. • Evaluate scientific claims and their sources. • Explain the difference between hypothesis, theory, and law. • Use good scientific practice to engage in student directed inquiry. • Plan and conduct a scientific investigation ○ Construct data tables, create and analyze graphs. ○ Write a lab report. ○ Research a scientific question using reliable sources of information; credit sources. ○ Make inferences from scientific observations. ○ Measure using SI units; calculate. ○ *NOS Focus: Hypothesis- writing, testing and analyzing.* ○ *NOS Focus: Data collection and organization.*

Biology I & Biology I Honors CSUSA FL Curriculum Map

UNIT 1	Introduction to Biology/ Nature of Science	PACING: 5 days & Integrated throughout the course

RESOURCES

- Miller & Levine Biology
- EOC Item Specs
- Test Prep Workbook (Consumable)
- Explorer's Journal: Problem-Based Learning Workbook (Consumable)
- CPALMS Offers activities by standard.
- Online Simulations
- STEM Fair Project

Teacher Instructional tip:

- **Activity before Content (AbC) and Content before Vocabulary (CbV).**

SAMPLE ASSESSMENT QUESTION

An osmosis investigation was conducted using chicken eggs to represent cells with semipermeable membranes. The mass of each egg was measured to determine how much water diffused into or out of the eggs. The eggs were first soaked in vinegar to dissolve the shell. Each egg was then placed in one of three different solutions for 24 hours. The table below shows the results of the investigation.

OSMOSIS IN CELLS

Solution	Average Mass of Eggs Before Soaking (grams)	Average Mass of Eggs After Soaking (grams)	Difference in Average Mass (grams)	Percent Change in Average Mass
Vinegar (95% water)	71.2	98.6	27.4	+38.5
Corn syrup (5% water)	98.6	64.5	34.1	-34.6
Distilled water (100% water)	64.5	105.3	40.8	+63.3

Based on this experiment, which of the following should be inferred about cells with semipermeable membranes?

A. Substances other than water may also cross the cell membrane.
B. Substances other than water may block pores in the cell membrane.
* C. Water enters the cell when placed in environments of high water concentration.
D. Water leaves the cell when placed in environments with a low concentration of solutes.

Biology Standards Review *(Aligns to Miller Levine Biology)

Consumable Resource: Florida Test Prep Workbook, you should have one for each student. Can be found online in Teacher Resources.
Answers: Online in Teacher Resources (Do not put these on a public website due to copyright laws.)
What: Unit 1 & 2, Pgs. 1-29
When: Fit this in as you see fit in the 9 weeks. The Early Release days, after an assessment, a short week, an extremely busy week- just get it in during the 1st 9 weeks.
How: Use the consumable book so students can interact with the text. Change it up: partners, individual, competition between groups, keep it engaging. Do not simply give them the answers, see what they know, let them struggle and explain why they were right or wrong.
Why: The more students interact with content and these types of questions the better they will all perform on assessments.

Biology I & Biology I Honors CSUSA FL Curriculum Map			
Unit 1	**Weather and Climate**		**Pacing: 20 of Days**
Unit Essential Questions:	How is biology studied as a science?	**Progress Learning Assessment**	**PLC Document for Targeted Instruction Link Here**
		IFA To be taken after Unit 2 will include unit 1 standards. Students should take their Benchmark 1 assessment during Unit 1.	

Florida State Academic Standards (SAS)/Benchmark Alignment	Classical Instructional Strategies
SC.912.N.1.1 - Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following: (CC Rating= 3) 1. pose questions about the natural world, 2. conduct systematic observations, 3. examine books and other sources of information to see what is already known, 4. review what is known in light of empirical evidence, 5. plan investigations, 6. use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs), 7. pose answers, explanations, or descriptions of events, 8. generate explanations that explicate or describe natural phenomena (inferences), 9. use appropriate evidence and reasoning to justify these explanations to others, communicate results of scientific investigations, and evaluate the merits of the explanations produced by others. SC.912.N.1.4 – Identify sources of information and assess their reliability according to the strict standards of scientific investigation. (CC Rating= 3) SC.912.N.1.6 – Describe how scientific inferences are drawn from scientific observations and provide examples from the content being studied. (CC Rating= 2)	Direct Instruction (I Do, You Do, We Do) Socratic Seminar (Trivium-Rhetoric Stage) Formal Debate (Trivium-Logic Stage)

SC.912.N.2.1 – Identify what is science, what clearly is not science, and what superficially resembles science (but fails to meet the criteria for science). (CC Rating= 3) SC.912.N.2.2 - Identify which questions can be answered through science and which questions are outside the boundaries of scientific investigation, such as questions addressed by other ways of knowing, such as art, philosophy, and religion. (CC Rating= 3) (not assessed on EOC) (H) SC.912.N.2.4 - Explain that scientific knowledge is both durable and robust and open to change. Scientific knowledge can change because it is often examined and reexamined by new investigations and argumentation. Because of these frequent examinations, scientific knowledge becomes stronger, leading to its durability. (Not assessed on the EOC) (CC Rating= 3) SC.912.N.3.1 - Explain that a scientific theory is the culmination of many scientific investigations drawing together all the current evidence concerning a substantial range of phenomena; thus, a scientific theory represents the most powerful explanation scientists have to offer. (CC Rating= 3)	Direct Instruction (I Do, You Do, We Do) Socratic Seminar (Trivium-Rhetoric Stage) Formal Debate (Trivium-Logic Stage)

EOC Test Item Specification Assessment Limits

None Specified

Lesson Essential Question(s)	Vocabulary /Know	Do/Skill
The Science of Biology • What traits characterize living things? • How do you work safely in the lab? **Review Lab Safety** • **Safety Contract:** o https://www.flinnsci.com/resources/safety-reference/safety-contracts--exams/	• Characteristics of living things • Lab safety procedures • Homeostasis	• Demonstrate lab safety procedures. • Identify and explain the characteristics of living things

• **Safety, Cleanup, and Laws:** o http://labsafety.flinnsci.com/Chapter.aspx?ChapterId=88&UnitId=1 o http://labsafety.flinnsci.com/CertificateCourseSelection.aspx?CourseCode=MS		
Scientific Thinking • What is science? • What processes are used to answer questions in science? • What are the differences between theories, laws, and hypotheses?	• hypothesis • theory • law • control • data • inference • empirical evidence • science • test (independent) variable • outcome (dependent) variable • bias	Identify what is science and non-science. • Evaluate scientific claims and their sources. • Explain the difference between hypothesis, theory, and law. • Use good scientific practice to engage in student directed inquiry. • Plan and conduct a scientific investigation o Construct data tables, create and analyze graphs. o Write a lab report. o Research a scientific question using reliable sources of information; credit sources. o Make inferences from scientific observations. o Measure using SI units; calculate. *o NOS Focus: Hypothesis- writing, testing and analyzing.* *o NOS Focus: Data collection and organization*

Resources	Sample Assessment Question	Suggested Classical Resources
• Miller & Levine Biology • EOC Item Specs • Test Prep Workbook (Consumable) • Explorer's Journal: Problem-Based Learning Workbook	An osmosis investigation was conducted using chicken eggs to represent cells with semipermeable membranes. The mass of each egg was measured to determine how much water diffused into or out of the eggs.	"Biology," by Robert Miller & Joseph Levine "Biology" by Sylvia Mader

(Consumable) • CPALMS Offers activities by standard. • Online Simulations • STEM Fair Project Teacher Instructional tip: •**Activity before Content (AbC) and Content before Vocabulary (CbV).**	The eggs were first soaked in vinegar to dissolve the shell. Each egg was then placed in one of three different solutions for 24 hours. The table below shows the results of the investigation (See Curriculum Map in SharePoint for the Table). Based on this experiment, which of the following should be inferred about cells with semipermeable membranes? A. Substances other than water may also cross the cell membrane. B. Substances other than water may block pores in the cell membrane. * C. Water enters the cell when placed in environments of high water concentration. D. Water leaves the cell when placed in environments with a low concentration of solutes	

(A) = Assessed on the 8th Grade Florida State Standards Assessment. **(ADV)** = Advanced Standard that is not assessed on the FSSA but required for mastery of the Advanced Course. **(IFA)** = Instructional Focused Assessment.

Have feedback and suggestions to improve the template? Click Here.

Algebra CSUSA FL Curriculum Map

Algebra Unit Map Unit 1		
Number of Days: 17	**Progress Learning Assessment:** Algebra 1 Unit 1 IFA	PLC Document for Targeted Instruction
Essential Question:	What general strategies can you use to solve simple equations and inequalities?	
Topic:	Solving Equations and Inequalities	
Benchmarks:		
BEST Benchmarks:	**MA.912.AR.2.1: Given a real-world context, write and solve one-variable multi-step linear equations.** **MA.912.AR.2.6: Given a mathematical or real-world context, write and solve one-variable linear inequalities, including compound inequalities. Represent solutions algebraically or graphically.** **MA.912.AR.4.1: Given a mathematical or real-world context, write and solve one-variable absolute value equations.** **MA.912.AR.4.2: Given a mathematical or real-world context, write and solve one-variable absolute value inequalities. Represent solutions algebraically or graphically**	
Mathematical Thinking and Reasoning:	**MA.K12.MTR.1.1: Participate in effortful learning both individually and with others.** **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.** **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.** **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.** **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.** **MA.K12.MTR.6.1: Assess the reasonableness of solutions.** **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**	
Vocabulary (Knows)		
Tier 2 (Academic)		**Tier 3 (Technical)**
Solve Participate Demonstrate Complete Engage Assess Apply		Compound inequality Element Formula Identity Literal equation Set Subset

Algebra Unit Map Unit 1		
Number of Days: 17	**Progress Learning Assessment:** Algebra 1 Unit 1 IFA	PLC Document for Targeted Instruction
Unit Essential Questions:	What general strategies can you use to solve simple equations and inequalities?	
Topic:	Solving Equations and Inequalities	
Benchmarks		
Domain		**Classical Instructional Strategies**
BEST Benchmarks	**MA.912.AR.2.1: Given a real-world context, write and solve one-variable multi-step linear equations.** **MA.912.AR.2.6: Given a mathematical or real-world context, write and solve one-variable linear inequalities, including compound inequalities. Represent solutions algebraically or graphically.** **MA.912.AR.4.1: Given a mathematical orreal-world context, write and solve one-variable absolute value equations.** **MA.912.AR.4.2: Given a mathematical or real-world context, write and solve one-variable absolute value inequalities. Represent solutions** **algebraically or graphically**	Direct Instruction (I Do, You Do, We Do) Socratic Seminar (Trivium-Rhetoric Stage) Debate (Trivium-Logic Stage)

Mathematical Thinking and Reasoning	**MA.K12.MTR.1.1: Participate in effortful learning both individually and with others.** **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.** **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.** **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.** **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.** **MA.K12.MTR.6.1: Assess the reasonableness of solutions.** **MA.K12.MTR.7.1: Apply mathematicsto real-world contexts.**	Direct Instruction (I Do, You Do, We Do) Socratic Seminar (Trivium-Rhetoric Stage) Debate (Trivium-Logic Stage)

Vocabulary (Knows)	
Tier 2 (Academic)	**Tier 3 (Technical) *Unit Vocabulary**
Solve Participate Demonstrate Complete Engage Assess Apply	Compound inequality Element Formula Identity Literal equation Set Subset

Suggested Classical Math Readings
"A Second Course in Algebra," Arthur Weeks & Jackson Adkins

CSUSA Florida

CSUSA FL US History Curriculum Map

Have feedback and suggestions to improve the new templates? Click here.

FL US History Unit 1			
Number of Days: 5		PLC Document for Targeted Instruction Link Here	
Unit Essential Question:	What skills are necessary to be successful on the US History End of Course Exam?		
Topic:	Historian's Apprentice Tools		
Standard(s):			
NGSSS Standards	**SS.912.A.1.1** Describe the importance of histography **SS.912.A.1.2** Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period **SS.912.A.1.3** Utilize timelines to identify the time sequence of historical data **SS.912.A.1.4** Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past **SS.912.A.1.7** Describe various socio-cultural aspects of American life, including arts, artifacts, literature, education, and publications		
Vocabulary (Knows)			
Tier 2 (Academic)		**Tier 3 (Technical)**	
Describe Utilize Analyze	Histography Primary sources Secondary sources Author Historical significance Audience Authenticity	Historical period Timelines Historical data Images Symbols Objects Cartoons	Graphs Charts Maps Artwork Socio-cultural Artifacts
Daily Topic Breakdown			
Day 1 What is History? (Political history, economic history, social history, labor history, women's history, Black history, intellectual history, military history, environmental history, historiography) **Day 2** Primary vs. Secondary sources (introduce PONCHO method) **Day 3** How Primary & Secondary sources are used to study history (understanding bias) **Day 4** Timelines, Graphs, & Images **Day 5** Understanding Political Cartoons (introduce ELIAS method)			

FL US History Unit 1		
Number of Days: 5		PLC Document for Targeted Instruction Link Here
Unit Essential Questions:	What skills are necessary to be successful on the US History End of Course Exam?	
Topic:	Historian's Apprentice Tools	
		Classical Instructional Strategies
NGSSS Standards	SS.912.A.1.1 Describe the importance of histography SS.912.A.1.2 Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period SS.912.A.1.3 Utilize timelines to identify the time sequence of historical data SS.912.A.1.4 Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past SS.912.A.1.7 Describe various socio-cultural aspects of American life, including arts, artifacts, literature, education, and publications	Direct Instruction (I Do, You Do, We Do) Socratic Seminar (Trivium-Rhetoric Stage)
Vocabulary (Knows)		
Tier 2 (Academic)		**Tier 3 (Technical)**

Describe Utilize Analyze	Histography Primary sources Secondary sources Author Historical significance Audience Authenticity Historical period Timelines Historical data Images Symbols Objects Cartoons Graphs Charts Maps Artwork Socio-cultural Artifacts
Daily Topic Breakdown	**Suggested Classical Readings**
Day 1 What is History? (Political history, economic history, social history, labor history, women's history, Black history, intellectual history, military history, environmental history, historiography) **Day 2** Primary vs. Secondary sources (introduce PONCHO method) **Day 3** How Primary & Secondary sources are used to study history (understanding bias) **Day 4** Timelines, Graphs, & Images **Day 5** Understanding Political Cartoons (introduce ELIAS method)	"Eyewitness to America," David Colbert "Fighting the Great War," Michael Neiberg "Land of Hope," Wilfred McClay "Lend Me Your Ears," William Safire "The First World War," John Keegan "The Second World War," John Keegan "We Still Hold These Truths," Matthew Spalding "The Anti-Federalist," Eds. Herbet Storing & Murray Dry

	"The Federalist Papers," Alexander Hamilton, James Madison, & John Jay "The Political Theory of the American Founding," Thomas West The U.S. Constitution and other founding documents

ATTACHMENT

D

Reading Plan

CSUSA K-12 READING PLAN

2024-2025

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Introduction

The reading curriculum for CSUSA Schools is based on a foundation of the FL BEST standards.[1] CSUSA applies a standards-based approach to reading instruction that focuses on mastery through the use of a Guaranteed and Viable Curriculum (GVC), the core of its education model. The GVC is based on the research of Robert Marzano as published in *What Works in Schools: Translating Research Into Action (2003) and The New Art and Science of Teaching (2017).* The GVC provides all students with equal opportunity to master the standards, and the time in which to reach mastery. The use of the GVC ensures that individual teachers do not have the option to disregard or replace assigned content. Teachers focus individualized reading instruction utilizing CSUSA created curriculum maps, which group and arrange the standards in a logical way to ensure all grade level standards can be taught within the school year. Instruction will incorporate a variety of authentic texts, with a blend of literary and informational texts in all grade levels. Along with other resources described further in this plan, CSUSA Schools will utilize a core reading resource, SAVVAS MyView Literacy (K-5) and Houghton Mifflin Into Literature (6-12). Core reading programs are augmented with diagnostic assessments, leveled texts, intervention and supplemental resources, as well as various other components to meet the needs of all students. The program provides support in building a strong foundation in reading and utilizing critical thinking skills within the reading activities.

The primary goal of the implementation of the reading curriculum is to teach children to understand what they read, and to become life-long readers through systematic, direct instruction of the Standards aligned to the six components of reading: phonological awareness, phonics, fluency, vocabulary, reading comprehension and oral language. CSUSA has incorporated the six components of reading into the GVC, providing curriculum maps with corresponding standards assessments and vocabulary that will assist teachers in systematic instruction of the standards aligned to the science of reading. In the curriculum maps, standards are logically grouped and sequenced, building from simple to more complex skills and taught to mastery, as monitored through Instructional Focus Assessments (IFAs) after each unit of instruction and other classroom formative assessments. Phonemic awareness and phonics skills are scaffolded in blending, segmenting, deleting, and other skills. Research has identified specific skills children must learn in order to read well. According to the Report of the National Reading Panel Teaching Children to Read, the best instructional reading programs include: use of the alphabet (phonemic awareness and phonics), fluency (guided oral reading and independent, silent reading), and comprehension (vocabulary and text comprehension).

Research from *Florida Center for Reading Research* and *Just Read Florida!* will be continually reviewed in order to formulate a research-based reading curriculum based on the needs of the students. CSUSA Schools will implement an ELA block that includes time for all BEST ELA Strands in kindergarten through fifth grades. The ELA block will include whole group instruction and small group instruction utilizing a research-based sequence of reading instruction, with differentiation for specific student learning needs, timely and specific feedback, and high-student engagement to ensure the greatest impact of a full instructional block. There will be instruction for communication/writing, and further vocabulary development, including integration of science and social studies within the ELA block. In addition to the ELA block, there will be an additional block of time dedicated to targeted intervention, remediation or enrichment based on student need, which is aligned with Response to Intervention (RtI), described further in this plan. Standards-aligned reading, writing, speaking and listening instruction will be systematically integrated throughout the day in all subject areas.

[1] A review of the CSUSA Reading Plan for K-12 and guidelines provided by Just Read, Florida! is conducted annually to ensure alignment with current Florida state statute.

No matter the grade level, students in need of additional support will be provided the extra minutes of support either in a push-in or pull-out setting, possibly within a non-required specials period. Middle and high school grades will follow a similar plan, dependent on course scheduling. If students qualify based on data and assessments, they will receive intervention in reading.

Research informs us that there is an instructional difference between annual growth for students who are on grade-level and catch-up growth for students that are below or significantly below grade-level (Fielding, Kerr and Rosier 2007). Addressing literacy and reading for those who are multiple years behind grade-level is not a single year process, in fact, it is only after 2-3 years of comprehensive reading instruction of more than 200 minutes per day that students begin to cross the threshold of grade- level performance (50th percentile). With this in mind CSUSA Schools intend to provide extended instructional minutes to students below grade level through extended-day learning opportunities, remediation, additional tutoring, and in-school interventions.

Table 1.1 below describes a sample progression plan to increase instructional minutes in reading in grades K-5.

Table 1.1

Sample Progression Plan of Instructional ELA Minutes Grades K-5		
On Grade Level Instructional Plan	**Strategic Instructional Plan**	**Intensive Instructional Plan**
90-minute uninterrupted ELA block	90-minute uninterrupted ELA block	90-minute uninterrupted ELA block
30-minute additional block for ELA instruction	30-minute additional block for ELA instruction	30-minute additional block for ELA instruction
30-minute remediation/enrichment block	30-minute remediation/enrichment block	30-minute remediation/enrichment block
	30-minute Intervention block	30-minute Intervention block
		Additional 30-minute intervention block

K-5 Remediation/Enrichment

Students receive targeted instruction in core reading classes during a specific time block. Students are grouped based on their various levels of performance on grade-level standards. The groups are adjusted accordingly based on formative assessment data to ensure students continuously receive personalized instruction. For example, students that are below grade level may receive remedial instruction focused on foundation or comprehension skills, while novel studies or vocabulary application may be the focus for students on grade level. Students above grade level may be participating in an enrichment block where they are incorporating critical thinking and project-based learning to enhance their levels of understanding.

K-5 Intervention

Students who have been identified as having substantial reading deficiencies, as defined by FL Rule 6A-6.053, receive targeted, intensive instruction during a specific intervention time block. They are grouped based on their various levels of performance within the domains of reading and are instructed based on those targeted skill gaps. The groups are adjusted accordingly based on screening, diagnostic and progress-monitoring data to ensure students continuously get the support they need.

The following table provides an example of an elementary schedule beginning with a remediation/enrichment block, a core integrated ELA block, and a separate block for intervention. See the school addendums for individual schools' schedules.

Table 1.2

Sample Elementary Schedule	
Time	**Monday – Friday Schedule**
8:00 am – 8:40 am	Remediation/Enrichment Block
8:40 am – 10:10 am	ELA Block – 90 Minutes Uninterrupted Reading Instruction
10:10 am – 10:40 am	Additional ELA Block - Integrated Social Studies and Science Content
10:40 am -11:10 am	Intervention Block
11:10 am – 11:40 am	Lunch
11:40 pm – 12:25 pm	Specials
12:25 pm – 12:55 pm	Guided PE
12:55 pm – 2:25 pm	Mathematics
2:25 pm – 3:00 pm	Science/Social Studies Experiential Block

6-12 Intervention

In middle and high school, students who need remediation as determined by their performance on state and/or interim assessments will receive intensive instruction through intensive reading support during a double ELA block, a push-in/pull out model or a separate intensive reading course, in addition to their scheduled English Language Arts course. Students are grouped based on their various levels of performance and targeted skill gaps. Throughout the class, groups are adjusted based on formative and progress monitoring data to ensure students continuously get the support they need. Small group instruction and research-based instructional strategies for intervention will be included.

Descriptions of the programs and resources used for intervention will be explained in detail further in Attachment A. Individual schools are not limited to the resources listed in this attachment. The resources used by the individual schools can be found in the school addendums.

Table 2.1 that follows, aligned with Response to Intervention (RtI) described further in this plan, describes the progression plan to increase reading instructional minutes in grades 6-12 to ensure that students achieve mastery of grade level expectations.

Table 2.1

Progression Plan of Instructional Reading Minutes 6-12		
On Grade Level Instructional Plan	**Strategic Instructional Plan**	**Intensive Instructional Plan**
50+ minute ELA block	50+ minute ELA block	50+ minute ELA block
	50-minute intensive reading class (OR) intensive scaffolded support in reading during a double block/remediation block (OR) intensive scaffolded support in reading during a push-in/pull-out model	50-minute intensive reading class (OR) intensive scaffolded support in reading during a double block/ remediation block (OR) intensive scaffolded support in reading during a push-in/pull-out model
		30-minute intervention sessions

Table 2.2 provides an example of a middle school schedule including intensive reading instruction through a push in/pull out method and a double block of ELA instruction.

Table 2.2

Sample Middle School Schedule		
Period	**Time**	**Subject**
	8:00 am – 8:24 am	Homeroom/Advisory
1	8:26 am – 9:16 am	ELA
2	9:18 am – 10:08 am	ELA (option for interventions)
3	10:10 am – 11:00 am	Math
4	11:02 am – 11:52 am	Musical Theatre (option for interventions)
5	11:54 am – 12:44 pm	Science
	12:46 pm – 1:16 pm	Lunch
6	1:18 pm – 2:08 pm	World History
7	2:10 pm – 3:00 pm	PE
	3:00 pm	Dismissal

The Comprehensive Core Reading Program (CCRP)

The Comprehensive Core Reading Plan (CCRP) is the basis of reading instruction provided to all students at all levels as a critical component of the GVC. SAVVAS MyView Literacy (K-5) is the state approved core-reading program for kindergarten through fifth grade. It is a comprehensive, research-based program, which provides for the implementation of an integrated approach, and supports the creation of a strong reading foundation required for the development of literacy skills needed for the success of 21st century learners. It correlates to the BEST standards across all grade levels and addresses the six areas of reading: phonological awareness, phonics, fluency, vocabulary, comprehension, and oral language. It also provides for explicit, systematic instruction, and ample practice opportunities which allow students to master necessary reading skills. This research-based instructional approach is provided during the uninterrupted 90-minute ELA block, and will incorporate a variety of authentic texts, with a blend of literary and informational texts in all grade levels. This combination of short stories, novels, non- fiction texts, poetry, and drama will prepare the student for real-life reading application. Text exemplars provide exposure to more complex text to challenge the students, allowing them to reach higher standards of success. The literature and non-fiction texts, supplemented with exemplar texts, suggested in the curriculum maps, are to be used for close, analytic reads.

A portion of the block will consist of teachers providing the designated reading lesson for the day, and the remainder of the time will be differentiated for students to receive targeted small-group instruction or complete independent activities tailored to practice necessary reading skills from the lesson. Small-group instruction and corrective feedback will be provided, and independent work will be monitored. Teachers will use texts and materials at the student's instructional level, and progress to more complex text as necessary.

HMH Into Literature, a comprehensive English Language Arts program with an integrated reading and writing approach, will be utilized in grades 6-12. The program correlates to the BEST standards for all grade levels and contains multiple resources that include a reading focus. For example, resources such as an interactive work text, The Close Reader, is provided for close reading as are digital tools to enhance students' ability to analyze and identify critical information within a variety of rigorous text structures. Into Literature can also be utilized to facilitate teacher-led small group instruction, which research shows to be an effective strategy for proficient reading. Additionally, Into Literature includes vast supplemental novels for the use of book studies and Literature Circles, a research- proven effective reading instructional strategy (Daniels, 2002; Langer, 2002; Marzano, Pickering & Pollack, 2001; Barone & Barone, 2012; Helgeson, 2017).

Supplemental Intervention Reading Program (SIRP)

Based on benchmark, interim and formative assessment data, students will receive additional instruction and practice on identified skills. Teachers will provide additional instruction outside of the 90- minute ELA block (K-5) in times such as the RtI block, through content area integration, during enrichment activities, and during any other opportunity to support student achievement of individual learning goals. Programs, resources and assessments used during SIRP are described in detail in Attachment A. Individual schools are not limited to the resources listed in Attachment A. The resources used by the individual schools can be found in the school addendums.

Comprehensive Intervention Reading Programs (CIRP)

CSUSA Schools will meet the individual needs of students who, based on diagnostic data, have been identified to have significant skill deficiencies and/or read one or more years below grade level. Students will receive additional instruction outside of the 90-minute ELA block and the SIRP interventions through the use of an evidence-based intervention program in a small-group setting. These students will receive more frequent progress monitoring to ensure accelerated progress toward grade level expectations. Students will not be pulled out of core subjects for this additional reading instruction. For example, the comprehensive reading instruction could occur during dedicated intervention times, an extension of an ELA block, or during non-required electives. Programs, resources, and assessments used during CIRP are described in Attachment A. Individual schools are not limited to the resources listed in the school addendums.

Response to Intervention

CSUSA Schools will use a Response to Intervention model based on a Multi-Tiered System of Supports (MTSS) to provide high quality instruction and interventions matched to the needs of each individual student. This model is aligned with all federal and state laws to ensure all students make appropriate learning gains. Each student's performance will drive future instructional decisions. This will be in place for all students in need of reading intervention, including students who have previously been identified as meeting Exceptional Student Education (ESE) eligibility requirements, students with 504 plans, and English Language Learners (ELL). Students with IEPs qualify for Tier 2 and Tier 3 services in the same manner as all other students, in addition to any services and accommodations that they are already receiving through their IEP. CSUSA Schools will follow the district's guidelines for 1011.62(9), F.S., and FL Rule 6A-6.053, where all students in grades kindergarten through 12 requiring Tier III intensive reading interventions will be taught by a teacher who is certified or endorsed in reading.

The RtI model includes:

- Tier 1 – Standards-Based Classroom Learning. All students participate in general education learning that includes: universal screenings to target groups in need of specific instructional and/or behavioral support and implementation of the Florida Standards (BEST). This is implemented through standards-based classroom structure, differentiation of instruction, flexible grouping, progress monitoring, formative assessments, and positive behavior supports.
- Tier 2 – Needs-Based Learning. In addition to Tier 1, targeted students participate in standard intervention protocol processes for identifying and providing evidence-based interventions based on student need, on- going progress monitoring to measure student response to intervention and guided decision-making. Instruction occurs in small-groups in addition to the time allotted for core instruction.
- Tier 3 – SST-Driven Learning. In addition to Tier 1 and Tier 2, targeted students participate in intensive, formalized problem solving to identify individual student needs; targeted evidence-based interventions tailored to individual needs; evidence-based curriculum resources; frequent progress monitoring; and analysis of student response to intervention(s). The time spent on instruction for Tier 3 students is in addition to the combined Tier 1 and Tier 2 amounts.

See Addendum for a draft of a Reading Intervention Process and Procedures Manual for CSUSA Schools.

CSUSA Schools ensure that behavior does not impact the reading acquisition process. Through a collaborative problem-solving model, the multi-disciplinary team, which may include school counselor, teacher, curriculum resource teacher, administrator will systematically review performance data of all students and identify interventions as needed to improve student performance. This team will work with teachers on implementation of these interventions with fidelity and progress monitoring. The team will meet regularly to discuss how to better enable learning for students at each of the three intervention tiers.

CSUSA Schools will offer ELL students instructional services through a Mainstream/Inclusion English Language Arts and Mainstream/Inclusion for Core/Basic subject areas model. Sheltered instruction may be offered to students in grades 6 –12 as needed via English Through ESOL and Developmental Language Arts Through ESOL. Mainstream/inclusion instruction provided to ELL students will be equal in amount, sequence, and scope to the instruction provided to the non-ELL students at the same grade levels. WIDA Can Do Descriptors will be used as a tool to help differentiate instruction, according to what the student should be able to do based on the student's stage of English language proficiency. Instruction will be supported through the use of differentiated ESOL instructional strategies, accommodations, materials, and assessments, which are monitored by the ELL committee and documented in lesson plans. The effectiveness of these ESOL strategies will be determined by the teachers' observations, administrative classroom walk-throughs, data chats, and site visits. In addition, the curriculum, textbooks, and other instructional materials used by ELL students will be comparable to those used by their non-ELL counterparts. Supplemental text and materials will also be provided as needed for language acquisition and reading instruction.

ESOL components are included within the SAVVAS MyView Literacy (K-5) reading program, such as leveled texts, to supplement the lesson and provide differentiated support to ELL students. All students, including ELL students, who are performing below grade level will be referred to the RtI process. Interventions that will be provided include push-in/pull-out support and small-group instruction. Progress Monitoring Plans (PMP) will be created for all students, including ELL students, to properly document types and frequency of interventions. The ESOL coordinator will take part in monitoring these PMPs to ensure ELLs are making adequate progress based on performance of class and benchmark assessments. The state required assessment, ACCESS for ELLs, will be administered as appropriate.

Students in CSUSA Schools who have been identified and qualify for a Gifted Education Program, each have an Educational Plan (EP). The schools' gifted teachers work collaboratively with the instructional team to support the students in the achievement of their EP goals. Strategies utilized will allow students to be academically challenged and will focus on higher-order thinking skills. The team works together to review student data and identify enrichment areas which may be targeted through differentiated instruction. Through differentiated activities, gifted students' studies may encompass holistic projects that include components such as the development of advanced research skills, complex creative thinking and problem-solving, communication skills for a variety of audiences, and use of technology to promote the desire for learning on self-selected and/or teacher-selected topics.

Between diagnostic and interim assessment periods, teachers will administer a variety of assessments to students in need of intervention, or to those who are not responding to interventions. The norm-based Northwest Education Association (NWEA) assessment or other comparable assessments are used as the universal screenings for all grade levels, K-10 to determine student need for intervention. For the complete breakdown of diagnostic tools used and frequency of assessment during the RtI process, see Assessment section beginning on page 15.

All elements of progress monitoring will be shared with parents through the report card and data conferences, conducted throughout the year. Parents will have the option to schedule conferences as needed with the teacher. This connection between home and school will enhance students' ability to achieve annual progress.

Reading Program Specifications

In order to make reading a "primary focus," all objectives from the *Just Read Florida!* Reading Program Specifications that follow will be implemented at CSUSA Schools.

Specification 1: Professional Development

- Comprehensive Initial Professional Development
- Professional Development for Everyone
- Frequent and Continuous Professional Development
- Professional Development to Impact Change
- Professional Development Led by School-site Expertise

CSUSA Schools will provide professional development for all teachers through the model of continuous improvement. All teachers will be provided evidence-based professional development targeted to school improvement goals and aligned to the science of reading. Literacy trainings will 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. Teachers will meet in professional learning communities weekly by grade level teams, facilitated by their team leads, to analyze student data and design units and accompanying lessons that are aligned to state benchmarks. Additionally, team leads participate in monthly leadership meetings with administrators. Based on administrative/support walk-throughs, site visit feedback, and student performance, teachers will be provided specific, differentiated professional development from mentor teachers, administrators, curriculum specialists, or curriculum resource teachers (CRTs). At least one CRT will be on staff at all CSUSA Schools, and a regional curriculum specialist will be assigned for support.

Professional development will be provided at least monthly, in addition to weekly grade level meetings, and on designated teacher professional development days. Teachers will meet for data chats with mentor teachers and administrators, after benchmark assessment periods, to analyze student reading progress, and develop an action plan for professional development. These data chats can include reading intervention strategies, teaching reading in content areas, and many other literacy development opportunities. Professional development will have an emphasis on dyslexia, multisensory interventions and explicit instructional approaches. Florida's BEST Standards and scientifically based reading research and evidence-based practices will also be an area of focus for professional development and PLCs. Mentor teachers and model classrooms may be used as additional coaching strategies to supplement the traditional professional development already in place. A sample professional development agenda is shown in Table 3 that follows. In addition to the following network-wide plan, see the school addendums for individual schools' customized professional development plans.

Table 3

Professional Development Agenda		
Month	Topic	Facilitator
July/August	CRT Boot Camp	Curriculum Specialist
September	Data Driven Instruction	Curriculum Resource Teacher
October	Cadre webinar	Curriculum Specialist
November	Coaching Cadre in person	Curriculum Specialist
December	Small Group Instruction	Curriculum Resource Teacher
January	Cadre Webinar	Curriculum Specialist
February	Coaching Cadre in person	Curriculum Specialist
March	Literacy Across Content Areas	Curriculum Resource Teacher
April	Cadre webinar	Curriculum Specialist
May	Cadre Webinar	Curriculum Specialist

Instructional personnel who have not yet earned a reading certification, endorsement or an advanced degree in scientifically researched and evidence-based reading instruction will be provided opportunities to obtain these through partnerships with higher education institutions and/or state approved Education Preparation Institutes.

In preparation for their highly supportive roles within CSUSA Schools, CRTs attend training workshops each year to further professional knowledge on how to best serve CSUSA Schools. In order to facilitate professional development to the teachers throughout the year, CRTs attend Curriculum Cadres and webinars provided by curriculum specialists.

Principals and Assistant Principals have their own professional development institutes over the summer to prepare for the coming year, with regard to best practices, new regulations, and any other expectation within their roles. Principals and Assistant Principals attend meetings to receive support within their positions.

CSUSA also has a professional development plan for New Teacher Induction (NTI) prior to orientation at the school level. Additional opportunities for NTI will be provided throughout the year as teachers are hired. Returning teachers receive at least one full week of professional development prior to the start of the new school year for Returning Teacher Orientation (RTO). These two-week trainings are provided by CSUSA, and are facilitated by Curriculum Specialists, site-based administrators, and Curriculum Resource Teachers. During the first days of NTI/RTO, all teachers new to the school will receive comprehensive training that ensures their understanding and implementation of the GVC. In subsequent days, all teachers will receive training based on the Marzano works, *What Works in Schools: Translating Research into Action (2003), and Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement (2001).* This professional development will support all areas of reading instruction, including the use of targeted instruction, differentiated instruction, formative and summative assessments, tracking and monitoring progress, and working with special needs students such as ELL and students with disabilities.

Teachers have to complete required coursework to obtain proper ESOL endorsement, as well as follow state guidelines for professional certificate renewal. In addition, teachers and administrators are encouraged to exemplify the commitment to lifelong learning, by seeking professional development outside of the requirements of CSUSA Schools.

Professional development based on reading instructional software programs occurs throughout the year. Both CSUSA and the individual software companies provide these trainings. Training formats include face-to-face, train-the-trainer, network wide webinars and continuous follow up visits and support. Trainings are also provided by core textbook publishers throughout the year on appropriate, new uses of resources, including ways to best utilize provided materials to reach struggling readers.

The roles and responsibilities of instructional coaches can vary depending on the specific needs and goals of the school. However, some common roles and responsibilities include Coaching, Data, Curriculum, Professional Development, and Culture.

The table below explains in detail the coaching and professional development standards for Curriculum Resource Teachers (CRTs) and examples of responsibilities that fall within these standards. Instructional Coaches are not limited to the responsibilities listed and are differentiated based on school/teacher needs.

CSUSA Curriculum Resource Teacher (CRT) Standards	
CRT Standards	**Sample Responsibilities**
Standard 1: Coaching The CRT utilizes the coaching cycle tools to model, coach, and provide meaningful feedback to build capacity in instructional staff.	Tier teachers based on support needed. Walk-throughs Targeted observations Instructional Strategies and Resources Feedback Modeling Coaching Maintain documentation of coaching cycles
Standard 4: Professional Development The CRT facilitates meaningful, differentiated professional learning opportunities aligned to the school-wide strategic plan and State initiatives.	Differentiate Teacher Professional Days Establish follow up systems/implementation Provide assistance with DPP goals Collaborate on PD calendar Track PD Points PLC's NTI/RTO Instructional Action Planning

Tiering teachers is an essential part to coaching as one of the initial steps. When tiering teachers, the leadership team considers several factors, including but not limited to student growth, progress monitoring data, classroom observations, etc. Coaching support for teachers is differentiated and varies based on teacher need. Teachers identified as needing intensive support would then work with coaches to begin a coaching cycle based on the identified areas of opportunity.

Specification 2: Administrative Practices in Support of Reading

- 2.1 Reading as a School-wide Priority
- 2.2 In-service and Evaluation Processes Focused on Reading
- 2.3 Resource Focus on Reading Achievement

School leaders will set high expectations for student achievement in reading and will develop a culture of excellence with a focus on reading. The frequent administrative/support walk-throughs and site visit feedback will be targeted to track teachers' mastery of high-probability, research-based instructional strategies. These measures ensure that teachers implement the reading plan with fidelity and that resources are allocated and used to deliver the strongest impact on student achievement in reading.

High-quality reading programs and materials will continuously be chosen to meet the needs of students. Feedback from teachers can be gathered at each biweekly data chat, as well as from results from each interim assessment and benchmark assessment provided by the Northwest Evaluation Association (NWEA) or other comparable assessments to evaluate the effectiveness of each chosen instructional program. These assessments are described further in this plan. Core curriculum may be supplemented by the purchase of novels and other approved fiction and nonfiction texts for students to read within classroom instruction, as well as for personal reading pleasure, to increase motivation and foster a love for reading in students. The Curriculum Resource Teacher will collaborate with the reading and content area teachers to create text sets or collections of books around a topic of inquire at varying levels of complexity. If an individual school has received a Title I designation, there also could be additional resources and personnel, such as a reading coach, to assist with the selection of materials.

The principal will clearly articulate the vision, mission, and expectations that all children can read, and assist in establishing reading as a priority. Schools may support reading as a priority by spearheading a Reading Challenge in which all students will be expected to read a specific number of books at their independent level throughout the year.

Table 4 below provides CSUSA guidelines for the number of books that may be read by each student:

Table 4

Sample Reading Challenge Goals	
Grade Level	Number of Books
Kindergarten	100
1st - 5th Grade	50
6th – 12th Grade	30

Teachers can monitor students' independent reading, and check for comprehension in a variety of ways including, but not limited to, student created illustrations, summaries, and verbal explanations. Progress toward the school-wide goal will be tracked and celebrated on hallway or classroom displays. This challenge will also provide for a home-school connection with reading, in addition to their regular daily homework assignments from core courses. Parents will be required to sign a reading log or tracking system to monitor students' independent reading at home. Parents can facilitate deeper understanding of texts by being the "teacher" at home, asking their children questions about what they are reading and providing support for any book reports or projects that may need to be completed. Students may have the opportunity to use tablets or e-readers as well.

Staff members may also participate in a similar reading challenge. This can further promote CSUSA Schools' vision of creating the desire for students to be life-long learners as teachers will be role models, demonstrating their love for learning through reading.

CSUSA Schools will also have a Literacy Committee or Reading Leadership Team in order to develop programs and activities that will promote reading throughout the school.

Specification 3: High Quality Reading Instruction is a Dynamic System

- 3.1 Propels Student Learning in Essential Reading Components
- 3.2 Expends Efficient Use of Instructional Time
- 3.3 Contains Systematic Set of Assessment Practices
- 3.4 Differentiated Instruction

Essential Reading Components

The six components of reading will be taught explicitly with structured practice to ensure mastery. Speaking and listening skills is an essential component of literacy. Expressive and receptive oral language skills will be provided throughout the English Language Arts instructional block. Opportunities for students in all grades will be provided to engage in developmentally appropriate collaborative partner, small group and whole class discussions. These discussions will include vocabulary development, guided practice, demonstrating understanding by summarizing and retelling, reporting on topics and relating key details of stories in a logical fashion, presentations and picture chats.

Phonological awareness skills, such as phoneme blending and phoneme deletion, will be scaffolded beginning with simpler phonemes, and building to more complex phonemes. Phonics skills and decoding strategies will be taught systematically and sequentially so that students understand how letters represent sounds and sounds blend together to make words that contain meaning. The curriculum supports students enhancing their phonics skills within their writing. In addition to explicit whole group instruction, these skills are further mastered through small group instruction, centers, and cooperative learning activities.

Teachers will provide fluency instruction on three levels of text: high frequency word fluency, phrase fluency, and text fluency. Students will set individual goals for fluency, and teachers will track progress toward achievement through regular fluency assessments.

To build academic vocabulary, teachers will choose the most important vocabulary words to teach, and following a six-step process to teach new words so that students develop a deep understanding of the word (Marzano). Students are first provided a description or example of the word (verbally and in non-linguistic form). Students then restate this description in their own words, and also create a picture or symbol to represent the word. Students interact with this new word in various higher-order activities throughout the week, as well as with each other. They may also participate in games with the word for further motivation and connections.

Reading process and literary analysis skills will be taught through direct instruction of content cluster skills, and modeling of metacognitive, comprehension strategies (Keene and Harvey & Goudvis). This is supported through small group instruction with leveled texts. By providing direct, systematic instruction for all six components of reading, CSUSA Schools will ensure that all students achieve annual growth in reading.

Using an integrated approach, writing will be a part of all content areas. Included in this approach will be elements from direct skill instruction and the process-oriented methodology including frequent opportunities for students to engage in, and apply specific skills in a variety of communication activities. Additionally, writing skills will be strengthened across the curriculum through responding to text and the use of writing strategies such as, planning, revising, editing, peer review and collaboration. Furthermore,

text production and process writing approaches will be incorporated. Technology, such as word processing will be utilized as support.

Efficient Use of Instructional Time

In order to maximize instructional time, teachers are requested to map out their lessons minute-by-minute. This ensures for "bell-to-bell" instruction, with research-based strategies implemented to engage students within learning the entire time. These lesson plans are approved by administrators and implemented with fidelity throughout the year. With administrative approval, teachers may adjust their plans as the year progresses to best fit the needs of students. These minutes are posted in the classroom for all students, as well as visitors, to see. This makes all stakeholders aware of what is happening in the classroom and assists with appropriate instructional pacing.

Teachers are also expected to map out their lesson plans in a very structured, research-based manner, following the guidelines of using an introduction, modeling, guided practice, independent practice, and closure within every lesson and every subject.

Reading processes and literary analysis skills will be taught through direct instruction of content cluster skills and by modeling of metacognitive comprehension strategies (Keene and Harvey & Goudvis). This is supported through small group instruction. Students will have access to leveled readings and activities in targeted small groups and centers used for individualized instruction and practice. Highly qualified teachers will appropriately group students by level and differentiate instruction targeted to particular groups' needs through scaffolded, reading lessons. Additionally, instructional software, which adapts to student's individual needs will be used.

Students move into independent practice when they have proven they have understood the concept, and the purpose is to master the objective. During this time, teachers can work with small-groups, and focus on targeted instruction using research-based strategies through targeted small group instruction and implement differentiated and skill-specific centers. This allows teachers to provide extra assistance to those who are not ready to move on to the independent practice stage and hone in on particular deficiencies. Lastly, a closure activity is conducted, whether it is in the form of an exit-slip, or turn-and-talk response, in order to gauge final understanding of the concept taught within the lesson. This effective use of instructional time plan applies to all subject areas, not just reading. For those students who are in need of extra instructional time and support, see the sample schedules provided.

Assessment

At the beginning of every school year, teachers will analyze previous year's state assessment scores and identify each student's reading level through a variety of assessments. Examples of assessments that may be available for CSUSA Schools are shown in Table 5.1 below. See the school addendums for specific progress monitoring assessments used at individual schools and Attachments A and C for more information about CSUSA assessments.

Table 5.1

Grades K-2 Sample Reading Assessments		
Category	**Assessment**	**Frequency**
Screening	NWEA MAP Growth; STAR; iReady	Up to 3 times a year
Diagnostic	iReady Progress Monitoring; DIBELS; NWEA Reading Fluency	1-3 times a year
Progress Monitoring	STAR; Easy CBM; DIBELS; NWEA Reading Fluency; DAR; MyView	Minimum of every 3-4 sessions within a 6-8-week intervention cycle
Outcome Measures	NWEA MAP Growth; State Assessments, Instructional Focus Assessments	Range: by unit → 3 times a year

Table 5.2

Grades 3-5 Sample Reading Assessments		
Category	**Assessment**	**Frequency**
Screening	NWEA MAP Growth; FAST; iReady	Up to 3 times a year
Diagnostic	iReady Progress Monitoring; DIBELS; DAR; NWEA Reading Fluency	1- 3 times a year
Progress Monitoring	FAST/Cambium; Easy CBM; STAR; DIBELS; DAR; NWEA Reading Fluency; MyView	Minimum of every 3-4 sessions within a 6-8-week intervention cycle.
Outcome Measures	NWEA MAP Growth; State Assessments, Instructional Focus Assessments	Range: by unit → 3 times a year

Table 5.3

Grades 6-12 Sample Reading Assessments		
Category	**Assessment**	**Frequency**
Screening	NWEA MAP Growth; iReady (6th- 8th); FAST	Up to 3 times a year
Diagnostic	DIBELS; DAR; iReady Progress Monitoring (6th-8th)	1-3 times a year
Progress Monitoring	Easy CBM; FAST/Cambium (6-10); DIBELS, DAR	Minimum of every 3-4 sessions within a 6-8-week intervention cycle.
Outcome Measures	NWEA MAP Growth; State Assessments, Instructional Focus Assessments;	Range: by unit → 3 times a year

In addition to the assessments above, fluency assessments such as oral reading fluency checks using scaffolded discussion templates, will provide data regarding reading level progress. For those students with disabilities for whom participation in the regular state assessments has been deemed not appropriate per their Individualized Education Plans, alternative options will be provided per the Florida state guidelines. CSUSA Schools will be in compliance with all guidelines and requirements, including assessments for students with Individual Education Plans and English Language Learners. For those third grade students who do not meet standardized testing passing requirements, CSUSA Schools will utilize state approved alternative assessments for good cause promotion. Teachers will administer formative and summative standard based assessments that are designed to evaluate whether a student has mastered a specific standard at the lowest level that was taught. Each assessment will measure the academic performance of each student on a particular standard, based on content that has been introduced and practiced multiple times.

NWEA MAP Growth, or a comparable assessment, may be administered three times per year, as well as interim assessments will provide data regarding progress toward the state-mandated assessment, and are described as follows:

- NWEA Interim Formative Assessments - The Northwest Evaluation Association (NWEA) MAP Growth assessments are nationally normed, and proven to be effective at targeting student achievement and determining skills students need to improve performance. NWEA uses a scale score (RIT) that continues through each grade level, which enables us to monitor growth from one grade level to the next, as well as determine exactly how far above or how far below grade level a student is. NWEA currently provides the Measures of Academic Progress (MAP). These assessments are adaptive and computer-based, which help prepare students for the format of the state assessments as well. NWEA MAP tests students with engaging, ability-appropriate content. NWEA is an adaptive assessment; therefore, as a student responds to questions, the test difficulty adjusts to the level of the student.

Assessments are followed by a decision-making process to determine the next action to take to meet students' needs. Teachers use data from state assessments, NWEA MAP, interim assessments, and class assessments to drive the decision- making process with regard to differentiated instruction. This decision making includes re-teaching, changing the instructional strategies, or modifying the developed product to demonstrate understanding. Student groupings will change in classes periodically depending on the activity level and ability level. Teachers will integrate formative assessments throughout activities to make adjustments. Continuously assessing, reflecting, and adjusting content, process, and product enables teachers to best meet the needs of each individual student.

For students receiving targeted intervention, for example those receiving Tier 2 or Tier 3 support, the decision-making process will be more formal. After every 3-4 intervention sessions there will be an analysis of the progress monitoring to determine the success of the intervention. After 6-8-weeks there will be a meeting to analyze the data to determine if the student needs to continue with the intervention, if the intervention needs to be modified, or if the student has met their goals and no longer needs the intervention. Time frames may be adjusted based on LEA guidelines.

Differentiated Instruction

CSUSA Schools will follow the belief that differentiated instruction includes:

- A teacher's response to student needs
- The recognition of students' varying background knowledge and preferences
- Student-centered instruction that addresses students' differences
- A blend of whole-group and small-group instruction.

Research states that teachers can differentiate in various ways: with the content students are learning; the process or environment in which the material is being taught; and the product that is developed to demonstrate learning. Teachers will take into consideration the students' readiness for learning, their interest, and their learning profiles.

Research- based best practices with regard to differentiating include:

- For student readiness: focusing on the standard for the content being taught and the objective that must be mastered, but content may be at various levels (i.e. students may read higher-level text yet still master the same standard as students reading on- level text).
- For student interest: allowing students to choose from a list of options of how they will demonstrate mastery (i.e. some students may complete a project, whereas others might write an essay).
- For student learning profile: addressing various individual student differences in learning styles (i.e. students that are tactile learners can use manipulatives, whereas students who are visual learners can use pictures).

Using assessments describe previously in the plan, students will be assessed at the beginning of the school year to determine basic reading development and to detect the presence of any difficulty. Based on the instructional implications of the diagnostic screening, students will be provided instruction to meet their individual needs with an emphasis on cooperative learning and small group instruction. Cooperative groups are flexible based on progress monitoring of reading skills. The reading lesson segments can incorporate differentiated texts—for on-level, advanced, below- level, and ELL students. Teachers will utilize various rigorous and standards-based center resources to engage students in reading activities to deepen their understanding of reading skills through hands-on activities, the use of manipulatives (i.e. word sorts, letter tiles, and dry erase boards), and integration of technology (i.e. listening centers, Reading Plus).

To further enhance learning for those students who are higher-level, including gifted learners, CSUSA Schools will emphasize using higher-order thinking skills and higher-order tasks to challenge the students. These tasks are utilized as students master concepts and deepen their understanding, and ultimately will benefit all levels of learners. The activities are to enrich college-ready skills, such as problem-solving, critical thinking, synthesizing, analysis, connections, creativity, metacognition, evaluation of decision-making, and transferring knowledge. Not only can these be applied within the reading program, but also across all content areas. Examples of higher-order activities that can be utilized include, but are not limited to:

- Cooperative learning groups
- Student-created artifacts
- Cross-curricular projects
- Inductive learning
- Real-world application projects
- Circle of knowledge
- Evaluations and Critiques
- Research projects
- Debates
- Mock trials

Specification 4: Reading Text Materials and Resources

- 4.1 Materials Aligned with Student Reading Levels
- 4.2 Comprehensive Instructional Materials
- 4.3 Wide Assortment of Diverse Text
- 4.4 Flexible Use of Text
- 4.5 Appropriate Use of Technology

The Comprehensive Core Reading Plan (CCRP) Materials: CSUSA Schools will use SAVVAS MyView Literacy (K-5) and Houghton Mifflin Harcourt Into Literature (6-12). As all reading resources are consistently reviewed and evaluated, these choices may change in the future if new, more effective, research-based resources are determined. As stated previously, these proposed programs include a range of diverse print and media aligned with the Florida's BEST Standards. Within the programs there are diagnostic assessments, leveled texts, intervention and supplemental resources, as well as various other components to meet the needs of all students.

Accompanying instructional materials such as workshop kits and decodable books, will be used for differentiated instruction during the K-5 90-minute ELA block, and during the regularly scheduled double block of middle school ELA as illustrated on the sample student schedules in this document. This integrated reading and ELA block will infuse reading instruction for all students through the use of research-based strategies such as close reading experiences and novel studies with the use of exemplar texts. The increase in complexity will be accomplished by exposing students to authentic texts. Students will have the opportunity to utilize these resources at school and at home.

Supplemental Intervention Reading Program (SIRP) Materials

CSUSA Schools will meet the individual needs of students during the school day. The schedules outlined in this plan show additional minutes outside of the uninterrupted 90- minutes of core reading instruction through the Supplemental Intervention Reading Program. Based on classroom and benchmark data, students will receive additional instruction and practice on identified skills. Teachers will provide additional instruction outside of the 90-minute ELA block in times such as the RtI block, through content area integration, during enrichment activities, and any other opportunity, to support student achievement of individual learning goals. A comprehensive list of programs, materials and resources for SIRP is detailed in Attachment A. See the school addendums for the list of resources utilized by individual schools, along with descriptions of how the programs are implemented. Individual schools are not limited to the resources listed in Attachment A. CSUSA is dedicated to increase the resources and materials used to support SIRP at the 6-12 grade levels.

Comprehensive Intervention Reading Programs (CIRP) Materials: CSUSA Schools will meet the individual needs of students who, based on diagnostic data, have been identified to have significant skill deficiencies, and/or read one or more years below grade level, these students will be given additional instructional minutes using an evidence-based intervention program. In addition to SIRP intervention, students will receive this additional instruction outside of the regularly scheduled ELA block, in a small-group setting, with more frequent progress monitoring, to ensure accelerated progress toward grade level expectations. Various materials and strategies will be utilized to aid those students needing extra support in meeting and exceeding a year's worth of learning. A comprehensive list of programs, materials and resources for CIRP is detailed in Attachment A. See the school addendums for the list of resources utilized by individual schools, along with descriptions of how the programs are implemented. Individual schools are not limited to the resources listed in Attachment A. CSUSA is dedicated to increase the resources and materials used to support CIRP at the 6-12 grade levels.

Attachment C demonstrates a sample of the decision-making process through which students are identified for strategic or intensive support. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data. Also, reflected in Attachments A and B are examples of materials that may be utilized during the intervention process. Listed materials will be utilized as the resource, such as FCRR, for research-based reading acquisition strategies. When students are not responding to an intervention their supports are increased, and/or the intervention being used is changed. Assessment and progress monitoring is continued in order to determine and target the deficiency.

Use of Technology and Digital Materials

A primary focus of CSUSA Schools is utilizing technology as an effective way to increase student engagement and interaction with learning, as well as for real-world application. CSUSA Schools will do the same and leverage many digital curriculum assets to enhance the offerings for remediation, enrichment and direct classroom instruction. The goal of technology usage is to create an interactive classroom, taking technology out of the hands of the teachers and place it within the hands of students, for an optimal experiential learning environment. Teachers will be trained to integrate technology into the student-learning environment to increase academic achievement for each student.

With the integration of technology, all students will have targeted access to curricular resources, assessment, technology-based intervention, and enrichment enhancing differentiation. Teachers and students will have technology integrated in the classroom through a variety of modalities. For students, this may include:

- Flat screen televisions with interactive tablets
- SMART/Interactive Panel Boards
- Laptop computers
- Computer labs
- Tablets
- Document cameras
- Production room

CSUSA Schools will utilize digital texts and materials in addition to the traditional texts used in schools. All of the textbook programs used will have a digital book component for both school and home. CSUSA Schools will work to build a partnership with a local library as well to obtain more access to digital content. Materials will consistently be reviewed and updated based on impact on student achievement, with digital texts as a priority to meet student needs.

Evidence-Based Intervention Resources, Programs, and Materials

Examples of Evidence-Based Assessments

Additional evidence –based assessments may be used at the individual school level.

Name of Assessment	Type of Assessment	Frequency
NWEA MAP Growth (K-12)	Screening	up to 3 times per year
NWEA Reading Fluency (K-5)	Screening, Diagnostic and/or Progress Monitoring	up to 3 times per year
STAR Early Literacy/Reading State Assessments (K-2)	Screening	3 times per year
MyView, MyFocus (K-5)	Progress Monitoring	Ongoing, as needed
Read 180	Progress Monitoring	Ongoing, as needed
DIBELS (through 8th grade)	Diagnostic/Progress Monitoring	Ongoing, as needed
Easy CBM (K-12)	Diagnostic/Progress Monitoring	Ongoing, as needed
FAST Progress Monitoring (3-10)	Progress Monitoring	2 times per year, plus summative FAST
DAR (K-12)	Diagnostic/Progress Monitoring	Ongoing, as needed
i-Ready (K-8)	Screening/ Diagnostic	1 to 3 times per year

Examples of Evidence-Based Intervention Resources, Programs, and Materials

Additional evidence-based programs, resources and materials may be used at the individual school level.

Resources/ Program	Grade Level	Phonics	Phonemic Awareness	Fluency	Comprehension	Vocabulary	Oral Language
Lexia Core 5	K-5	x	x	x	x	x	x
Lexia Power Up	6-12		x	x	x	x	
i-Ready	K-8	x	x		x	x	
Reading Horizons	4-12			x	x	x	x
Read 180	3-12	x	x	x	x	x	
Phonics for Reading	2-6	x	x	x			
Intensive Reading Course	MS Course	x	x	x	x	x	x
Edgenuity MyPath	6-12				x	x	
STARI	6-8			x	x		
FCRR	K-12	x	x	x	x	x	x
Scholastic Reading Kits	K-5	x	x	x	x	x	x
Exact Path	K-12	x	x	x	x	x	x
Spire	1-8	x	x	x	x	x	X
Orton Gillingham	K-12	x	x	x	x	x	
Heggerty	K-12	x	x				
Corrective Reading	3-12	x		x	x		
SIPPS	K-12	x	x	x		x	
*See school specific addendums for details.							

Attachment B

Reading Intervention Decision Tree

Reading Intervention Decision Tree Planning Tool for All Students*

Start Here:
Identify Students who demonstrate a substantial reading deficiency, according to the universal screener.

Screeners:
NWEA (K-12)
STAR Early Literacy (K-3)
i-Ready (K-8)

Has the student been given a diagnostic reading assessment to identify the specific reading deficiency?

No

Administer a diagnostic reading assessment to identify the specific reading deficiency.

Stand-alone Diagnostics:
NWEA Reading Fluency
DIBELS (through 8th grade)
DAR (K-12)
i-Ready (K-8)

Yes

Based on the diagnostic assessment analysis (determining the need in any of the following areas: Phonological awareness, phonics, fluency, vocabulary, or comprehension), provide immediate targeted intervention in small groups of students with the same deficiency.

Phonological Awareness

Interventions:
Lexia (Core5), i-Ready, Phonics for Reading, FCRR, Scholastic Reading Kits, Heggerty, Orton Gillingham, SIPPS, SPIRE, Magnetic Reading, Really Great Reading, Wilson

Progress Monitoring:**
Easy CBM; DIBELS, DAR, NWEA Skills Checklist; NWEA Reading Fluency, MyView/MyFocus, STAR

Phonics

Interventions:
Corrective Reading(SRA), Lexia (Core 5), Heggerty, i-Ready, Phonics for Reading, FCRR, Scholastic Reading Kits, Orton Gillingham, SIPPS, SPIRE, Magnetic Reading, Really Great Reading, Wilson

Progress Monitoring:**
Easy CBM; DIBELS, NWEA Skills Checklist; NWEA Reading Fluency, DAR, MyView/MyFocus, STAR

Fluency

Interventions:
Corrective Reading(SRA), Lexia (Core 5), Reading Horizons Phonics for Reading, STARI, FCRR, Scholastic Reading Kits, Dreambox Reading, Orton Gillingham, SIPPS, SPIRE, Magnetic Reading, Read 180, Really Great Reading, Wilson

Progress Monitoring:**
Easy CBM, DAR, DIBELS, NWEA Reading Fluency, MyView/MyFocus

Vocabulary

Interventions:
Lexia (Core 5), Lexia Power Up, FCRR, Scholastic Reading Kits, i-Ready, Edgenuity My Path, Reading Horizons, Orton Gillingham, SIPPS, SPIRE, Magnetic Reading, Read 180, Really Great Reading, Wilson

Progress Monitoring:**
Easy CBM; DAR, DIBELS, MyView/MyFocus, Read 180, STAR, FAST

Comprehension

Possible Interventions:
Corrective Reading (SRA), Lexia (Core 5), Lexia Power Up, Phonics for Reading, STARI, FCRR, Scholastic Reading Kits, i-Ready, Dreambox Reading , Edgenuity My Path, Orton Gillingham, Reading Horizons, SPIRE, Magnetic Reading, Read 180, Achieve 3000, Really Great Reading, Wilson

Progress Monitoring:**
Easy CBM; DAR, DIBELS, MyView/MyFocus, Read 180, STAR, FAST

**Response to Intervention (RtI) includes multilingual learners and students with disabilities*
***Additional progress monitoring tools may be used to align with intervention programs*

Attachment C

Data-Driven Decision-Making Tool

Data-Driven Decision Making

Kindergarten – 2nd Grade

	Exceeds Grade level	On Grade level	Approaching	Below Grade level	Substantial Deficiency
				Strategic Instructional Plan Required	Intensive Instructional Plan Required
Tiered Instruction (Tier 1 includes differentiation)	Tier 1 + Enrichment/ Acceleration	Tier 1	Tier 1 with monitoring	Tier 1 + Tier 2	Tier 1 + Tier 2 + Tier 3
NWEA MAP Universal Screener	Above 80th Percentile	50th Percentile – 79th Percentile	21st Percentile – 49th Percentile	10th Percentile – 20th Percentile	Below 10th Percentile
NWEA Map Reading Fluency	Exceeds	Meets	Meets	Approaching	Below
FAST Early Literacy/Reading	N/A	N/A	N/A	10th – 20th Percentile	Below 10th Percentile
Instructional Minutes Required	• 90-minute uninterrupted ELA block • 30-minute additional block for ELA instruction	• 90-minute uninterrupted ELA block • 30-minute additional block for ELA instruction	• 90-minute uninterrupted ELA block • 30-minute additional block for ELA instruction	• 90-minute uninterrupted ELA block • 30-minute additional block for ELA instruction • 30-minute intervention block 2/week	• 90-minute uninterrupted ELA block • 30-minute additional block for ELA instruction • 30-minute intervention block 2/week • 30-minute intensive intervention block 3/week
	Additional Notes/Considerations: Students with ELL Plans and/or IEPs must still participate in all tiers of instruction based on the data. Click HERE for statute 1008.25, referencing substantial reading deficiencies.				

Eligibility Criteria and next steps for K-2

IF	Below 10th Percentile on Universal Screener & Below on NWEA Map Reading Fluency	Below 10th Percentile on Universal Screener & Above on NWEA Map Reading Fluency	Between 10th – 20th Percentile on Universal Screener & Approaching or Below on NWEA Map Reading Fluency	Above 20th Percentile on Universal Screener & Below on NWEA Map Reading Fluency	Above 20th Percentile on Universal Screener & Approaching on NWEA Map Reading Fluency	Above 20th Percentile on Universal Screener & Meets/Exceeds on NWEA Map Reading Fluency
Then	Administer Diagnostic Assessment	Administer Diagnostic Assessment	Administer Diagnostic Assessment	Administer Diagnostic Assessment	Look at additional data available, consider testing conditions & implement a monitoring plan	No additional steps needed

3rd Grade

	Exceeds Grade level	On Grade level	Approaching	Below Grade level	Substantial Deficiency
Tiered Instruction Tier 1 includes differentiation	Tier 1 + Enrichment/Acceleration	Tier 1	Tier 1 with monitoring	Tier 1 + Tier 2	Tier 1 + Tier 2 + Tier 3
NWEA MAP Universal Screener	Above 80th Percentile	50th Percentile – 79th	30th – 49th	21st – 29th Percentile	Below 20th Percentile
Instructional Minutes Required	• 90-minute uninterrupted ELA block • 30-minute additional block for ELA instruction	• 90-minute uninterrupted ELA block • 30-minute additional block for ELA instruction	• 90-minute uninterrupted ELA block • 30-minute additional block for ELA instruction	• 90-minute uninterrupted ELA block • 30-minute additional block for ELA instruction • 30-minute intervention block 2/week	• 90-minute uninterrupted ELA block • 30-minute additional block for ELA instruction • 30-minute intervention block 2/week • 30-minute intensive intervention block 3/week
Students who score a level 1 on FAST Reading, but above the 30th percentile on NWEA, should be considered for administration of NWEA MAP Fluency (or another screening tool) to determine eligibility for a Diagnostic Assessment					
	Additional Notes/Considerations • Students with ELL Plans and/or IEPs must still participate in all tiers of instruction based on the data • Click HERE for statute 1008.25, referencing substantial reading deficiencies.				

Eligibility Criteria and next steps for 3rd grade

IF	Below 20th Percentile on Universal Screener	Between 21st – 29th Percentile on Universal Screener	Above 30th Percentile on Universal Screener & Level 1 or 2 on ELA state assessment	Above 30th Percentile on Universal Screener & 3+ on ELA state assessment
Then	Administer Diagnostic Assessment	Administer Diagnostic Assessment	Look at additional data available, consider testing conditions, administer NWEA Map fluency to determine if a Diagnostic Assessment is needed	No additional steps needed

	Exceeds Grade level	On Grade level	Approaching	Below Grade level	Substantial Deficiency
				Strategic Instructional Plan Required	Intensive Instructional Plan Required
Tiered Instruction (Tier 1 includes differentiation)	Tier 1 + Enrichment/ Acceleration	Tier 1	Tier 1 with monitoring	Tier 1 + Tier 2	Tier 1 + Tier 2 + Tier 3
NWEA MAP Universal Screener	Above 80th Percentile	50th Percentile – 79th Percentile	21st Percentile – 49th Percentile	10th – 20th Percentile	Below 10th Percentile
Instructional Minutes Required	• 90-minute uninterrupted ELA block	• 90-minute uninterrupted ELA block	• 90-minute uninterrupted ELA block • 30-minute additional block for ELA instruction	• 90-minute uninterrupted ELA block • 30-minute additional block for ELA instruction • 30-minute intervention block 2/week	• 90-minute uninterrupted ELA block • 30-minute additional block for ELA instruction • 30-minute intervention block 2/week • 30-minute intensive intervention block 3/week
Students who score a level 1 on FAST Reading, but above the 20th percentile on NWEA, should be considered for administration of NWEA MAP Fluency (or another screening tool) to determine eligibility for a Diagnostic Assessment					
	Additional Notes/Considerations • Students with ELL Plans and/or IEPs must still participate in all tiers of instruction based on the data				

Eligibility Criteria and next steps for 4th and 5th grades

IF	Below 20th Percentile on Universal Screener	Above 21st Percentile on Universal Screener & Level 1 or 2 on FAST Reading	Above 21st Percentile on Universal Screener & 3+ on FAST Reading
Then	Administer Diagnostic Assessment	Look at additional data available, consider testing conditions, and/or administer NWEA Map fluency (or alternative) to determine if a Diagnostic Assessment is needed.	No additional steps needed

6th Grade – 8th Grade

	Exceeds Grade level	On Grade level	Approaching	Below Grade level	Substantial Deficiency
				Strategic Instructional Plan Required	Intensive Instructional Plan Required
Tiered Instruction (Tier 1 includes differentiation)	Tier 1 + Enrichment/ Acceleration	Tier 1	Tier 1 with monitoring	Tier 1 + Tier 2	Tier 1 + Tier 2 + Tier 3
NWEA MAP Universal Screener	Above 80th Percentile	50th Percentile – 79th Percentile	21st Percentile – 49th Percentile	10th Percentile – 20th Percentile	Below 10th Percentile
Instructional Minutes Required	• 50-minute minimum ELA block	• 50-minute minimum ELA block	• 50-minute minimum ELA block	• 50-minute minimum ELA block • 30-minute intervention block 2/week	• 50-minute minimum ELA block • 30-minute intervention block 2/week • 30-minute intensive intervention block 3/week
Students who score a level 1 on FAST Reading, but above the 20th percentile on NWEA, should be considered for administration of NWEA MAP Fluency (or another screening tool) to determine eligibility for a Diagnostic Assessment					
	Additional Notes/Considerations • Students with ELL Plans and/or IEPs must still participate in all tiers of instruction based on the data				

Eligibility Criteria and next steps for 6th grade – 8th grade

IF	Below 20th Percentile on Universal Screener	Above 21st Percentile on Universal Screener & Level 1 or 2 on FAST Reading	Above 21st Percentile on Universal Screener & 3+ on FAST Reading
Then	Administer Diagnostic Assessment	Look at additional data available, consider testing conditions, and/or administer NWEA Map fluency (or alternative) to determine if a Diagnostic Assessment is needed.	No additional steps needed

9th Grade and Beyond

	Exceeds Grade level	On Grade level	Approaching	Below Grade level	Substantial Deficiency
				Strategic Instructional Plan Required	Intensive Instructional Plan Required
Tiered Instruction (Tier 1 includes differentiation)	Tier 1 + Enrichment/ Acceleration	Tier 1	Tier 1 with monitoring	Tier 1 + Tier 2	Tier 1 + Tier 2 + Tier 3
NWEA MAP administered to FAST level 1 & 2 students	Above 80th Percentile	50th Percentile – 79th Percentile	21st Percentile – 49th Percentile	10th Percentile – 20th Percentile	Below 10th Percentile
Instructional Minutes Required	• 50-minute minimum ELA block	• 50-minute minimum ELA block	• 50-minute minimum ELA block	• 50-minute minimum ELA block • 30-minute intervention block 2/week	• 50-minute minimum ELA block • 30-minute intervention block 2/week • 30-minute intensive intervention block 3/week
Students who score a level 1 on FAST Reading, but above the 20th percentile on NWEA, should be considered for administration of NWEA MAP Fluency (or another screening tool) to determine eligibility for a Diagnostic Assessment					
	Additional Notes/Considerations • Students with ELL Plans and/or IEPs must still participate in all tiers of instruction based on the data				

Eligibility Criteria and next steps for 9th grade and beyond

IF	Level 1 or 2 on FAST Reading	Below 20th Percentile on Prior NWEA MAP Reading data	Level 3+ on FAST Reading
Then	Administer NWEA MAP Reading	Administer Diagnostic Assessment	No additional steps needed
IF	Below 20th Percentile on NWEA MAP Reading		
THEN	Administer Diagnostic Assessment		

ATTACHMENT

E

Student Progression Plan

2024-2025
Student Progression Plan

BOARD APPROVED

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INTRODUCTION

The purpose of the Student Progression Plan is to inform parents, students, and other stakeholders regarding the comprehensive plan for student progression from one grade to another towards graduation. The plan will include criteria for promotion and retention, entry and attendance regulations, and other components relevant to the appropriate progression of the student population. References and language in this document will be continuously updated to align with statutory and legislative changes made by the Florida Department of Education.

ATTENDANCE AND ABSENTEEISM[1]

In accordance with Florida Statute 1003.24, school attendance is the direct responsibility of the parent(s) and child(ren). Each parent or legal guardian of a child within the compulsory attendance age is responsible for the child's school attendance as required by law. Except as provided in Florida Statute and State Board of Education Rule 6A-1.09513, all students are expected to attend school regularly and to be on time for classes in order to benefit from the instructional program and to develop habits of punctuality, self-discipline, and responsibility.

Attendance Policy and Procedures

The School's handbook outlines the attendance procedures, which align to the following requirements:

- Parent(s) should notify the school promptly to report any absences by submitting a written note or by telephone call. The date(s) of the absence and reason should be provided. When the child returns to school, a written note is required in order for the absence to be considered excused, as long as it meets one of the listed requirements below.
- School officials may require medical verification of absences. It is the responsibility of the student to make-up work missed because of absences.
- Please refer to the required Parent Obligation for attendance requirements when choosing our charter school.
- If an excused absence is required for more than 10 school days, the school will work with the family to consider hospital-homebound or other district alternatives.
- Students with excused absences will have 10 days to complete make up work. Please note, students must be in physical attendance at school to receive mastery assignments and mastery grades.

Excused Absences

The following situations/reasons qualify as excused absences:

- Student illness (if a student is continually sick and repeatedly absent from school, he/she must be under the supervision of a physician in order to receive an excuse from attendance);
- Medical appointment;
- An excused absence as defined by State Board of Education Rule 6A- 1.09515 to implement Florida Statute 1003.21(2)(b)2;
- Death in the family;
- Observance of a religious holiday or service
- Subpoena by a law enforcement agency or mandatory court appearance;
- Suspensions;
- Field trips which are authorized by the principal; and/or
- Other individual student absences beyond the control of the parent or student (as determined and approved by the principal/designee).

[1] Formal attendance will be taken daily for all students.

Unexcused Absences

An unexcused absence is any absence that does not fall into one (1) of the above excused absence categories.

Make-Up Work

For excused absences, the student will be afforded the opportunity to make-up work without academic penalty. Students with excused absences will have 10 days to complete make up work. Please note, students must be in physical attendance at school to receive mastery assignments and mastery grades.

Reporting Attendance Cases

When a student has accumulated at least 3 unexcused absences, or absences for which the reasons are unknown, within a calendar month or 15 unexcused absences or absences for which the reasons are unknown, within 90 calendar days, the case must be reported to administration or the student services coordinator. A meeting must then be convened to determine if a pattern of non- attendance is developing or exists. If deemed appropriate, interventions may be developed to support this student, which may include: frequent communication between school and family; mentoring; counseling; evaluation for alternative education program; attendance contracts; agency referral(s); or Truancy Petition. The School will adhere to all statutory requirements regarding a Truancy Petition.

Habitual Truants

Each public-school principal or the principal's designee shall notify the district school board of each minor student under its jurisdiction who accumulates 15 unexcused absences in a period of 90 calendar days. The district school superintendent must provide the Department of Highway Safety and Motor Vehicles the legal name, sex, date of birth, and social security number of each minor student who has been reported under this paragraph and who fails to otherwise satisfy the requirements of s. 322.091. The Department of Highway Safety and Motor Vehicles may not issue a driver's license or learner's driver's license to, and shall suspend any previously issued driver's license or learner's driver's license of, any such minor student, pursuant to the provisions of s. 322.091.

Students with Active Section 504 Accommodation Plans

When a student with an active 504 Accommodation Plan has excessive absences, the Multi-Disciplinary Team must meet to determine if the absences are caused by the disability of record. If the Multi-Disciplinary Team determines that the absences are caused by the student's disability, the student's placement must be reevaluated for appropriateness. [Section 504 of the Rehabilitation Act of 1973, 34 C.F.R. Part 104] The Section 504 Accommodation Plan must address any additional accommodations, strategies, and/or interventions needed to ensure that the student has an equal opportunity to demonstrate course mastery.

Exceptional Student Education (ESE)

In the case of an ESE-eligible student with excessive absences, an IEP Team meeting must be conducted to determine whether or not the absences are related to the student's disability. Attendance data shall be reviewed and used as one (1) indicator of a student's access to instruction. Refer to State Board of Education Rule 6A-6.0331(1)(c), and the *Exceptional Student Education Policies and Procedures (SP&P)*.

If the IEP Team determines that the excessive absences are related to the student's disability, the IEP Team must take appropriate action, which may include waiver of the attendance guidelines in determining grades, as well as a change of placement. To the maximum extent possible, the student will be educated in the least restrictive environment.

If the IEP Team determines that the student's excessive absences are not related to the student's disability, the student is treated the same as a General Education student.

Hospital/Homebound Services

If a student is confined to home or a hospital, but is able to participate in and benefit from an instructional program, the student may be eligible for Hospital/Homebound Services provided in collaboration with the LEA. Complete information regarding the criteria for a Hospital/Homebound Program can be found in State Board of Education Rule 6A-6.03020 and State Board of Education Rule 6A-6.03411.

Tardiness

A student is considered tardy if they are absent at the time attendance is taken provided the student is in attendance before the close of the day. A tardy will either be excused or unexcused. Acceptable documentation to excuse a tardy is the same as those for excused absences. Every 3rd unexcused tardy will convert to an unexcused absence and can be used to meet the criteria to file a truancy petition in circuit court. This does not apply for reporting for Full-Time Equivalent Enrollment (FTE) purposes. Complete information regarding tardiness can be found in Florida Statutes 1003.02(b) and 1003.26.

Early Pick-Up

Students in grades K – 5 who are picked up from school prior to the end of the day will be marked as tardy for the day. A tardy will either be excused or unexcused. The tardy will be excused if the parent provides written documentation that the need to leave school early was for the same reasons that an absence from school would be excused. The parent's notation in the school's early pick-up log may suffice as meeting the requirement to provide written documentation if the notation is sufficient. Every 3rd unexcused tardy will convert to an unexcused absence and can be used to meet the criteria to file a truancy petition in circuit court.

For all students in grades K-8, once the student has accumulated an excused tardy 3 times or absences due to leaving school early for medical/dental reasons within a semester, the parent may be asked to provide documentation from a physician that the student had a medical/dental appointment for subsequent class absences or tardies to be excused. Complete information regarding early pick-up can be found in Florida Statutes 1003.02(b) and 1003.26.

The school principal or designee may approve an early pick-up or release beyond these limits after taking into consideration the reason as well as the student's attendance history, both daily and by period, and the number of early releases.

Initial School Entry

In accordance with Florida Statute 1003.21, it is the responsibility of the parent(s) of students entering the School for the first time to present evidence of the child's age at the time of registration. Entering kindergarten students must attain the age of five (5) years on or before September 1 of the school year for which entry is sought.

Before admitting a child to kindergarten, the principal shall require evidence that the child has attained the age at which he/she should be admitted. The principal may require evidence of the age of any child whom he/she believes to be within the limits of compulsory attendance as provided for by law. If the first prescribed evidence is not available, the next evidence obtainable in the order set forth below shall be accepted:

- A duly attested transcript of the child's birth record filed according to law with a public officer charged with the duty of recording births;
- A duly attested transcript of a Certificate of Baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent(s);
- An insurance policy on the child's life that has been in force for at least two (2) years;
- A bonafide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent;
- A passport or Certificate of Arrival in the United States showing the age of the child;
- A transcript of record of age shown in the child's school record of at least (four) 4 years prior to application, stating the date of birth;
- If none of these evidences can be produced, an Affidavit of Age sworn to by the parent, accompanied by a Certificate of Age signed by a public health officer or by a public-school physician, or, if these are not available in the country, by a licensed practicing physician designated by the district school board, which states that the health officer of physician had examined the child and believes that the age as stated in the affidavit is substantially correct.

To register a student, the following types of documents are required[2]:

- Two proofs of residence (copy of legal guardian's photo ID, copy of a utilities bill, copy of lease agreement, etc.)
- Copy of birth certificate
- Proof of immunization
- Proof of physical exam (Within the last 12 months)
- Proof of guardianship (If student is not living with parents)
- Request for Transcripts/Cumulative Folder
- Parent Contract
- Internet Use and Promotion Form
- Dress Code Agreement
- Photograph and Video Release Permission Form
- Parent Volunteer Agreement
- Home Language Survey
- Special programs information (Copy of IEP, 504, or EP, ifapplicable.)
- Contact and Emergency Information Card
- Copy of most recent Report Card (Ifapplicable)
- Copy of any Standardized Testing (Ifapplicable)
- ESOL/ELL or Literacy Folder (Ifapplicable)

According to Florida Statute 1003.01(12) and State Board of Education Rule 6A-6.03411(1)(s), students who are without a fixed, regular, and adequate nighttime residence, are considered

[2] Additional documents and information may need to be presented at the time of registration.

as children and youths who are experiencing homelessness. Pursuant to the McKinney-Vento Homeless Education Assistance Improvements Act of 2001 (Section 725) 42 U.S.C.A. §11432(g)(3)(A)-(C), these children are to be enrolled immediately in the school that meets the best interest of the student. Arrangements are to be made for immunizations, transportation, and all other school services. Appropriate student school and grade level placement, as well as completion of required immunizations and physical examination, shall occur within thirty school days of enrollment. Refer to Florida Statute 1003.21(1)(f) for procedures relating to the enrollment of these students.

Exceptional Student Education (ESE) Students

An ESE student, who has a current Individual Education Plan/Education Plan (IEP/EP), as well as evaluation data necessary to determine that the student meets Florida's eligibility criteria for special programs, will be placed immediately in the appropriate educational program(s) without temporary assignment. The receiving school must review the current IEP/EP and may revise the document as necessary, following appropriate procedures.

Health Requirements – Physical Examination and Immunization Requirements

All pre-K, kindergarten, and new students seeking entrance into a public school are required by Florida Statute 1003.22 to present, at the time of entry, a valid health examination documented on State of Florida *School Entry Health Exam Form* (DH 3040) performed within one (1) year prior to enrollment. [State Board of Education Rule 6A-1.0985]

Physical Examination Requirements

STUDENTS	PHYSICAL EXAMINATION
All students	School Health Entry Exam on Form DH 3040 required for pre-K, kindergarten and 7th grade.
All transfer students within the State of Florida (including private schools)	Review of School Health Entry Exam on Form DH 3040 (original or copy) for at least kindergarten and/or 7th grade documentation.
All transfer students from another state or country	School Health Entry Exam Form DH 3040 (original or copy) required for all grades. Physicals presented on forms from another state are acceptable, if they include all components covered on Form DH 3040 and have the physician's signature and office stamp. Physicals must have been performed within one (1) year of enrollment, unless exempt based on a written request for religious reasons.

Immunization Requirements

All pre-K, kindergarten, and new students seeking entrance into a public school are required by Florida Statute 1003.22 to present, at the time of entry, a valid *Florida Certificate of Immunization Form* (DH 680). In accordance with State Board of Education Rule 6A-1.0985 and Fla. Admin. Code 64D-3.046, students will not be admitted into class without proof of immunization with the physician's signature and office stamp, absent a lawful exception. If a hardship exists for parent(s) of transferring students, according to statute, it is permissible to allow thirty (30) school days for the transfer of records.

NOTE: Homeless students without immunization and physical exam documentation must be enrolled and receive a thirty (30) school day exemption.

Kindergarten and First Grade Entry Requirements

Kindergarten
In accordance with Florida Statute 1003.21(1)(a)2, entering kindergarten students must attain the age of five (5) years on or before September 1 of the school year for which entry is sought.

First Grade
In accordance with Florida Statute 1003.21(1)(b), students entering first grade must attain the age of six (6) years on or before September 1 of the school year for which entry is sought.

Students who have been enrolled in a public kindergarten must progress according to the CSUSA Student Progression Plan. Students transferring from nonpublic kindergartens:

1. Must attain the age of 6 on or before September 1 of the school year for which entry is sought; and
2. Must have written verification of satisfactory completion of kindergarten requirements from the nonpublic school.

Students who meet the age requirement above may be administered kindergarten promotion assessments upon parent request. The assessment results may be used as criteria for first grade enrollment based on promotion charts within this document, as long as the student also meets the age requirement above. All other students who have not been promoted from kindergarten to first grade will be automatically enrolled into kindergarten.

General Student Transfer Information
A student who transfers to a Charter Schools USA school with documentation of completed coursework from a state or regionally accredited public or private school or institution is awarded equivalent credits. Grades earned and offered for acceptance shall be accepted at face value subject to validation. In accordance with State Board of Education Rule 6A-1.09941, 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. The principal makes appropriate placement decisions based on the academic performance (or age in accordance with Florida Statute), previous work or portfolios, interview with the student and parent, and other information deemed necessary to make the decision.

Kindergarten and First Grade Transfer Students
Dates for the legal public school minimum entry age by State and territory (provided by the Florida Department of Education) should be used in accepting kindergarten and first grade transfer students according to State Board of Education Rule 6A-1.0985. The following section addresses procedures relating to the acceptance of transfer work and credit for students, as specified in 6A-1.09941.

Entry into Kindergarten and First Grade by Out-of-State Transfer Students:

1. Any student who transfers from an **out-of-state public school** and who does not meet regular age requirements for admission to Florida public schools shall be admitted upon presentation of the data required.
2. Any student who transfers from an **out-of-state nonpublic school** and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets age requirements for public schools within the state from which he or she is transferring and if the transfer of the student's academic credit is acceptable under rules of the School. Prior to admission, the parent or guardian must also provide the data required.
3. In order to be admitted to Florida schools, such a student transferring from an out-of-state school must **provide the following data**:
    a. Official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school;
    b. An official letter or transcript from proper school authority, which shows record of attendance, academic information and grade placement of the student;
    c. Evidence of immunization against communicable diseases as required in Section 1003.22, Florida Statutes; Evidence of date of birth in accordance with Section 1003.21, Florida Statutes; and
    d. Evidence of a medical examination completed within the last twelve (12) months in accordance with Section 1003.21, Florida Statutes.

Grades 2-5 Transfer Students

A student in grades 2-5 who transfers from any other public or private school in the United States or a foreign country is placed in comparable classes, and all records from the previous school are accepted.

Grade 3 students who transfer from any public or private school in the United States or a foreign country after the current year's Florida state-mandated, standardized ELA administration must show Good Cause for promotion prior to being promoted to fourth grade.

If the transfer occurs after the current school year, and there is proof of promotion (i.e., report card) from the previous school, the student may be promoted based on this information.

English Language Learner (ELL) Transfer Students

In accordance with State Board of Education Rule 6A-6.0905, ELLs are identified and assessed to determine eligibility for services, in accordance with State Board of Education Rule 6A-6.0902(1)(2).

The English for Speakers of Other Languages (ESOL) coordinator and the Student Services Coordinator/school counselor/administrator shall review the educational background of the transferring student to determine appropriate grade level, subject, and ESOL Program placement. See State Board Education Rule 6A-6-6.0902(3)(b). Parental input regarding educational background should be taken into consideration especially when transcripts, records, or report cards are not readily available. This information is documented and filed in the English Language Learners (ELL) folder. Families will be assisted when necessary for language translation in order to ensure proper communication of program/courseplacement.

An ELL Committee meeting must be conducted under the following circumstances: a student's placement is based on age, there is a lack of information about prior schooling (no transcript or report card), or prior schooling does not meet grade level requirements. An administrator must participate in the ELL Committee and placement process as outlined in the district ELL Plan.

Exceptional Student Education (ESE) and Gifted Transfer Students

The State Board of Education Rules 6A-6.0331, and the District's Exceptional Student Education Policies and Procedures (SP&P), address the requirements for Individual Educational Plans (IEPs) or Educational Plans (EPs), as well as the requirements for students who transfer to the School within Florida and students who transfer from outside of Florida.

ESE and Gifted Students Who Transfer Within Florida

If an Exceptional Education Student (ESE) or Gifted student, who had an IEP or EP that was in effect in a previous Florida school district, transfers and enrolls in a CSUSA managed school, the School and Local Education Agency (LEA) will ensure that a Free Appropriate Public Education (FAPE) is provided to the student, which includes services comparable to those described in the child's IEP/EP from the previous Florida school district or CSUSA school, until the School does either of the following:

- Adopts the child's IEP/EP from the previous School District or CSUSA school; or
- Develops, adopts, and implements a new IEP/EP, possibly in conjunction with the Local Education Agency, that meets the applicable requirements of State Board of Education Rule 6A-6.03028 or 6A- 6.03019(1).

ESE and Gifted Students Who Transfer from Outside Florida

If an Exceptional Student Education (ESE) student, who had an IEP or EP that was in effect in a previous school district in another state, transfers and enrolls in a new school within the same school year, the School and LEA will ensure students are provided with a FAPE, which includes services comparable to those described in the child's IEP/EP from the previous School, until the School does both of the following:

- Conducts an initial evaluation in accordance with State Board of Education Rule 6A-6.0331 (if determined to be necessary by the School); and
- Develops, adopts, and implements a new IEP/EP, if appropriate, possibly in conjunction with the Local Education Agency, that meets the applicable requirements of State Board of Education Education Rule 6A-6.0331 .

Students Who Transfer with Section 504 Accommodation Plans

A transferring student with an active Section 504 Accommodation Plan is a student who was previously enrolled in any other school or agency with an active Section 504 Accommodation Plan and who is enrolling in a Florida school district. Upon notification that a transferring student is one with an active Section 504 Accommodation Plan, the receiving school must review and revise, as necessary, the existing active Section 504 Accommodation Plan and supporting documentation. Until that review is complete, the receiving school must implement the student's current Section 504 Accommodation Plan to the maximum extent reasonable in the current placement. If, following the receiving school's review, it is determined that the Section 504 Accommodation Plan is not appropriate; the school must evaluate the student consistent with Section 504 procedures, and develop and implement an appropriate Section 504 Accommodation Plan.

WITHDRAWAL PROCEDURES

Student Withdrawal During the School Year

A student who leaves before the close of the school term shall receive grades on the report card covering the terms in attendance. A student will not meet promotion requirements unless he/she enrolls in another school to complete the academic year. The parent(s) of a student who leaves school during the last two (2) weeks of the school year must show evidence that the withdrawal is necessary and the student must successfully complete examinations as appropriate. Principals may have the authorization to make arrangements for the administration of any tests or examinations as appropriate, prior to withdrawal.

Principals may determine that the requirements for early withdrawal do not have to be met when unusual/extenuating circumstances arise. Student withdrawal must be approved by the school principal.

Withdrawals for Enrollment in Home Education Program

To withdraw a student for enrollment in a Home Education Program, the custodial parent(s) must initiate the withdrawal process at the school, complete the exit interview and report to the local school district to register the student in the new program.

CURRICULUM

The School's Guaranteed and Viable Curriculum (GVC) incorporates the performance standards as defined by the Florida Department of Education (FLDOE) Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards and Next Generation Sunshine State Standards (NGSSS), as applicable.

The curriculum includes standards/benchmarks for the following content areas:

- English Language Arts
- Mathematics
- Science
- Social Studies
- World Language
- Fine Arts (Music/Art)
- Physical/Health Education

These standards delineate the academic achievement for which the state will hold schools accountable. Research-based instructional materials are provided as tools to support instruction in elementary school classrooms.

Remediation and Intensive Instruction

The school has an established, comprehensive program for student progression which must include specific levels of performance in reading, writing, mathematics, and science for each grade level, including the levels of performance on statewide assessments which a student must receive remediation, or be retained and provided intensive instruction. This intensive instruction is different from the previous year's programming and takes into account the student's learning style. School personnel uses all available resources to achieve parent understanding and cooperation regarding the student's grade placement.

Remedial and supplemental (academic) instruction resources must be allocated to students based on student data and the needs of the school. A student's reading proficiency will be monitored, and the intensive instruction will continue until the student demonstrates grade level proficiency pursuant to Florida Statute 1008.25(5)(a).

Reading Remediation

The K-12 Comprehensive Reading Plan for the school outlines specific intervention programs, schedules, and strategies to address necessary instruction and remediation for students in all grade levels.

Any student in kindergarten through third grade who exhibits a substantial deficiency in reading based upon locally determined or statewide assessments, must be provided intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency. Pursuant to Florida Statutes 1002.20(11) and 1008.25, the parent(s) of any grade K-3 student who exhibits a substantial deficiency in reading, based upon school- determined or statewide assessments conducted in kindergarten, 1st grade, 2nd grade, 3rd grade, must be notified in writing.

Third Grade Intensive Instruction

Grade 3 students retained for reading must be provided intensive instructional services and supports to remediate the identified areas of reading deficiency, including participation in 3rd Grade Summer School. In accordance with Florida Statute 1008.25, these services and supports include a minimum of ninety (90) minutes of daily, uninterrupted, scientifically evidence-based reading instruction, an additional thirty (30) minutes of intensive intervention, and other strategies, which may include, but are not limited to the following:

- Small group instruction;
- Integration of science and social studies content within the ninety (90) minute block;
- Reduced teacher-student ratios;
- More frequent progress monitoring;
- Tutoring or mentoring;
- Transition classes containing 3rd grade and 4th grade students; and/or
- Extended school day, week, or year.

Third grade students retained for reading must have a highly effective teacher as determined by the teacher's performance evaluation in accordance with Florida Statute 1012.34, and provide students who are retained under Florida Statute 1008.25 (5)(b), including students participating in the school district's summer reading camp under subparagraph (a)2., with a highly effective teacher certified or endorsed in reading.

NOTE: Course recovery expectations for grades 6-12 are outlined later in this document.

Enrichment Opportunities

The School will provide multiple opportunities for advanced students to participate in enrichment activities. To accommodate learners that need enrichment, teachers can differentiate in three ways: with the content students are learning, the process in which the material is being taught, and the product that is developed to demonstrate learning. Specific strategies may include, and are not limited to:

- Marzano's High Probability instructional strategies
- Cross-curricular instruction and learning
- Multiple intelligences
- Project-based learning
- Cooperative learning
- Challenge-based learning
- Academy/Certification models
- High school programming

As a tool to support differentiation, the School may also utilize blended learning strategies that include:

- Opportunity to learn content that may not be offered in a traditional brick-and-mortar classroom (i.e. students can take a variety of world languages or electives to meet student interest)
- Remedial and credit recovery programs that provide opportunities for students to work at their grade level learning fundamental skills to make academic gains
- Unlimited access to work at the student's pace and time
- Pograms that accommodate "Flipped Learning," which allows students to learn the lesson at home and practice what is learned in the classroom
- Additional programs for advanced (enrichment) academics

ADVANCED COURSEWORK

High School Level Coursework in Middle school

Students in middle school who demonstrate readiness are eligible to take advanced courses in which they will earn high school credit. The possible courses offered include, but are not limited to, Algebra I, Geometry, Biology, Physical Science, and U.S. History. Entry of students into a high school level course is up to the discretion of the principal. The principal will take into consideration various factors to determine academic readiness, including student grades, performance on state assessments, and results from a screening exam. Students must be proficient in previous year's course, as well as perform in the upper quartile of the proficient levels on state assessments[3]. Students who wish to take Geometry must first take and pass the Algebra I course and EOC. Students who wish to take Algebra II must first take and pass the Geometry course and EOC. Students must maintain proficiency in the high school level course in order to maintain course enrollment.

College Credit Coursework in High School

Students in high school who demonstrate readiness are eligible to take advanced courses in which they may earn college credit.

SPECIAL PROGRAMS

English for Speakers of Other Languages (ESOL) Programs

In accordance with State Board of Education Rules 6A-6.0902, 6A-6.0903, 6A- 6.0904; 6A- 6.0908, students who are identified as English Language Learners (ELLs) must be given equal access to the general curriculum. ELLs are placed in courses based on need and eligibility. The student's Individual ELL Plan documents the instructional strategies required to ensure the student has an equal opportunity to master the General Education curriculum.

[3] Students who earned a 3, 4 or 5 on the state assessment are considered proficient or above proficiency.

Considerations for English Language Learners

In accordance with State Board of Education Rules 6A-6.0902, 6A-6.0903, and 6A-1.09432(6), students identified as ELL must meet the levels of performance indicated on the Student Progression Charts. Promotion for an ELL shall be based on the student's academic performance, regardless of the level of English Language proficiency. Retention of these ELL students requires the review and recommendation of the ELL Committee and may not be based solely on lack of English proficiency, demonstration of grade-level content knowledge in English, or on a score on any single assessment instrument. ELLs are required to meet student performance standards for the appropriate grade level. However, for ELLs whose Date Entered a United States School (DEUSS) falls within one (1) year prior to the assessment date may be exempt from participating in the English Language Arts component of the state assessment in accordance with 6A-1.09432. The Consent Decree and Title III requirement is to measure the student's ability toward attainment of the standards, regardless of whether that ability is demonstrated in English or the student's home language. The Consent Decree and Title III requirement is to measure the student's ability toward attainment of the standards, regardless of whether that ability is demonstrated in English or the student's home language.

An ELL Committee must meet to determine whether an ELL should be retained. Adequate progress, as defined in the ELL Plan and at least one (1) other criterion, shall be used by the Committee as grounds for promotion. An ELL may be retained, if the ELL Committee determines that the student has not progressed satisfactorily according to his/her ELL Plan.

Gifted Education Programs

Students enrolled in the Gifted Program have an opportunity to access a qualitatively differentiated curriculum, which consists of carefully planned, coordinated learning experiences that extend beyond the basic curriculum to meet the specific learning needs of the student.

Students identified as gifted, under State Board of Education Rule 6A-6.03019, have an Educational Plan (EP) that outlines goals, strengths, and weaknesses that provide direction for the instructional program. The Differentiated Instructional Program may include advanced-level content and enrichment that address the student's special abilities and interests.

Section 504 Accommodation Plans

A student is eligible for accommodations, under Section 504 of the Rehabilitation Act of 1973, if the student is determined to have a physical or mental impairment that substantially limits one (1) or more major life activities of such student. In addition, a student with either a record of impairment, or who is regarded as having impairment, is protected from discrimination under both Section 504 and the Americans with Disabilities Act (ADA), as amended by the ADA Amendments Act of 2008, effective January 1, 2009.

A student meets the requirement of being regarded as having impairment by establishing that the student has been subjected to a prohibited act because of an actual or perceived physical or mental impairment, whether or not the impairment limits or is perceived to limit a major life activity. This provision shall not apply to a student's impairments that are transitory and minor. A transitory impairment has an actual or expected duration of six (6) months or less. A 504 Team, consisting of knowledgeable individuals who are familiar with the student and who understand the evaluation data and special services options, must meet as necessary to determine if an otherwise qualified student's mental and/or physical impairment substantially limits one (1) or more of the student's major life activities.

Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning,

reading, concentrating, thinking, communicating, and working. Major life activities also include the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

An episodic or in remission impairment is a disability if it would substantially limit a major life activity when active. Impairment that substantially limits one (1) major life activity need not limit other major life activities in order to be considered a disability.

The determination of whether the impairment substantially limits a major life activity shall be made without regard to the ameliorative effects of mitigating measures such as:

- Medication, medical supplies, equipment or appliances, low-vision devices (which do not include ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aids and cochlear implants or other implantable hearing devices, mobility devices, or oxygen therapy equipment and supplies;
- Use of assistive technology;
- Reasonable accommodations or auxiliary aids or services; or
- Learned behavioral or adaptive neurological modifications. However, the ameliorative effects of the mitigating measures of ordinary eyeglasses or contact lenses shall be considered in determining whether the impairment substantially limits a major life activity. To ensure compliance for all school decisions made under Section 504 and ADA, two (2) components are necessary. First, the parent(s) must always be notified of any meeting scheduled to determine eligibility or subsequent meetings to make changes to the Section 504 Accommodation Plan. Secondly, a 504 Team must make service, accommodation, and placement decisions. A Section 504 Accommodation Plan cannot be changed without proper parental notice and a 504 Team Meeting. The individual student's Section 504 Accommodation Plan documents the accommodations and/or modifications that are required to ensure that the student has an equal opportunity to access the General Education curriculum. [Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104]

Considerations for Section 504 Accommodation Plans

As outlined in Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104, a student's Section 504 Accommodation Plan documents each of the accommodations required to ensure the student receives a Free Appropriate Public Education (FAPE) and has an equal opportunity to access the General Education curriculum in the least restrictive environment. If a Section 504 Team decides to make any alteration to the delivery of instruction or student assignments for a student with an active Section 504 Accommodation Plan, such alteration must be documented in the student's 504 Accommodation Plan. A parent of a student with an active Section 504 Accommodation Plan must be notified of any proposed changes to the 504 Accommodation Plan. In addition, a parent must be given the opportunity to provide input on decisions made by the 504 Team.

A student with an active Section 504 Accommodation Plan must meet the School's levels of performance in order to be promoted. Parent(s) must be notified if a student with a 504 Accommodation Plan is being considered for retention. The Team must determine if the reason(s) for retention is/are caused by the disability of record on the active Section 504 Accommodation Plan. If the Team determines that the below grade level performance is caused by the disability, the student's placement must be re-evaluated.

The re-evaluation must include a review of the student's: records, the intellectual and academic abilities, and other pertinent information provided by the teachers. Comprehensive documentation regarding student placement must be provided each time re-evaluation occurs.

If the Section 504 Team determines that the below grade level performance is not caused by the disability, the student is treated in the same manner as any General Education student.

Exceptional Student Education (ESE) Programs

Pursuant to State Board of Education Rule 6A-6.03028, Individual Education Plans (IEPs) for students with disabilities enrolled in an Exceptional Student Education (ESE) Program must specify the specially designed instruction and related services that are necessary to meet each student's unique needs. Refer to Florida Statute 1003.57.

All students must be given access to the general curriculum, as is appropriate, in relation to their unique needs and abilities and as delineated on each student's IEP. For the majority of these students, the General Education standards should be the basis of their curriculum. For some students, modified standards and/or benchmarks in one (1) or more content areas may be more appropriate. Access Points are expectations for students with significant cognitive disabilities when accessing the General Education curriculum. Access Points reflect the core intent of the standards with reduced levels of complexity.

In all cases, the IEP Team, which must include the parent(s), makes special program placements and educational decisions. The IEP must include a statement of measurable annual goals, including benchmarks or short-term objectives, when appropriate, related to meeting the student's needs that result from the student's disability. During the IEP development process, the parent(s) and student, when appropriate, should be participants in the discussions around how the student will be involved/progress in the general curriculum, and how the student will participate in appropriate activities. The IEP shall also address how each of the student's other educational needs (that result from the student's disability) will be met. [State Board of Education Rule 6A-6.03028(3)(h)2]

The IEP will specify whether accommodations/modifications are necessary in the areas of curriculum, instruction, and assessment provided that the accommodations/modifications do not include modifications to the curriculum descriptions/frameworks or student performance standards. The IEP must be implemented as developed by the IEP Team. The IEP must contain an explanation of the extent, if any, to which the student will not participate with non-disabled students in the General Education class (Refer to the district's *Exceptional Student Education Policies and Procedures (SP&P)* for details). In compliance with the least restrictive environment mandate, a student with a disability may be removed from the General Education environment, only if the nature and/or severity of the disability is such that education in General Education classes, with the use of supplementary aids and services cannot be achieved satisfactorily [*Exceptional Student Education Policies and Procedures (SP&P)*].

The School shall establish procedures that provide the opportunity for one (1) or both of the student's parent(s) to participate in meetings and decisions concerning the student's IEP. A written notice of the meeting must be provided to the parents and must indicate the purpose, time, and location of the meeting, as well as whom, by title or position, will beattending.

Considerations for Exceptional Student Education (ESE) Students

In order to be promoted to the next grade level, a student with a disability who is enrolled in an ESE program must meet the School's performance indicators for the grade level in which he or she is enrolled. The primary responsibility for determining each student's level of performance is that of the General Education teacher, in collaboration with the Special Program teacher. The principal may (upon recommendation of the instructional staff and the IEP Team) determine that the promotion requirements have beensatisfied.

Other factors that may be considered to determine if promotion requirements have been met may include the following:

- Previous retention history;
- Current goals and objectives on the student's IEP;
- Social/emotional behavior;
- Attendance;
- Placement and a possible change in the current placement;
- Grades; and/or
- Current accommodations/modifications/services.

In accordance with Florida Statute 1008.25(1), it is the responsibility of the School to provide all students with effective instructional and remedial programs that monitor progress, promote continuous achievement, and make provisions for individual differences. Pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), the IEP for each child with a disability must include a statement of measurable annual goals, including academic and functional goals. The IEP must meet the child's needs that result from the disability to enable the child to be involved in and make progress in the General Education curriculum. The IDEA requires the LEA to provide a Free Appropriate Public Education (FAPE) to any individual child with a disability who needs special education and related services, even though the child has not failed or been retained in a course or grade, and is advancing from grade-to- grade. Generally, a FAPE must be available to all children with disabilities residing in the State between the ages of three (3) and twenty-one (21), inclusive, including children with disabilities who have been suspended or expelled from school. [34 C.F.R. § 300.101(a)] State law requires that ESE students who are included in the General Education curriculum must meet the School's and/or State levels of performance for student progression; unless the student's IEP Team determined that the student should follow a modified curriculum aligned with ESE course requirements and benchmarks.

State law prohibits social promotion for any public-school student, including ESE students. Social promotion occurs when a student is promoted based on factors other than the student achieving School and state levels of performance for student progression. The law mandates that "No student may be assigned to a grade level based solely on age or other factors that constitute social promotion." [Florida Statute 1008.25(6)(a)]

This law includes specific Good Cause Exemptions to the state's promotion requirements. With specific reference to ESE students, the law exempts "Students with disabilities whose Individual Education Plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule." [Florida Statute 1008.25(6(b)(2)]

ESE students must participate in statewide assessments, unless their current IEP indicates that participation in statewide assessments is not appropriate, consistent with applicable State Board of Education requirements. (Refer to Florida Statute 1008.212 as to the extraordinary exemption that must be granted by the Education Commissioner to exempt the student from taking the assessment.)

Extended School Year (ESY) for Exceptional Student Education (ESE) Students

Extended School Year (ESY) services means specially designed instruction and related services that are provided to an ESE student beyond the normal school year of the School in accordance with the student's IEP. ESY services must meet State Educational Standards and are always at no cost to the parent.

In accordance with State Board of Education Rule 6A-6.03028(3)(g)(12) ,at least annually, an IEP Team for each ESE student must consider whether ESY services are necessary for the provision of a Free Appropriate Public Education (FAPE) to the student. ESY services must be provided if a student's IEP Team determines, on an individual basis, that the services are necessary for the provision of a FAPE to the student. The IEP Team will determine the goals and objectives using the current IEP and documentation of progress. ESY services may not be limited to particular categories of disability or unilaterally limit the type, amount, or duration of those services. An ESE student who fails a General Education course would follow the same guidelines for promotion and retention as stated further in this document under Performance Levels for Student Promotion.

ASSESSMENTS—STATEWIDE, SCHOOL & END-OF-COURSE ASSESSMENTS

Statewide Assessments

In accordance with Florida Statute § 1008.22, all eligible students in grades 3 and above must participate in all regular state-mandated assessments for accountability purposes, except as prescribed by the Commissioner of Education. Students must take the state assessment aligned to their course enrollment.

The Florida Assessment of Student Thinking (FAST) refers to the new Coordinated Screening Progress Monitoring (CSPM) System assessments, which are aligned to the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards.

FAST VPK-2

The FAST VPK-2 assessments for Early Literacy, Reading and Math will be administered three times per year. PM1-PM3 will occur within the FLDOE state assessment windows. These computer-adaptive assessments are Renaissance's Star Early Literacy, Star Reading and Star Math.

English Language Learners (ELLs)

For ELLs, administration of FAST VPK-2 assessments should be conducted as close as possible to the conclusion of the 30-day administration period and after the English language proficiency test has been administered. A student identified as ELL should be screened, unless the student has arrived in the United States in the last thirty (30) days and has sufficient difficulty speaking, reading, writing or understanding the English language.

FAST 3-10 Reading and 3-8 Math

Each subject-area test will be administered in one session. PM1 and PM2 will be used for informational purposes only and will not be used for accountability. PM3 will be a summative assessment used for accountability purposes. Tests will be computer-adaptive through Cambium's Test Delivery System (TDS) secure browser.

Florida Statewide Science Assessment (SSA)

The statewide, standardized Science assessment shall be administered annually at least once at the elementary and middle grades levels. The SSA measures student achievement of the Next Generation Sunshine State Standards in science. Usually students in grades 5 and 8 participate in the statewide science assessment. Students enrolled in accelerated science pathways and courses may take these assessments in earlier grade levels in order to accelerate their learning.

End-of-Course Assessments

All middle school students enrolled in any of the courses that require an End-of-Course (EOC) Assessment shall participate in the EOC Assessment administration that is specific to that course. Students in middle grades who are enrolled in any other EOC courses must take the aligned EOC assessment.

The following tables list the statewide assessments administered for each grade level and subject area based on the FLDOE as of May 2024[4]:

Category	Assessment	Grade Level
Florida Assessment of Student Thinking (FAST)	Renaissance STAR Early Literacy, Reading and Math	VPK-2
Florida Assessment of Student Thinking (FAST)	FAST Reading	3-10
Florida Assessment of Student Thinking (FAST)	FAST Writing	4-10
Florida Assessment of Student Thinking (FAST)	FAST Mathematics	3-8*

Category	Assessment	Grade Level
BEST EOCs	Algebra 1 Geometry	Middle School/High School*
NGSSS EOCs	Civics	Middle School
	U.S. History Biology 1	Middle School/High School*

Category	Assessment	Grade Level
Next Generation Sunshine State Standards (NGSSS) Assessments	Statewide Science Assessment	5 & 8*
Re-takes	10th ELA Re-takes	High School

**See notation for acceleration opportunities above*

The Florida Standards Alternate Assessment (FSAA)

The FSAA provides options to those students for whom participation in the Florida Standards Assessment (FSA) is not appropriate, even with accommodations, as identified in the student's Individualized Education Plan (IEP). It is expected that only students with the most significant cognitive disabilities who are eligible under the Individuals with Disabilities Education Act (IDEA) will participate in the FSAA.

Subject Grade	Grade
Access ELA	3-10
Access Math	3-8
Access Science	5 & 8
Access Civics	7
Access Algebra 1 Access Biology 1 Access Geometry Access U.S. History	High School

[4] This chart is subject to change based on adjustments made by the FLDOE.

ACCESS for ELLs

ACCESS for ELLs must be administered to all K-12 students classified as ELL with a code of LY on the first day of the test administration window.

School Assessments

Listed below are measurement tools that will be used for assessment purposes to monitor progress throughout the year. These are all used to determine the progress of students with regard to mastery of the standards and reaching a level of proficiency on statewide assessments. The listed assessment tools do not preclude the School from incorporating other measures that may be determined necessary to support the mission of the School or may be required per Florida law.

- Interim Diagnostic Assessments, which include up to three administrations in the areas of English/language arts, mathematics, and science. The Northwest Evaluation Association (NWEA) currently provides the Measures of Academic Progress (MAP) Growth.
  - NWEA MAP Growth for Reading and Math: Aligned to the BEST Standards, MAP assesses students with engaging, ability-appropriate content. NWEA is an adaptive assessment; therefore, as a student responds to questions, the test difficulty adjusts to the student's zone of proximal development.
  - NWEA MAP Growth for Science: Aligned to state science standards, test items are helpful for assessing students up to and including 8th grade, prior to more specialized science curriculum in high school, and measures student mastery of science concepts within the three major domains of science: life sciences, earth and space sciences, and physical sciences. Administration of MAP for Science is required in grades 5 and 8, but the School will have the option of offering this assessment to other grade levels (including Biology) if desired.
- Benchmark Assessments and Instructional Focus Assessments (IFAs) will be used to gauge students' progress on mastery of the Guaranteed and Viable Curriculum (GVC). These assessments will be administered after standards are taught and will be scheduled in between diagnostic assessment periods.
- Standards-Based Classroom Assessments are formative assessments that are designed to evaluate whether a student has mastered (a) specific standard(s). Each assessment will measure the academic performance of each student on (a) particular standard(s), based on content that has been introduced and practiced.
- NWEA MAP Reading Fluency is an early literacy assessment that will be administered up to three times annually in grades K-2 to monitor progress of students' literacy skills aligned to the science of reading, and to provide formative assessment data to teachers.

Assessment Accommodations

Allowable accommodations will be provided to eligible students on school and state assessments in accordance with their IEP, 504 and/or ELL plan.

National and International Education Comparisons

Pursuant to Florida Statute 1008.22 (2), Florida school districts shall participate in the administration of the National Assessment of Educational Progress, or similar national or international assessments, both for the national sample and for any state-by-state comparison programs that may be initiated, as directed by the Commissioner. The administration of such assessments shall be in addition to, and separate from, the administration of the statewide, standardized assessments.

GRADING POLICY

Academic grades are a reflection of student mastery of the standards being taught and should not be skewed by non-academically related aspects. This grading approach provides teachers with a more accurate indicator of the proficiency level of the student as it relates to state standards. Students must be present in school to complete any mastery assignments or assessments. Therefore, student academic work will not be graded based on behavior and students will not be academically penalized for turning in late assignments or cheating. However, students will receive appropriate behavioral consequences for these actions, in addition to completing an alternative, standards-based assignment or assessment to measure mastery in instances of cheating or plagiarism.

Students will be given ample opportunity to practice the standards taught both in class and through home learning assignments, in order to demonstrate what they have learned. A child who does not complete class work during school hours may have to complete this work in addition to home learning assignments. The purpose of home learning assignments is to develop study habits in children early on in their academic lives and reinforce concepts that have been taught or to work on projects that have been assigned. If a student fails to turn in home learning, he/she should complete it for the following day. If a child consistently fails to complete home learning, there may be consequences in the classroom. It is important to note that home learning is the student's responsibility.

Parents will have real-time access to grades in the electronic grade book, and teachers will communicate with families before a report card with final grades is issued to address any concerns about students who are failing. Students enrolled in college level classes (i.e. AICE, IB, AP) may have differentiated grading policies.

Grading Scale

Academic Grades	
Kindergarten through First Grade Scale: E, S, N, U	**Second Grade through Twelfth Grade** Scale: A, B, C, D, F
E = Excellent (90-100)	A = 90-100
S = Satisfactory (75-90)	B = 80-89
N = Needs Improvement (65-74)	C = 70-79
U = Unacceptable (0-64)	D = 60-69
	F = 0-59

Citizenship Grades
The Citizenship Grade is comprised of three personal development skills: conduct, effort, and participation.
Scale: E, S, N, U
E = Excellent S = Satisfactory N = Needs Improvement U = Unacceptable

REPORTING STUDENT PROGRESS

The School will utilize a proprietary report card to keep parents informed of their child's academic growth. The report card will give parents a comprehensive overview of their child's current skill level and a measure of his/her progress toward attaining mastery of the standards, as it contains both a practice grade and a mastery grade. It also includes a component regarding citizenship, aligned with integrated character education, which measures student performance based on conduct, participation, and effort. Attendance reports will also be included, noting absences and tardies.

Parent Notification Requirements

Parent(s) must be notified in writing of the School's promotion requirements. Parent(s) of English Language Learners (ELLs) must be notified using the appropriate translated version of the School's promotion requirements.

All notifications to parent(s) who are not proficient in the English Language shall be in the language or other mode of communication commonly used by the parent(s) unless such communication is clearly not feasible.

School personnel will notify parent(s) in writing of student progression requirements within the first two (2) months of school. The requirements may be included in the parent/student handbook or sent home in some other written form. [Florida Statute 1008.25]

The parent(s) of a student who is not making adequate progress will be notified in writing each marking period in the comment section of the student's report card. As outlined in Florida Statute 1008.25(8)(a), an annual written report must be provided to the parent of each student on the student's progress toward achieving proficiency.

Frequency of Grade Reports/Progress Reports

All students will receive the Report Card at the end of each marking period. The Progress Report will be distributed to families at the mid-point of every marking period.

Based on guidelines from the LEA, parent(s) of students with disabilities enrolled in Exceptional Student Education (ESE) must also be informed of their child's progress toward his or her annual Individual Education Plan (IEP) goals at least as often as their non-disabled peers receive report cards.

STUDENT PROMOTION PERFORMANCE LEVELS

Reading, Writing, Mathematics, and Science

The School expects students to progress through specific levels of performance in ELA, mathematics, social studies and science for each grade level. Social studies and science standards and expectations are infused within ELA for K-5. These levels of performance will be used to identify students who must receive remediation and may be retained, as well as students who have mastered content and wish to move beyond the expectation for students in the same grade level. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement, as referenced in Florida Statute 1008.25(6)(a). No student may be retained solely on the basis of standardized assessments. Students shall meet the appropriate performance levels for Next Generation Sunshine State Standards (NGSSS) or Florida BEST Standards, as set forth in State Board of Education Rule 6A-1.09401.

Promotion

If a student masters any of his or her current grade level benchmarks prior to the ending of the school year, that student will have the opportunity to work toward mastery on standards above his/her grade level. Any student who masters grade level material and is provided instruction and learning opportunities above their current grade level assignment will continue to participate in whole group activities and electives with their same aged peers.

Retention

Recommendation for Promotion/Retention

The school must provide compelling, verifiable evidence when student performance on appropriate grade level assessments is not indicative of daily classroom performance. Factors outside of state assessments may include, but are not limited to, the following:

- Previous retentions;
- Level of text at which student is independently successful;
- Observations and/or checklists;
- Interim benchmark assessment data;
- Student portfolios;
- Instructional focus assessments;
- Classroom assessments; and/or
- Current grades/marks.

The ultimate decision for promotion or retention is made by the Principal based on evaluation of verifiable evidence.

K-5 Student Progression Charts

At CSUSA, reading is a primary focus in compliance with Florida Statute 1002.33(7)(a)2. The Student Progression charts show identified performance levels as they relate to state assessments, as well as other assessments and indicators pursuant to Florida Statute 1008.25(2)(a). While progression from one grade to the next is based on mastery of standards in core subject areas – English language arts, Math, Science, and Social Studies – all grade levels can take into consideration multiple factors with regard to promotion and retention. This includes performance in all areas and social and emotional readiness. The following chart is a guide for teachers and administrators to appropriately target students who may be eligible for promotion or retention. The teacher, parent, Response to Intervention (RtI)/Multi-Tiered System of Support (MTSS) representative, and Principal will work together to ensure a plan is in place to support students. The ultimate decision for promotion or retention is made by the Principal.

K-2 Student Progression Chart
Promotion Criteria Guidance based on Spring/End-of-Year benchmark data

Promote Above Grade Level (AGL)	**Promote On Grade Level (OGL)**	**Promote with PMP Below Grade Level (BGL)**	**Retain with PMP- Below Grade Level**

Grade Level	Decision	NWEA *MAP Reading Fluency*	NWEA *Reading*	NWEA *Math*	iReady *Reading*	iReady *Math*	Lexile Level	FAST *Early Literacy/ Reading*	FAST Math
K	**Promote - AGL**	Exceeds	80%ile or above	80%ile or above	80%ile or above	80%ile or above	165+	80%ile or above	80%ile or above
	Promote - OGL	Meets	Between 50%ile – 79%ile	Between 50%ile – 79%ile	Between 50%ile – 79%ile	Between 50%ile – 79%ile	110-164	Between 50%ile – 79%ile	Between 50%ile – 79%ile
	Promote - BGL	Approaching	Below the 50%ile	Below the 50%ile	Below the 50%ile	Below the 50%ile	BR	Below the 50%ile	Below the 50%ile
	Retain	Below	Below the 20%ile	Below the 20%ile	Below the 20%ile	Below the 20%ile	NR	Below the 20%ile	Below the 20%ile
1st	**Promote - AGL**	Exceeds	80%ile or above	80%ile or above	80%ile or above	80%ile or above	571+	80%ile or above	80%ile or above
	Promote - OGL	Meets	Between 50%ile – 79%ile	Between 50%ile – 79%ile	Between 50%ile – 79%ile	Between 50%ile – 79%ile	165-570	Between 50%ile – 79%ile	Between 50%ile – 79%ile
	Promote - BGL	Approaching	Below the 50%ile	Below the 50%ile	Below the 50%ile	Below the 50%ile	137-164	Below the 50%ile	Below the 50%ile
	Retain	Below	Below the 20%ile	Below the 20%ile	Below the 20%ile	Below the 20%ile	136 and below	Below the 20%ile	Below the 20%ile
2nd	**Promote - AGL**	Exceeds	80%ile or above	80%ile or above	80%ile or above	80%ile or above	796+	80%ile or above	80%ile or above
	Promote - OGL	Meets	Between 50%ile – 79%ile	Between 50%ile – 79%ile	Between 50%ile – 79%ile	Between 50%ile – 79%ile	425-795	Between 50%ile – 79%ile	Between 50%ile – 79%ile
	Promote - BGL	Approaching	Below the 50%ile	Below the 50%ile	Below the 50%ile	Below the 50%ile	367-425	Below the 50%ile	Below the 50%ile
	Retain	Below	Below the 20%ile	Below the 20%ile	Below the 20%ile	Below the 20%ile	366 and below	Below the 20%ile	Below the 20%ile

3-5 Student Progression Chart
Promotion Criteria Guidance based on Spring/End-of-Year benchmark data

Promote- AGL Above Grade Level	Promote- OGL On Grade Level	Promote – BGL with PMP- Below Grade Level	Retain with PMP- Below Grade Level

Grade Level	Decision	NWEA *MAP Reading Fluency*	NWEA *Reading*	NWEA *Math*	iReady *Reading*	iReady *Math*	Lexile Level	FAST *Reading*	FAST *Math*
3rd	**Promote - AGL**	Exceeds	80%ile or above	80%ile or above	80%ile or above	80%ile or above	986+	4+	4+
	Promote - OGL	Meets	Between 50%ile – 79%ile	Between 50%ile – 79%ile	Between 50%ile – 79%ile	Between 50%ile – 79%ile	645-985	3	3
	Promote - BGL	Approaching	See Good Cause Requirements as Applicable				610-644	2	2
	Retain	Below	See Good Cause Requirements as Applicable				609 and below	1	1
4th	**Promote - AGL**	Exceeds	80%ile or above	80%ile or above	80%ile or above	80%ile or above	1161+	4+	4+
	Promote - OGL	Meets	Between 50%ile – 79%ile	Between 50%ile – 79%ile	Between 50%ile – 79%ile	Between 50%ile – 79%ile	850-1160	3	3
	Promote - BGL	Approaching	Below the 50%ile	Below the 50%ile	Below the 50%ile	Below the 50%ile	815-850	2	2
	Retain	Below	Below the 20%ile	Below the 20%ile	Below the 20%ile	Below the 20%ile	814 and below	1	1
5th	**Promote - AGL**	Exceeds	80%ile or above	80%ile or above	80%ile or above	80%ile or above	1261+	4+	4+
	Promote - OGL	Meets	Between 50%ile – 79%ile	Between 50%ile – 79%ile	Between 50%ile – 79%ile	Between 50%ile – 79%ile	950-1260	3	3
	Promote - BGL	Approaching	Below the 50%ile	Below the 50%ile	Below the 50%ile	Below the 50%ile	900-949	2	2
	Retain	Below	Below the 20%ile	Below the 20%ile	Below the 20%ile	Below the 20%ile	899 and below	1	1

NOTE: In accordance with Florida Statute 6A-1.094221, students earning an NWEA MAP RIT score or iReady scale score in the 50th percentile or higher (197+ based on the NWEA MAP RIT Scale Norms Study and 534+ based on the iReady Percentile to Score Conversion) in the Spring testing window qualify for a good cause exemption for promotion to fourth grade based on an approved alternative standardized reading assessment if MAP/iReady was administered AFTER the third-grade FAST Reading assessment. MAP/iReady may be administered up to two times total (in the Spring window) if there are at least 30 days between administrations. See Third Grade Mandatory Retention section for more information.

Middle School Progression

The credit requirements prior to entry into high school are as follows:

Course	Credits	Requirements
English Language Arts	3	Can be middle or high school level courses.
Mathematics	3	Can be middle or high school level courses. EOC assessments count for 30% of the student's grade in that course, while S1 and S2 both count for 35% each.
Science	3	Can be middle or high school level courses. Students enrolled in Comprehensive Science 3 (or an equivalent course) will take the Statewide Science Assessment. The Biology EOC assessment counts for 30% of the student's grade in that course, while S1 and S2 both count for 35% each.
Social Studies	3	Can be middle or high school level courses. EOC assessments count for 30% of the student's grade in that course, while S1 and S2 both count for 35% each. One of these courses must be a civics education course (usually enrolled in 7th grade), which is accompanied by an EOC assessment. State requirements for career planning may be met through
Physical Education	1.5	Students must take physical education for one semester of each year, unless a qualifying waiver is in place.
Electives	4.5	Can be middle or high school level courses. Elective options will be determined based on student interest and school identity. Students that are participating in course recovery to meet promotion criteria may be required to waive their elective course.

Students must pass each semester with a grade of "D" or higher in the core subject areas to be promoted to 9th grade.[5] The school will implement proactive measures to avoid and address course recovery needs. Below are options that each student will be offered in order to recover their grades and pass each course.

- If a student fails the first two quarters, he or she may:
  - Participate in course recovery for the second semester and be assigned content from the entire first semester
  - Participate in course recovery over the summer and be assigned content from the entire first semester

[5] Some final grade calculations may be changed to align with district SIS calculations.

- If a child fails the second two quarters, he or she may:
  - Participate in course recovery over the summer and be assigned content from the entire second semester
- If a child fails the entire course, he or she may:
  - Participate in course recovery over the summer and be assigned content from the entire year
  - Participate in course recovery the following school year

A student may only have the option to participate in course recovery in the following school year for **one** course in either social studies or science. If a student fails ELA or Mathematics, then he or she must participate in course recovery during the current school year or over the summer.

The student is issued the failing grade until one of the above options is successfully completed.

In addition, the following options may be used as alternate documentation of successful completion of required courses:

- Student has successfully completed the course through the blended program offered at the School.
- Student has scored an acceptable level (3, 4, or 5 in ELA, Math, Science, Algebra I, Geometry, Biology or Civics) on subject related FAST, NGSSS Statewide Science Assessment or EOC.
- Student has successfully completed the course through a summer or tutorial program.
- Student is a transfer student with documentation showing successful completion of core content courses.
- Student has documented mastery of course requirements by receiving a grade of C or better on a final exam, semester exams, or an end-of- course exam.

Students completing eighth grade will be promoted to ninth grade following successful completion of the above requirements. Students will be retained in eighth grade if any of the above requirements are not met. If a student does not pass a required core semester class in sixth, seventh or eighth grade, and does not meet one of the alternate documentation methods, parents will be notified that the student will not be eligible for promotion to high school and will be retained in 8th grade unless the courses are successfully completed through credit recovery options. The final decision regarding grade placement is the responsibility of the principal.

Middle school students must have the equivalent of one class period per day of physical education for one semester of each year. Students in grade K-8 are eligible to waive the physical education requirement if they meet any of the following criteria:

- The student is enrolled or required to enroll in a remedial course.
- The student's parent indicates in writing to the school that the parent requests the student be enrolled in another course from among the courses offered as options by the School.
- The parent indicates in writing that the student is participating in physical activities outside the school day, which are equal to or in excess of the mandated requirement.

Credit Requirements for High School Graduation

Students entering grade nine as of 2021-2022 need to complete the requirements below from the Florida Department of Education in order to graduate. Students will be offered the 24-credit standard diploma option and may be offered either (or multiple combinations of) the Advanced International Certificate of Education (AICE) diploma, the International Baccalaureate (IB) diploma and/or the Advanced Placement (AP) diploma. Industry certification options may also be offered. Some requirements below are eligible for exemption for students obtaining an AICE Diploma.

CREDIT REQUIREMENTS	
English Language Arts (ELA) – 4 credits	ELA I, II, III, IV Honors, AICE, IB and/or AP courses may satisfy this requirement
Mathematics – 4 credits	Must Include Algebra 1 and Geometry Honors, AICE, IB and/or AP courses may satisfy this requirement
Social Studies – 3 credits	1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics with Financial Literacy *New financial literacy requirement of .5 credit for the 2023-2024 ninth grade cohort and beyond.* Honors, AICE, IB and/or AP courses may satisfy this requirement
Science – 3 credits	Must include Biology I, and two equally rigorous science courses Two of three required credits must have a laboratory component Honors, AICE, IB and/or AP courses may satisfy this requirement

OTHER REQUIREMENTS	
1 Credit	Fine/Performing Arts, Speech and Debate, or Practical Arts
1 Credit	Physical Education (to include the integration of health)
7.5 Credits	Electives
.5 Credits	Personal Financial Literacy
Students must earn a 2.0 unweighted grade point average on a 4.0 scale	

The School will offer courses made available by Florida Department of Education. The courses listed will be connected with course codes out of the Florida Department of Education course code directory as provided on their website at this link. Students earning AICE or AP Capstone Diplomas may receive a waiver for FLDOE approved graduation requirements.

Course/Credit Recovery

All available assessment results, including the results of statewide, standardized English Language Arts assessments and end-of-course assessments for Algebra I and Geometry, will be used to advise students in grades 9-12 of any identified deficiencies and to provide appropriate postsecondary preparatory instruction before high school graduation.

Students in grades 6-12 may validate mastery of the content standards in the failed courses through the following options:

- Retaking the course through course recovery offered by the School. The students may be required to waive an elective course.
- Coursework in the summer on school grounds.
- Repeating the course at the school during the elective period.

As stated in Middle School Progression, below are options that each student will be offered in order to recover their grades and pass each course.

- If a student fails the first two quarters, he or she may:
  - Participate in course recovery for the second semester and be assigned content from the entire first semester to re-take
  - Participate in course recovery over the summer and be assigned content from the entire first semester
- If a child fails the second two quarters, he or she may:
  - Participate in course recovery over the summer and be assigned content from the entire second semester
- If a child fails the entire course, he or she may:
  - Participate in course recovery over the summer and be assigned content from the entire year
  - Participate in course recovery the following school year

A student may only have the option to participate in course recovery in the following school year for **one** course in either social studies or science. If a student fails ELA or Mathematics, then he or she **must** participate in course recovery during the current school year or over the summer.

The student is issued the failing grade until one of the above options is completed. School administrators may reach out to their state team or their Edgenuity representative for more information on course recovery implementation.

THIRD GRADE MANDATORY RETENTION AND GOOD CAUSE EXEMPTIONS

Florida Statute 1008.25 addresses reading and requires remediation of deficiencies in grades K-3. If the student's reading deficiencies are not remedied by the end of 3rd grade, as demonstrated by scoring at Level 2 or higher on the statewide reading assessment for 3rd grade, the student must be retained. This statute specifies the conditions for granting exemptions for Good Cause. Good Cause Exemptions shall be limited to the following seven scenarios:

1. Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of other Languages (ESOL) program based on the initial date of entry into a school in the United States.
2. Students with disabilities whose Individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirement of Section 1008.212, F.S.
3. Students who demonstrate an acceptable level of performance on an alternative standardized English Language Arts assessment approved by the State Board of Education, which includes NWEA MAP and iReady (see progression chart for grade 3 within this document).
4. Students who demonstrate, through a student portfolio, that he/she is performing at least at Level 2 on the statewide, standardized English Language Arts assessment. (See Good Cause Portfolio below.)
5. Students with disabilities who take the statewide, standardized English Language Arts assessment and who have an IEP or a Section 504 Accommodation Plan that reflects that the student has received intensive remediation in reading for more than two (2) years, but still demonstrates a deficiency and was previously retained in pre-K, kindergarten, grade 1, grade 2, or grade 3.
6. Students who have received intensive reading intervention (not remediation) for 2 or more years, but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3, for a total of two years. A student may not be retained more than once in grade 3.

Third Grade Good Cause Exemption Documentation

The classroom teacher must provide the principal with documentation that indicates the student should be promoted based on one (1) of the Good Cause Exemption criteria listed above. This documentation should consist only of the existing Individual Education Plan (IEP), 504 Accommodation Plan and/or Progress Monitoring Plan (PMP), the report card, the student portfolio, or other qualifying assessment data. Documentation for Exemptions 3 and 4 shall be consistent with Florida Statute 1008.25(6)(c).

In the case of Good Cause Exemptions due to academic performance (mandatory retention at 3rd grade only), the teacher will complete all necessary documentation for the student portfolio results. Instructional Focus Assessments (IFAs), assessments from our core reading curriculum and CSUSA portfolio assignments may be used to track standard mastery for third grade portfolio purposes. The school principal and administrative team shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained.

Students who are promoted to grade 4 with a good cause exemption will be provided with supports and interventions in accordance with Florida Statute 1008.25(5)(c).

Mid-Year Promotion of Retained Third Grade Students

In accordance with State Board of Education Rule 6A-1.094222, students retained in grade 3 that can demonstrate that he/she is a successful and independent reader and performing at or above grade level in reading and language arts may be promoted midyear. Midyear promotions should occur during the first semester of the academic year. Documentation for midyear promotion should include successful completion of portfolio elements that meet State criteria or satisfactory performance on a locally selected standardized assessment. Midyear promotion for third grade students is conducted in collaboration with the district. [Florida Statute § 1008.25(7)(b)3]

A student portfolio (described above) that is used to document during-the- school-year promotion to grade 4 must have evidence of the student's mastery of 3rd grade Language Arts Florida Standards and beginning mastery of the 4th grade standards.

Per Florida Statute 1008.25(7)(b)(3), students promoted during the school year after November 1 must demonstrate proficiency levels in reading equivalent to the level necessary for the beginning of grade 4 and provide a reasonable expectation that the student's progress is sufficient to master appropriate grade 4 level reading skills.

Summer Reading Academy

In accordance with Florida Statute 1008.25(7)(a)&(7)(b), the purpose of the Third Grade Summer Reading Academy, usually provided by the local school district, is to provide extended instructional services and support to students who score Level 1 on the Grade 3 statewide, standardized ELA/Reading assessment, by providing them with extended intensive interventions that must include effective instructional strategies, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade.

Whole-Grade and Mid-Year Promotion

The school will adhere to all statutory requirements regarding mid-year promotion for retained third grade students according to State Board Rule 6A- 1.094222 Standards for Mid-Year Promotion of Retained Third Graders. In all other grade levels, students will progress according to the progression charts found earlier in this document and the School Principal will make all final decisions regarding whole-grade and mid-year promotions.

ACRONYMS LIST

504 – Section 504 of the Rehabilitation Act of 1973
ADA – Americans with Disabilities Act
AICE – Advanced International Certificate of Education
AP – Advance Placement
BEST – Benchmarks for Excellent Student Thinking
DH – Department of Health
ELA – English Language Arts
ELL – English Language Learners
EOC – End-of-Course Assessment
EP – Education Plan
ESE – Exceptional Student Education
ESOL – English for Speakers of Other Languages
ESY – Extended School Year
FAPE – Free Appropriate Public Education
FAST – Florida Assessment of Student Thinking
FLDOE- Florida Department of Education
FLKRS – Florida Kindergarten Readiness Screener (AKA STAR)
FAA- Florida Alternate Assessment
FTE – Full-Time Equivalent Enrollment
GVC – Guaranteed and Viable Curriculum
IDEA- Individuals with Disabilities Education Act
IFA – Instructional Focus Assessment
IEP – Individualized Education Program
LEA – Local Education Agency
MAP – Measures of Academic Progress
MPG – MAP for Primary Grades
MRF – MAP Reading Fluency
MTSS – Multi-Tiered System of Supports
NGSSS – Next Generation Sunshine State Standards
NWEA – Northwest Evaluation Association
PMP – Progress Monitoring Plan
RIT – Rasch Unit Scale
RTI – Response to Intervention
SP&P – ESE Policies and Procedures
SWD – Students with Disabilities

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ATTACHMENT

F

Assessment Plan

Last Updated 9/17/2024

Balanced Assessment System 2024-2025
FL Cover Sheet

CSUSA FL Assessment	FLDOE State Assessment	Fall Window	Winter Window	Spring Window
NWEA MAP Reading Fluency		8/12-9/27	*12/2-1/24*	*OPTIONAL: 4/14-5/30*
NWEA MAP Growth NWEA MAP EOCs Progress Learning Benchmarks		8/12-9/27	11/11-1/10	*OPTIONAL: 3/3-4/25*
Progress Learning IFAs		*Administered at the end of each unit (see Instructional Focus Calendars for recommended dates)*		
	FAST K-2 (STAR)	*8/5-9/27*	*12/2-1/24*	*4/14-5/30*
	FAST 3-8 Math FAST 3-10 Reading	*8/12-9/27*	*12/2-1/24*	*5/1-5/30*
	FAST Writing			*3/31-4/11*
	EOCs & FAST Retakes	*9/9-10/4*	*12/2-12/20*	*5/1-5/30*
	SSA 5th & 8th (CBT)			*5/1-5/30*
	WIDA/ACCESS for ELLs		*1/20-3/14*	
INSERT YOUR DISTRICT WINDOWS HERE →				

Access FLDOE's most updated assessment calendar HERE, including FAA windows, (P)SAT, ACT, CLT, FCLE, etc.
CSUSA schools must follow district-establish daily testing schedules within these windows.

Required CSUSA FL Assessments

Platform	Test *(grades/courses required)*	Required Windows	Notes
NWEA MAP Reading Fluency (K-2)	MAP Reading Fluency (*grades K-2)*	**Fall and Winter**	New students in the grade bands listed are required to test within 2 weeks of enrollment. Students must receive 10-12 weeks of instruction between Fall and Winter administrations. Students must receive 25+ weeks of instruction between Fall and Spring administrations (Spring is optional)
NWEA MAP Growth Math (K-8)	Math K-2 *(grades K-1)* Math 2-5 (*grades 2-5)* Math 6+ (*grades 6-8)*	**Fall and Winter**	
NWEA MAP Growth Reading (K-8)	Reading K-2 *(grades K-1)* Reading 2-5 (*grades 2-5)* *Reading 6+ (*grades 6-8)*	**Fall and Winter** **3rd grade Spring Good Cause Required*	
NWEA MAP Growth Reading (9-12)	Reading 6+ (*grades 9-10)*	**Fall:** *Only Re-takers and Level 1-2 students from prior year PM3 Reading* **Winter**: *All 9th and 10th graders taking current year PM3 Reading*	
NWEA MAP Growth Science (3-8)	Science 3-5 (*grades 3-5)* Science 6-8 (*grades 6-8)*	**Fall and Winter**	
NWEA MAP EOCs	Life Science 9-12 *(Biology EOC)* Algebra 1 *(Alg EOC)* Geometry *(Geo EOC)*	**Fall and Winter**	
Progress Learning Benchmarks	Civics Benchmark *(Civics EOC)* US History Benchmark *(US Hist EOC)*	**Fall and Winter**	Fall (Cumulative Pre-Test) Winter (S1 content) Spring (Optional-Cumulative)
Progress Learning IFAs	ELA IFAs *(K-10)* Math IFAs *(K-8, Alg EOC, Geo EOC)* Science *(3-8)* & Biology (EOC) IFAs Civics & US History IFAs *(EOCs)*	**All Units** (see IFCs and Curriculum Maps)	
College Board	PSAT 8/9 (*grade 8)*	**Fall (or) Spring**	See College Board's PSAT 8/9 Timelines HERE

See Data-Driven Decision-Making Tool from the CSUSA Reading Plan for additional guidance.

ATTACHMENT

G

Student Code of Conduct

2024-2025

Code of STUDENT CONDUCT

NOTICE REGARDING CODE OF STUDENT CONDUCT

In order to conserve resources, schools will not distribute paper copies of the Student Code of Conduct to students. □ou can locate an electronic copy of the Student Code of Conduct on the District website at www.manateeschools.net or on your school's website. If you require a paper copy of the Student Code of Conduct, please check the appropriate box below□sign and return this sheet, and one will be provided to your child. This page will also exist as a form, which is available at your school's front office, if you are unable to print a copy for yourself.

This Student Code of Conduct has been developed so our students and families have a clear understanding of behavioral expectations and to inform all parties of important procedures related to our educational mission. It is helpful if parents are aware of school rules so they can help support them from home. Parents and students are encouraged to review the Student Code of Conduct together to gain a better understanding of their rights and responsibilities. Training on the Student Code of Conduct will be provided to all students, teachers and administration during the first month of school. **The rules and language contained within the Student Code of Conduct shall supersede any conflict that may arise with individual school handbooks.**

FAILURE TO REVIEW THE STUDENT CODE OF CONDUCT WILL NOT RELIEVE A STUDENT OR THE PARENT/ GUARDIAN OF THE RESPONSIBILIT□ FOR COMPLIANCE WITH THE CODE OR ACCOUNTABILIT□ FOR LOSS OR DAMAGE TO SCHOOL DISTRICT OF MANATEE COUNT□ PROPERT□.

Please check and submit, only if you require a printed copy of the 2024-2025 Code of Student Conduct. One (1) copy per household will be provided.

☐ I would like to have a printed copy of the Student Code of Conduct sent home with my child.

Student Name	Student Signature	Date
Parent Name	Parent Signature	Date

THE SCHOOL DISTRICT OF MANATEE COUNTY
CODE OF STUDENT CONDUCT
2024-2025

Dear Students and Parents,

It is a tremendous honor to serve as superintendent of the School District of Manatee County. My favorite part of working in education is witnessing first-hand the learning process taking place in classrooms led by talented teachers who inspire students. I look forward to meeting many of you in our schools as the year progresses.

A primary goal of the district is to provide a safe, caring, and focused learning environment for all students. To achieve this goal, the School Board has approved this comprehensive Code of Student Conduct. I encourage you to read and familiarize yourself with the Code of Student Conduct to make sure you understand what is expected from all students at school and school-related events.

I want to thank the students, school and district administrators, faculty and staff members, School Advisory Council members and representatives of our community for the time they devoted to developing this Code of Conduct. The Code of Student Conduct is reviewed annually for additions or deletions that may be necessary for clarification or required by new legislation. If you have any questions regarding the contents, please contact your school principal.

The information in this District Code of Student Conduct is being provided to all students and parents. Extra copies of this publication are available at school sites, or on the District website at www.manateeschools.net.

Thank you for your faithful support of our schools and district. I wish you all a safe and successful school year.

Sincerely,

Dr. Jason Wysong,
Superintendent

THE SCHOOL BOARD OF MANATEE COUNTY

BRADENTON, FLORIDA

Members

Chad Choate – Chairman (District 4)

Cindy Spray – Vice Chair - (District 2)

Gina Messenger - (District 1)

Mary Foreman - (District 3)

Richard Tatem – (District 5)

Superintendent of Schools

Dr. Jason Wysong

School Board of Manatee County policies may be viewed online at www.manateeschools.net

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Program	2000
Instructional Staff	3000
Support Staff	4000
Students	5000
Finances	6000
Property	7000
Operations	8000
Community Relations	9000

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FLORIDA DEPARTMENT OF EDUCATION

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SECTION 1: STUDENT RIGHTS AND RESPONSIBILITIES

SAFE, POSITIVE LEARNING ENVIRONMENT

The purpose of this document is to assist students, parents, and school personnel in establishing and maintaining a safe, nurturing and well-disciplined learning environment for all. To be fully effective, the Code of Student Conduct addresses not only the role of the parents, the students, and the school, but also specifies areas relative to the responsibilities and rights of students and parents□grounds for disciplinary action□and procedures to be followed for acts requiring disciplinary action.

In the event of a situation which significantly alters the standard process for delivering education, such as natural disasters, pandemics, etc., the School District of Manatee County reserves the right to amend policies and procedures to allow for the continued education, articulation, and graduation of students, as well as the safety and security of our school communities.

Students in the School District of Manatee County are subject to the Code of Student Conduct during the school day and regular school activities, while being transported on school buses or at public expense to and from school or other education facilities. Students are also subject at such time and places that include - but are not necessarily limited to - school sponsored events, field trips, athletic functions, and other activities where appropriate school personnel have jurisdiction over students. In addition, jurisdictional control over students may be extended as per Florida Statute Sections 1006.07, 1006.09, 1006.13, 1006.147, and 1003.31 whenever the conduct of a student is deemed to have a detrimental effect on the health, safety, and welfare of any member of the school community or the learning environment of the school. It is the intent of the Student Rights and Responsibilities section of this Code that students understand that individual rights involve associated responsibilities and that individual rights must be viewed in relationship to the health, safety, and welfare of the majority of students within each school. In each school, the principal is responsible for the orderly school administration, operation and instructional leadership under the supervision of the Superintendent, in accordance with rules and regulations of the School Board. **The Superintendent is authorized to assign or reassign a student to any program or school as deemed to be in the best interest of the student or School District, pursuant to** F.S. 1006.08**.**

If you are attending a charter school or a school out of your assigned area under the School Choice Program, you may be suspended, expelled or reassigned during the school year as provided in this Code. □our school choice may additionally be revoked for non-attendance, habitual tardiness, or disciplinary issues, upon the recommendation of the principal. The principal's recommendation is subject to review and approval by the District Administrative Appeals Committee.

First Amendment Freedom of Expression

In 1969, The United States Supreme Court ruled that public school students do not leave their constitutional right to freedom of expression at the schoolhouse gate. □ou have a right to freedom of expression□however, when you exercise that right, you must do so in a responsible manner that does not cause a disruption of the school or a school activity. A principal may

impose reasonable time, place and manner restrictions on your exercise of First Amendment freedom of expression rights. If possible, before imposing reasonable time, place and manner restrictions, the principal will consult with the School District General Counsel and will notify the Superintendent (or designee) in such cases. If it is not possible to consult the School District General Counsel beforehand, the principal will do so as soon as possible.

Principal's Authority

The principal of each school is responsible for the administration of the school and the enforcement of the District Code of Student Conduct. The principal has the authority to direct students and staff and can impose any reasonable requirements that are not inconsistent with the District Code of Student Conduct or School Board Policy.

In Loco Parentis

State and federal law recognizes that teachers and school administrators have a need to stand in the place of parents over children entrusted to them at school. This is a concept called *in loco parentis*. While this power is not equal to a parent's power over a child, it permits school personnel to exercise a degree of supervision and control over students that could not be exercised over free adults. This concept is responsible for the fact that school personnel can search without a warrant based on reasonable suspicion and are not held to the higher standard of "probable cause" by which law enforcement is bound. It is also responsible for the fact that school personnel can interrogate a student without providing him or her with Miranda warnings or allowing the student to call a parent or attorney.

Prohibition of Discrimination

No student shall, on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, marital status, age, religion, or any other basis prohibited by law, be excluded from participation in, be denied the benefits of, or be subjected to discrimination or harassment under any educational programs, activities, services, or in any policies or practices by the School District of Manatee County. Any student who believes he or she has been discriminated against or has been harassed by an employee, student, or other third party, who is subject to control of the School Board, is encouraged to use the appropriate grievance procedures set forth in policy.

Grades and Academic Honor Code

Grades

An academic grade should reflect the teacher's most objective assessment of your academic achievement. Academic grades should not be used as a means of maintaining order in a classroom, nor should your behavior be included in calculating academic grades.

1. □our Responsibilities
   a. To become informed of the grading criteria.
   b. To maintain standards of academic performance commensurate with your ability, and to make every effort to improve your performance upon receipt of notification of unsatisfactory progress.

2. □our Rights
   a. To receive a teacher's grading criteria at the beginning of each year or semester course.
   b. To receive a reasonable notification of failure or potential failure prior to the end of the

grading period with sufficient time, when possible, to take corrective action.

3. our Parents' Responsibilities

a. To meet with your teachers upon request and assist in helping take corrective action if you are experiencing academic difficulty.
b. To seek advice on before and after school programs that will assist you in succeeding in school.

Academic Honor Code

- I will take responsibility for my own work. I will not cheat, help others cheat, or allow anyone else to do my work for me.
- I will not plagiarize. I will use quotations and cite sources when I use someone else's words and ideas.
- I will not represent work generated by Artificial Intelligence (AI) as my own or submit such work in a way that is inconsistent with the expectations of my teachers.
- I will not forge the signature of others or knowingly falsify any records, information, or results.
- I will be honest about my work with teachers, peers, and parent(s)/guardian(s).
- I understand I will receive a zero on any assignment, as well as any other appropriate consequence for breaking the Honor Code.

Other Student Responsibilities

- To read and become familiar with the Code of Student Conduct
- To attend school daily, prepare for class, and complete class and homework assignments to the best of your ability
- To know and follow school rules and instructions given by the school administration, teachers, and other staff
- To report to school staff any dangerous behavior or bullying that occurs at school, on the way to and from school, or in the school community
- To bring to school only those materials that are allowed
- To treat everyone in the school community with respect
- To respect school property, community property, and the property of others.

IGNITING POSITIVE SCHOOL CLIMATES

A school's climate can be simply defined as the "quality and character of school life" (National School Climate Council, 2007). This simple definition is underpinned by an array of intentional activities that support integral structures, such as trusting student and adult relationships, teaching and learning, the physical environment, and the safety of all school community members.

At its core, a positive school climate includes:

- positive relationships among and between all stakeholders (students, parents, all school personnel, and community partners)
- engaging, relevant academic and extracurricular activities for all students that meets

their social, academic, and developmental needs
- meaningful family and community engagement
- training and resources to resolve conflicts peacefully and respectfully
- support for students who are experiencing an emotional crisis, trauma, or serious challenges in their homes and communities
- clean and well-maintained campuses that support a sense of school pride
- orderly learning environments, allowing all stakeholders to feel physically and emotionally safe.
-

These tenets of a positive school climate are reflected in several initiatives that are starting throughout the School District of Manatee County under the umbrella of what we call Project Spark.

SPARK
IGNITING POSITIVE SCHOOL CLIMATES

Project Spark combines prevention and early intervention through our Multi-Tiered Systems of Support (MTSS), and a focus on building environments for optimal engagement cultivating skills that build resiliency and supporting safe and welcoming learning communities. Through these efforts and other Tier One initiatives, Project Spark aims to build a more positive school experience and increase engagement for all students.

Multi-Tiered Systems of Support (MTSS)

MTSS refers to the instructional strategies, interventions, supports and resources that are used to help all students achieve academically and behaviorally. MTSS serves as the framework for organizing supports within a school and district so that the needs of the whole child are met. An effective system blends academic and behavior supports to create effective environments that address a range of student needs.

A three-tiered instruction and intervention framework is used to organize resources and supports to ensure student learning and educational success. The level of supports provided at each tier will match the needs of each student. Tier I is universal instruction and supports that is intended for all students. Tier II consists of targeted and supplemental supports, designed for the estimated 20% of students who require more than universal instruction and support. Tier III is the most intensive level and is intended for the 5-10% of students who may need more individualized support, in addition to their Tier I and II interventions.

MTSS is a proactive approach that has the following key elements:

- Leadership
- Building Capacity/Infrastructure for Implementation
- Communication and Collaboration
- Data-Based Problem Solving
- Three-Tiered Instructional/Intervention Model

- Data Evaluation

For more information on our MTSS, please visit the School District of Manatee County's website.

Building Environments for Optimal Engagement

Whether due to unclear expectations or learning goals, the impact of stress or trauma, or poor relationships with adults and peers, the optimal engagement of our students with their learning environment is challenged by numerous factors. To help address these barriers to student engagement, the SDMC actively promotes several initiatives.

CHAMPs is an evidence-based system of classroom management supported by over 30 years of research. Teachers use the CHAMPs model to clarify expectations for learning activities and transitions that occur throughout a class or school. The CHAMPS acronym stands for:

- **C**onversation: Can students talk to each other during this activity? At what level?
- **H**elp: How do students get the teacher's attention and their questions answered?
- **A**ctivity: What is the task/objective? What is the end product?
- **M**ovement: Can students move about during this activity?
- **P**articipation: How do students show they are fully participating? What does work behavior look/sound like?

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

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

Quality relationships are perhaps the key element in building a positive school climate and are also critical for optimal student engagement. Our schools offer a wide range of activities and interests for our students to form social bonds and explore their personal interests with like-minded peers. In the classroom setting, relationships between students and adults can be strengthened through the use of practices such as community-building circles. Circles can be used proactively to help build trust, positive feelings, and a sense of belonging within the classroom community. Circles can also be used to discuss classroom expectations, problem-solve common issues, mentally prime students for learning, and create a culture of communication and empathy. With a strong sense of community, circles can also be used to restore relationships that may have been harmed. The SDMC has invested training and resources to bring the concept of circles to our schools. It represents an easy and effective way to foster better relationships and build the foundation for a more positive school climate.

Cultivate Skills that Build Resiliency

To ensure positive mental health for all students, the SDMC ensures all students have the necessary skills and resources to see them through life's successes and challenges. The new FL Resiliency Standards, centered around Character, Personal Responsibility, Mentoring and Citizenship, Critical Thinking and Problem Solving provide the foundation for schools to support and strengthen the characteristics that build the capacity for our students to thrive in the face of life's challenges.

The new Florida Resiliency Standards were implemented for the first time during the 2023-2024 school year. The standards help us connect several existing universal curricular efforts to include substance use education, health education, character education, and mental health education.

Supporting Safe and Welcoming Learning Communities

Along with elements such as our MTSS, community-building circles, and our district code of conduct, the SDMC undertakes several initiatives to help ensure a safe and welcoming environment for all students.

Several of our district schools partner with the Sandy Hook Promise Foundation and operate a SAVE (Students Against Violence Everywhere) Promise Club. SAVE promise clubs are led by a faculty sponsor and empower student leaders to develop and organize activities designed to create safe and welcoming environments for all students. SAVE Promise Clubs are supported by district staff who seek to increase the number of schools that operate these student leadership clubs. If you are interested in joining or starting a club on your campus, please contact your school's administration.

When threats of harm are made against the school or any member of our school community, each district school has a specially trained threat management team to assist in mitigating the threat of potential harm. The members of the threat management team are charged with investigating any threat of harm or concerning student behavior. They also develop appropriate safety plans to help ensure the threat cannot be carried out and that supports are provided to the students involved. Each school's threat management team includes school administrators, discipline personnel, counselors, and other staff, as well as local law enforcement. The SDMC, local law enforcement, and local community mental health providers work together to ensure our policies and procedures are in compliance with all legal requirements and that our schools provide the highest level of safety for all members of their community.

If you become aware of an explicit or implied threat of harm to a school or any member of our school community, please report the concern immediately. In nearly all mass casualty acts of violence in our schools, the perpetrator(s) announce their plans in advance through a phenomenon known as "leakage". Whether on social media or through face-to-face communication, too often these warning signs of impending violence are dismissed or go unreported. The state of Florida has established a reporting system called FortifyFL, which can be downloaded as an app for mobile devices and computers. FortifyFL is designed for suspicious behavior and serious threats that have been made against our schools and school community members. In addition to FortifyFL, the SDMC operates an anonymous reporting system for all acts of bullying, harassment, or other dangerous or unwelcome behaviors that target our students. Each district school has a link on the front page of their website for reporting

and there is also a link found on our district website. Together, these reporting systems are designed to help ensure that all concerning or suspicious behavior can be immediately reported and investigated.

SCHOOL DRESS CODE

The dress and grooming of District students shall be neat and clean, promoting a safe and positive educational environment. Apparel that disrupts educational activities and processes of the school may result in the removal of the student from the regular learning environment until acceptable apparel can be secured for the student. Failure to comply with the dress code may result in disciplinary consequences outlined in state statute and the district discipline matrix.

Pursuant to F.S. 1006.07, wearing clothing that exposes underwear or body parts in an indecent or vulgar manner or that disrupts the learning environment will have the following specific consequences. In addition to these consequences, the violation shall be corrected before the student is allowed back in the regular school environment:

a. For a first offense, a student shall be given a verbal warning and the school principal (or designee) shall call the student's parent or guardian.

b. For a second offense, the student may be ineligible to participate in any extracurricular activity for a period of time not to exceed 5 days and the school principal (or designee) shall meet with the student's parent or guardian.

c. For a third offense, the student will have lunch detention in a supervised area, not the cafeteria.

d. For a fourth offense, the student may be ineligible to participate in any extracurricular activity for a period not to exceed 30 days.

e. For a Fifth and subsequent offense, a student may receive an In-School Suspension pursuant to F.S. 1003.01(5) for a period not to exceed one (1) day and may be subject to any of the interventions listed above.

Requirements for student dress in all schools are listed below:

a. All shirts and blouses must cover the midriff, back, sides, and all undergarments including bra straps at all times. All shirts, tops, and dresses shall have sleeves and cover the shoulders.

b. Shorts, skirts, divided skirts, dresses, and culottes are allowed. They must be mid-thigh length or longer.

c. All trousers, pants, or shorts must completely cover undergarments, including boxer shorts.

d. All clothing, jewelry, or tattoos shall be free of the following: profanity violent images, wording or suggestion sexually suggestive phrases or images gang-related symbols alcohol, tobacco, drugs, or advertisements for such products.

e. Safe and appropriate footwear must be worn. Inappropriate footwear includes, but is not limited to, roller skates, skate shoes, and bedroom slippers.

Further Clarification/other requirements:

a. Form-fitting leotard/spandex type clothing is not allowed unless proper outer garments cover to mid-thigh length or longer.

b. See-through or mesh fabric clothing may only be worn over clothing meeting requirements.

c. Clothing must be appropriate in size, with the waist of the garment worn at the student's waist.

d. Clothing and footwear traditionally designed as undergarments or sleepwear shall not be worn as outer garments.

e. Sunglasses may not be worn inside unless a parent provides a doctor's note to the school. Field trips are exceptions.

f. Bandanas or sweatbands are not allowed to be visible on school grounds during regular school hours.

g. Hats or other head coverings may be worn during outside P.E. activities and may not be worn during any portion of the regular school day without the expressed permission of the principal.

h. If the school has a mandatory school uniform policy, the student must adhere to those requirements.

SCHOOL UNIFORMS POLICY

Manatee County elementary or secondary schools may implement a mandatory uniform policy, governing students enrolled at the school only if all conditions set forth in the following procedures are met:

Initiation

a. A favorable vote of at least 67 percent or more by the School Advisory Council (SAC) must occur to support mandatory use of uniforms for students.

b. The school or SAC conducts a survey of parents of all students in that school and at least 51 percent of the families completing the survey must indicate that they are in favor of establishing such a program. Ballots must be received from a majority of eligible families. Parents are to be surveyed every three years at any school implementing a uniform program.

c. The school must establish a uniform committee that adequately represents all segments of the school community. The uniform committee must follow guidelines promulgated by the Superintendent for selection of uniforms.

d. The school-selected uniforms must comply in all respects with the other provisions of the district rules concerning appropriate attire.

e. The uniforms selected may not be characterized as gender-specific (both boys and girls may wear slacks).

f. The school must make provisions for those students who, by reason of financial hardship, cannot comply with the uniform and must notify the students parents of these provisions.

Communication

Each school implementing a uniform policy must communicate to parents the following:

1. types and colors of uniform
2. requirements for jackets or outer garments
3. optional articles of attire, if any
4. compliance measures to be employed
5. the availability of financial support and the procedures for applying for assistance
6. methods to facilitate recycling of uniforms within the school community and

7. notice of uniform sales and lists of competitive prices from vendors of uniform articles.

The means by which this information is communicated shall include one or more of the following: school newsletters, parent forums, telephone hotline, PTA/PTO meetings and newsletters, school advisory council meetings, television, radio, newspaper announcements, posters displayed at school and in the community, and registration materials.

Compliance Measures

a. Each school shall develop incentives and positive reinforcement measures to encourage full compliance with the uniform policy. Each school should strive to achieve full compliance through use of incentives and positive reinforcement measures and should resort to disciplinary action only when positive measures fail to ensure compliance. In addition, schools shall communicate with parents so that expectations, rationale and benefits are fully understood by the student and the family.

b. If necessary, disciplinary action may be taken to encourage compliance with the policy. Since the intent of the policy is not to inhibit or prohibit any student who is not in uniform from receiving the education to which he or she is entitled, no student shall be suspended from class or from school, expelled from school, or receive a lowered academic grade as a result of not complying with the policy.

c. Prior to initiating any disciplinary action against a student not complying with the policy, a school administrator shall hold a conference with the parent or guardian to solicit cooperation and support.

d. Disciplinary action is initiated only after all other means to secure support and cooperation as mentioned above have not succeeded. A □progressive discipline□ approach is to be employed by the school support staff so as to encourage full and consistent compliance with the least amount of disciplinary action.

e. In order to ensure a smooth transition to a uniform policy, and in order to ensure that incentives and positive reinforcement measures are employed before resorting to disciplinary action, no school implementing a uniform policy shall take disciplinary action for the first two months of implementation unless those not in compliance materially or substantially interfere with the requirements of appropriate discipline.

f. Exceptions to wearing the uniform are permitted when:

   1. Uniforms of a nationally recognized youth organization such as JROTC, Civil Air Patrol, or the Boy Scouts or Girl Scouts are worn on regular meeting days.

   2. A student wears a button, arm band, or other accoutrement to exercise the right to freedom of speech as guaranteed by the First Amendment, unless the button, arm band, or other accouterment signifies or is related to gangs, gang membership or gang activity.

   3. The wearing of a school uniform violates a student□s sincerely held religious belief.

   4. A student□s parent or guardian has secured an exemption from the uniform policy by following the procedures set forth below.

g. Parents or guardians are permitted to exempt their children from the uniform program by the following procedure:

1. Parents should be notified of the exemption procedure.
2. A request is made by mail or in person by the parent or guardian for an Application for Exemption from the Uniform Program (□Application□). The parent or guardian may obtain an Application at the student□s school site.
3. The Application is completed in full and submitted to the school principal.
4. The school principal or other designated administrator meets with the parents to discuss the uniform policy and the nature of the objections to the policy. The purposes of this meeting include: (a) ensuring that the parents or guardians understand the reasons for, and goals of the uniform policy□(b) verifying the accuracy of the information on the Application□and (c) preventing fraud or misrepresentation.

ATHLETIC ELIGIBILITY

If you are in grades 6-12, you may be eligible to participate on athletic teams in interscholastic athletic contests as a representative of a school, provided you are a bona fide student of that school and meet the following requirements:

High School Eligibility Requirements

1. Must be regularly enrolled and in regular attendance at school. Charter school students, home education students (including FLVS Full-time) and private school students meeting criteria under F.S. 1006.15 may participate at their home zoned school or at another district school provided they have exercised school choice to that school through the district's controlled open enrollment process.
2. A student not currently suspended from interscholastic or intrascholastic extracurricular activities, or suspended or expelled from school, pursuant to a district school board's suspension or expulsion powers provided in law, including Florida Statute Sections 1006.07, 1006.08, and 1006.09, is eligible to participate in interscholastic and intrascholastic extracurricular activities.
3. A student may not participate in a sport if the student participated in that same sport at another school during that school year, unless the student meets the criteria in F.S. 1006.15(3)(h).
4. A student's eligibility to participate in any interscholastic or intrascholastic extracurricular activity may not be affected by any alleged recruiting violation until final disposition of the allegation, pursuant to F.S. 1006.20 (2)(b).
5. Any violation of school discipline policies or the District Code of Student Conduct may be considered for exclusion as eligibility standards to participate in extracurricular interscholastic or intrascholastic activities.
6. A student must have a cumulative 2.0 grade point average on a 4.0 unweighted scale, or its equivalent, at the conclusion of each semester to be academically eligible during the

next

semester (F.S. 1006.15(3)(a)1). Academic eligibility or ineligibility is determined on a semester basis. A student who is academically eligible at the beginning of a semester will continue to be academically eligible for that entire semester. Likewise, a student who is academically ineligible at the beginning of a semester will continue to be academically ineligible for that entire semester, except as provided in Bylaw 9.4.5.1.2.

Middle School Eligibility Requirements

1. Must be regularly enrolled and in regular attendance at school. Charter school students, home education students (including FLVS Full-time) and private school students meeting criteria under F.S. 1006.15 may participate at their home zoned school or at another district school provided they have exercised school choice to that school through the district's controlled open enrollment process.
2. Must carry a normal class load, maintain satisfactory classroom work (minimum 2.0 grade point average on previous quarter's report card) and maintain a satisfactory conduct record (no 4's in Citizenship on the previous quarter's report card). Sixth grade students are exempt for soccer only.
3. Must be less than 15 years 9 months of age. On the day a student reaches this age, regardless of when that day is, the student becomes ineligible to participate on the middle school level.
4. Must obtain signed permission from his/her parents or guardian on a form provided by the school.
5. Must have a school physical on file with the school.
6. Must be an amateur. This means that the student must not accept money, gift or donation for participating in a sport, or use a name other than his/her own when participating.
7. Must display good sportsmanship and follow the rules of competition before, during, and after every contest in which the student participates. If not, the student may be barred from participation for a period of time.
8. Must not provide false information to gain eligibility.
9. All non-traditional student eligibility will be determined on a semester-by-semester basis.
10. A student may not participate if serving an out of school suspension the day of competition.
11. A student must attend a minimum of one-half of a day of school to practice or participate in an athletic contest.
12. All participants must have appropriate paperwork (physical form and parent consent form) on file in the athletic director s office before the beginning of the All-Star Tournament.
13. A student transferring into a school must meet eligibility requirements. The student cannot take the spot of an existing team player on the roster.

Athletic Student Transfer Eligibility

A student who transfers is immediately eligible, as long as all other eligibility requirements are met. Students may not participate in the same sport in the same year at more than one school, unless one of the following exceptions are met:

1. Children of active-duty military whose move resulted from military orders.
2. Children relocated due to foster care placement or McKinney Vento Act.

3. Children who move due to a court-ordered change in custody due to separation, or serious illness or death of custodial parent.
4. Good cause policy in district or charter (district placement).

Per F.S. 1006.15, the School District of Manatee County has defined just cause for immediate eligibility as:

a) Special Assignment by Superintendent, or Office of Student Assignment.
b) Move to a new residence following the marriage of the student. The student immediately establishes a new residence that makes it necessary to attend a different school.
c) Reassignment by District School Board or Charter School Board.
d) Transfer of school within the first twenty days of a semester in acceptance of a seat (first opportunity to enroll) into a previously applied for magnet program.
e) Any other athletic eligibility appeal ruled upon by the Athletics Review Committee to intervene and make a decision on a case brought before the board by the Supervisor of Athletics. All decisions will be given within 10 school days from the date of the appeal.

Attendance

A student must be in attendance a minimum of one-half day on the day of competition or the day prior if the contest falls on a non-school day, unless documented (doctor's note, field trip, subpoena, etc.), to practice or participate in a contest on that day unless approved by the principal or designee.

HOMELESS STUDENT RIGHTS UNDER THE MCKINNEY-VENTO ACT

Under the McKinney-Vento Act, homeless students have the right to attend school, regardless of the location where they live or the length of time at that location. The student is to be enrolled immediately, regardless of whether the appropriate records required for enrollment are presented. The school will refer the parent/guardian to Project Heart, which will help in obtaining the required records. Students eligible under the McKinney-Vento Act have the right to continue in the same school they attended before their housing situation changed, or the school last attended, as well as receive assistance with transportation to that school of origin. Furthermore, the students are allowed to attend the school of origin for the rest of the school year, even if they obtain permanent housing during the school year.

If a student who is eligible under the McKinney-Vento Act is sent to a school other than the school of origin, a reason must be provided in writing, along with the process for appealing such a decision. The student may remain in the school of origin during the appeal. If it is proven the student was not eligible for McKinney-Vento Act rights and services, but the parent/guardian accepted goods, services or special rights, including free school lunches, school fraud rules will apply. The parent/guardian will be notified in writing and provided the process for disputing the charges of fraud.

SECTION 2: STUDENT ATTENDANCE

Florida Law (Section 1003.21, Florida Statutes) states that all children who are either six years of age, who will be six years old by February 1 of any school year, or who are older than six years of age but who have not attained the age of 16 years, must attend school regularly during the entire school term. A student who attains the age of 16 years during the school year is not subject to compulsory attendance beyond the date of which the student attains that age if he/she files a formal declaration of intent to terminate school enrollment with the school district. Florida law defines "habitual truant" as a student who has 15 or more unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent or guardian, and who is subject to compulsory school attendance.

As a students enrolled in the School District of Manatee County you are required to abide by the following:

1. □ou are expected to be on time and in school for the entire student day, each school day.2. On the day of your absence, a parent or guardian should call the school to explain the absence. The absence will be excused if it meets the criteria outlined below. The parent or guardian must contact the school within 48 hours of the absence or appropriate documentation is required within 5 days. If this contact is not made, the absence will be recorded as unexcused.3. If you are continually sick and repeatedly absent from school, you must be under the supervision of a physician in order to be excused from attendance. Excessive absences will lead to a parent conference, referral to the District's Child Study Team, referral for social work services, referral to Truancy Court, and the involvement of the State Attorney. Parents who fail or refuse to cooperate with the school in the matter of regular school attendance for their child may be prosecuted for truancy by the State Attorney's Office.

FREQUENTLY ASKED QUESTIONS:

Q: What is an excused absence?

A: An absence can be excused for the following reasons:

a. □ou are ill or injured.
b. Major illness in your immediate family (this means parents, brothers, sisters, Grandparents, or others living in the home or who are close relatives).
c. Death in your immediate family
d. Religious instruction in your faith - requires note from your parent before the absence.
e. Subpoena or forced absence by any law enforcement agency. A copy of the subpoena or summons must be given to the principal or designee. This includes detention at a juvenile center in which you continue your education.
f. A major disaster as decided by the administration.
g. Any absences, including those for field trips, participation in another academic class or program, or other parental requests as judged appropriate by the principal, provided the request is submitted to the principal forty-eight (48) hours in advance of the absence. A principal may waive the requirement for advance notice if extenuating circumstances exist.
h. A documented appointment with a doctor, dentist, or other medical or legal professional.
i. An occurrence of head lice, with a maximum of two excused days.

Q: How many excused absences can I have?

A: □ou are allowed nine excused absences. □our parent may excuse nine absences per year. When you have reached your limit, official documentation is then required for every additional absence.

Q: What if I have used all of my excused absences and a family emergency occurs?

A: You must provide appropriate documentation to the school principal or designee for approval. These will be recorded as excused absences.

Q: How can I make up work when I am absent?

A: After an excused absence, you must arrange with your teacher for any make-up work. You have the same number of days you were absent to make up your work. This rule does not apply to some long-term assignments. (A long-term assignment is when a student has 10 or more days to complete the work.) These long-term assignments will be due on the specified date unless excused in writing by the teacher or principal. It is your responsibility to make these arrangements and to submit the make-up work within the deadlines set by the teacher(s). You do not have the right to make up work if your absence was unexcused.

Q. I am going to be absent for semester exams. May I take my exams early?

A: Semester exams may not be given early. You may take your semester exams upon your return to school.

Q: What is an unexcused absence?

A: Anything that does not meet the criteria of an excused absence is considered unexcused. (Please refer to Excused Absences Section.)

Q: How many unexcused absences can I have?

A. In Manatee County, state law requires the regular attendance of children between the ages of 6 and 18 and makes parents and legal guardians legally responsible for seeing that their children attend school. Family vacations during scheduled school time are considered unexcused absences. If you have accumulated a total of 5 unexcused absences in one month or 10 unexcused/unexplained absences in a 90-day period, your child's school will send a letter to the address listed on school records, in an attempt to ensure parent(s)/guardian(s) are aware of any developing attendance issues. Fifteen unexcused absences in a 90-day period may result in a referral for truancy court action. The District Truancy Department will send a 3-Day Demand Notice by U.S. Mail to the address listed on school records in the event of excessive consecutive unexcused/unexplained absences.

Q: What happens if I am late for school?

A: If you arrive at school late for any reason, you must report to the office and receive a tardy admit slip. The tardy will be deemed as excused or unexcused. You are expected to be in school at the start of the school day, every day.

Q: What is an excused tardy?

A: An excused tardy is when you are late for school due to sickness, injury, death in your family, medical or dental appointments with a note from the physician, school sponsored activities, court date, or other reason approved by the school principal. For elementary students, parents must accompany the student to the office when they are tardy.

Q: What is an unexcused tardy?

A: An unexcused tardy is when you are late to school due to, but not limited to, oversleeping, missing the school bus, shopping trips, pleasure trips, or excessive tardiness due to illness without a physician's verification that the medical condition justifies your tardiness. If an elementary student arrives late and comes into the office unaccompanied by an adult, he or she will receive an unexcused tardy.

Q: May I leave school early in the school day?

A: You are expected to be in school for the full day. However, if you must leave school early, you must go to the office and receive permission for early release. Parents of elementary and middle school students must report to the office to pick up their child. High school students aged 16 or older may sign themselves out early with parent permission, following the school sign-out procedures. You cannot leave your school campus for lunch or other unexcused personal reasons at any point during the school day.

Q: What are excused reasons for leaving school early?

A: Excused reasons for early dismissal follow the same guidelines as excused absences. They include: illness or injury, major illness or death in your immediate family, subpoena or forced absence by a law enforcement agency, a major disaster, a documented appointment with a doctor or dentist, discovery of head lice, participation in another academic class or program, or other parental requests as judged appropriate by the principal.

Q: What happens if I leave school early for unexcused reasons?

A: Numerous early dismissals are unacceptable and unfair to the other students whose instruction is interrupted each time a student leaves early. Individual schools may develop school-based consequences for unexcused early dismissal students.

Q: How does my school attendance affect my privilege to drive?

A: You will lose your driver's license, or privilege of applying for any driver's license, if you are not enrolled in or do not attend school regularly.

NOTE: Students who are withdrawn as dropouts or who have accumulated 15 unexcused absences in 90 calendar days will lose the privilege to apply for or hold a Florida Driver's License. Students who have lost the privilege must subsequently accumulate 30 consecutive SCHOOL days with no unexcused absences in order to receive a Reinstatement of Driving Privilege form. If you need further information regarding this issue, please contact the District Truancy Office at 751-6550, extension 43091.

Q. Does my attendance affect my participation in athletics or extracurricular activities?

A. If you are not present for more than half of the school day on the day of an event, due to any undocumented absence, you may not participate in the athletic or extracurricular event. If you are suspended from school, you may not participate in any school-related function.

SECTION 3 SCHOOL HEALTH

MEDICATION POLICY

Taking legal medications (prescription drugs prescribed for you or over-the-counter drugs) at school, on a school bus, at any school activity, or on any field trip must strictly comply with this Medication Policy. This policy requires the following:

a. □ou should make every effort to administer medications at home during non-school hours.

b. All medications (including over-the-counter medications, vitamins and supplements) must be prescribed by a licensed physician and must be retained in the school clinic, except as described in 1002.20, Florida Statutes.

c. For each medication to be administered, your parent/guardian must provide the principal or clinic staff with a written statement giving the principal or the principal's designee permission to assist in the administration of the medication. The written statement must explain the reason it is necessary for the medication to be provided during the school day.

d. The written statement shall be on a Medication Authorization Form which can be obtained from the school's office and must be signed by both a physician and a parent or guardian before medications can be administered at school.

e. □ou may not transport medications to school or be in possession of any medications while on school property, except as described in 1002.20, Florida Statutes.

f. An authorized adult must bring the medication to be administered to the school's office and deliver it along with a completed Medical Authorization Form, except as described in 1002.20, Florida Statutes.

g. Possessing medications prescribed to others is illegal and considered a Level 3 offense.

h. Students with any of the following medical conditions may carry and self-administer the medications or supplies listed below to attend to their conditions while at, or in transit to or from, school or school-sponsored activities, if the school has been provided written parental and physician authorization in advance:

Student's Medical Condition:	Student May Carry and Self-Administer:
Life-threatening Allergies or Asthma	An epinephrine auto-injector
Asthma	A metered dose inhaler
Pancreatic Insufficiency	A prescribed pancreatic enzyme supplement
Diabetes	Diabetic supplies, equipment, and specific food items identified in the written authorization along with a description of the activities the student is capable of performing without assistance, such as blood-glucose level checks, urine ketone testing, administering insulin, and treating hypo-or hyperglycemia.

Pursuant to Florida Statute 1002.20 – A student may possess and use a medication to relieve headaches while on school property or at a school-sponsored event or activity without a physician s note or prescription if the medication is regulated by the United States Food and Drug Administration for over-the-counter use to treat headaches.

In order for your child to carry and administer his/her own over-the-counter medication to relieve headaches, a Self-Carry Headache Medication form must be fully complete and on file in the school clinic. This form can be found on the SDMC website.

Suspected Overdose

District schools may maintain an on-site supply of the opioid antagonist Naloxone, following guidelines established in Board Policy 5780 and F.S. 499.003. Naloxone is a medication that is used to reverse an opioid overdose. If any student or staff are suspected of having an opioid-related overdose, Naloxone will be administered by a trained nurse as a life-saving measure.

CONTROLLING THE SPREAD OF COMMUNICABLE DISEASES

The School Board recognizes its responsibility relative to student, employee, and visitor health and safety. In order to protect the health and safety of the students, District personnel, and the community at large, the Board shall follow all State statutes and Health Department regulations which pertain to immunization under Policy 5320, and other means for controlling communicable disease spread through normal interaction in the school setting as set forth in Policy 8450.

SECTION 4: STUDENT DISCIPLINE

The School District of Manatee County recognizes that a safe, orderly, and supportive learning environment is the result of caring relationships and quality instruction. It is the responsibility of the district to help foster such environments by implementing clear, appropriate, fair, and consistent expectations and consequences for all schools and classroom teachers to construct and carry out their behavior support plans. For these plans to be optimally effective, schools and classrooms must in turn, have the latitude to work within established guidelines to create positive behavioral intervention systems which support the unique needs of their students, families, and communities. Our philosophy of discipline in the School District of Manatee County is rooted in the development of positive relationships with our students and families. We believe that students should have a chance to learn from their mistakes and the opportunity to restore any damaged relationships with peers and adults. Our discipline practices encompass preventative and early intervention measures that seek to strengthen relationships and build positive communities, so that misbehavior is less likely to occur or continue.

MISCONDUCT THAT REQUIRES SPECIFIC CONSEQUENCES

Acts that require specific consequences include the following:

- Possession or Use of Illegal Drugs or Alcoholic Beverages
- Possession or Use of Tobacco Products
- Bullying or Harassment

- Dating Violence and Abuse
- Threats Against Schools
- Chemical or Biological Attacks or Threats
- Possession of Guns, Weapons, or Dangerous Objects
- Gang Activity
- Violent Acts Resulting in Serious Injury
- Making False Accusations or Reports

Drugs and Alcoholic Beverages

Use of a drug authorized by a medical prescription from a registered physician for a specific student shall not be considered a violation of this rule. However, all procedures found in the School District of Manatee County's medication policy must be followed.

ou shall not knowingly possess, use, transmit or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, any other controlled or synthetic substance defined in F.S. 893.03, or substitute for such, hemp, Cannabidiol (CBD), alcoholic beverage (including powdered alcohol), inhalant or intoxicant, or over the counter drugs of any kind. This applies to you on the school grounds before, during, or after school hours, or off the school grounds on a school bus, bus stop, at a school activity, function, or event. Also, you shall not possess, have under your control, sell or deliver any device, or contrivance, instrument or paraphernalia containing the substance or substances described in this paragraph, or any residue of such substance, or devices intended for use or used in injecting, inhaling/huffing, smoking, administering, or using any of the foregoing prescribed drugs, narcotics or stimulants.

Possession, Use, Under the Influence

For substances that are not considered over-the-counter, the first offense for possession, use, or under the influence will result in up to a ten (10) day suspension. The principal or designee may offer to reduce your suspension to 5 days providing you and a parent or guardian attend and complete the district's SAFE (Substance Abuse and Family Education) Program. For a second offense of possession, use, or under the influence, you will be automatically suspended for up to 10 days and a recommendation for expulsion or reassignment to an alternative placement may be made to the Superintendent or designee.

Selling, Purchasing, Providing, Distributing, & Receiving

If you buy, sell, trade, provide, negotiate, receive, or engage in any drug or alcohol-related transaction at school, at a school activity, at a school bus stop or on a school bus - even if the sale or purchase does not actually take place - you will be suspended for up to 10 days and a recommendation for expulsion or reassignment to an alternative placement will be made to the Superintendent or designee. Providing or receiving Over The Counter drugs to other students may be considered a Level 2 infraction for endangerment, while providing others with medication prescribed to you (or others) may be considered a Level 4 offense that is subject to a suspension of up to 10 days.

Fake Drugs

If you are caught possessing or distributing a substance that is represented to be an illegal drug you may be suspended for up to 10 days or recommended for a disciplinary reassignment

to another school or program.

Possession or Use of Tobacco

Possession or use of tobacco by minors is illegal. If you are caught smoking or in possession of tobacco, the School Resource Officer or other law enforcement officer may give you a written citation. In addition to possible fines, if you are caught using or possessing any form of tobacco, including electronic cigarettes at school, at any school-sponsored activity, at a school bus stop or on the school bus, you will receive a disciplinary consequence. Tobacco or nicotine products include cigars, cigarettes, dip, snuff, dissolvable tobacco products (e.g. gum, mints, or dissolvable strips) and electronic smoking devices. **Additionally, any electronic smoking device is subject to field-testing for illicit substances and may be <u>permanently</u> confiscated.**

Drug and Alcohol Offenses			
Over the Counter Drugs and Medications			
	1st Offense	**2nd Offense**	**Subsequent Offenses**
Possession	Level 1	Level 2	Level 3
Misuse	Level 2	Level 3	Level 4
Providing or Receiving	Level 2	Level 3	Level 4*
Selling or intent to sell/buy	Level 4*	Level 4*	Level 4*
Prescription Drugs (prescribed to the student)			
Possession	Level 2	Level 3†	Level 4
Misuse	Level 3†	Level 4	Level 4
Providing or Receiving	Level 4	Level 4*	Level 4*
Selling or intent to sell/buy	Level 4*	Level 4*	Level 4*
Illegal and Illicit Drugs			
Possession	Level 3†	Level 4*	Level 4*
Use or under the influence	Level 3†	Level 4*	Level 4*
Providing or Receiving	Level 4*	Level 4*	Level 4*
Selling or intent to sell/buy	Level 4*	Level 4*	Level 4*
Alcohol			
Possession	Level 3†	Level 4*	Level 4*
Use or under the influence	Level 3†	Level 4*	Level 4*
Providing or Receiving	Level 4*	Level 4*	Level 4*
Selling or intent to sell/buy	Level 4*	Level 4*	Level 4*

*** Student is automatically suspended for up to 10 days and reassigned to an alternative program**

† Student is offered the SAFE program to assist with any substance use issue.

Bullying and Harassment

Conduct that constitutes bullying or harassment, as defined below, is prohibited.

Bullying is the mistreatment of an individual or group characterized by a willful intent to cause harm and a perceived advantage in power. These acts can be socially, emotionally, or physically damaging in nature, to include, but not limited to: teasing, name calling, rumor spreading, exclusion, intimidation, threats, damaging personal property, stealing, public or private humiliation, stalking, pushing, shoving, or other physical attacks, and sexual, religious, or racial/ethnic harassment. Harassment involves any threatening, insulting, or dehumanizing act or gesture, which places an individual in reasonable fear of harm to his or her person or damage to his or her property has the effect of substantially interfering with an individual's educational performance, opportunities, or benefits or has the effect of substantially disrupting the orderly operation of a school or activity.

Both bullying and harassment are prohibited at school, during school-related activities (whether on or off campus), on the school bus, at school bus stops, and through the use of computers or other electronic devices, which is known as cyberbullying. Cyberbullying and harassment are also prohibited through off-campus Internet posting, phone calls, or text messaging - if such behavior disrupts the orderly environment of any district school or activity or interferes with the educational opportunities of others.

If you engage in bullying or harassment, the consequences and appropriate remedial action may range from positive behavioral interventions up to and including suspension, reassignment to an alternative program, and expulsion. More severe or persistent infractions will result in more intensive interventions and administrative actions. Additionally, the appropriate school administrator or designee will report to the victim's parents any incident of bullying or harassment once an investigation of an incident has been initiated. Bullying should be reported to the appropriate school administrator or through the School District of Manatee County's anonymous reporting system.

Hazing

Hazing is defined by F.S. 1006.135 as any action or situation that endangers the mental or physical health or safety of a student at a school with any of grades 6 through 12 for purposes of initiation or admission into or affiliation with any school-sanctioned organization. Hazing includes, but is not limited to:

(a) pressuring, coercing, or forcing a student to:
1. Violate state or federal law
2. Consume any food, liquor, drug, or other substance or
3. Participate in physical activity that could adversely affect the health or safety of the student.

(b) any brutality of a physical nature, such as whipping, beating, branding, or exposure to the elements.

Dating Violence or Abuse

Conduct that constitutes dating violence and abuse as defined below is prohibited. Dating violence is a pattern of verbal, physical, emotional, or sexual violence or abuse used by one person in a current or past relationship to exert power and control over the other person.

Abuse may include insults, coercion, social sabotage, sexual harassment, threats or acts of physical or sexual abuse. The abusive partner uses this pattern of violent or coercive behavior to gain power and maintain control over the other person.

School employees are required to report to the principal or designee suspected cases of dating violence or abuse. Students should report suspected cases of dating violence or abuse to the principal or designee and may do so anonymously. Student victims should report any incidents of dating violence or abuse to the principal or designee as soon after it occurs as possible.

The principal or designee will immediately conduct an investigation of the allegation and proceed under paragraph L. PROCEDURES FOR SUSPENSION AND E□PULSION. If the principal or designee determines a student is guilty of dating violence or abuse, the student will be suspended from school for up to 10 days and may, where appropriate, be recommended for assignment to another school or program as an accommodation for the victim. Suspected criminal conduct will be reported to law enforcement.

The District Health Education Curriculum for grades 7-12 will include a component on teen dating violence and abuse, with emphasis on prevention education.

Threats Against Schools and Persons

If you are involved in making a destructive device, fake destructive device, or planning the use of such a device, either at school, or at a school activity, or while you are at school or at a school activity, you will be suspended for up to 10 days, recommended for expulsion, and reported to law enforcement for prosecution. The same actions will be taken if you make a threat by any means against the school, school property, school personnel, or students, regardless of any disruption on campus or any school-related function. This includes direct, veiled, or implied threats communicated verbally, in writing, or through social media platforms. If you make any such threat, you will be referred to your school's threat management team. This team is charged with helping to ensure the safety of all persons in your school and will take steps that may include interviews with friends, teachers, staff, parents, or employers regarding any concerns they may have. The threat management team is also responsible for making referrals for mental health services and to law enforcement for continued investigation, if you pose a concern or threat to the school or any member of the school community. **You are subject to school-based consequences for any threats communicated online or through the use of technology, regardless of the time, day, or location where the threat was made.**

Reporting Threats or Suspicious Activity

Students, parents, staff, or any individual may report threats, or any concerning behaviors exhibited by a member of our school community. All persons are strongly encouraged to be vigilant of potential signals, warning signs, and threats and to not hesitate in reporting their concerns immediately. This is particularly true of online or social media posts. FortifyFL is an app specifically designed by the State of Florida to assist in reporting suspicious or concerning behavior, which may be downloaded to your mobile device for immediate reporting.

NOTE: If you make a threat or false report - to include a bomb threat, bomb threat hoax, or a knowingly false report - concerning the use of a destructive device or firearm in a violent manner, as defined by F.S. 790.162 and 790.163, involving a school or school personnel's property, school transportation, or a school-sponsored activity, you may be expelled (with or without continuing education services) from your regular school for a period of not less than one full year, as well as referred for criminal prosecution and mental health services identified by the

school district, pursuant to F.S. 1012.584(4) for evaluation or treatment, when appropriate (1006.07 (2) (l) F.S.). The Superintendent may consider the expulsion requirement on a case-by-case basis and request the School Board to modify the requirement by assigning you to a disciplinary program, if it is determined to be in the best interest of you and the school system. Commission of either of these offenses is a second-degree felony, punishable by up to 15 years imprisonment and a □10,000 fine. The School Board must maintain a policy for all threats to commit violence or harm. Even threats made in jest or in exaggeration must be treated as serious and may subject you to suspension, reassignment, or expulsion. This includes simulating realistic gunfire, explosions, or acts of violence using apps or other technology. If you make a threat of violence, the school administration will assess the situation and where appropriate, take administrative action.

Violent and Aggressive Acts

If you violently attack a School Board employee or any other person or act as a decoy in a violent attack at school, a school function, on the bus or at a bus stop, you will be suspended from school for up to 10 days and may face a recommendation for expulsion or reassignment to an alternative program. If you are charged with violently attacking another person somewhere else other than school, you may be removed from the general education program and administratively assigned to another program if your principal believes your presence on campus may be disruptive or pose a concern for the safety of students or staff.

If you commit two violent or aggressive acts (such as fighting, bullying, threats, or physical aggression) in the same school year and while under the jurisdictional control of the school, you may be placed on a district-level Behavior Assessment and Modification (BAM) contract. A third such offense in the same school year may result in your recommendation for reassignment to an alternative program.

Possession of Firearms and Weapons

According to Florida Statute 790.115(2)(a) students will not possess any firearm, destructive device, or other weapon as defined in F.S. 790.001(13) and/or listed under Category A (below). Federal and state laws require you be expelled from school, with or without continuing educational services, for a period of not less than one full year, referred to mental health services identified by the school district, pursuant to
F.S. 1012.584(4)and referred for criminal prosecution if you bring a firearm or a weapon to school, to any school function, or onto any school sponsored transportation, or if you possess a firearm or weapon at school. Expulsion is required, even if you brought the firearm or weapon for self-defense. The School Board may assign you to a disciplinary program for the purpose of continuing educational services during the period of expulsion. The Superintendent may consider the expulsion requirement on a case-by-case basis and request the School Board to modify the requirement by assigning you to a disciplinary program or other appropriate consequence, if it is determined to be in the best interest of you and the school system.

Evolv Firearms Detection Systems

Screening at SDMC Schools

The Safety of our staff and students at the School District of Manatee County is our number one priority. To enhance our security efforts at our schools, beginning on August 12, 2024, we will launch a new high-tech security scanner firearms detection system and a firearms detection canine to screen students and visitors for firearms.

Firearms are not permitted on School District of Manatee County (SDMC) Schools' property. All students and visitors entering District property may be required to submit to a weapon detector screening to ensure no weapons are brought onto the premises. Bags, purses, backpacks, etc. may also be screened using metal/weapon detecting wands and/or by hand. Refusal to cooperate with the screening procedure will result in the denial of entry and/or disciplinary action for the student. If a student activates the Evolv detector, a staff member will escort the student to a private secondary

screening location where we will conduct a search of the student and their belongings in alignment with School Board Policy 5771.

NOTE: Per F.S. 790.115, the School District of Manatee County strictly prohibits any firearms from being stored in student vehicles parked on any school grounds or at any school-sponsored event. our principal may give you written permission to possess a gun or weapon while on campus or at a school function when the gun or weapon is part of the curriculum of the school. An example of this is when a gun or rifle may be part of JROTC drill and firing ranges. If you bring weapon-like contraband to school, to any school function, or onto any school sponsored transportation, or if you use any non-weapon as a weapon to threaten or injure others, you may be suspended for up to 10 days and possibly recommended for alternative placement, expulsion, and referred for criminal prosecution.

WEAPONS AND FIREARMS
Category A
Mandatory Alternative Placement or Expulsion
F.S. 1006.13 and F.S. 790.001(6)(13)

a. Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive
b. The frame or receiver of any such weapon described above
c. Any firearm muffler or firearm silencer
d. Any machine gun
e. Any destructive device as defined by F.S. 790.001(4) including but not limited to bomb, grenade, mine, rocket, missile, pipe bomb, or similar device containing an explosive, incendiary, or poison gas
f. Any type of weapon which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive and which has a barrel with a bore of inch or more in diameter
g. Knife or dirk (excluding common pocket knife, plastic knife and blunt bladed table knife)
h. Metallic or other knuckles
i. Slungshot - a striking weapon consisting of weight or other hard object affixed on a flexible handle or strap
j. Billy club
k. Flare gun
l. Tear gas gun, except a self-defense chemical spray carried solely for the purpose of self- defense in a compact size and containing not more than 2 ounces of chemical.
m. Chemical weapon or device or any other deadly weapon.
n. Electric weapon or device.

WEAPON-LIKE CONTRABAND
Category B
Suspension or Alternative Placement or Expulsion
F.S. 1006.13 and F.S. 790.001(6)(13)

a. Slingshot
b. Fireworks
c. Razorblade/razor
d. Any knife or bladed instrument not covered in Category A
e. Non-weapons used as weapons: A student using as a weapon any article or substance not normally considered to be a weapon (including but not limited to rocks, pens, pencils, lasers, chains, lumber, screwdriver, etc.) or facsimile (toy or otherwise) but which is used by a student as a weapon to intimidate, threaten, coerce or injure another individual shall be suspended and may be recommended for expulsion.
f. Any replica or facsimile of any item listed in Categories A or B, including toys, souvenirs, antiques, broken, or inoperable weapons, including but not limited to bb guns, pellet guns, paint guns, squirt guns, regardless of how they are used or displayed.
g. Ammunition and any component thereof, including but not limited to bullets, shotgun shells, bullet casings, magazines, or clips.

In addition to the administrative actions listed in the Code of Student Conduct, possession of weapon-like contraband by any student while the student is on school property or in attendance at a school function may also result in criminal prosecution (F.S. 790.115).

Gang Activity

No student shall commit any act which promotes gangs or gang-related activities. A criminal street gang is a formal or informal organization or group that has as one of its primary activities the commission of criminal or delinquent acts and consists of three or more persons who have a common name or common identifying signs or symbols and have one or more members who engage in a pattern of criminal street gang activity. Conduct prohibited by this policy includes but is not limited to the following:

a. Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, emblems, badges, symbols, signs or other items which may be evidence of membership or affiliation in any gang.
b. Communicating either verbally or non-verbally (gestures, handshakes, slogans, drawings, etc.) to convey membership or affiliation in a gang.
c. Soliciting others for gang membership.
d. Tagging, or otherwise defacing school or personal property with gang or gang-related symbols or slogans.
e. Requiring payment of protection, insurance, or otherwise intimidating or threatening any person related to gang activity.
f. Inciting other students to intimidate or to act with physical violence upon any other person related to gang activity.
g. If you commit any gang-related activity while at school, a school activity, school bus stop, or on a school bus, you will be suspended from school for up to 10 days. If you commit a second gang- related activity while under the jurisdiction of the school district that can be documented by law enforcement, you may be assigned to an alternative program or face expulsion.

"Sexting"

If while under the jurisdiction of the school district you post, send or forward to anyone else a nude or sexually revealing images of a person through the Internet or text message, or if you show such images to other people, you may be suspended from school and possibly be recommended for reassignment or expulsion. You may also be subject to arrest for violation of child pornography laws if the student in the photo is a minor. If you are found to have sent any such images or messages to other members of the school community regardless of time or location, you still may be subject to school-based consequences under Florida cyberbullying and harassment laws (F.S. 1006.147).

Making False Accusations

If you intentionally make false accusations that jeopardize the professional reputation, employment or professional certification of a teacher or other member of the school staff, you will be suspended for up to 10 days and may be recommended for assignment to an alternative school or for expulsion.

MISCONDUCT THAT MAY RESULT IN DISCIPLINE

You are expected to behave during the time you are at school, at school activities, at the school bus stop and on the school bus. You may be disciplined if you do anything during those times or attempt to do anything that violates a school rule or that may:

- Hurt, harass or threaten others,
- Damage property,
- Disrupt class, school or a school activity,
- Be dishonest or
- Violate a criminal law or state statute.

You may be subject to disciplinary action even if your conduct occurs off campus but is connected to activities or incidents that occurred on campus or at a school activity, or conduct that, regardless of where it occurs, is directed at a Board official or employee, or the property of such official or employee.

INVESTIGATIONS AT SCHOOL

Administrative

If you are suspected of violating the District Code of Student Conduct, school officials can question you without first contacting your parent. You do not have a right to have your parent present or a right to an attorney when you are questioned. If you refuse to answer questions asked by school officials, you may be disciplined.

Criminal

If you are a suspect in a criminal investigation that may result in your arrest or criminal charges, law enforcement will make a good faith effort to contact your parent before the law enforcement officers begin questioning you. If a parent cannot be located, law enforcement officers may proceed with questioning. If your parent is contacted, the law enforcement officers may allow your parent to be present during your questioning.

Victim or Witness

If you are a victim or a witness, law enforcement officers, Children and Family Services investigators, or administrative investigators are allowed to question you without first contacting your parent. If the investigation involves child abuse, the official conducting the

investigation will decide who can be present during your interview. If you refuse to answer questions asked by school officials, you may be disciplined.

Removal of a Student Under Arrest

If you are subject to arrest, with or without a warrant, the officer can remove you without your parents' consent or the consent of school officials. The administrator will try to notify your parent before you are removed or as soon as possible after your removal.

Removal for Involuntary Examinations

The school principal or the principal's designee shall make a reasonable attempt to notify your parent or guardian, if you are removed from school, school transportation, or a school-sponsored activity and taken to a receiving facility for a Baker, Marchman, or other evaluation, pursuant to
F.S. 394.463. The principal or the principal's designee may delay notification for no more than 24 hours after you are removed, if the principal or designee deems the delay to be in your best interest or if a report has been submitted to the central abuse hotline, pursuant to F.S. 39.201, based upon knowledge or suspicion of abuse, abandonment, or neglect.

Searches and Seizures

□ou, your locker, vehicle, purse, backpack and other personal possessions may be searched if there is a reasonable belief (suspicion) that any of them contain drugs, weapons, contraband or other items not permitted on campus. □ou are expected to cooperate fully with your school administration in all searches and investigations. The failure to fully cooperate may be grounds for your school administration to infer that you are in possession of contraband or illegal items and the matter will be referred to law enforcement as deemed necessary. Trained sniff-screening dogs are allowed in the schools to prevent drugs and weapons at school. Routine checks by the dogs are not considered a search□however, an alert by the dog gives reasonable suspicion for a search. Dogs may not check students themselves to determine probable cause for a search. The use of trained dogs is a safety precaution to provide you a safe school in which to learn.

Student Athletes

Dismissal / Quitting a Team

Any athlete or manager who is suspended from a team, voluntarily quits a team or is dismissed from a team for disciplinary reasons is not permitted to go out for another sport while the original sport is still in season. The season is officially over when the team plays the last game of the season. A season is defined as the first day of practice through the last play-off game.

Out of School Suspension

Students who are serving out of school suspension are not allowed to participate in any athletic activities until they have returned to regular class attendance for one full school day. Students who are suspended for a total of 10 or more days (cumulative or single incident) in a school year will be subject to an administrative review to determine eligibility to participate in any extracurricular activities. The administrative review will encompass the incident or infraction, discipline, academic, and attendance history, and conference with the student and others involved. The principal may revoke the student's privilege of participating in non-academic school activities, including but not limited to, extracurricular activities and/or athletics.

Criminal Offenses

1. Criminal Charges: After a hearing with the principal, a student charged with a criminal offense will be suspended from extracurricular or co-curricular activities by the school principal until the charge is adjudicated.
2. Adjudication Withheld: A student who has been suspended from extracurricular activities because of a criminal charge may be reinstated at the principal's discretion if adjudication is withheld.
3. Felony: A student's conviction in "adult" court or judgment of "delinquency" in a juvenile court for any act that would have been felonious in "adult" court will mandate loss of eligibility to participate in any student activity for the duration of the years enrolled in a Manatee County public high school from the time of conviction. After one calendar year following conviction, the student may request a review of his/her eligibili31ty by the principal.
4. Misdemeanors: A student's conviction in "adult" court or judgment of "delinquency" in a juvenile court for the following misdemeanors (assault or battery, possession of concealed weapons, lewdness or indecent exposure, theft, drug possession/sale) will mandate loss of eligibility to participate in any student activity for six months from the time of conviction. After three calendar months following conviction, the student may request a review of his/her eligibility by the principal.

Drug and Tobacco Use

1. No use of tobacco products. For the first offense a one game suspension will occur. The second offense will result in dismissal from the team.

Students who violate the SDMC alcohol and drug policies are subject to penalties as outlined in the Student Code of Conduct. In addition, the principal may revoke the student's privilege of participating in non-academic school activities, including but not limited to, extracurricular activities and/or athletics.

TITLE IX

Title I of the Education Amendments Act of 1972 is a federal law, enacted in 1972, which states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

The United States Department of Education requires school districts to follow a specific Title I Grievance Process while investigating allegations of sexual misconduct. The Office of Civil Rights of the United States Department of Education considers sexual misconduct (including sexual harassment, sexual violence, sexual assault and intimate partner violence) to be a form of sexual discrimination and requires the school districts to take immediate and effective steps to respond to sexual misconduct.

For a Title I investigation to apply, the incident must have occurred in an education program or activity in which the District has substantial control over both the respondent and the context in which the incident occurred.

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. Any School District of Manatee County employee conditioning the provision of an aid,

benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity□or

3. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34

U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Responsibilities and Obligations
The School District of Manatee County takes its obligation to comply with Title I□ very seriously. Inquiries concerning the application of Title I□ and the Grievance Procedures may be referred to the District's Title IX Coordinators:

Schools & Educational Facilities
Office of Student Services - 2501 63rd Avenue East Bradenton,
FL 34203 (941) 751-6550 extension 43038

District & Employment
Human Resources - 215 Manatee Avenue West Bradenton, Florida 34205
(941) 708-8770 extension 41006

CONDUCT ON SCHOOL BUSES
The School Board believes you and your fellow students, as well as the bus driver, should be able to ride safely on school buses. In addition to any bus-specific consequences, you may be disciplined for any action on the bus in the same manner as if the conduct had happened at school. □ou are also subject to disciplinary action while at the bus stop, if your behavior has a harmful effect on the health, safety, or welfare of any member of the school community. □ou should assume that you are being recorded any time you are riding a school bus.

Parent Responsibility
□our parents are responsible for your behavior at the bus stop prior to the arrival of the bus in the morning and after the departure of the bus at the end of the day. However, if you are at the bus stop and violate school rules, the school can still discipline you for your behavior if it has a harmful effect on the health, safety, or welfare of any member of the school community. Students are to be on time and stand off the roadway.

Damage to Bus
If you cause any damage to the bus or another vehicle, your parent will be required to pay for the damage.

Waiting for the Bus
Wait for the bus to come to a complete stop before you approach the bus. To cross in front of the bus, wait for the driver to signal you.

Items Not Allowed on a Bus
a. Any item prohibited elsewhere in the District Code of Student Conduct

b. Glass containers of any kind
c. Balls
d. Bats
e. Cologne/perfume
f. Cutting instruments of any kind
g. Any large or bulky item that interferes with proper seating of students (examples: large musical instruments or athletic equipment)
h. Any animal
i. Batons, drumsticks, tennis rackets (unless in proper carrying case)
j. Aerosol sprays may be possessed but use on buses or enclosed areas is expressly prohibited

Rules While on the Bus

The bus driver is in charge, and you must obey the driver at all times. □ou must tell the bus driver your correct name when asked. The bus driver and school will keep a seating chart. □ou must be on time□the bus cannot wait for you if you are tardy. □OU MA□ NOT RIDE AN□ BUS OTHER THAN □OUR ASSIGNED BUS. □ou can be disciplined if you do not follow all district and school rules and the following special rules: a. Sit in your assigned seat and use the seat belt if available.

b. Stay seated at all times while the bus is in motion. c. Do not place any part of your body outside the bus windows. d. Do not distract the driver with loud conversation or noises. e. Observe appropriate classroom conduct. f. Do not eat or drink on the bus. g. Maintain absolute silence at railroad crossings. h. Do not throw any items on the bus or out of the bus windows. i. Do not mark, cut or damage bus seats or the bus itself. j. Do not display signs from the bus. k. Do not use obscene language or gestures. l. Cell phones are to be turned off.

Discipline If You Do Not Follow the Bus Rules

a. If you commit minor infractions, the school bus driver has the authority to address your behavior. If you cause repeated problems on the bus, the bus driver will give the school a written discipline referral for what you did. School administrators can take any action contained in this Code against you for misbehaving at a bus stop or on a bus.

b. Discipline on school buses will be dealt with according to the following protocols□ however, severe infractions (for example, fighting, setting a fire on the bus) may result in immediate suspension or recommendation for expulsion based on the recommendation of the principal or designee.

Elementary Bus Discipline Protocol

1st Offense: Operator - student conference and parent contacted by Courtesy Notice prepared by Operator. Student re-assigned to the front of the bus for one week and closely monitored.

2nd Offense: Operator - student conference and parent contacted by Courtesy Notice prepared by Operator. Student re-assigned to the front of the bus for two weeks and closely monitored.

3rd Offense: Referral submitted, with recommended bus suspension up to 1 day. Upon return to bus, student assigned to front of the bus for one week and closely monitored.

4th Offense: Referral submitted, with recommended bus suspension up to 3 days. Upon return to bus, student assigned to front of the bus for two weeks and closely monitored.

5th Offense: Referral submitted, with recommended bus suspension up to 5 days. Conference with parent, student, school administrator and Transportation Staff. Upon return to bus, student assigned to front of the bus for two weeks and closely monitored.

6th Offense: Referral submitted, with recommended bus suspension up to 10 days. Letter from school to parent stating next referral may result in recommendation for removal from the bus for the remainder of the year.

Secondary Bus Discipline Protocol

1st Offense: Operator - student conference and parent contacted by Courtesy Notice prepared by Operator. Student re-assigned to the front of the bus for one week and closely monitored.

2nd Offense: Referral submitted, with recommended bus suspension up to 1 day. Upon return to bus, student re-assigned to front of the bus for two weeks and closely monitored.

3rd Offense: Referral submitted, with recommended bus suspension up to 3 days. Upon return to bus, student re-assigned to front of the bus for two weeks and closely monitored.

4th Offense: Referral submitted, with recommended bus suspension up to 5 days. Conference with parent, student, school administrator and Transportation Staff. Upon return to bus, student re-assigned to front of the bus for two weeks and closely monitored.

5th Offense: Referral submitted, with recommended bus suspension up to 10 days. Letter from school to parent stating next referral may result in removal from the bus for the remainder of the year.

c. Suspension from the school bus may be imposed only by the principal or designee by following the procedures for suspension from school. Bus suspensions may not be extended beyond the number of days originally prescribed by the principal or designee.
d. □ou can be removed from the school bus by the Superintendent or his designee for up to one calendar year for misconduct or a violation of the bus rules on a school bus or at a bus stop, based upon the recommendation of the principal and after the principal has suspended you from riding the bus for 10 days for an incident. Before the Superintendent or designee removes you from the bus, you and your parents will be informed in writing of the principal's recommendation and the basis for that recommendation. The Superintendent or designee will inform you and your parents in writing of any removal from

   the bus.
e. Even if you transfer to a new school, you will be held responsible for any previous incidents of bus misconduct from your previous school.

SECTION 5 IV DISCIPLINE MATRICES

Discipline Matrix for Schools

The discipline matrix is a tool that helps ensure a consistent and progressive response to discipline across all SDMC schools. The below incident codes and corresponding types of offenses represent the different types of infractions found in our FOCUS student information system. These larger infraction headings encompass the full range of student misconduct and include more specific behaviors (such as cutting in the lunch line or using profanity).

Once the type of offense is located on the left-hand side of the matrix, simply follow that row to the right to see which consequences and interventions are considered appropriate for the number of times that specific offense has been repeated. □ou may use the key below for proper identification of the specific types of administrative action found on the matrix. The term SESIR is found throughout the discipline matrix and is an acronym for School Environmental Safety Incident Reporting. These discipline incidents are defined by the state and reported to the Florida Department of Education on a monthly basis.

A school principal, or designee, may develop additional consequences for a particular behavior as long as these consequences do not violate school board policy of state statutes. The following behaviors and/or consequences framework were developed in accordance with SESIR reporting requirements.

Action Code	**Administrative Action Type**	Action Code	**Administrative Action Type**
ASD	After School Detention	LDT	Lunch Detention
ALT	Alternative Placement Referral	S	Other SESIR Defined
AOS	Alternative to OSS	OSS	Out of School Suspension
AWD	Assign Work Detail	PCN	Parent Conference
BSD	Before School Detention	PPH*	Parent(s) Phoned
BCM	Behavior Contract Made	PWR	Parent(s) Written
CUP	Clean Up – Vandalism	PMD	Peer Mediation
CMS	Community Service	RGU	Referred to Guidance
CFS	Confiscation	RLW	Referred to Law Enforcement
CFR	Conflict Resolution (includes NCO)	RTI	Response to Intervention (MTSS)
CAW	Counseled and Warned	RES	Restitution
DIS	Other District Defined (such as contracts, intervention courses)	SPH	Susp. Extended, Pending Hearing
E□S	Extra School	ISC	Susp. Until Parent Conf. – ISS
FIN	Fine Charged	OSC	Susp. Until Parent Conf. – OSS
ISS	In-School Suspension	SBS	Suspended from Bus
LOA	Letter of Apology	TMO	Time Out
LPP	Loss of Parking Privileges	□ero	Student receives no grade for work
LOP	Loss of Privileges		

+All Office Discipline Referrals are to be met with attempted telephone contact with the enrolling parent.
* Denotes a School Environmental Safety Incident Report (SESIR) infraction – defined by the state

SDMC Elementary School Discipline Matrix – Grades PK-2

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
		LEVEL 1 OFFENSES				
AT	Attendance Violation	No Referral – work with parents to resolve attendance issues				
DB	Disruptive Behavior	CAW	LOP, PWR, TMO	PCN, LOP, ISS, RGU, TMO	LDT, LOP, PCN, RTI 1 Day ISS	LOP, PCN, RTI, 1 Day ISS
DC	Dress Code Violation	No referral – work with parents to resolve any issues regarding appropriate attire				
DO	Disrespect Towards Others	CAW, LOA	LOA, LOP	CFR, LOA, LOP, PWR, RGU	CFR, LDT, LOP, PCN, RTI, TMO	LOP, PCN, RTI, 1 Day ISS
FS	Failure to Serve Consequence	CAW	LOP, PWR	LOP, PCN	LDT, LOP, PCN, RTI	LOP, PCN, RTI, 1 Day ISS
HP	Horseplay	CAW	CAW, LOP	LOP, PWR, RGU, TMO	LDT, LOP, PCN, RTI, TMO	LOP, PCN, RTI, 1 Day ISS
ID	Identification Infraction	No Referral – Parents must pay for lost or replacement ID badges				
IN	Inappropriate Behavior (Minor)	CAW	LOP	LOP, PWR, RGU, TMO	LDT, LOP, PCN, RTI, TMO	LOP, PCN, RTI, 1 Day ISS
MV	Medication Policy Violation	CAW	LOP, PWR, PCN	LOP, PCN	LDT, LOP, PCN, RTI	LOP, PCN, RTI, 1 Day ISS
TA	Tardies, Habitual	-	-	-	-	-
TE	Technology – Inappropriate or Unauthorized Use	CAW	LOP, PWR	LOP, PCN	LDT, LOP, PCN, RTI, TMO	LOP, PCN, RTI, 1 Day ISS
		LEVEL 2 OFFENSES				
AN	Aggression, Non-Physical	CAW, CFR, LOA, TMO	CFR, LOA, LOP, PWR, RGU, TMO	LOP, PCN, RGU, RTI, 1 Day ISS,	LOP, PCN, RTI, 1-2 Days ISS,	1 Day OSS, LOP, PCN, ALT
BL	Bullying, Non-SESIR	CAW, CFR, LOA, TMO	CFR, LOP, PWR, RGU, 1 Day ISS	BCM, LOP, PCN, RTI, 1-2 days ISS	BCM, DIS, LOP, PCN, 1 Day OSS	ALT, LOP, 1-2 Days OSS
CH	Cheating	LOP, Zero,	LOP, PWR, Zero,	LOP, PCN, PWR, RGU, TMO, Zero	LDT, LOP, PCN, RTI, TMO, Zero,	LOP, PCN, Zero, 1 Day ISS
CO	Contraband, Possession	CAW, CFS, LOP,	CFS, LOP, PWR, RGU, TMO	CFS, LOP, PCN, RGU, TMO	CFS, LOP, PCN, RTI, 1 Day ISS	ALT, CFS, LOP, PCN, RTI, 1 Day ISS
DF	Defiance	CAW, LOA, LOP	LOA, LOP, PWR, RGU, TMO	BCM, LOP, PCN, RGU, RTI, TMO	DIS, LOP, PCN, RTI, 1 Day ISS	ALT, LOP, PCN, RTI, 2 Days ISS
DA	Disrespect towards Staff or Authority	CAW, LOA, LOP	LOA, LOP, PWR, RGU, TMO	BCM, LOP, PCN, RGU, RTI, TMO	DIS, LOP, PCN, RTI, 1 Day ISS	ALT, LOP, PCN, RTI, 2 Days ISS
EC	Electronic Cigarette Possession	CFS, PCN, RLW	CFS, PCN, RLW, RTI, 1 Day ISS	CFS, PCN, RLW, RTI, 1 Day OSS	Contact DCF	-
EN	Endangerment	CAW, LOA, LOP	LOP, PWR, RGU, TMO	LOP, PCN, RGU, RTI, TMO	LOP, PCN, RTI, 1 Day ISS	ALT, LOP, PCN, RTI, 2 Days ISS
IN	Inappropriate Behavior (Major)	CAW, LOP, TMO	LOP, PWR, RGU, TMO	BCM, LOP, PCN, RGU, RTI, TMO	DIS, LOP, PCN, RTI, 1 Day ISS	ALT, LOP, PCN, RTI, 2 Days ISS

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
HA	Harassment, Non-SESIR	CAW, LOP, TMO	LOP, PWR, RGU, TMO	BCM, LOP, PCN, RGU, RTI, TMO	DIS, LOP, PCN, RTI, 1 Day ISS	ALT, LOP, PCN, RTI, 2 Days ISS
LC	Leaving Campus Without Authorization	CAW, LOP	LOP, PCN, RTI, TMO	LOP, PCN, RTI, TMO, 1 Day ISS	DIS, LOP, PCN, RTI, 1 Day ISS	ALT, LOP, PCN, RTI, 2 Days ISS
*TBC	SESIR Tobacco Possession or Use	See Grades 3-5 Matrix & Contact DCF	-	-	-	-
TF	Theft / Larceny (Under $750)	CAW, LOA, LOP, RES	LOA, LOP, PWR, RES, RGU, RLW, TMO	LOP, PCN, RES, RGU, RLW, RTI, TMO	DIS, LOP, PCN, RES, RTI, RLW, 1 Day ISS	ALT, LOP, PCN, RES, RLW, RTI, 2 Days ISS
VN	Vandalism (Under $1,000)	CAW, LOA, LOP	LOA, LOP, PWR, RES, RGU, RLW, TMO	LOP, PCN, RES, RLW, RTI, TMO	DIS, LOP, PCN, RES, RTI, RLW, 1 Day ISS	ALT, LOP, PCN, RES, RLW, RTI, 2 Days ISS
LEVEL 3 OFFENSES Due to age considerations, the PK 2 Matrix does not include SESIR incidents. Please refer to the Grade 3 5 Matrix, if you determine behavior from a PK 2 student qualifies as a SESIR incident.						
AG	Aggression, Physical	CAW, CFR, LOA, TMO	CFR, LOA, LOP, PWR, RGU, 1 Day ISS	BCM, LOP, PCN, RGU, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI, 1 Days OSS,	ALT, LOP, PCN, 1-2 Days OSS
*ALC	SESIR Alcohol Possession, Use, or Distribution	See Grades 3-5 Matrix & Contact DCF	-	-	-	-
*BUL	SESIR Bullying	See Grades 3-5 Matrix	-	-	-	-
CS	Contraband, Sale	CAW, CFS, LOP, PWR	CFS, LOP, PNC, RGU, TMO	CFS, LOP, PCN, RTI, 1 Day ISS	CFS, DIS, LOP, PCN, RTI, 1 Day OSS	ALT, CFS, DIS, LOP, PCN, RTI, 1-2 Days OSS
DV	Dating Violence or Abuse	See Grades 3-5 Matrix	-	-	-	-
*DRU	SESIR Drug Possession or Use	See Grades 3-5 Matrix & Contact DCF	-	-	-	-
FT	Fighting, Non-SESIR	CAW, CFR, LOA, TMO	CFR, LOA, LOP, PWR, RGU, 1 Day ISS	DIS, LOP, PCN, RTI, 1 Days OSS,	ALT, LOP, PCN, 1-2 Days OSS	-
GN	Gang-Related Activity	See Grades 3-5 Matrix & Contact DCF	-	-	-	-
*HAR	SESIR Harassment	See Grades 3-5 Matrix	-	-	-	-
*HAZ	SESIR Hazing	See Grades 3-5 Matrix	-	-	-	-
OS	Other Serious Misconduct	LOP, PWR, TMO	LOP, PWR, RGU, 1 Day ISS	BCM, LOP, PCN, RGU, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI, 1 Days OSS,	ALT, LOP, PCN, 1-2 Days OSS
*STL	SESIR Theft/Larceny	See Grades 3-5	-	-	-	-

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
	($750 or More)	Matrix				
SX	Sexting	See Grades 3-5 Matrix	-	-	-	-
*SXH	SESIR Sexual Harassment	See Grades 3-5 Matrix	-	-	-	-
*SXO	SESIR Sexual Other	See Grades 3-5 Matrix & Contact DCF	-	-	-	-
*TRS	SESIR Trespassing	See Grades 3-5 Matrix	-	-	-	-
*VAN	SESIR Vandalism	See Grades 3-5 Matrix	-	-	-	-
LEVEL 4 OFFENSES Due to age considerations, the PK 2 Matrix does not include SESIR incidents. Please refer to the Grade 3 5 Matrix, if you determine behavior from a PK 2 student qualifies as a SESIR incident.						
*ARS	SESIR Arson	See Grades 3-5 Matrix	-	-	-	-
*BAT	SESIR Battery	See Grades 3-5 Matrix	-	-	-	-
*DOC	SESIR Disruption on Campus	See Grades 3-5 Matrix	-	-	-	-
*DRD	SESIR Drug Distribution	See Grades 3-5 Matrix & Contact DCF	-	-	-	-
FA	False Accusation	LOP, PCN, PWR, 1 Day ISS	LOP, PCN, RGU, RTI, 1-2 Days ISS	ALT, PCN, 1-2 Days OSS	-	-
*FIT	SESIR Fighting	See Grades 3-5 Matrix	-	-	-	-
*OMC	SESIR Other Major	See Grades 3-5 Matrix	-	-	-	-
*PHA	SESIR Physical Attack	See Grades 3-5 Matrix	-	-	-	-
*ROB	SESIR Robbery	See Grades 3-5 Matrix	-	-	-	-
*SXA	SESIR Sexual Assault	See Grades 3-5 Matrix	-	-	-	-
*SXB	SESIR Sexual Battery	See Grades 3-5 Matrix	-	-	-	-
*TRE	SESIR Threat	See Grades 3-5 Matrix	-	-	-	-
WC	Weapon-Like Contraband	CAW, CFS, LOP, PWR, RGU, RLW	CFS, DIS, LOP, PNC, RGU, RTI, 1 Day ISS	ALT, CFS, DIS, LOP, PNC, RTI, 1-2 Days OSS	-	-
*WPO	SESIR Weapon Possession or Use	See Grades 3-5 Matrix				

SDMC Elementary School Discipline Matrix – Grades 3-5

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
LEVEL 1 OFFENSES						
AT	Attendance Violation	CAW, LOP	LOP, TMO	No referral for arriving late to campus– work with parents to resolve attendance issues		
DB	Disruptive Behavior	CAW, TMO	LOP, PWR, RGU, TMO, 1 Day ISS	LOP, PCN, RGU, RTI, 1-2 Days ISS	LDT, LOP, PCN, RTI, 1 Day OSS	LOP, PCN, RTI, 1-2 Days OSS
DC	Dress Code Violation	No referral – work with parents to resolve any issues regarding appropriate attire				
DO	Disrespect Towards Others	CAW, LOA	CFR, LOA, LOP, PMD, TMO	CFR, LOP, PMD, PWR, RGU, TMO, 1 Day ISS, RTI	CFR, LDT, LOP, PCN, PMD, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI, 1-2 Days OSS
FS	Failure to Serve Consequence	CAW	ASD, BSD, LDT, LOP	ASD, BSD, LDT, LOP, PCN, 1 Day ISS	ASD, BSD, LDT, LOP, PCN, RTI, 1-2 Days ISS	LDT, LOP, PCN, RTI, 2-3 Days ISS
HP	Horseplay	CAW	CAW, LOP, RGU, TMO	LDT, LOP, PWR, RGU, RTI, TMO	LDT, LOP, PCN, RTI, 1 Day ISS	LDT, LOP, PCN, RTI, 1-2 Days ISS
ID	Identification Infraction	No Referral – Parents must pay for lost or replacement ID badges				
IN	Inappropriate Behavior (Minor)	CAW	LDT, LOP, TMO	LDT, LOP, PWR, RGU, RTI, 1 Day ISS	LDT, LOP, PCN, RTI, 1-2 Days ISS	LDT, LOP, PCN, RTI, 1 Day OSS
MV	Medication Policy Violation	CAW, PWR	LOP, PWR, PCN	LDT, LOP, PCN, RTI	LDT, LOP, PCN, RTI, 1 Day ISS	LDT, LOP, PCN, RTI, 1-2 Days ISS
TA	Tardies, Habitual	-	-	-	-	-
TE	Technology – Inappropriate or Unauthorized Use	CAW, CFS	LOP, PWR, CFS, TMO	CFS, LDT, LOP, PCN, TMO, RTI	CFS, LDT, LOP, PCN, RTI, 1 Day ISS	CFS, LOP, LDT, PCN, RTI, 1-2 Days ISS
LEVEL 2 OFFENSES						
AN	Aggression, Non-Physical	CAW, CFR, LOA, PMD, TMO	CFR, LDT, LOA, LOP, PMD, PWR, RGU, 1 Day ISS	LDT, LOP, PCN, PMD, RGU, RTI, 1-2 Days ISS,	DIS, LOP, PCN, RTI, 1 Day OSS,	ALT, LOP, PCN, ALT, 1-2 Days OSS
BL	Bullying, Non-SESIR	CAW, CFR, LOA, TMO	CFR, LDT, LOP, RGU,1-2 Days ISS	BCM, DIS, LOP, PCN, RTI, 1 Day OSS	ALT, BCM, DIS, LOP, PCN, RTI, 1-2 Days OSS	ALT, LOP, 1-3 Days OSS
CH	Cheating	LOP, TMO, Zero,	LDT, LOP, PWR, RGU, Zero, 1 Day ISS	LDT, LOP, PCN, RTI, Zero, 1-2 Days ISS	LDT, LOP, PCN, RTI, Zero, 1 Day OSS	LOP, PCN, Zero, 1-2 Days OSS
CO	Contraband, Possession	CAW, CFS, LOP, TMO	CFS, LOP, PCN, RGU, 1 Day ISS	CFS, LDT, LOP, PCN, RTI, 1-2 Days ISS	CFS, DIS, LDT, LOP, PCN, RTI, 1 Day OSS	ALT, CFS, LOP, PCN, 1-2 Days OSS

DF	Defiance	CAW, LOA, LOP, TMO	LDT, LOA, LOP, PWR, RGU, 1 Day ISS	BCM, LDT, LOP, PCN, RGU, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI, 1 Day OSS	ALT, LOP, PCN, 1-2 Days OSS
DA	Disrespect towards Staff or Authority	CAW, LOA, LOP	LDT, LOA, LOP, PWR, RGU, TMO	BCM, LDT, LOP, PCN, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI, 1 Day OSS	ALT, LOP, PCN, 1-2 Days OSS
EC	Electronic Cigarette Possession	CFS, DIS, PWR, RLW, 1 Day ISS	CFS, PCN, RLW, RTI, 1-2 Days ISS	CFS, PCN, RLW, RTI, 1 Day OSS	CFS, PCN, RLW, RTI, 1-2 Days OSS, Contact DCF	ALT, 1-3 Days OSS, Contact DCF
EN	Endangerment	CAW, LOA, LOP, TMO	LDT, LOP, PWR, RGU, 1 Day ISS	BCM, LDT, LOP, PCN, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI, 1 Day OSS	ALT, LOP, PCN, 1-2 Days OSS
IN	Inappropriate Behavior (Major)	CAW, LOP, TMO, 1 Day ISS	LDT, LOP, PWR, RGU, TMO, 1-2 Days ISS	BCM, LDT, LOP, PCN, RGU, RTI, 1 Day OSS	DIS, LOP, PCN, RTI, 1-2 Days OSS	ALT, LOP, PCN, 1-3 Days OSS
HA	Harassment, Non-SESIR	CAW, LOP, TMO	LOP, PWR, RGU, 1 Day ISS	BCM, LOP, PCN, RGU, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI, 1 Day OSS	ALT, LOP, PCN, 1-2 Days OSS
LC	Leaving Campus Without Authorization	CAW, LDT, LOP, TMO	LDT, LOP, PCN, RTI, TMO, 1 Day ISS	LDT, LOP, PCN, RTI, TMO, 1-2 Days ISS	DIS, LDT, LOP, PCN, RTI, 1-3 Days ISS	ALT, LOP, PCN, 1 Day OSS
*TBC	SESIR Tobacco Possession or Use	CFS, PWR, RLW, TMO, 1 Day ISS	CFS, PCN, RLW, RTI, 1-2 Days ISS, 1 Day OSS	CFS, PCN, RLW, RTI, 1-2 Days OSS, Contact DCF	ALT, CFS, PCN, RLW, Contact DCF	-
TF	Theft / Larceny (Under $750)	CAW, LOA, LOP, RES, RLW, TMO	LDT, LOA, LOP, PWR, RES, RGU, RLW, 1 Day ISS	LDT, LOP, PCN, RES, RLW, RTI, 1-2 Days ISS	DIS, LDT, LOP, PCN, RES, RTI, RLW, 1-2 Days OSS	ALT, LOP, PCN, RES, RLW, 1-3 Days OSS
VN	Vandalism (Under $1,000)	CAW, CUP, LOA, LOP, RES, RLW, TMO	CUP, LDT, LOA, LOP, PWR, RES, RGU, RLW, 1 Day ISS	CUP, LDT, LOP, PCN, RES, RLW, RTI, 1-2 Days ISS	CUP, DIS, LDT, LOP, PCN, RES, RTI, RLW, 1-2 Days OSS	ALT, CUP, LOP, PCN, RES, RLW, 1-3 Days OSS
LEVEL 3 OFFENSES						
AG	Aggression, Physical	CAW, CFR, LOA, LOP PMD, 1 Day ISS, 1 Day OSS	CFR, LDT, LOA, LOP, PMD, PWR, RGU, 1-2 Days ISS. 1-2 Days OSS	LDT, LOP, PCN, PMD, RGU, RTI, 1-3 Days OSS,	DIS, LOP, PCN, RTI, 1-4 Days OSS,	ALT, LOP, PCN, ALT, 2-5 Days OSS
*ALC	SESIR Alcohol Possession, Use, or Distribution	LOP, PCN, RLW, 3-5 Days OSS (Use SAFE)	ALT (automatic), LOP, PCN, RLW, 3-5 Days OSS, Contact DCF	-	-	-
*BUL	SESIR Bullying	CFR, LOA, LOP, 1-2 Days ISS, 1 Day OSS	CFR, LDT, LOP, RGU,1-2 Days OSS	BCM, DIS, LDT, LOP, PCN, RTI, 1-3 Days OSS	ALT, BCM, DIS, LOP, PCN, RTI, 2-3 Days OSS	ALT, LOP, 2-4 Days OSS

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
			Day ISS	1-2 Days ISS		
DA	Disrespect towards Staff or Authority	CAW, LOA, LOP	LDT, LOA, LOP, PWR, RGU, TMO	BCM, LDT, LOP, PCN, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI, 1 Day OSS	ALT, LOP, PCN, 1-2 Days OSS
EC	Electronic Cigarette Possession	CFS, DIS, PWR, RLW, 1 Day ISS	CFS, PCN, RLW, RTI, 1-2 Days ISS	CFS, PCN, RLW, RTI, 1 Day OSS	CFS, PCN, RLW, RTI, 1-2 Days OSS, Contact DCF	ALT, 1-3 Days OSS, Contact DCF
EN	Endangerment	CAW, LOA, LOP, TMO	LDT, LOP, PWR, RGU, 1 Day ISS	BCM, LDT, LOP, PCN, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI, 1 Day OSS	ALT, LOP, PCN, 1-2 Days OSS
IN	Inappropriate Behavior (Major)	CAW, LOP, TMO, 1 Day ISS	LDT, LOP, PWR, RGU, TMO, 1-2 Days ISS	BCM, LDT, LOP, PCN, RGU, RTI, 1 Day OSS	DIS, LOP, PCN, RTI, 1-2 Days OSS	ALT, LOP, PCN, 1-3 Days OSS
HA	Harassment, Non-SESIR	CAW, LOP, TMO	LOP, PWR, RGU, 1 Day ISS	BCM, LOP, PCN, RGU, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI, 1 Day OSS	ALT, LOP, PCN, 1-2 Days OSS
LC	Leaving Campus Without Authorization	CAW, LDT, LOP, TMO	LDT, LOP, PCN, RTI, TMO, 1 Day ISS	LDT, LOP, PCN, RTI, TMO, 1-2 Days ISS	DIS, LDT, LOP, PCN, RTI, 1-3 Days ISS	ALT, LOP, PCN, 1 Day OSS
*TBC	SESIR Tobacco Possession or Use	CFS, PWR, RLW, TMO, 1 Day ISS	CFS, PCN, RLW, RTI, 1-2 Days ISS, 1 Day OSS	CFS, PCN, RLW, RTI, 1-2 Days OSS, Contact DCF	ALT, CFS, PCN, RLW, Contact DCF	-
TF	Theft / Larceny (Under $750)	CAW, LOA, LOP, RES, RLW, TMO	LDT, LOA, LOP, PWR, RES, RGU, RLW, 1 Day ISS	LDT, LOP, PCN, RES, RLW, RTI, 1-2 Days ISS	DIS, LDT, LOP, PCN, RES, RTI, RLW, 1-2 Days OSS	ALT, LOP, PCN, RES, RLW, 1-3 Days OSS
VN	Vandalism (Under $1,000)	CAW, CUP, LOA, LOP, RES, RLW, TMO	CUP, LDT, LOA, LOP, PWR, RES, RGU, RLW, 1 Day ISS	CUP, LDT, LOP, PCN, RES, RLW, RTI, 1-2 Days ISS	CUP, DIS, LDT, LOP, PCN, RES, RTI, RLW, 1-2 Days OSS	ALT, CUP, LOP, PCN, RES, RLW, 1-3 Days OSS
LEVEL 3 OFFENSES						
AG	Aggression, Physical	CAW, CFR, LOA, LOP PMD, 1 Day ISS, 1 Day OSS	CFR, LDT, LOA, LOP, PMD, PWR, RGU, 1-2 Days ISS. 1-2 Days OSS	LDT, LOP, PCN, PMD, RGU, RTI, 1-3 Days OSS,	DIS, LOP, PCN, RTI, 1-4 Days OSS,	ALT, LOP, PCN, ALT, 2-5 Days OSS
*ALC	SESIR Alcohol Possession, Use, or Distribution	LOP, PCN, RLW, 3-5 Days OSS (Use SAFE)	ALT (automatic), LOP, PCN, RLW, 3-5 Days OSS, Contact DCF	-	-	-
*BUL	SESIR Bullying	CFR, LOA, LOP, 1-2 Days ISS, 1 Day OSS	CFR, LDT, LOP, RGU,1-2 Days OSS	BCM, DIS, LDT, LOP, PCN, RTI, 1-3 Days OSS	ALT, BCM, DIS, LOP, PCN, RTI, 2-3 Days OSS	ALT, LOP, 2-4 Days OSS

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
CS	Contraband, Sale	CFS, LOP, PWR, 1-2 Days ISS, 1 Day OSS	CFS, LOP, PNC, RGU, RTI, 1 Day OSS	BCM, CFS, LOP, PCN, RTI, 1-2 Days OSS	ALT, BCM, CFS, DIS, LOP, PCN, RTI, 1 Day OSS	ALT, CFS, DIS, LOP, PCN, RTI, 1-2 Days OSS
DV	Dating Violence or Abuse	CFR, LOP, RLW, 1-2 Days ISS, 1 Day OSS	BCM, CFR, LOP, PCN RLW, RTI, 1 Day OSS	CFR, DIS, LOP, PCN, RLW, RTI, 1-2 Days OSS	ALT, CFR, LOP, RLW, 1-3 Days) OSS	-
*DRU	SESIR Drug Possession or Use	LOP, PCN, RLW, 3-5 Days OSS (Use SAFE)	ALT LOP, PCN, RLW, 3-5 Days OSS, Contact DCF	-	-	-
FT	Fighting, Non-SESIR	CFR, LDT, LOA, LOP, PMD, 1-2 Days ISS, 1 Day OSS	CFR, LDT, LOA, LOP, PMD, PWR, RGU, 1-2 Days OSS	DIS, LDT, LOP, PCN, RTI, 1-3 Days OSS	ALT, DIS, LOP, PCN, RTI, 1-4 Days OSS	-
GN	Gang-Related Activity	CFR, LOP, PCN, RLW, 1-2 Days OSS	BCM, DIS, LOP, PCN, RLW, RTI, 1-3 Days OSS, Contact DCF	ALT (automatic), LOP, PCN, RLW 2-4 Days OSS. Contact DCF	-	-
*HAR	SESIR Harassment	CFR, LOA, LOP, 1-2 Days ISS, 1 Day OSS	CFR, LDT, LOP, RGU,1 Day OSS	BCM, DIS, LDT, LOP, PCN, RTI, 1-2 Days OSS	ALT, BCM, DIS, LOP, PCN, RTI, 1-3 Days OSS	ALT, LOP, 2-4 Days OSS
*HAZ	SESIR Hazing	CFR, LOA, LOP, 1-2 Days ISS, 1 Day OSS	CFR, LDT, LOP, RGU,1 Day OSS	BCM, DIS, LDT, LOP, PCN, RTI, 1-2 Days OSS	ALT, BCM, DIS, LOP, PCN, RTI, 1-3 Days OSS	ALT, LOP, 2-4 Days OSS
OS	Other Serious Misconduct	LDT, LOP, PWR, 1-2 Days ISS, 1 Day OSS	LDT, LOP, PCN, PWR, RGU, 1-2 Days OSS	BCM, DIS, LOP, PCN, RTI, 1-3 Days OSS	BCM, DIS, LOP, PCN, RTI, 2-3 Days OSS,	ALT, LOP, PCN, 2-4 Days OSS
*STI	SESIR Theft/Larceny ($750 or More)	LDT, LOA, LOP, PWR, RES, RLW, 1 Day ISS, 1 Day OSS	BCM, LOP, PCN, RES, RGU, RLW, RTI, 1-2 Days OSS	BCM, LOP, PCN, RES, RLW, RTI, 1-3 Days OSS	DIS, LOP, PCN, RES, RTI, RLW, 1-4 Days OSS	ALT, LOP, PCN, RES, RLW, 2-5 Days OSS
SX	Sexting	LDT, LOP, PWR, RLW, 1 Day ISS, 1 Day OSS	LDT, LOP, PCN, RGU, RLW, 1 Day OSS	BCM, LDT, LOP, PCN, RLW, RTI, 1-2 Days OSS, Contact DCF	DIS, LOP, PCN, RLW, RTI, 1-3 Days OSS, Contact DCF	ALT, LOP, 2-4 Days OSS, Contact DCF
*SXH	SESIR Sexual Harassment	CFR, LOA, LOP, PWR, RGU, RLW, 1 Day ISS, 1 Day OSS	CFR, LOP, PCN, RLW, RTI, 1 Day OSS, Contact DCF	BCM, CFR, LOP, PCN, RLW, RTI, 1-2 Days OSS, Contact DCF	CFR, DIS, LOP, PCN, RLW, 1-3 Days OSS	ALT, LOP, 2-4 Days OSS
*SXO	SESIR Sexual Other	CFR, LOP, PCN, RLW, 1-2 Days OSS, Contact DCF	BCM, CFR, DIS, LOP, PCN, RLW, RTI, 1-3 Days OSS, Contact DCF	ALT (automatic), LOP, PCN, RLW 2-4 Days OSS, Contact DCF	-	-
*TRS	SESIR Trespassing	LOP, PWR, RLW, 1 Day ISS	LOP, PCN, RLW, 1 Day OSS	BCM, LOP, PCN, RLW, RTI, 1-2 Days OSS	DIS, LOP, PCN, RLW, RTI, 1-3 Days OSS	ALT, LOP, RLW, 2-4 Days OSS

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
*VAN	SESIR Vandalism	CUP, LOA, LDT, LOP, PCN, PWR, RES, RLW, 1 Day ISS, 1 Day OSS	CUP, LDT, LOP, PCN, RES, RGU, RLW, 1-2 Days ISS	BCM, CUP, LDT, LOP, PCN, RES, RLW, RTI, 1-2 Days OSS	CUP, DIS, LDT, LOP, PCN, RES, RTI, RLW, 1-3 Days OSS	ALT, CUP, LOP, PCN, RES, RLW, 2-4 Days OSS
LEVEL 4 OFFENSES						
*ARS	SESIR Arson	ALT, PCN, LOP, RLW, 2-4 Days OSS	ALT, PCN, RLW, 4-6 Days OSS	-	-	-
*BAT	SESIR Battery	ALT, CFR, LOP, PCN, RLW, 2-4 Days OSS	ALT, CFR, DIS, LOP, PCN, RLW, RTI, 4-6 Days OSS	ALT, PCN, RLW, 5-10 Days OSS	-	-
*BRK	SESIR Burglary	ALT, CFR, LOP, PCN, RLW, 2-4 Days OSS	ALT, CFR, DIS, LOP, PCN, RLW, RTI, 4-6 Days OSS	-	-	-
*DOC	SESIR Disruption on Campus	ALT, LOP, PCN, RLW, 2-4 Days OSS	ALT, DIS, LOP, PCN, RLW, RTI, 4-6 Days OSS	ALT, PCN, RLW, 5-10 Days OSS	-	-
*DRD	SESIR Drug Distribution	ALT, PCN, RLW, 5-10 Days OSS, Contact DCF	-	-	-	-
FA	False Accusation	ALT, LOA, LOP, PCN, 2-4 Days OSS	ALT, DIS, LOA, LOP, PCN, RTI, 4-6 Days OSS	ALT, PCN, 5-10 Days OSS	-	-
*FIT	SESIR Fighting	CFR, LOP, PCN, 1-3 Days OSS	CFR, DIS, LOP, PCN, RTI, 3-5 Days OSS	ALT, PCN, 5-10 Days OSS	-	-
*OMC	SESIR Other Major	CFS, LOP, PCN, 1-3 Days OSS	ALT, CFS, DIS, LOP, PCN, RTI, 3-5 Days OSS	ALT, CFS, PCN, 5-10 Days OSS	-	-
*PHA	SESIR Physical Attack	CFR, LOP, PCN, RLW, 2-4 Days OSS	ALT, CFR, DIS, LOP, PCN, RLW, RTI, 4-6 Days OSS	ALT, PCN, RLW, 5-10 Days OSS	-	-
*ROB	SESIR Robbery	ALT, CFR, DIS, LOP, PCN, RLW, RTI, 3-5 Days OSS	ALT, PCN, RLW, 5-10 Days OSS	-	-	-
*SXA	SESIR Sexual Assault	ALT, LOP, RLW, 5-10 Days OSS, Contact DCF	ALT, RLW, 5-10 Days OSS, Contact DCF	-	-	-
*SXB	SESIR Sexual Battery	ALT, LOP, RLW, 5-10 Days OSS, Contact DCF	-	-	-	-

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
*TRE	SESIR Threat	CFR, LOP, PWR, PCN, RLW, RTI, 1-3 Days OSS, Conduct Threat Assessment	ALT, CFR, DIS, LOP, PCN, RTI, RLW, 3-5 Days OSS, Conduct Threat Assessment	ALT, PCN, RLW, 5-10 Days OSS, Conduct Threat Assessment	-	-
WC	Weapon-Like Contraband	CFS, LOP, PWR, RGU, RLW, 1-3 Days OSS Consider Threat Assessment	ALT, CFS, DIS, LOP, PNC, RTI, 3-5 Days OSS Consider Threat Assessment	ALT, CFS, DIS, LOP, PNC, 5-10 Days OSS Consider Threat Assessment	-	-
*WPO	SESIR Weapon Possession or Use	ALT, CFS, PNC, 5-10 Days OSS, Conduct Threat Assessment	-	-	-	-

SDMC MIDDLE SCHOOL MATRIX FOR GRADES 6-8

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
LEVEL 1 OFFENSES						
AT	Attendance Violation	ASD, BSD, or LDT	ASD, BSD, or LDT, AWD, EXS	1 Day ISS, TMO, LOP, BCM, RTI	1-2 Days ISS, LOP, PCN, RTI	2-3 Days ISS, LOP, RTI
DB	Disruptive Behavior	ASD, BSD, or LDT	ASD, BSD, or LDT, EXS	1 Day ISS, TMO, LOP, BCM, RTI	1-2 Days ISS, or 1 Day OSS LOP, BCM, RTI	2-3 Days ISS, or 1-3 Days OSS, BCM, LOP, PCN,
DC	Dress Code Violation	CAW	LOP (5 Days), PCN	LDT, RTI	LOP (30 Days) , RTI	1 Day ISS, LOP, PCN
DO	Disrespect Towards Others	ASD, BSD, or LDT, LOA	EXS, 1Day ISS, LOA, TMO	1-2 Days ISS, LOP, PWR, RTI	1-2 Days OSS, LOP, BCM, RTI	2-3 Days OSS, LOP, PCN, RTI
FS	Failure to Serve Consequence	EXS, 1 Day ISS, or AWD	1-2 Days ISS, AWD, or 1 Day OSS	2-3 Days ISS, 1-2 Days OSS, LOP	3-4 Days ISS, 2-3 Days OSS, LOP, PCN	4-5 Days ISS, 3-4 Days OSS, LOP
HP	Horseplay	ASD, BSD, or LDT	EXS	1-3 Days ISS, TMO, RTI	1-2 Days OSS, LOP, BCM	2-3 Days OSS BCM, LOP, PCN, RTI
ID	Identification Infraction	CAW	ASD, BSD, or LDT	1 Day ISS, TMO	1-3 Days ISS, LOP	1 Day OSS, LOP, PCN
IN	Inappropriate Behavior (Minor)	ASD, BSD, or LDT, AWD (if (appropriate)	EXS, AWD, 1 Day ISS, TMO	1 Day ISS, TMO, AWD, LOP, RTI	1-2 Days ISS, 1 Day OSS, LOP, BCM, RTI	2-3 Days ISS, 1-2 Days OSS, LOP, PCN, RTI

MV	Medication Policy Violation	CAW	ASD, BSD, or LDT	EXS, LOP	1-2 Days ISS, PCN, LOP	1-2 Days OSS, LOP, BCM
TA	Tardies, Habitual	CAW	ASD, BSD, or LDT, AWD	EXS, LOP, TMO, RTI	1 Day ISS, TMO, EXS, LOP, RTI	1-3 Days ISS, EXS, LOP, PCN

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
TE	Technology – Inappropriate or Unauthorized Use	CAW	ASD, BSD, or LDT, CFS	EXS, 1 Day ISS, TMO, CFS, RTI	1-3 Days ISS, CFS, LOP, PCN, RTI	1-2 Days OSS, EXC, CFS, LOP, PCN
	LEVEL 2 OFFENSES					
AN	Aggression, Non-Physical	1-2 Days ISS, TMO, 1 Day OSS, CFR	1-2 Days OSS, LOP, CFR	2-3 Days OSS, LOP, RTI, BCM,	3-4 Days OSS, LOP, RTI, PCN	4-5 Days OSS, LOP, PCN, ALT
BL	Bullying, Non-SESIR	1-2 Days ISS, TMO, 1 Day OSS, CFR	1-2 Days ISS, 1-2 Days OSS, CFR, LOP, BCM	2-3 Days OSS, LOP, BCM, PCN, RTI	3-4 Days OSS, LOP, DIS, PCN,	4-5 Days OSS, LOP, ALT
CH	Cheating	Zero, ASD, BSD, or LDT, LOP	Zero, EXS, LOP	Zero, 1 Day ISS, TMO, LOP	Zero, 1-3 Days ISS, LOP, PCN	Zero, 1-2 Days OSS, LOP
CO	Contraband, Possession	1-2 Days ISS, TMO, 1 Day OSS, CFS	2-3 Days ISS, 1-2 Days OSS, LOP, CFS	2-3 Days OSS, LOP, BCM, CFS, RTI	3-4 Days OSS, CFS LOP, PCN, RTI	4-5 Days OSS, CFS, LOP, RTI
DF	Defiance	1-2 Days ISS, TMO	2-3 Days ISS, TMO, LOP	1-2 Days OSS, LOP, BCM, RTI	2-3 Days OSS, LOP, PCN, RTI	3-5 Days OSS, LOP, DIS
DA	Disrespect towards Staff or Authority	1-2 Days ISS, TMO	2-3 Days ISS, TMO, 1-2 Days OSS LOP	2-3 Days OSS, LOP, BCM, RTI	3-4 Days OSS, LOP, PCN, DIS, RTI	4-5 Days OSS, LOP, ALT
EC	Electronic Cigarette Possession	2 Days ISS, 1Day OSS, DIS, CFS, FIN, RLW	2 Days OSS, CFS, FIN, RLW	3-4 Days OSS, CFS, LOP, FIN, RLW, PCN, RTI	4 Days OSS, LOP, CFS, FIN, RLW, PCN, RTI	5 Days OSS, LOP, CFS, FIN, RLW, PCN
EN	Endangerment	1-2 Days ISS	1-2 Days OSS, LOP	2-3 Days OSS, LOP, BCM, RTI	3-4 Days OSS, LOP, PCN, RTI	4-5 Days OSS, LOP, DIS, ALT
IN	Inappropriate Behavior (Major)	EXS, AWD, 1-2 Days ISS, TMO, 1 Day OSS	2-3 Days ISS, 1-2 Days OSS	2-3 Days OSS, LOP, BCM, RTI	3-4 Days OSS, LOP, BCM, RTI	4-5 Days OSS, LOP, RTI, PCN, DIS
HA	Harassment, Non-SESIR	1-2 Days ISS, TMO	1-2 Days OSS, LOP, CFR	2-3 Days OSS, LOP, BCM, PCN, RTI	3-4 Days OSS, LOP, DIS, PCN,	4-5 Days OSS, LOP, DIS, ALT
LC	Leaving Campus W/O Authorization	1-2 Days ISS, TMO, EXS	2-3 Days ISS, EXS, ASD, LDT, BSD	1-2 Days OSS, LOP, BCM, RTI	2-3 Days OSS, LOP, DIS, PCN, RTI	4-5 Days OSS, LOP, ALT
*TBC	SESIR Tobacco Possession or Use	1-2 Days ISS, TMO, CFS, FIN, RLW	1-2 Days OSS, CFS, DIS, FIN, RLW	2-3 Days OSS, CFS, DIS, FIN, RLW, PCN, RTI	3-4 Days OSS, LOP, CFS, FIN, RLW, PCN	4-5 Days OSS, LOP, CFS, FIN, RLW, PCN
TF	Theft / Larceny (Under $750)	1-2 Days ISS, TMO, 1 Day OSS, RLW, RES	1-2 Days OSS, RLW, RES, LOP	2-3 Days OSS, RLW, RES, LOP, PCN, RTI	3-4 Days OSS, RLW, RES, LOP, RTI, BCM	4-5 Days OSS, RLW, RES, LOP, ALT

VN	Vandalism (Under $1,000)	1-2 Days ISS, TMO, 1 Day OSS, RES, AWD	1-2 Days OSS, RES, AWD, CMS, LOP, RLW, PCN	2-3 Days OSS, RES, AWD, CMS, LOP, RLW, PCN, RTI	3-4 Days OSS, RES, AWD, CMS, LOP, RLW, DIS, RTI	4-5 Days OSS, RES, CMS, RLW, LOP, ALT

LEVEL 3 OFFENSES

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
AG	Aggression, Physical	1-3 Days ISS 1-2 Days OSS, LOP, CFR	2-4 Days OSS, LOP, BCM	4-5 Days OSS, LOP, PCN, RTI	5-6 Days OSS, LOP, DIS, ALT, RTI	6-7 Days OSS, LOP, ALT
*ALC	SESIR Alcohol Possession, Use, or Distribution	5-10 Days OSS (Use SAFE), PCN, RLW	5-10 Days OSS, ALT (automatic), RLW	-	-	-
*BUL	SESIR Bullying	1-2 Days OSS, LOP	2-4 Days OSS, LOP, BCM, RTI	4-5 Days OSS, LOP, DIS, PCN, RTI, RLW, ALT	5-6 Days OSS, LOP, RLW, ALT	-
CS	Contraband, Sale	1-2 Days OSS, LOP, CFS	2-4 Days OSS, LOP, CFS	4-5 Days OSS, LOP, CFS, RLW, DIS, PCN, RTI	5-6 Days OSS,CFS, RLW LOP, ALT	-
DV	Dating Violence or Abuse	1-2 Days OSS, LOP, RLW	2-4 Days OSS, LOP, RLW, DIS, PCN	4-5 Days OSS, LOP, RLW, DIS, PCN, RTI	5-6 Days OSS, RLW, LOP, ALT	-
*DRU	SESIR Drug Possession or Use	5-10 Days OSS (SAFE), PCN, RLW	5-10 Days OSS, ALT (auto), RLW	-	-	-
FT	Fighting, Non-SESIR	1-5 Days OSS*, CFR	5-10 Days OSS, CFR, BCM, DIS, PCN, RTI	5-10 Days OSS, ALT (auto)	-	-
GN	Gang-Related Activity	1-5 Days OSS, PCN, RLW	5-10 Days OSS, RLW, ALT (auto)	-	-	-
*HAR	SESIR Harassment	1-2 Days OSS, LOP	2-4 Days OSS, LOP, BCM	4-5 Days OSS, LOP, DIS, PCN, RTI, RLW	5-6 Days OSS, LOP, RLW, ALT	-
*HAZ	SESIR Hazing	1-2 Days OSS, LOP	2-4 Days OSS, LOP, PCN	4-5 Days OSS, LOP, DIS, RTI	5-6 Days OSS, LOP, ALT	-
OS	Other Serious Misconduct	1-3 Days OSS, LOP	3-5 Days OSS, LOP, BCM, PCN	5-6 Days OSS, LOP, DIS, RTI, ALT	6-7 Days OSS, LOP, ALT, RTI	-
*STL	SESIR Theft/Larceny ($750 or More)	1-3 Days OSS, RLW, RES	3-4 Days OSS, RLW, RES, LOP, RTI	4-5 Days OSS, RLW, RES, LOP, PCN	5-6 Days OSS, RLW, RES, LOP, RTI, ALT	-
SX	Sexting	1-2 Days ISS, 1-2 Days OSS, RLW	2-4 Days OSS, RLW, LOP	4-5 Days OSS, RLW, LOP, BCM, PCN, RTI	5-6 Days OSS, RLW, LOP, DIS, ALT	6-7 Days OSS, RLW, LOP, ALT
*SXH	SESIR Sexual Harassment	1-5 Days OSS, RLW	5-10 Days OSS, RLW, PCN, RTI, DIS	5-10 Days OSS, RLW, ALT	-	-
*SXO	SESIR Sexual Other	1-5 Days OSS, RLW, ALT	5-10 Days OSS, RLW, PCN, ALT	-	-	-
*TRS	SESIR Trespassing	1 Day ISS, 1 Day OSS, RLW	1-2 Days OSS, RLW, LOP	2-3 Days OSS, RLW, LOP, PCN	3-4 Days OSS, RLW, LOP, ALT,	4-5 Days OSS, RLW, LOP, ALT

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
*VAN	SESIR Vandalism	1-5 Days OSS, RES, RLW, AWD	3-7 Days OSS, RES, AWD, DIS, RTI	5-10 Days OSS, RES, RLW, ALT	-	-
LEVEL 4 OFFENSES						
*ARS	SESIR Arson	3-10 Days OSS, RLW, PCN, ALT	5-10 Days OSS, RLW, PCN, ALT	-	-	-
*BAT	SESIR Battery	3-5 Days OSS, RLW, ALT	5-10 Days OSS, RLW, PCN, DIS, ALT	5-10 Days OSS, RLW, ALT	-	-
*BRK	SESIR Burglary	ALT, CFR, LOP, PCN, RLW, 2-4 Days OSS	ALT, CFR, DIS, LOP, PCN, RLW, RTI, 4-6 Days OSS	-	-	-
*DOC	SESIR Disruption on Campus	3-5 Days OSS, RLW, ALT	5-10 Days OSS, RLW, DIS, PCN, RTI, ALT	5-10 Days OSS, RLW, ALT	-	-
*DRD	SESIR Drug Distribution	5-10 Days OSS, ALT (auto), RLW	-	-	-	-
FA	False Accusation	3-5 Days OSS, PCN, ALT	5-10 Days OSS, ALT	-	-	-
*FIT	SESIR Fighting	3-7 Days OSS, CFR	5-10 Days OSS, CFR, BCM, DIS, PCN	5-10 Days OSS, ALT	-	-
*OMC	SESIR Other Major	3-5 Days OSS, ALT, RLW	5-10 Days OSS, ALT, RLW	-	-	-
*PHA	SESIR Physical Attack	3-5 Days OSS, RLW	5-10 Days OSS, RLW, PCN, DIS, ALT	5-10 Days OSS, RLW, ALT		
*ROB	SESIR Robbery	5-10 Days OSS, RLW, ALT	5-10 Days OSS, RLW, ALT	-	-	-
*SXA	SESIR Sexual Assault	5-10 Days OSS, RLW, ALT	5-10 Days OSS, RLW, ALT	-	-	-
*SXB	SESIR Sexual Battery	5-10 Days OSS, RLW, ALT	-	-	-	-
*TRE	SESIR Threat	3-7 Days OSS, RLW, Conduct Threat Assessment	5-10 Days OSS, RLW, PCN, RTI, DIS, ALT Conduct Threat Assessment	5-10 Days OSS, RLW, ALT Conduct Threat Assessment	-	-
WC	Weapon-Like Contraband	3-10 Days OSS, RLW, ALT, DIS Consider Threat Assessment	5-10 Days OSS, RLW, ALT, DIS Consider Threat Assessment	-	-	-
*WPO	SESIR Weapon Possession or Use	5-10 Days OSS, RLW, ALT Conduct Threat Assessment	-	-	-	-

SDMC HIGH SCHOOL MATRIX FOR GRADES 9-12

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
LEVEL 1 OFFENSES						
AT	Attendance Violation	LDT	ASD, BSD,	AWD, EXS, 1 Day ISS, TMO, RTI	AWD, 1-2 Days ISS, LOP, BCM,	2-3 Days ISS, BCM, LOP, PCN
DB	Disruptive Behavior	ASD, BSD, or LDT	EXS, TMO	1 Day ISS, TMO, RTI	1-2 Days ISS, LOP, BCM, RTI	2-3 Days ISS, BCM, LOP, PCN,
DC	Dress Code Violation	CAW	LOP (5 Days), PCN	LDT, RTI	LOP (30 Days), RTI	1 Day ISS, LOP, PCN
DO	Disrespect Towards Others	ASD, BSD, or LDT, LOA	EXS, 1Day ISS, TMO, LOA	1-2 Days ISS, TMO, LOP, PWR, RTI	1-2 Days OSS, LOP, BCM, RTI	2-3 Days OSS, LOP, PCN, RTI
FS	Failure to Serve Consequence	EXS, 1 Day ISS, or AWD	1-2 Days ISS, AWD, or 1 Day OSS	2-3 Days ISS, 1-2 Days OSS, LOP	3-4 Days ISS, 2-3 Days OSS, LOP, PCN	4-5 Days ISS, 3-4 Days OSS, LOP
HP	Horseplay	ASD, BSD, or LDT	EXS, TMO	1 Day ISS, TMO, RTI	1-2 Days OSS, LOP, BCM, RTI	2-3 Days OSS BCM LOP, PCN, RTI
ID	Identification Infraction	CAW	ASD, BSD, or LDT	1 Day ISS, TMO	1-2 Days ISS, LOP	2-3 Days ISS, LOP, PCN
IN	Inappropriate Behavior (Minor)	ASD, BSD, or LDT, AWD (if (appropriate)	EXS, AWD, 1 Day ISS, TMO	1 Day ISS, TMO, AWD, LOP, RTI	1-2 Days ISS, 1 Day OSS, LOP, BCM	2-3 Days ISS, 1-2 Days OSS, LOP, PCN, RTI
MV	Medication Policy Violation	CAW	ASD, BSD, or LDT	EXS	1-2 Days ISS, PCN	1-2 Days OSS, LOP, BCM
TA	Tardies, Habitual	CAW	LDT	ASD, BSD, or LDT, RTI	EXS, LOP, RTI	EXS, LOP, PCN
TE	Technology – Inappropriate or Unauthorized Use	CAW	LDT, CFS	ASD, BSD, or LDT, CFS, TMO, RTI	1-3 Days ISS, TMO, CFS, LOP, PCN	1-2 Days OSS, EXC, CFS, LOP, PCN
LEVEL 2 OFFENSES						
AN	Aggression, Non-Physical	1-2 Days ISS, TMO, 1 Day OSS	1-3 Days ISS, TMO, 1-2 Days OSS, LOP, CFR	2-3 Days OSS, LOP, BCM, RTI	3-4 Days OSS, LOP, PCN, RTI	4-5 Days OSS, LOP, RTI
BL	Bullying, Non-SESIR	1-2 Days ISS, TMO, 1 Day OSS, CFR	1-2 Days ISS, 1-2 Days OSS, CFR, LOP, BCM	2-3 Days OSS, LOP, BCM, PCN, RTI	3-4 Days OSS, LOP, DIS, PCN, RTI	4-5 Days OSS, LOP, ALT
CH	Cheating	Zero, ASD, BSD, or LDT	Zero, EXS	Zero, 1 Day ISS, LOP	Zero, 1-2 Days ISS, LOP, PCN	Zero, 1-2 Days OSS
CO	Contraband, Possession	1-2 Days ISS, 1-2 Days OSS, CFS	1-2 Days OSS, LOP, CFS	2-3 Days OSS, LOP, BCM, CFS, RTI	3-4 Days OSS, CFS LOP, PCN, RTI	4-5 Days OSS, CFS, LOP, RTI

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
DF	Defiance	1-2 Days ISS, TMO	2-3 Days ISS, TMO, LOP, 1 Day OSS	1-2 Days OSS, LOP, BCM, RTI	2-3 Days OSS, LOP, PCN, RTI	3-5 Days OSS, LOP, DIS, ALT
DA	Disrespect towards Staff or Authority	1-2 Days ISS, TMO	2-3 Days ISS, TMO, 1-2, Days OSS LOP	2-3 Days OSS, LOP, BCM, RTI	3-4 Days OSS, LOP, PCN, DIS, RTI	4-5 Days OSS, LOP, ALT
EC	Electronic Cigarette Possession	2 Days ISS, 1Day OSS, DIS, CFS, FIN, RLW	2 Days OSS, CFS, FIN, RLW	3-4 Days OSS, CFS, LOP, FIN, RLW, PCN, RTI	4 Days OSS, LOP, CFS, FIN, RLW, PCN, RTI	5 Days OSS, LOP, CFS, FIN, RLW, PCN
EN	Endangerment	1-2 Days ISS	1 Day OSS, LOP	2-3 Days OSS, LOP, BCM, RTI	3-4 Days OSS, LOP, PCN, RTI	4-5 Days OSS, LOP, DIS, ALT
IN	Inappropriate Behavior (Major)	EXS, AWD (if (appropriate), 1-2 Days ISS, TMO, 1 Day OSS	2-3 Days ISS, TMO, 1-2 Days OSS	2-3 Days OSS, LOP, BCM, RTI	3-4 Days OSS, LOP, BCM, RTI	4-5 Days OSS, LOP, RTI, PCN
HA	Harassment, Non-SESIR	1-2 Days ISS, TMO, 1 Day OSS	1-2 Days OSS, LOP, CFR	2-3 Days OSS, LOP, BCM, PCN, RTI	3-4 Days OSS, LOP, DIS, PCN,	4-5 Days OSS, LOP, ALT
LC	Leaving Campus Without Authorization	1-2 Days ISS, TMO, EXS	2-3 Days ISS, TMO, LOP	1-2 Days OSS, LOP, RTI	2-3 Days OSS, LOP, DIS, PCN, RTI	4-5 Days OSS, LOP, ALT
*TBC	SESIR Tobacco Possession or Use	1-2 Days ISS, TMO, CFS, FIN, RLW	1-2 Days OSS, CFS, DIS, FIN, RLW	2-3 Days OSS, CFS, DIS, FIN, RLW, RTI	3-4 Days OSS, LOP, CFS, FIN, RLW, PCN	4-5 Days OSS, LOP, CFS, FIN, RLW, PCN
TF	Theft / Larceny (Under $750)	1-2 Days ISS, TMO, 1 Day OSS, RLW, RES	1-2 Days OSS, RLW, RES, LOP	2-3 Days OSS, RLW, RES, LOP, PCN, RTI	3-4 Days OSS, RLW, RES, LOP, RTI, BCM	4-5 Days OSS, RLW, RES, LOP, ALT
VN	Vandalism (Under $1,000)	1-2 Days ISS, TMO, 1 Day OSS, RES, AWD	1-2 Days OSS, RES, AWD, CMS, LOP, RLW, PCN	2-3 Days OSS, RES, AWD, CMS, LOP, RLW, PCN, RTI	3-4 Days OSS, RES AWD, CMS, LOP, RLW, DIS	4-5 Days OSS, RES, CMS, RLW, LOP, ALT
	LEVEL 3 OFFENSES					
AG	Aggression, Physical	1-3 Days ISS 1-2 Days OSS, LOP, CFR	2-4 Days OSS, LOP, BCM	4-5 Days OSS, LOP, PCN, RTI	5-6 Days OSS, LOP, DIS, ALT	6-7 Days OSS, LOP, ALT
*ALC	SESIR Alcohol Possession, Use, or Distribution	5-10 Days OSS (Use SAFE), PCN, RLW	5-10 Days OSS, ALT (automatic), RLW	-	-	-
*BUL	SESIR Bullying	1-3 Days OSS, LOP	3-4 Days OSS, LOP, BCM, RTI	4-5 Days OSS, LOP, DIS, PCN, RTI, RLW, ALT	5-6 Days OSS, LOP, RLW, ALT	-
CS	Contraband, Sale	1-3 Days OSS,	2-4 Days OSS,	4-5 Days OSS,	5-6 Days OSS,	-

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
		LOP, CFS	LOP, CFS	LOP, CFS, RLW, DIS, PCN, RTI	CFS, RLW LOP, ALT, RTI	
DV	Dating Violence or Abuse	1-3 Days OSS, LOP, RLW	2-4 Days OSS, LOP, RLW, DIS, PCN	4-5 Days OSS, LOP, RLW, DIS, PCN, RTI	5-6 Days OSS, RLW, LOP, ALT	-
*DRU	SESIR Drug Possession or Use	5-10 Days OSS (Use SAFE), PCN, RLW	5-10 Days OSS, ALT (auto), RLW	-	-	-
FT	Fighting, Non-SESIR	1-5 Days OSS, CFR	5-10 Days OSS, CFR, BCM, DIS, PCN	5-10 Days OSS, ALT (auto)	-	-
GN	Gang-Related Activity	1-5 Days OSS, PCN, RLW	5-10 Days OSS, RLW, ALT (auto)	-	-	-
*HAR	SESIR Harassment	1-3 Days OSS, LOP	2-4 Days OSS, LOP, BCM	4-5 Days OSS, LOP, DIS, PCN, RTI, RLW	5-6 Days OSS, LOP, RLW, ALT	-
*HAZ	SESIR Hazing	1-3 Days OSS, LOP	2-4 Days OSS, LOP, PCN	4-5 Days OSS, LOP, DIS, RTI	5-6 Days OSS, LOP, ALT	-
OS	Other Serious Misconduct	1-3 Days OSS, LOP	3-5 Days OSS, LOP, BCM, PCN	5-6 Days OSS, LOP, DIS, RTI, ALT	6-7 Days OSS, LOP, ALT	-
*STL	SESIR Theft/Larceny ($750 or More)	1-3 Days OSS, RLW, RES	3-4 Days OSS, RLW, RES, LOP	4-5 Days OSS, RLW, RES, LOP, PCN, RTI	5-6 Days OSS, RLW, RES, LOP, RTI, ALT	-
SX	Sexting	1-2 Days ISS, 1-2 Days OSS, RLW	2-3 Days OSS, RLW, LOP	3-4 Days OSS, RLW, LOP, BCM, PCN, RTI	5-6 Days OSS, RLW, LOP, DIS	6-7 Days OSS, RLW, LOP, ALT
*SXH	SESIR Sexual Harassment	1-5 Days OSS, RLW	5-10 Days OSS, RLW, PCN, RTI, DIS	5-10 Days OSS, RLW, ALT	-	-
*SXO	SESIR Sexual Other	1-5 Days OSS, DIS, RLW, ALT	5-10 Days OSS, RLW, PCN, ALT	-	-	-
*TRS	SESIR Trespassing	1 Day ISS, 1 Day OSS, RLW	1-2 Days OSS, RLW, LOP	2-3 Days OSS, RLW, LOP, PCN	3-4 Days OSS, RLW, LOP, ALT, DIS	4-5 Days OSS, RLW, LOP, ALT
*VAN	SESIR Vandalism	1-5 Days OSS, RES, RLW, AWD	3-7 Days OSS, RES, AWD, DIS	5-10 Days OSS, RES, RLW, ALT	-	-
LEVEL 4 OFFENSES						
*ARS	SESIR Arson	3-5 Days OSS, RLW, PCN, ALT	5-10 Days OSS, RLW, PCN, ALT	-	-	-
*BAT	SESIR Battery	3-10 Days OSS,	5-10 Days OSS,	5-10 Days OSS,	-	-

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
		RLW	RLW, PCN, DIS, ALT	RLW, ALT		
*BRK	SESIR Burglary	ALT, CFR, LOP, PCN, RLW, 2-4 Days OSS	ALT, DIS, LOP, PCN, RLW, RTI, 4-6 Days OSS		-	-
*DOC	SESIR Disruption on Campus	3-5 Days OSS, RLW, ALT	5-10 Days OSS, RLW, DIS, PCN, RTI, ALT	5-10 Days OSS, RLW, ALT	-	-
*DRD	SESIR Drug Distribution	5-10 Days OSS, ALT (auto), RLW	-	-	-	-
FA	False Accusation	3-5 Days OSS, PCN, ALT	5-10 Days OSS, ALT	-	-	-
*FIT	SESIR Fighting	3-7 Days OSS, CFR	5-10 Days OSS, CFR, BCM, DIS, PCN	5-10 Days OSS, ALT		
*OMC	SESIR Other Major	3-5 Days OSS, ALT, RLW	5-10 Days OSS, ALT, RLW	-	-	-
*PHA	SESIR Physical Attack	3-5 Days OSS, RLW	5-10 Days OSS, RLW, PCN, DIS, ALT	5-10 Days OSS, RLW, ALT		
*ROB	SESIR Robbery	5-10 Days OSS, RLW, ALT	5-10 Days OSS, RLW, ALT	-	-	-
*SXA	SESIR Sexual Assault	5-10 Days OSS, RLW, ALT	5-10 Days OSS, RLW, ALT	-	-	-
*SXB	SESIR Sexual Battery	5-10 OSS, RLW, ALT	-	-	-	-
*TRE	SESIR Threat	3-7 Days OSS, RLW, Conduct Threat Assessment	5-10 Days OSS, RLW, PCN, RTI, DIS, ALT Conduct Threat Assessment	5-10 Days OSS, RLW, ALT Conduct Threat Assessment	-	-
WC	Weapon-Like Contraband	3-10 Days OSS, RLW, ALT, DIS Consider Threat Assessment	5-10 Days OSS, RLW, ALT, DIS Consider Threat Assessment	-	-	-
*WPO	SESIR Weapon Possession or Use	5-10 Days OSS, RLW, ALT Conduct Threat Assessment	-	-	-	-

SECTION 6 PROCEDURES RELATING TO DISCIPLINARY ACTIONS

Each school and classroom in the school District of Manatee County is required to develop their own behavior plans, which support the unique needs of their students, families, and communities. Common disciplinary actions at each school may include, but not be limited to the following:

Loss of Privilege
For a specified period of time, you may lose a privilege on campus. These privileges include, but are not limited to, parking, use of technology, extracurricular activities, and assemblies.

Disciplinary Probation/ Check-in/Check-out
For a specified period of time, you are assigned to report frequently to a staff member who will assist in monitoring your adjustment to the school situation.

Detention/Extra School
□ou report to an assigned location at your school for a specified period of time before or after school for supervised study hall activities. Extra school is not intended to interfere with your regular class schedule.

Fine/Restitution
□ou may be given a written citation by the School Resource Officer and required to pay a fine if you are caught smoking or in possession of tobacco. □ou may be required to pay restitution for any damage you may have caused to School Board property.

Student Work Assignments
If your parent and a school administrator agree, the administrator can assign you to a work detail at the school. The principal will decide who will supervise your work.

Saturday School
□ou may be required to attend Saturday School if an administrator has contacted your parent at least twenty-four (24) hours in advance.

In-School Suspension
□ou may be assigned to a specific location at your school during the school day where you will be required to continue your regular academic coursework. This assignment may be for a single period (usually referred to as Time Out), all day, or for multiple days. Time Out may also be used in lieu of detentions when transportation or other issues prevent their assignment.

Classroom Removal
□our teacher may require that you be removed from class if it has been documented that your behavior has seriously disrupted the teaching or learning in the classroom. If you are removed from a class, the principal may place you in another appropriate classroom, in-school suspension, an alternative education program, or the principal may recommend you for suspension or expulsion. □ou cannot be returned to that teacher's classroom unless the teacher consents or a school-based placement review committee has determined that doing so is the best or only available alternative. A decision on whether to return you to the classroom must be made by the teacher or the committee within five days of the removal.

MAJOR DISCIPLINARY ACTIONS

In order to protect the rights of all students and staff, certain procedures are followed with regard to major disciplinary actions. These procedures are developed as suggested or required by law or regulation. School/classroom procedures for administering discipline in areas not covered by these specific procedures are encouraged.

School Bus Suspension

□ou can be denied the privilege of riding a school bus by the principal or designee for up to 10 school days. Suspension from the school bus may be imposed only by the principal or designee by following the procedures for suspension from school.

Out-of-School Suspension

□ou have the right to attend school and have an opportunity to learn. □ou may lose that right if you violate the District Code of Student Conduct or a school rule. □ou lose the right to attend school by being suspended or expelled. □ou can be suspended from school for up to ten (10) days at a time. If you are suspended you cannot be on school grounds or on any Manatee School District property, nor can you attend any school activities. □ou cannot be suspended for skipping class or school or for excessive tardiness. However, you may be suspended for failure to serve consequences assigned for skipping or tardiness.

OUT-OF-SCHOOL SUSPENSION Q & A

Q. Who can suspend you?

A. The principal or someone designated by the principal can suspend you.

Q. How long can you be suspended?

A. □ou can be suspended from school for one school day or up to ten (10) school days. School principals or designees may not impose suspensions of undefined lengths, pending a parent conference or other stipulations.

Q. What happens before a suspension?

A. When the principal or designee becomes aware that a student may have broken a rule in the District Code of Student Conduct or a school rule, he or she will investigate by talking to students, teachers or others who may know something about what happened. Even if you are not one of the students who may have broken the rule, the principal or designee may talk to you as part of the investigation. After talking to people who were involved or witnesses, the principal or designee will determine who he or she thinks broke a rule.

Q. What if the principal or designee determines you broke a rule?

A. As soon as possible, the principal or designee will talk to you and tell you that you are accused of breaking a rule in the District Code of Student Conduct or a school rule. □ou also will be given written notification, such as a disciplinary referral, which tells you the same thing. □ou will be told why it is believed that you have broken the rule. After this happens, you should know what you are accused of doing and what evidence there is that supports the accusations.

Q. What happens next?

A. □ou will then have an opportunity to tell the principal or designee your side of the story. □ou can ask that he or she talk to someone you think may know something about what

happened. You can give the principal or designee a written statement to read. After listening to you and reading anything you have provided, the principal or designee may talk to the people you named and anyone else who might have knowledge about the situation, as may be appropriate in the opinion of the principal or designee. After that, the principal or designee will decide if you have broken a rule in the District Code of Student Conduct or a school rule. If he or she decides you have broken a rule, the principal or designee will then determine whether you should be suspended from school, and if so, for how long. You will be told about this decision.

Q. Will my parents know?

A. Prior to the beginning of the suspension, the principal or designee will attempt to telephone your parents and let them know about the suspension. If your parents cannot be reached by telephone, then the principal or designee will record the dates and times contact was attempted. Also, within 24 hours of the decision, a letter will be mailed to your parents informing them of the suspension. If you or your parents claim you did not receive the letter, it will not change the suspension. You will be given another copy of the letter if you request one.

Q. Can you appeal a suspension?

A. You can request the principal reconsider the evidence and decision. However, the principal's decision to suspend a student is final.

Q. How do I make up my work while on suspension?

A. You are encouraged to remain current with all class assignments but are required to obtain your work. The following means are available: 1. Ask fellow students to obtain the class work for you. 2. Contact your teacher via email or phone. 3. Access teacher websites or weekly assignment sheets, if available.

All makeup work is due on the day of your return from suspension. In the case of in-class activities such as labs, tests, quizzes, class projects, etc., the teacher will determine a reasonable amount of time for assignments to be completed.

Disciplinary Reassignment

The School District of Manatee County offers an alternative program for students who struggle with behavioral issues in their current setting or create a concern for the safety of others. Pursuant to School Board policy, the Superintendent of Schools or designee may decide to reassign you, if it is determined to be in your best interest, or the best interest of the school. If your actions create a concern for the safety and welfare of any student or staff member or substantially interferes with the safe and orderly operation of a school, you are eligible for reassignment to an alternative program under the School Safety reassignment process, regardless of any current or past patterns of behavior. These acts would normally involve infractions such as battery on a school board employee, causing substantial injury or mental distress to others, threats to commit acts of violence, sexual misconduct, weapon or drug-related behaviors, or any variety of criminal acts committed on a school campus. Likewise, being charged with an off-campus criminal act by law enforcement, which creates a concern for the safety and welfare of students or staff, or which substantiates a pattern of unsafe behavior may result in a School Safety reassignment, per ss 1006.09, 1006.147, and 1006.13.

□ou may also be referred for a School Safety Reassignment to the alternative program for persistent behaviors which substantially disrupt the learning environment and are not mitigated through school-based interventions. Such behaviors may include interfering with instruction□the use of profane or offensive language or gestures□disrespect towards school staff□defiance of school staff□theft, destruction, or improper use of school equipment□possession of contraband or prohibited items□or continually being out of area. □ou may also be referred for reassignment for patterns of behavior which substantially interfere with the educational rights of other students. These behaviors may include acts such as bullying, harassment, extortion, threats, theft, fighting, or any conduct which is disruptive to the orderly educational process in the classroom.

If you are assigned to an alternative program for disciplinary reasons, you cannot be present on any other school grounds or on any Manatee School District property at any time. If you have been reassigned to an alternative program for disciplinary reasons, you may instead choose to attend another school outside the district. However, your academics, attendance, and behavior must be evaluated in a physical setting with peers in order to return to any Manatee County school. Virtual or purely online programs are not an acceptable alternative without specific review and authorization from the district office of Drop-Out Prevention and Alternative Programs.

Expulsion

□ou can be expelled (excluded) from school by the School Board for the remainder of a school term or school year and one additional year of attendance. During the time you are expelled, you may or may not receive educational services. Students who commit violent acts that involve the use of a firearm as defined in the Code of Student Conduct will be expelled, with or without educational services. All other students will be evaluated on a case-by-case basis and where possible, recommendations for diversionary or intervention programs will be made in lieu of arrest or expulsion.

EXPULSION AND DISCIPLINARY REASSIGNMENT Q & A

If you are found to be guilty of a severe breach of conduct or are guilty of continuing misconduct, the principal or designee may suspend you for up to 10 days after following the suspension procedures and recommend to the Superintendent or designee that you should be expelled or reassigned to another school or program. All alternative placements and expulsion recommendations for students with disabilities are made by the appropriate IEP or 504 team.

Q. What happens if the principal recommends reassignment to another school or program?

A. The principal will refer the case to the Office of Drop-Out Prevention and Alternative Programs to determine whether it should move forward or be declined. If approved, you will either be directly assigned to another school or program or have your case go before the School Safety Reassignment Committee for deliberation. Any vote by the committee will be the recommendation made to the Superintendent or designee. Should you be reassigned, you will be provided information concerning the school or program and instructions on how to enroll.

Q. What is the School Safety Committee?

A. A group of district and school administrators which evaluate the facts of each case and the student's history to make recommendations for reassignment to an alternative program. The Committee is additionally charged with evaluating the interventions attempted by the school, prior to the reassignment referral being submitted.

Q. Can the recommendation of the committee be appealed?

A. You may appeal the decision to the Office of Alternative programs and Drop-out Prevention. Facts of the case must be appealed to the principal if the reassignment referral is being forwarded by the school for on-campus behavior.

Q. What happens if my principal recommends expulsion?

A. Your principal may recommend an expulsion to the Director of Student Services. The Director will in turn listen to the facts of the case and make a recommendation to the Superintendent. However, only the School Board can expel a student. If the Superintendent agrees with the recommendation, the District General Counsel or designee will inform your parents in writing about the recommendation and why expulsion is being recommended. The notice will additionally inform your parents they can request a hearing.

Q. What happens if my parents do not request a hearing?

A. The School Board will take final action on the recommendation for expulsion without a hearing. By not requesting a hearing, you are admitting that you did what you were accused of doing.

Q. What happens if I request an expulsion hearing?

A. The School District General Counsel will notify you when and where the hearing will be conducted. The Office of Dropout Prevention and Alternative Programs will inform your parents of the procedures involved and your procedural rights. At the hearing, the General Counsel, on behalf of the Superintendent, presents the evidence in support of the recommendation for expulsion. You, your parents, your attorney or other qualified representative will be permitted to cross examine witnesses and offer evidence on your behalf, including your testimony. The cost of your attorney will be your parent's responsibility. Your parents may elect to have the hearing open or closed to the public.

Q. What procedures govern the expulsion hearing?

A. The expulsion hearing is governed by sections 120.569 and 120.57(2), Florida Statutes. A copy of those sections will be provided to you upon request.

Q. What happens after the expulsion hearing?

A. The School District General Counsel will submit to the School Board a recommended order consisting of findings of fact, conclusions of law, and a recommendation on the expulsion. You, your parents, or your attorney will have an opportunity to submit written objections to the

recommended order. The School Board is limited on what it can do with respect to the recommended order by section 120.57 (1), Florida Statutes.

Q. Who makes the final decision to expel me?

A. The School Board will make the final decision on whether you should be expelled and if so, for how long. The School Board will also decide if you will receive educational services during your expulsion. □our parents may elect to have the School Board meeting open or closed to the public.

Q. How long can the School Board expel me?

A. □ou can be expelled for the remainder of the current school year and one additional school year. A student who is serving an expulsion during the last semester of his or her senior year may not participate in the graduation ceremony.

Q. Can I appeal the School Board's decision to expel?

A. □ou can appeal the School Board's decision to the Second District Court of Appeal in Tampa. □ou must do so within 30 days of the time you are expelled□you may or may not receive educational services.

Felony Arrests

Students are required to self-report any felony arrest to their principal within 48 hours of the arrest. An arrest that would be a felony if the student were an adult must also be self-reported. The principal will review information about the arrest to determine, after conferring with the Executive Director of School Management, whether the student should be suspended from all extracurricular activities and possibly suspended from school or reassigned to an alternative placement. Failure to self-report such an arrest may result in suspension from all extracurricular activities for a minimum of one calendar year and suspension from school or reassignment to an alternative placement.

Extension of Ten-Day Suspension

If the principal suspends you for 10 days, the Superintendent may extend your suspension until the outcome of the criminal charges that have been filed against you. During your suspension, pending the outcome of the criminal charges, you will be assigned to an alternative educational program.

Criminal Victimization

In accordance with F.S. 1006.13, students who are found to have committed certain felony offenses against another student are prohibited from attending the same school or riding on the same school bus with the victim or the victim's siblings. According to F.S. 1006.13(5)(d), "The offender, or the parents of the offender if the offender is a juvenile, shall arrange and pay for transportation associated with or required by the offender's attending another school or that would be required as a consequence of the prohibition against riding on a school bus on which the victim or a sibling of the victim is riding. However, the offender or the parents of the offender may not be charged for existing modes of transportation that can be used by the offender at no additional cost to the District School Board."

Corporal Punishment

The use of corporal punishment is prohibited. This prohibition extends to parents or guardians on school grounds.

REPORTS TO LAW ENFORCEMENT AGENCIES

The School Board views disruptive and criminal acts, and those which may affect the health, safety and welfare of, or pose a legitimate threat to those on a school campus, as extremely serious in nature. In addition to disciplinary action administered at the school level, certain acts are expected to be reported to law enforcement as required by the State Attorney Office. The actions of law enforcement do not dictate the corrective measure enforced by the school.

LIMITED ROLE OF LAW ENFORCEMENT

To help avoid the unnecessary criminalization of our students, law enforcement action should be limited to situations when it is necessary to protect the physical safety of students and staff or appropriate to address criminal activity. Law enforcement involvement should not be requested in a situation that can be safely and appropriately handled by a school's internal disciplinary procedures.

THE COACH AARON FEIS SCHOOL GUARDIAN PROGRAM

Like law enforcement, school guardians hired through the Coach Aaron Feis School Guardian program in Manatee County are in place to help ensure the physical safety of our students, staff, and school community. School guardians are not to be involved in student discipline matters unless it is a matter of safety. School guardians additionally have no authority to act in any law enforcement capacity, except to the extent necessary to prevent or abate an active assailant incident.

REPORTS TO DEPARTMENT OF CHILDREN AND FAMILIES (DCF)

All employees of the District have the responsibility to report all actual and suspected cases of child abuse, abandonment or neglect. They also have the responsibility to comply with child protective investigations and all other provisions of law related to child abuse, abandonment or neglect. All employees of the District shall have immunity from liability if they report such cases in good faith. Abuse is defined as "any willful act or threatened act that results in any physical, mental, or sexual injury or harm that causes or is likely to cause the child's physical, mental or emotional health to be significantly impaired."

REFERRALS TO MENTAL HEALTH AGENCIES

If you present a concern for the safety of others, due to your actions or words, as determined by your school or district administration, law enforcement, or a threat management team, you will be referred for mental health services, per F.S. 1012.584. These services may be provided on campus or through off-campus mental health providers that partner with our district. In the event you present an immediate concern for the safety of yourself or others, the Marchman or Baker Acts may be enacted (see Page 4) to ensure an appropriate mental health examination and intervention(s) occur. This may result in an involuntary examination and removal from campus, pursuant to F.S. 394.463. Such contact may be in person by a mental health professional or using telehealth as defined in F.S.456.47.

SELF-REPORTING UPON INITIAL REGISTRATION

Upon initial registration in any district school from another district, state, charter, home or private school, you are required per F.S. 1006.07 to self-report any previous school expulsions, prior arrests resulting in charges, Juvenile Justice actions, and referrals to mental health services. You are also required to report any placements in an alternative setting for disciplinary or safety reasons. Students found to have been expelled or placed in an alternative program in lieu of expulsion from another school or district may serve any remaining duration of the original

expulsion as outlined in F.S. 1006.07.

DISCIPLINE FOR STUDENTS WITH DISABILITIES (SECTION 504 AND IDEA)

If you are an IDEA or Section 504 eligible student and have an Individualized Education Plan (IEP) or Section 504 Plan, you are expected to comply with the District Code of Student Conduct and school rules just like any other student. If you violate the District Code of Student Conduct or school rules, you are subject to discipline just like any other student. There are, however, some special rules dealing with suspensions, assignments to alternative programs, and expulsions.

Q. How are In-School Suspensions handled?

A. If a student with a disability receives an in-school suspension, the student's IEP or Section 504 Plan will continue to be in force. An in-school suspension is not considered an out-of-school suspension if the IEP or Section 504 Plan is followed.

Q. Can a student with a disability receive an out-of-school suspension?

A. Yes. A student with a disability may be suspended from school just like any other student and will not receive any educational services during the suspension.

Q. Can a principal use other forms of discipline with a student who has a disability?

A. Yes. A principal or designee may use any other form of in-school discipline when dealing with a student with a disability who has violated the District Code of Student Conduct or a school rule, provided that non-disabled students are disciplined the same way. Such discipline actions may include detentions, in-school suspension, extra school, Saturday school, or exclusion from extracurricular activities or field trips.

Q. What happens when a student with a disability reaches ten days of Out-of-School Suspension?

A. School personnel familiar with the student and the student's IEP or Section 504 Plan will meet with the parents as a team. For both IDEA and Section 504 eligible students, this team will determine if the student's disability is causing the misconduct (Manifestation Determination) and whether changes to the IEP or Section 504 Plan are necessary. For the IDEA eligible student, this team will also ensure a current Functional Behavioral Assessment (FBA) and a Behavior Intervention Plan (BIP) are in place, or recommend changes to either document.

Q. Can a student with a disability be reassigned to another school?

A. Yes. A student with a disability may be reassigned to another school, provided certain conditions are met. Students with disabilities may be reassigned to an alternative program for persistent disruptive behavior, only if that behavior is determined to not be substantially related to or caused by their disability and a current FBA and BIP are in place. Students may be also reassigned to an alternative program for behavior which represents a concern for the safety of other students or staff or the orderly operation of a school. If committed on campus, these acts must also not be substantially related to or caused by the student's disability.

Q. If a student with a disability has a weapon, illegal drugs or causes serious bodily injury to someone, what disciplinary actions may be taken?

A. When a student with a disability commits one of these infractions at school or at a school-

related function, that student may be subject to the same administrative action and for the same length of time as a non-disabled peer - provided the behavior is determined to not be a manifestation of their disability. Even if the behavior is determined to be a manifestation of the student's behavior, he or she may be removed to an interim alternative educational setting for not more than forty-five (45) school days. Such placement does not require parent consent.

Q. Who determines the interim alternative educational setting (IAES)?

A. The IAES will be determined by the IEP or Section 504 Plan team.

Q. May a student with a disability be expelled?

A. Yes, but only if services are provided by the district.

Q. May a student with a disability be suspended from the bus?

A. Yes. Students with disabilities may be suspended from the bus just as any other student. Responsibility for transporting the student to school would then fall to the parent. However, any days missed during the bus suspension will be counted as an Out-of-School Suspension, unless the parent excuses or documents the absence.

Q. If transportation is a related service identified on the IEP or Section 504 Plan, may a student with a disability be suspended from the bus?

A. Yes. If transportation is a related service identified on the student's IEP or Section 504 Plan, and suspension or expulsion from the bus is recommended, then the bus suspension will be counted as an Out-of-School Suspension if the student is not in attendance.

Q. May a parent or guardian record an IEP meeting?

A. Yes. A parent, authorized representative of a parent, or IEP team member is permitted to record the meeting. He or she must use his or her own recording device and the District will obtain its own recording of the meeting. The District is under no obligation to provide the parent with a transcription of the recording the District obtains on its own equipment. If the District audio records an IEP Team meeting, the resulting recording shall become a part of the student's educational record and will be maintained in accordance with State and Federal law.

ENGLISH LANGUAGE LEARNERS

English Language Learners (ELLs) are not to be subjected to disciplinary action exclusively because of their use of a language other than English. However, all School District of Manatee County students, regardless of their ability to speak English, are governed by the Code of Student Conduct.

SECTION 7 MISCELLANEOUS

CRISIS PROTOCOL

Providing a safe and secure environment for our students to learn is the top priority of the School District of Manatee County. Measures have been taken to ensure our staff and students are prepared in the event a crisis situation occurs in one of our schools. A comprehensive Crisis Management Plan has been created to guide our staff through a wide variety of situations. Fire drills, tornado drills, lock-down drills, and shelter-in-place drills are practiced at each site to ensure

routines and safety procedures are well established and familiar to all.

In a shelter-in-place, all school doors will be locked and regular classroom instruction continues behind the locked doors. In a lock-down, all school doors are locked and all students and staff are out of view. Classroom instruction is discontinued.

What parents need to know during either crisis:

a. Please DO expect to be notified with a special parent advisory sent home from the school and/or with a telephone message from our telephone notification service when the school is able to provide accurate information and/or the incident is resolved.
b. Please DO cooperate with school and/or district directives.
c. Please DO consult local media for regular updates about the incident. Listen for information updates on local radio and television stations. □ou may be directed to an off-campus parent staging area for the latest information regarding a campus crisis.
d. Please DO NOT call the school because phone lines will be needed for emergency communication.
e. Please DO NOT call your child's cell phone because cell phones are not to be used during a crisis.
f. Please DO NOT go to the school if a crisis situation should occur. Roads are closed, doors are locked and campuses are off-limits to anyone other than authorized personnel.

Pursuant to F.S. 120.54, in the event of an emergency, the Superintendent or the School Board can enact additional rules governing student conduct which shall be enforced as included in this Code of Student Conduct.

Unannounced Lock-down Drills

The principal may conduct unannounced lockdown drills from time to time and will inform parents after the fact about the drill by way of automated telephone calls.

STUDENT AND FAMILY REUNIFICATION PLAN

In case of a school emergency or a natural disaster, you need to be aware of our school's plan for releasing your child. First and foremost, remain calm. Remember, it is our primary concern that students remain safe at all times, and there is a plan for an orderly dismissal and release of our students. When you learn your child's school is in a lockdown situation or any other emergency situation, do not call the school and do not come to the school. Staff will be very busy during an emergency and will not be able to attend to the safety of your children if they have to answer your phone calls. If you come to the school during an emergency, in all likelihood you will not be allowed into the school or even into the inner perimeter set up by emergency responders. The presence of hundreds of parents showing up on the scene will hinder the efforts of emergency responders, which in turn may jeopardize the safety of your child. Instead, if the situation warrants the release of students, direct notification to your listed emergency contact numbers as well as the use of local news media will provide instructions on when and where the release will take place. Students may be bused to an off-site location for their release to parents.

Once an "all clear" is given at the school, and if there is a need to release students for the day, the Student and Family Reunification Plan will be put into place. For the safety of every child, we must document to whom each child is released. Students will only be released to a parent, guardian, or childcare personnel as designated on your child's school *Contact, Medical, and Emergency Form*. When you arrive at the facility where students will be released, proceed to the designated area and plan to do the following:

- Fill out a Student Release Form.

- Present photo identification.
- Move to the Student release area and wait for your child.
- A runner will go to the assembly area, get your child, and bring him or her to the release area. Be prepared to show your ID again.
- Sign for the student and depart.

REMINDER: Your child will be released only to those listed on the *Contact, Medical, and Emergency Form*. It is therefore imperative you keep information on your child's *Contact, Medical, and Emergency Form* up to date, including your cell phone number or other emergency contact information. Please note that if for any reason your child is not picked up, he or she will be placed in an alternate place of safety. These procedures should be shared with everyone you list on the *Contact, Medical, and Emergency Form* so they are familiar with our plan and these concerns. If you have any questions about the Student and Family Reunification Plan, contact your child's school principal.

REGISTER YOUR EMERGENCY CONTACT INFORMATION TODAY!

The school district, in cooperation with TIFF (To Inform Families First) urges you and your family to register your emergency contact phone numbers TODA□. 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 - EMERGENC□ CONTACT INFORMATION

For more information on this important initiative click on:

www.toinformfamiliesfirst.org

ELECTRONIC EQUIPMENT

Students may possess cell phones and other non-district issued electronic items at school, on buses, and at school functions provided that during school hours cell phones are silenced and concealed. The devices shall not be used during the school day unless your school has adopted a process for further allowing or restricting the use of personally owned electronic devices. Pursuant to Section 1006.07, Florida Statutes, a student may not use a wireless communication device during instructional time, except when expressly directed by a teacher, solely for educational purposes. A teacher shall designate an area for wireless communications devices during instructional time." Absent such permission, teachers or other school staff may confiscate your electronic device, per
F.S. 1006.07. These electronic devices include, but are not limited to, the following:

- music playback or streaming devices
- camera
- cellular phone (including the camera that may be part of the phone)
- video or digital recorder
- video gaming devices

- computer or tablet (unless specifically authorized for academic purposes)
- Smartwatches or other smart devices when used as a cellular device
- Earbuds or headphones

Violations of the cell phone policy will be handled in accordance with the SCC and may results in confiscation of said device. Refusal to surrender the device will be considered defiance and will result in appropriate administrative action. If the item is not picked up by July 1 following the end of the school year, the item will be deemed abandoned. Each school will determine what to do with abandoned items. Neither the school nor school staff members are responsible for any such items if they are lost, stolen, broken or damaged.

A student may not electronically record any SDMC employee or facility without written or explicit permission. This does not apply to school-sanctioned events or activities that may warrant such recording. Additionally, students may not post to the Internet recordings of fighting, acts of bullying, assault, or battery, whether staged or real – regardless of time or location.

During any district, state, or federally required assessment administration, if you are found with an electronic device that reproduces, transmits, calculates, or records (e.g., a cell phone, camera, or calculator) in your pocket, at your desk, or within your reach during testing, your test will be invalidated. Additionally, the device will be confiscated, and you will be disciplined.

If school officials have reasonable suspicion that electronic items contain criminal activity, the device may be provided to law enforcement.

TECHNOLOGY AND INTERNET SAFETY POLICY

Technology is an integral part of your educational experience and must be used in a way that is consistent with the goals of the School District of Manatee County (SDMC). Technology includes, but is not limited to, computers, tablets, other electronic devices, software, email, the Internet, and other network resources. □our use of technology is a privilege and you are responsible for using it appropriately. This includes use of district technology while off school property. The following are improper uses of technology:

a. Photographing, recording, or using images of any person without their knowledge or consent.
b. Accessing pornographic or obscene images, language or materials, including screen savers.
c. Transmitting any material in violation of federal, state, local law, School Board policy, regulation, or the District Code of Student Conduct. This includes but is not limited to: copyrighted material□threatening, obscene or pornographic material□test questions or answers□student work products□trade secrets□and computer viruses or malware.
d. Using technology for commercial activities unless explicitly permitted by the School Board.
e. Modifying the original SDMC pre-set software image including, but not limited to: loading software applications not authorized by SDMC□changing the computer name□changing or removing operating system extensions□altering security/filtering software□altering the pre-loaded operating system or application□or taking apart the computer for access to internal parts.
f. Downloading music, games, or videos at any time on a district computer.
g. Using cellular phones or other wireless communication devices during unauthorized times

of the school day. Cellular phones, tablets, and other electronic devices may only be used on campus before or after school, unless your school has different policy restrictions, or you have permission from an administrator or designee.

h. Using email, instant messaging, texting, web pages or other technology operations to threaten, disrupt, or interfere with the safety and welfare of the school community, including engaging in cyber-bullying, harassment, or "sexting."
i. Gaining or attempting to gain unauthorized access to SDMC networks, computer servers, or data files.
j. Gaining or attempting to gain unauthorized access to non-SDMC networks, computer servers, or data files utilizing SDMC equipment.
k. Using profanity, obscenity, or other language which may be offensive to another person, or reposting personal communications without the author's prior consent, when using computer network access.
l. Downloading or printing any material that deemed inappropriate by the School District.
m. Attempting to log on to the SDMC network or other district-affiliated systems using another's identity or password.
n. Sharing of logins and passwords to the SDMC network.
o. Bypassing or attempting to bypass SDMC filtering software.
p. Unauthorized disclosure, use and dissemination of personal information regarding students, unauthorized online access by students, including hacking and other unlawful activities and access by students to inappropriate matter on the Internet is prohibited.

NOTE: There is no right or expectancy of privacy on District provided or owned technology. School officials may review any information or files on such technology at any time.

Use of Social Media

The School District of Manatee County allows schools, students, teachers and staff to use social media for enhancing classroom learning and communication among members of the SDMC community. our use of District-approved social media platforms must be consistent with all aspects of this Code of Student Conduct and must abide by Section 501.1736, Florida Statutes

For School Board Policies regarding student use of social media, please see Policy 7544 "Use of Social Media," as well as Policy 7540.03 "Student Technology Acceptable Use and Safety." Those policies can be found in the School Board Policy Manual on the School District website at https://www.manateeschools.net/Page/2186. For Student Social Media Guidelines, please visit the "Parents and Students" page of the School District website at www.manateeschools.net.

DISCLAIMER OF RESPONSIBILITY FOR PERSONAL PROPERTY

Although the school attempts to maintain a safe and secure environment, theft and loss do sometimes occur. All personal property in possession of the student should be identified with the student's name. The school disclaims responsibility for any lost, stolen, broken or confiscated property. Parents send and students bring such items to school at their own risk. Students are expected to turn in to the office any found items.

PARENTAL RIGHTS AND RESPONSIBILITIES

The role of parents, guardians, and families is critical to the healthy growth and development of

each of our students. Some of the basic parent rights include:

- To be actively involved in your child's education
- To be treated fairly and respectfully by the school administration, teachers, and other staff
- To access information about the Board's policies and procedures
- To be notified promptly if your child is disciplined for inappropriate or disruptive behavior and informed of the consequences assigned
- To appeal disciplinary actions taken
- To receive pertinent, accurate, and timely information about your child's academic progress, in addition to ways you can help your child succeed in school.

School staff and parents must work together to maximize a student's success at school. We are committed to working with and supporting families and we request parents work with and support us. As a parent you are expected to:

Sign in at the Office
Sign in through the Raptor System when you go to any school and before you go anywhere else on the campus. (You must present your driver's license or official picture identification to be scanned for student safety issues.)

Be Involved
Get to know the people at your child's school by participating in teacher conferences and school-parent activities such as Parent-Teacher Association (PTA)/Parent-Teacher Organization (PTO) meetings and School Advisory Council (SAC) meetings. Be actively involved in the learning process at home and in school, such as volunteering, collaborating with teachers on your child's performance in school, and fostering learning at home by providing your child appropriate assistance and monitoring of homework. Participate in your child's elementary report card conferences, which are scheduled following the first and third quarters of the school year.
School Board Policy 2111 Parent/Family Involvement may be accessed on the district website, or you may request a copy at the district office at 215 Manatee Avenue West, in Bradenton.

Provide Information
Each year provide your child's school your current telephone number, home address, work telephone number and emergency contact number. Parents must immediately notify the school of any changes in contact information.

Support School Rules
Understand and support the rules in this District Code of Student Conduct and talk to your child about them.

Support Dress Code
Teach your child to follow the dress code as outlined in this document. Because school is a place to work and learn, dressing neatly and appropriately for school is very important.

Promote Punctuality
Make sure your child arrives at school on time every day. Parents should be aware that if they live within two (2) miles of their child's school, School District transportation will not be provided unless required as a related service for a student with a disability.

Ensure Your Child's Safety
Ensure your child arrives at school no more than thirty minutes before the start of the school day

and leaves campus no more than thirty minutes after the school day or activity unless you have made special arrangements with a teacher, administrator or a before/after school care program. Supervision will not be provided beyond that time. Supervision for students attending school activities outside the regular school day such as clubs, dances, carnivals, practices and games will be provided 30 minutes before and after the activity. Be aware that school nursing services are not available at extracurricular activities or before or after the school day. It is the parents' responsibility to provide any medical needs for their children before or after the school day.

Comply with Safety Rules
Adhere to school developed, on-site traffic plans for vehicles when bringing students to school or picking them up after school. If your children are walkers or bicyclists, encourage them to follow safety rules and use pedestrian-safety features where available.

Notify School of Absences
Contact the school when your child is absent and explain the reason for the absence. It is recommended you call the day of the absence, but parents do have 48 hours to notify the school. In situations specified in the attendance section, written documentation will be required by the school.

Notify School When You Move
Notify the school principal in writing if you move from the last address you have provided the school. □ou must notify the principal within five days of your move. If you have not moved out of your school's attendance zone, your child may continue at that school and may be entitled to transportation. If you have moved out of your school's attendance zone, in many cases your child may remain in the current school through the rest of the school year, but district transportation will not be provided. If the school discovers you have moved and have not provided notification, your child could be assigned to an alternative school or considered to be "found out of that school's attendance area." This could mean an immediate change of school for your child, and your child could be deemed ineligible for athletics and other activities.

Support School Discipline
Work with school staff members to solve discipline or other problems. □ou should let the school know if something has happened at home that could affect how your child behaves in school.

Provide Correct Student Pickup Information
Be aware that only people whose names and contact information are listed on the Enrollment Form may pick up a student from school during the school day. The enrolling parent should complete the Health Information Card. Identification must be shown to the office staff when someone signs out a student from school.

Pay Damages
Be prepared to pay for any damage done to School Board property by your child. If payment is not made and the amount is substantial, the principal will refer the matter to the Superintendent.

Reimburse School
Pay for lost or damaged books or other teaching materials. Failure to pay may mean no other books or materials will be given to your child, your child will not be able to participate in extra-curricular activities or your child will be required to pay the debt through community service at the

school. The principal will make those decisions.

Per School Board policy, if you cannot afford to pay for instructional materials or a fee that your child has incurred at school, you may submit a letter to the Superintendent seeking a waiver. Please consult School Board policy for the information necessary to request such a waiver.

Know School's Delivery Policies
Contact the school before delivering items for your child. Allowing deliveries to students is at the discretion of each individual school.

Comply with Cell Phone Policy
If you need to reach your child in an emergency during the school day, contact the front office. Pursuant to Section 1006.07, Florida Statutes, "s student may not use a wireless communication device during instructional time, except when expressly directed by a teacher solely for educational purposes."

Know CHOICE Options
If you want your child to attend a different school, visit the Office of Student Assignment and follow the CHOICE Student Assignment Plan procedures or call them at (941) 708-4971.

Know Parental Rights
Be aware that when parents are divorced or separated, both parents have full rights to participate in the child's school activities and to know what is happening at school. The non-enrolling parent will not be allowed to remove the child from school without the permission of the enrolling parent. A non-enrolling parent has the right of access to student records and information unless a court order prohibits such access.

Curricula and Instructional Materials
In accordance with 1006.28(2)(a) and 1002.20(19)(b), F.S. and School Board Policy 2520, parents have the right to learn about their minor child s course of study, to include the source of any supplemental instructional materials. Parents may request a copy of instructional materials from their child's teacher or may purchase certain materials with a written request to the school's principal. For parents who are interested in learning more about the types and nature of extracurricular activities and club offerings, please visit your school's website.

Parents or Manatee County residents who object to the purchase of specific instructional materials on the basis of moral, sexual, religious, or other perceived harms may complete a form available on the district website. The form must be submitted to the Curriculum Department within 30 days of the district adoption of the specific materials. Parents who object to specific content based on sexuality may also withdraw their minor child from those portions of the school district s required comprehensive health education instruction, with a written request to the school principal.

Classroom Transfers
An enrolling parent has the right to request his or her child be transferred to another classroom teacher. **Parents must formally submit the request in writing** and the principal or designee shall approve or deny the transfer within 2 weeks after receiving such a request. If a request for transfer is denied, the principal or designee must notify the parent and specify the reasons for the denial. This provision does not give parents the right to choose a specific classroom teacher.

Classroom and Bus Removals

Per F.S. 1003.04, the parent of each public K-12 student must cooperate with the authority of the student's district school board, Superintendent, principal, teachers, and school bus drivers, according to F.S. 1003.31 and F.S. 1003.32, to remove the student from the classroom and the school bus and, when appropriate and available, to place the student in an alternative educational setting, if the student is disobedient, disrespectful, violent, abusive, uncontrollable, or disruptive.

Healthcare Services

Per Florida's parental bill of rights, at the beginning of each school year, parents will be notified of all healthcare services offered at their child's school and provided with the opportunity to individually consent to or decline each service. Please visit your child's school website for further information.

PUBLIC NOTICES

The Family Educational Rights and Privacy Act (FERPA), affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

The right to inspect and review the student's education records within 30 days of the day the School receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

The right to request amendment of the student's education records that the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the school to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff) a person serving on the School Board a person or company with whom the school has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist) a parent or student serving on an official committee, such as a disciplinary or grievance committee or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials

of another school in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with requirements of FERPA. The name and address of the Office that administers FERPA are:

FAMIL□ POLIC□ COMPLIANCE OFFICE
U.S. DEPARTMENT OF EDUCATION
400 Maryland Avenue,
SW Washington, DC 20202-8520

Annual Notice: Students with Disabilities

Parents have the right to:

a. Have your child take part in, and receive benefits from, public education programs without discrimination due to his/her disabling condition(s).
b. Receive prior notice with respect to identification, evaluation, or educational programming for your child.
c. Have your child receive a free appropriate education.
d. Have your child receive educational services in facilities which are comparable to those provided to non-handicapped students.
e. Examine your child's educational programming decisions made, based on a variety of information sources and by persons who know the student and who are knowledgeable about the evaluation data and placement options.
f. Have transportation provided to and from an alternative placement setting (if the setting is a program not operated by the district) at no greater cost to you than would be incurred if the student were placed in a program operated by the district.
g. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by the district.
h. File a local grievance with the local school district's grievance officer.
i. File a complaint with the Office for Civil Rights (OCR).
j. Take action through Civil Court.
k. Be represented by an attorney or legal counsel.
l. Request an impartial hearing regarding district decisions concerning the identification, evaluation, or educational programming for the students. The parent/guardian and their legal representative will have full opportunity for participation.
    - The hearing request must be made to the Superintendent of the District.
    - The hearing will be held by an impartial hearing officer qualified to hear 504 proceedings.

Notification of Student Social Security Number Collection and Usage

In compliance with Florida Statute 119.071(5), this statement provides notification of the purpose for the collection and usage of student social security numbers by the School District of Manatee County. According to F.S.1008.386, When a student enrolls in a public school in this state, the district school board shall request that the student provide his or her social security number and shall indicate whether the student identification number assigned to the student is a social security

number. However, a student is not required to provide his or her social security number as a condition for enrollment or graduation. A student satisfies this requirement by presenting to school enrollment officials his or her social security card or a copy of the card. The Department of Education shall establish a process for assigning a Florida student identification number to each student in the state, at which time a school district may not use social security numbers as student identification numbers in its management information systems. The Commissioner of Education shall assist school districts with the assignment of student identification numbers to avoid duplication of any student identification number.

Service Animals

Subject to specific guidelines, certification, and authorization by the School District of Manatee County, students with disabilities or other medical issues are permitted to have service animals accompany them during the school day. Service animals are individually trained to do work or perform tasks for people with disabilities. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, alerting people to the presence of potentially deadly food allergens, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties. Please contact your school administration for initiating the process of using a service animal in any Manatee County school.

Military Transfers

Priority is given to the dependent children of active duty military personnel transferring to the School District of Manatee County. Military transfer priority is granted only at the time of the initial military transfer to the district and does not apply to future county-wide program application periods. By state law, dependent children of active duty military personnel transferring into the district are given first priority for placement at the time of their initial transfer. Students who participated in special programs and extracurricular activities at their transferring schools will be given priority access to the same programs and extracurricular activities when available (Florida Statute 1003.05).

Notification of Availability of School Public Accountability Report

The annual school public accountability report is available online through the Florida Department of Education. Please visit the site and select Manatee County, then the appropriate school.

Video Surveillance on School District Property

In order to maintain a safe environment for students, staff and the public, and to control vandalism and criminal activity on School District property, the District has installed and will utilize video surveillance systems on School District property, including school buses. Any activities recorded on the video cameras may be used for school discipline or for law enforcement purposes. Federal and state law governs disclosure and use of video material, and such material could become part of a student's record. Requests for school videos are exempt under Florida Statute as well as FERPA -34 CFR s. 99.12, unless under a subpoena.

Student Identification

ou must have your student ID on you at all times when you are on a school campus or on any district bus. If your school requires you to wear or otherwise display your student ID, then you

must follow all procedures pursuant to that rule. You must also display your student ID and have it scanned, each time you board a district bus.

Pledge of Allegiance

F.S. 1003.44 requires the Pledge of Allegiance be recited at the beginning of each school day. When the national anthem is played or the pledge is recited, students and all civilians shall stand at attention, men removing the headdress, except when such headdress is worn for religious reasons. When the pledge is recited, students shall stand with the right hand over the heart. With a written request by a student's parent or guardian, a student will be excused from reciting the pledge, including standing and placing the right hand over his or her heart. When the pledge is given, unexcused students must show full respect to the flag by standing at attention. When the Junior Reserve Officer Training Corps (JROTC) Color Guard presents the colors for the national anthem or Pledge of Allegiance at a school or district function, the audience is asked to rise before the procession begins from the back of the room. The audience remains standing after the pledge or anthem and during the entire time the Color Guard walks to the back of the room. The audience remains standing until the Color Guard is dismissed.

Moment of Silence

Per FS 1003.45, the principal of each public school shall require teachers in first-period classrooms in all grades to set aside at least 1 minute, but not more than 2 minutes, daily for a moment of silence, during which students may not interfere with other students' participation. A teacher may not make suggestions as to the nature of any reflection that a student may engage in during the moment of silence. Each first-period classroom teacher shall encourage parents or guardians to discuss the moment of silence with their children and to make suggestions as to the best use of this time.

The Hope Scholarship Program

If you have been subjected to a range of violent incidents on campus, to include battery, harassment, hazing, bullying, kidnapping, physical attack, robbery, sexual offenses, assault, threat, intimidation, or fighting, your parents may choose to withdraw you from your zoned school and enroll you in another public school that has capacity, or to request a scholarship to attend an eligible private school. Requests for scholarships to participating private schools is on a first-come, first-serve basis and is subject to available funding and other restrictions, per F.S. 1002.40.

Entering Areas Intended for the Opposite Sex

Based upon legislative changes in the law, if you enter an area on campus designated for the opposite biological sex and refuse to immediately leave when asked, there may be a criminal penalty for students age 18 and above under F.S. 553.865. In addition, school discipline can be imposed for all students as outlined in the appropriate grade-level matrix for entering areas on campus designated for the opposite biological sex that will also include defiance. Schools will work with students who have privacy concerns for reasonable accommodations for an undesignated bathroom.

PUBLIC NOTICES WITH PARENTAL OPT-OUT PROVISIONS

Directory Information/Photographs/Publications

FERPA also requires that the School District, with certain exceptions, obtain written parental consent prior to the disclosure of personally identifiable information from a child's education

records. However, the School District may disclose appropriately designated "directory information" without written consent, unless the parent has advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the School District to include this type of information from a child's education records in certain school publications. Examples include:

- A playbill, showing a student's role in a drama production
- The annual yearbook
- Honor roll or other recognition lists
- Graduation programs and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks and law enforcement agencies. If parents do not want the School District to disclose directory information from their child's education records without prior written consent, they must notify the District in writing by September 15 of each year or within 30 days of receiving this annual notice. The School District has designated the following information as directory information:

- Student's name
- Electronic mail address
- Photograph or other likeness (with parental consent)
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of athletic team members
- Degrees, honors, and awards received
- The most recent school attended

NOTE: Objecting to the release of directory information may result in your name, photograph and other directory information being excluded from yearbooks, sports programs, and other school publications. Both parents have a right to see the school records of their child unless there is a certified copy of a court order on file at the school that specifically denies the right to access school records. Copies of school records are available for minimal copying charge. If you have any questions about these rights, please contact your school office.

Military Opt-Out Procedures

Under federal law, military recruiters are entitled, upon request, to a list of names, addresses, and telephone numbers of high school students unless you object to such release. **You or your parents must notify your principal in writing if you do not want your name, address and telephone number released to military recruiters without prior written parental consent. This written notification may be submitted at any time and the School District will honor**

the objection from that point forward unless you otherwise provide written notification to your principal. A military opt out form is available on the District web site: www.manateeschools.net. ou may also request a copy of the form at your school's main office.

Higher Education Opt-Out Procedures

Under federal law, institutions of higher learning are entitled, upon request, to a list of names, addresses, and telephone numbers of high school students, unless you object to such release. ou or your parents must notify your principal in writing if you do not want your name, address, and telephone number released to institutions of higher learning without prior written parental consent. This written notification may be submitted at any time and the School District will honor the objection from that point forward unless you otherwise provide written notification to your principal.

Notification of Rights under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding the District's conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

1. Consent before students are required to submit a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education: a. Political affiliations or beliefs of the student or student's parent b. Mental or psychological problems of the student or student's family c. Sexual behavior or attitudes d. Illegal, anti-social, self-incriminating, or demeaning behavior e. Critical appraisals of others with whom respondents have close family relationships

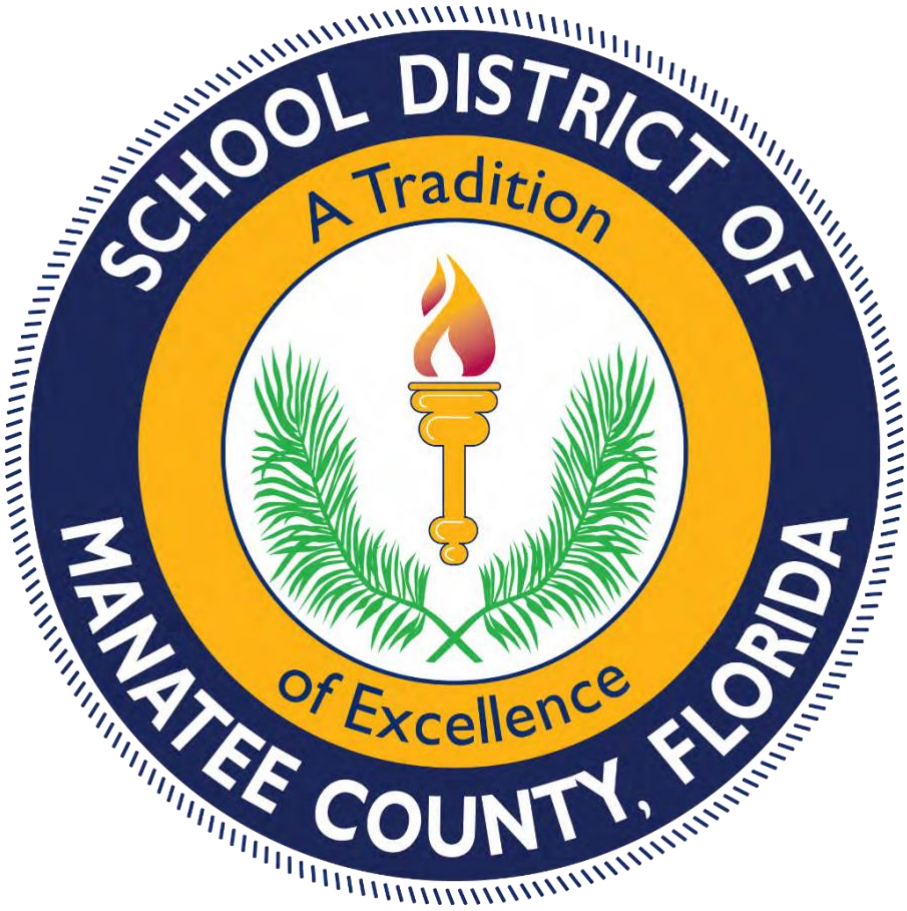
f. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers g. Religious practices, affiliations, or beliefs of the student or parents or h. Income, other than as required by law to determine program eligibility. 2. Receive notice and an opportunity to opt a student out of: a. Any other protected information survey, regardless of funding b. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law c. Activities involving collection, disclosure, or use of personal information that has been obtained to market or to sell or otherwise distribute the information to others and d. In accordance with s. 1002.222(1)(a), the right to opt out of any district-level data collection not required by law. 3. Inspect, upon request and before administration or use, the following: a. Protected information surveys of students b. Instruments used to collect personal information from students for any of the above for marketing, sales, or other distribution purposes and c. Instructional material used as part of the educational curriculum. These rights transfer from the parents to the student who is 18 years old or an emancipated minor under State law. Parents who believe their rights have been violated may file a complaint with: Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202-5901

Code of Conduct Committee Members

We would like to recognize and thank the following members of the School District of Manatee County and our surrounding community for contributing to the development of the 2024-2025 Code of Student Conduct.

Patrick Bartholmew – Director of Safety and Security
Larissa Bennett – School Counselor Coordinator
Dr. Laurie Breslin – Executive Director of Student Support and Family Engagement
Kevin Chapman – Executive Director of Administration
Steven Chronis – District Threat Management Coordinator
Travis Cochran – Assistant Principal, Manatee High School
Ginger Collins – Principal, Southeast High School
Pamela D'Agostino- General Counsel
Michelle Danowski – Assistant Principal, Freedom Elementary School
Ashly Dohme – Assistant Principal, Parrish Community High School
Maria Gil – Assistant Principal, Bashaw Elementary School
Melanie Johnson – Assistant Director of Transportation
Lt. Julio Jordan-Escalona – School Resource Officer
Bill Kelley – Director of Risk Management
Rachel Kendzior – Parent Representative
Ronnie King – Principal, Lincoln Middle School
Dr. Terrance Marshall – Assistant Principal, Electa Lee Middle School
Maribeth Mason – Associate Director, ESE
Colleen Maynard - Assistant Director, Manatee Technical College
Mario Mendoza – Coordinator, Migrant Education
James Mennes – Principal, Mills Elementary
Jennifer Moore – Assistant Principal, Abel Elementary School
Amy Ross Bradl – ESE Teacher, Willis Elementary School
Sharon Scarbrough – Executive Director of Secondary Schools
Dr. Angela Schmitz – Specialist, Neglected and Delinquent
George Schrier- Director of Student Services
Matthew Sevarino – Parent, Southeast High School
Nick Sevarino – Student, Southeast High School
Jacob Sponsel – Assistant Principal, Nolan Middle School

Educating & Developing All Students Today



For Their Success Tomorrow

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ATTACHMENT

H

Southwest Charter Foundation, Inc.

Articles of Incorporation

State of Florida

Department of State

I certify from the records of this office that SOUTHWEST CHARTER FOUNDATION, INC. is a corporation organized under the laws of the State of Florida, filed on September 28, 2001.

The document number of this corporation is N01000006915.

I further certify that said corporation has paid all fees due this office through December 31, 2014, that its most recent annual report/uniform business report was filed on February 28, 2014, and its status is active.

I further certify that said corporation has not filed Articles of Dissolution.

I further certify that this is an electronically transmitted certificate authorized by section 15.16, Florida Statutes, and authenticated by the code, 415A00006078-032615-N01000006915-1/1, noted below.

Authentication Code: 415A00006078-032615-N01000006915-1/1

Given under my hand and the
Great Seal of the State of Florida,
at Tallahassee, the Capital, this the
Twenty-sixth day of March, 2015

Ken Detzner
Secretary of State

State of Florida

Department of State

I certify the attached is a true and correct copy of the Articles of Amendment, filed on March 25, 2015, to Articles of Incorporation for THE LEE CHARTER FOUNDATION, INC. which changed its name to SOUTHWEST CHARTER FOUNDATION, INC., a Florida corporation, as shown by the records of this office.

I further certify the document was electronically received under FAX audit number H15000075089. This certificate is issued in accordance with section 15.16, Florida Statutes, and authenticated by the code noted below.

The document number of this corporation is N01000006915.

Authentication Code: 415A00006078-032615-N01000006915-1/1

Given under my hand and the
Great Seal of the State of Florida,
at Tallahassee, the Capital, this the
Twenty-sixth day of March, 2015

Ken Detzner
Secretary of State

March 26, 2015

FLORIDA DEPARTMENT OF STATE
Division of Corporations

SOUTHWEST CHARTER FOUNDATION, INC.
6245 NORTH FEDERAL HIGHWAY
5TH FLOOR
FT. LAUDERDALE, FL 33308US

Re: Document Number N01000006915

The Articles of Amendment to the Articles of Incorporation for THE LEE CHARTER FOUNDATION, INC. which changed its name to SOUTHWEST CHARTER FOUNDATION, INC., a Florida corporation, were filed on March 25, 2015.

The certification requested is enclosed. To be official, the certification for a certified copy must be attached to the original document that was electronically submitted and filed under FAX audit number H15000075089.

Should you have any question regarding this matter, please telephone (850) 245-6050, the Amendment Filing Section.

Tracy L Lemieux
Regulatory Specialist II
Division of Corporations Letter Number: 415A00006078

State of Florida
Department of State

I certify from the records of this office that SOUTHWEST CHARTER FOUNDATION, INC. is a corporation organized under the laws of the State of Florida, filed on September 28, 2001.

The document number of this corporation is N01000006915.

I further certify that said corporation has paid all fees due this office through December 31, 2025, that its most recent annual report/uniform business report was filed on February 6, 2025, and that its status is active.

I further certify that said corporation has not filed Articles of Dissolution.

Given under my hand and the Great Seal of the State of Florida at Tallahassee, the Capital, this the Nineteenth day of April, 2025

Secretary of State

Tracking Number: 6523299832CU

To authenticate this certificate,visit the following site,enter this number, and then follow the instructions displayed.

https://services.sunbiz.org/Filings/CertificateOfStatus/CertificateAuthentication

H15000075089

Articles of Amendment
to
Articles of Incorporation
of

THE LEE CHARTER FOUNDATION, INC.

(**Name of Corporation as currently filed with the Florida Dept. of State**)

N01000006915

(Document Number of Corporation (if known))

Pursuant to the provisions of section 617.1006, Florida Statutes, this ***Florida Not For Profit Corporation*** adopts the following amendment(s) to its Articles of Incorporation:

A. **If amending name, enter the new name of the corporation:**

SOUTHWEST CHARTER FOUNDATION, INC.

The new name must be distinguishable and contain the word "corporation" or "incorporated" or the abbreviation "Corp." or "Inc." "Company" or "Co." may not be used in the name.

B. **Enter new principal office address, if applicable:**
(Principal office address MUST BE A STREET ADDRESS)

C. **Enter new mailing address, if applicable:**
(Mailing address MAY BE A POST OFFICE BOX)

D. **If amending the registered agent and/or registered office address in Florida, enter the name of the new registered agent and/or the new registered office address:**

Name of New Registered Agent:

(Florida street address)

New Registered Office Address:

(City), Florida (Zip Code)

New Registered Agent's Signature, if changing Registered Agent:
I hereby accept the appointment as registered agent. I am familiar with and accept the obligations of the position.

Signature of New Registered Agent, if changing

H15000075089

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If amending the Officers and/or Directors, enter the title and name of each officer/director being removed and title, name, and address of each Officer and/or Director being added:
(Attach additional sheets, if necessary)
Please note the officer/director title by the first letter of the office title:
P = President; V= Vice President; T= Treasurer; S= Secretary; D= Director; TR= Trustee; C = Chairman or Clerk; CEO = Chief Executive Officer; CFO = Chief Financial Officer. If an officer/director holds more than one title, list the first letter of each office held. President, Treasurer, Director would be PTD.

Changes should be noted in the following manner. Currently John Doe is listed as the PST and Mike Jones is listed as the V. There is a change, Mike Jones leaves the corporation, Sally Smith is named the V and S. These should be noted as John Doe, PT as a Change, Mike Jones, V as Remove, and Sally Smith, SV as an Add.

Example:

X Change	PT	John Doe
X Remove	V	Mike Jones
X Add	SV	Sally Smith

Type of Action (Check One)	Title	Name	Address
1) ____ Change	_____	_____	_____
____ Add			_____
____ Remove			_____
2) ____ Change	_____	_____	_____
____ Add			_____
____ Remove			_____
3) ____ Change	_____	_____	_____
____ Add			_____
____ Remove			_____
4) ____ Change	_____	_____	_____
____ Add			_____
____ Remove			_____
5) ____ Change	_____	_____	_____
____ Add			_____
____ Remove			_____
6) ____ Change	_____	_____	_____
____ Add			_____
____ Remove			_____

H15000075089

H15000075089

E. If amending or adding additional Articles, enter change(s) here:
(*attach additional sheets, if necessary). (Be specific)*

H15000075089

H15000075089

The date of each amendment(s) adoption: MARCH 16, 2015, if other than the date this document was signed.

Effective date if applicable: MARCH 16, 2015

(no more than 90 days after amendment file date)

Adoption of Amendment(s) **(CHECK ONE)**

☐ The amendment(s) was/were adopted by the members and the number of votes cast for the amendment(s) was/were sufficient for approval.

☒ There are no members or members entitled to vote on the amendment(s). The amendment(s) was/were adopted by the board of directors.

Dated MARCH 16, 2015

Signature Ken Haiko

(By the chairman or vice chairman of the board, president or other officer-if directors have not been selected, by an incorporator – if in the hands of a receiver, trustee, or other court appointed fiduciary by that fiduciary)

KEN HAIKO

(Typed or printed name of person signing)

DIRECTOR AND PRESIDENT

(Title of person signing)

H15000075089

H01000103399

FILED
01 SEP 28 AM 9:49
SECRETARY OF STATE
TALLAHASSEE, FLORIDA

ARTICLES OF INCORPORATION
OF
THE LEE CHARTER FOUNDATION, INC.

THE UNDERSIGNED, as incorporator and on behalf of a not-for-profit, non-stock corporation under the laws of the State of Florida, hereby adopts the following Articles of Incorporation:

ARTICLE I
NAME

Section 1.1. The name of the corporation is **THE LEE CHARTER FOUNDATION, INC.,** (the "Corporation").

ARTICLE II
DURATION

Section 2.1. The Corporation shall have perpetual existence unless dissolved pursuant to law.

ARTICLE III
NON-STOCK CORPORATION

Section 3.1. The Corporation shall be organized on a non-stock basis under the Florida Not for Profit Corporation Act and may issue Certificates of Membership.

ARTICLE IV
PURPOSE

Section 4.1. The purposes for which the Corporation is organized is to assist with the establishment, development and administration of charter schools, and to make grants to further elementary, middle and high school educational programs and facilities and other capital needs for such schools providing elementary, middle and high school educational programs through charter schools, and other charitable activities and to distribute the whole or any part of the income therefrom and the principal thereof exclusively for such purposes, either directly or by contributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code and the Regulations issued pursuant thereto (the "Code"), as they now exist or as they may hereafter be amended.

Section 4.2. The Corporation shall have the power, either directly or indirectly, either alone or in conjunction or cooperation with others, to do any and all lawful acts and things and to engage in any and all lawful activities which may be necessary, useful, suitable, desirable or proper for the

Prepared By: Tanya L. Bower, Esq.
FL Bar No. 0093378
Tripp Scott, P.A.
PO Box 14245
Ft. Lauderdale, FL 33302
(954) 525-7500

furtherance, accomplishment, fostering or attainment of any or all of the purposes for which a Corporation is organized, and to aid or assist other organizations whose activities are such as to further accomplish, foster or attain any of such purposes. Notwithstanding anything herein to the contrary, the Corporation shall exercise only such powers as are in furtherance of the exempt purposes of organizations set forth in Section 501(c)(3) of the Code as the same now exist or as they may be hereinafter amended from time to time.

Section 4.3. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, any Director or Officer of the Corporation or any other private individual (except that reasonable compensation may be paid for services rendered to or for the Corporation affecting one or more of its purposes); and no Director or Officer of the Corporation, or any private individual, shall be entitled to share in the distribution of any of the corporate assets on dissolution of the Corporation.

Section 4.4 No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate or intervene in (including the publication or distribution of statements) any political campaign on behalf of or in opposition of any candidate for public office.

Section 4.5. The Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to tax on undistributed income imposed by Section 4942 of the Code or corresponding provisions of any subsequent federal tax laws.

Section 4.6. The Corporation shall not engage in any act of self-dealing as defined in Section 4941(d) of the Code or corresponding provisions of any subsequent federal tax laws.

Section 4.7. The Corporation shall not retain any excess business holdings as defined in Section 4943(c) of the Code or corresponding provisions of any subsequent federal tax laws.

Section 4.8. The Corporation shall not make any investments in such manner as to subject it to tax under Section 4944 of the Code or corresponding provisions of any subsequent federal tax laws.

Section 4.9. The Corporation shall not make any taxable expenditures as defined in Section 4945(d) of the Code or corresponding provisions of any subsequent federal tax laws.

Section 4.10. Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not conduct or carry on any activities not permitted to be conducted or carried on by an organization exempt from taxation under Section 501(c)(3) of the Code or by an organization contributions to which are deductible under Section 170(c)(2) of the Code.

Section 4.11. Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation, exclusively for the purposes of the Corporation in such manner, or

to such organization or organizations organized and operated exclusively for charitable, educational, religious or scientific purposes, as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code (or the corresponding provisions of any future United States Internal Revenue Law), as the Board of Directors shall determine. Any of such assets not so disposed of shall be disposed of by the court having proper jurisdiction in the county where the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE V
MEMBERS

Section 5.1. This Corporation shall have a membership consisting of the Board of Directors of the Corporation serving from time to time.

ARTICLE VI
DIRECTORS

Section 6.1. The affairs of the Corporation shall be governed by a Board of Directors (hereinafter referred to as the "Board"), subject to the restriction that, except as specifically set forth to the contrary in the Bylaws, the exercise of any powers or actions of the Board shall require the approval thereof by a majority vote of the Board present at a meeting at which a quorum of no less than three (3) Directors are present. The affirmative vote of any three (3) Directors shall be necessary for all corporate action requiring a vote of the Board, including, but not limited to the following:

6.1.1. Approval of grants, charitable gifts, transfers, and distributions by the Corporation to other entities.

6.1.2. Adoption of an amendment to the Articles of Incorporation or the Bylaws.

6.1.3. Organization of a subsidiary or affiliate by the Corporation.

6.1.4. Approval of any merger, consolidation or sale or other transfer of all or a substantial part of the assets of the Corporation.

Section 6.2. The initial Board of Directors shall consist of the following members elected in accordance with this Section and the Bylaws:

Name	Address
John A. Murphy, Ed.D.	6711 N. Ocean Boulevard Ocean Ridge, FL 33435
William A. Buzzett, Esq.	216 Forest Street Seagrove Beach, FL 32459
Frank Attkisson	323 Pleasant Street Kissimmee, FL 34741

The Board of Directors may be expanded from time to time by a vote of the Board of Directors in accordance with the Bylaws of the Corporation, provided however the Board of Directors shall not exceed five (5) members.

ARTICLE VII
ADDRESS

Section 7.1. The street address of the principal office of this corporation in the State of Florida is:

6711 N. Ocean Boulevard
Ocean Ridge, FL 33435
Attn: John A. Murphy, Ed.D.

The Board may, from time to time, move its principal office in the State of Florida to another place in this state.

ARTICLE VIII
REGISTERED AGENT AND REGISTERED OFFICE

Section 8.1. The registered agent and registered office of the Corporation shall be:

Name	Address
Edward J. Pozzuoli, Esq.	c/o Tripp Scott, P.A. 110 S.E. 6th Street, 15th Floor Fort Lauderdale, FL 33301

ARTICLE IX
AMENDMENT

Section 9.1. These Articles of Incorporation may be amended in the manner and with the vote provided by law.

ARTICLE X
BYLAWS

Section 10.1. The Board of Directors of this Corporation shall adopt Bylaws for the government of this Corporation which shall be subordinate only to the Articles of Incorporation and the laws of the United States and the State of Florida. The Bylaws may be amended from time to time by the Board of Directors.

ARTICLE XI
INCORPORATOR

Section 11.1. The name and address of the incorporator of this Corporation are as follows:

Name	Address
Edward J. Pozzuoli	110 S.E. 6th Street, 15th Floor Fort Lauderdale, FL 33301

IN WITNESS WHEREOF, the undersigned incorporator has executed these Articles of Incorporation this 28th day of September, 2001.

INCORPORATOR:

Edward J. Pozzuoli

H01000103399

CERTIFICATE DESIGNATING PLACE OF BUSINESS OR DOMICILE
FOR THE SERVICE OF PROCESS WITHIN THIS STATE,
NAMING AGENT UPON WHOM PROCESS MAY BE SERVED

In pursuance of Section 48.091 and Section 617.0501(3), Florida Statutes, the following is submitted in compliance with said Sections:

The Lee Charter Foundation, Inc., desiring to organize under the laws of the State of Florida with its principal office as indicated in the Certificate of Incorporation, at 6711 N. Ocean Boulevard, Ocean Ridge, FL 33435, appoints Edward J. Pozzuoli, Esq. of Tripp Scott, P.A., 110 S.E. 6th Street, 15th Floor, Fort Lauderdale, FL 33301 as its agent to accept service of process within this State.

ACKNOWLEDGMENT:

Having been named to accept service of process for the above-named corporation, at the place designated in this Certificate, I hereby accept to act in this capacity, and agree to comply with the provisions of said Sections relative to keeping open said office.

REGISTERED AGENT:

Date: 9/28/01

Edward J. Pozzuoli

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SECRETARY OF STATE
TALLAHASSEE, FLORIDA

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ATTACHMENT

I

Southwest Charter Foundation, Inc.

501(c)(3) Tax Exempt Status

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: DEC 10 2004

THE LEE CHARTER FOUNDATION INC
9240 BROOKWOOD CT
BONITA SPRINGS, FL 34135

Employer Identification Number:
01-0561262
DLN:
204302101
Contact Person:
RONALD D BELL ID# 31185
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
September 28, 2001
Contribution Deductibility:
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Information for Exempt Organizations Under Section 501(c)(3) for some helpful information about your responsibilities as an exempt organization.

Sincerely,

Lois G. Lerner

Lois G. Lerner
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Information for Organizations Exempt Under Section 501(c)(3)

Letter 947 (DO/CG)

Division of Corporations

N01000006915

Florida Department of State

Division of Corporations
Public Access System
Katherine Harris, Secretary of State

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To:
Division of Corporations
Fax Number : (850)205-0381

Attn: Sue Deverson
#980058.0101

From:
Account Name : TRIPP, SCOTT, CONKLIN & SMITH
Account Number : 075350000065
Phone : (954)525-7500
Fax Number : (954)761-8475

FLORIDA NON-PROFIT CORPORATION

The Lee Charter Foundation, Inc.

Certificate of Status	0
Certified Copy	1
Page Count	06
Estimated Charge	$78.75

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B. McKinney OCT - 1 2001

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ATTACHMENT

J

Southwest Charter Foundation, Inc.

Bylaws

AMENDMENT TO BYLAWS
OF
THE LEE CHARTER FOUNDATION, INC.

THIS AMENDMENT TO BYLAWS (the "Amendment") of THE LEE CHARTER FOUNDATION, INC., a Florida not-for-profit corporation (the "Corporation") was adopted by resolutions in a written consent action of the Board of Directors of the Corporation dated as of March 13, 2015.

WHEREAS, the Bylaws of the Corporation, a copy of which is attached hereto as Exhibit A, were adopted by the Board of Directors of the Corporation as of September 28, 2001; and

WHEREAS, the Board of Directors of the Corporation desire to amend certain portions of the Bylaws; and

NOW THEREFORE, the Bylaws of the Corporation are amended as follows:

1. In the title of the Bylaws the name of the Corporation shall be changed to SOUTHWEST CHARTER FOUNDATION, INC.

2. **ARTICLE I, NAME, Section 1.1 Name.** of the Bylaws is deleted in its entirety and replaced with the following:

   "**Section 1.1 Name.** The name of the Corporation shall be Southwest Charter Foundation, Inc."

2. This Amendment is effective as of March 13, 2015.

BYLAWS OF
THE LEE CHARTER FOUNDATION, INC.
(A Not-For-Profit Florida Corporation)

ARTICLE I
NAME

Section 1.1. **Name.** The name of the Corporation shall be The Lee Charter foundation, Inc. (The "Corporation").

ARTICLE II
ORGANIZATION

Section 2.1. **Statement of Purposes.** The purpose of this Corporation, as expressed in its Articles of incorporation, shall be for the purpose of transacting any or all lawful business for which corporations may be incorporated under the Florida Not for Profit Corporation Act and to operate within the meaning of Section 501 (c) (3) of the Internal Revenue Code of 1986.

Section 2.2. **Dissolution**. In the event of the dissolution of the Corporation, the Board of Directors ("Board") shall, after paying or making provisions for the payment of all of the liabilities of the Corporation, dispose of all the remaining assets of the Corporation, exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious or scientific purposes, as shall at the time qualify as an exempt organization or organizations under Section 501 (c) (3) of the Internal revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law), as the Board shall determine. Any of such assets not so disposed of shall be disposed of by the court having proper jurisdiction in the country where the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE III
MEMBERSHIP

Section 3.2. **Members.** This Corporation is a non-profit, non-stock corporation, and shall have membership consisting of the Board of Directors of this Corporation serving from time to time.

ARTICLE IV
BOARD OF DIRECTORS

Section 4.1. **Management.** All powers of the Corporation shall be exercised by and under the authority of the Board, and the property, business and affairs of the Corporation shall be managed under the Board's direction. Except as specifically set forth to the contrary herein, the Board may not take any action, except upon the approval thereof by the affirmative vote of majority of the Board present at a meeting at which a quorum of no less than three (3) Directors

are present. The affirmative vote of not less than three (3) Directors shall be necessary for all actions by the Board relating to the following:

4.1.1. Approval of charitable gifts, transfers, distributions, and grants by the Corporation to other entities.

4.1.2. Adoption of an amendment to the Articles of Incorporation or the Bylaws;

4.1.3. Organization of a subsidiary or affiliate by the Corporation; and

4.1.4. Approval of any merger consolidation or sale or other transfer of all or a substantial part of the assets of the Corporation.

Section 4.2. **Number of Directors.** The initial Board shall consist of the Directors named in the Articles of Incorporation. The number of Directors may at any time be increased or decreased to no more than five (5) and no fewer than three (3) by a majority vote of the Board. In the event of an increase in the number of Directors, the additional directorships created shall be filled in a manner prescribed herein for the Election of Directors in accordance with Section 4.4.

Section 4.3. **Nomination of Directors.** Not less than one month prior to a regular meeting, the Board may appoint a nomination committee to consist of no fewer than (2) Board members. The nomination committee will submit to the Board at least one candidate for the directorships and offices to be filled. These submissions shall be deemed to be nominations of each person named.

Section 4.4. **Election of Directors.** The Board at any meeting shall elect directors, when there is a vacancy or expiring term, from the candidate(s) submitted by the nomination committee.

Section 4.5. **Term of Elected Directors.** Each elected Director shall hold office for a minimum term of three (3) years, commencing at the close of the meeting when such Director is elected and ending at the close of the meeting held three (3) years later.

Section 4.6. **Vacancies.** Vacancies occurring in an elected Directorship, however caused, shall be filled as soon as practicable by election in accordance with section 4.4 hereinabove. Except for a Director elected due to the natural expiration of his predecessor's one-year term, a director so elected to fill vacancy shall hold office of the remainder of his predecessor's term.

Section 4.7 **Resignation or Removal of Directors.** A Director of the Corporation may resign at any time by tendering his resignation in writing to the Corporation, which resignation shall become effective upon the date specified therein, or if no date is specified, upon receipt by the Corporation at its principal place of business. Any elected Director may be removed at any time, with or without cause, by majority vote of the other Directors.

Section 4.8. **Compensation of Directors.** Directors will not receive compensation for services rendered in their capacities as Directors. However, nothing herein contained shall

be construed to preclude any Director from receiving compensation from the Corporation for other services actually rendered or for expenses incurred for serving the Corporation as a Director or in any other capacity.

Section 4.9. **Annual Meeting of the Board.** The annual meeting of the Board shall be held without other notice than this Bylaw on February 1st of each year, unless the Chairman, or the Board by resolution, provide for a different time and place for the holding of such annual meetings. The annual meeting may be held at such other time and place, without other notice than such resolution

Section 4.10. **Special Meetings.** Special meetings of the Board may be called at any time by the Chairman of the Corporation. Further, special meetings of the Board must be called by the Chairman within fourteen (14) days of receipt of a written request of any two (2) or more Directors. Written notice of special meetings shall be given to each Director not than two (2) days prior to such meeting. The notice shall set forth the time, place and purpose of the meeting. The business to be transacted at any special meeting shall be limited to those items set forth in the notice or waiver thereof.

Section 4.11. **Regular meetings.** The Board shall meet at least four (4) times each year, including the annual meeting, each such meeting being approximately three (3) months from the date of the previous regular or annual meeting. The Secretary shall mail notice of all regular and annual meetings to each Director at the address on file with the Secretary at least fourteen (14) days prior to a meeting indicating the date, place and time of the meeting.

Section 4.12. **Quorum and Action of the Board.** Three (3) Directors must be present in person at a meeting to constitute a quorum for the transaction of business at such meeting. Except as otherwise provided by law, the Articles of Incorporation, or these Bylaws, the affirmative vote of at least three (3) Directors present at a meeting at which a quorum is present shall be necessary for an action of the Board. A majority of the Directors present, whether or not a quorum exists, may adjourn any meeting of the Board to another time and place. Notice of any such adjourned meeting shall be given to the Directors who were not present at the time of adjournment.

Section 4.13. **Voting Shares of Stock.** In the event the Corporation owns shares of stock in another corporation, such shares shall be voted by the Chairman, or his designee, as authorized by a vote of the Board as set forth in Section 4.1 hereinabove.

ARTICLE V
OFFICERS

Section 5.1. **Number.** The Corporation may have a Chairman, President, Vice President, Secretary and Treasurer, each of whom shall be elected by the Board. Such other officers and assistant officers as may be deemed necessary may be elected or appointed by the Board. Any two (2) or more offices may be held by the same person. Officers need not to be residents of the State of Florida or United States citizens. The failure to elect an officer shall not affect the existence of the Corporation.

Section 5.2. **Election and Term Office.** All officers of the Corporation shall be elected by a vote of the Board as set forth in Section 4.1 hereinabove at the annual meeting of

the Board. A duly elected officer shall hold office for a term of one (1) year, commencing at the close of the annual meeting, and until heir earlier death, resignation or removal.

Section 5.3. **Vacancies.** A Vacancy in any office because of death, resignation, removal disqualification or otherwise (including removal in the event an officer is not reelected during his term in office) shall be filled by an election by the Board as set forth in section 4.1 for the remaining unexpired term of such office.

Section 5.4. **Resignation or Removal of officers.** An officer of the Corporation may resign at any time by tendering his resignation in writing to the Chairman or the Secretary. Resignation shall become effective upon the date specified therein or, if no date is specified, upon receipt by the Corporation. An officer of the Corporation may be removed at any time, within or without cause, at any meeting of the Board by a vote of the Board as set forth in Section 4.1 hereinabove.

Section 5.5. **Chairman.** The Chairman of the Board shall preside at all meetings of the Board and shall perform such other duties as may be assigned to him by the Board.

Section 5.6. **President.** The President shall be the principal executive officer of the Corporation and, subject to the control of the Board, shall in general supervise and control all of the business affairs of the Corporation. He shall act as a duly authorized representative of the Board and the Corporation in all matters in which the Board has not formally designated some other person to act. He shall report as directed to the Board at each meeting. He may sign, with the Secretary or any other proper officer of the Corporation authorized by the Board, deeds, mortgages, bonds, contracts or other instruments which the Board has authority to execute, except in cases where the signing and execution thereof shall be expressly delegated by the Board or by these Bylaws to some other officer or agent of the Corporation, or shall be required by law to be otherwise signed or executed; and in general, shall perform all duties incident to the office of President and such other duties as may be prescribed by the board from time to time.

Section 5.7. **Vice-President.** The Vice-president shall act in the place and stead of the President in the event of the President's absence, inability or refusal to act, and shall exercise and discharge such other duties as may be required of him by the Board.

Section5.8. **Secretary.** The Secretary shall keep or cause to be kept all of the records of the Corporation, record or cause to be recorded the minutes of the meetings of the Board, send out or cause to be sent out all notices of meetings of the Board and all Committees, attest to the seal of the Corporation where necessary or required, and keep or cause to be kept a register of the names and addresses of each Director. The Secretary shall perform such other duties as may be prescribed by the Board.

Section 5.9. **Treasurer.** The Treasurer shall insure or cause to be insured that a true and accurate accounting of the financial transactions of the Corporate is made and that such accounting is presented to and made available to the Board. The treasurer shall perform such duties as may be prescribed by the Board.

Section 5.10. **Other Officers.** Other officers elected by the Board shall have such duties and responsibilities, as the Board deems advisable.

Section 5.11. **Succession of Officers.** Unless otherwise directed by a vote of the Board, in the event that an officer of the Corporation has not resigned or been removed but is unable to act in such position for a period of one (1) month or more, whether due to disability or other reason, then another officer of the Corporation shall serve in that office until such officer is either removed or is able to perform his service in the following order:

5.11.1. The Treasurer shall perform the services of the Chairman.

5.11.2. The Chairman shall perform the services of the Secretary and the President.

5.11.3. The Secretary shall perform the services of the Treasurer.

Section 5.12. **Salaries.** Officers will not receive compensation for services rendered as officers of the Corporation. However, nothing herein contained shall be construed to preclude any officer from receiving compensation from the Corporation for other services actually rendered or for expenses incurred for serving the Corporation as an officer or in any other capacity.

ARTICLE VI
COMMITTEES OF THE BOARD

Section 6.1. **Committees of the Board.** The Board may by resolution, establish standing committees and special committees of the Board. Unless otherwise specified by resolution of the Board or these Bylaws, the Chairman shall annually appoint the members and the chairmen of standing committees and shall fill vacancies on any standing committee. Appointments by the Chairman shall be made at the annual meeting of the Board. In addition, the Chairman may, if so authorized by the Board, appoint the members and chairmen of such special committees as the Board may create, which members and chairmen may include persons who are not members of the Board. All committee appointments and chairmen appointments must be approved by vote of the Board.

Section 6.2 **Standing Committees.** Standing committees shall be created as required by resolution of the Board. The purpose, duties, number of members and reporting requirements of each standing committee shall be specified in the resolution creating the committee.

Section 6.3. **Special Committees.** Special committees shall be created as required by resolution of the Board. The purpose, duties, number of members and reporting requirements of each special committee shall be specified in the resolution creating the committee.

Section 6.4. **Committee Member's Term of Office.** Unless otherwise specified by resolution of the Board, members of each committee shall continue in office until the next annual meeting of the Board and until their successors are appointed, unless the committee of which they are members shall be sooner terminated by resolution of the Board or until their earlier death, resignation or removal as committee members.

Section 6.5. **Committee Meetings.** Meetings of any committee may be called by the chairman of such committee or upon the written request of one-third (1/3) of the committee members. The call for any meeting shall be by giving notice of such meeting which sets forth its time and place and is delivered to the residence or place of business of the committee members

as listed in the Secretary's office at least two (2) days prior to such meeting. Unless otherwise provided in these Bylaws, a majority of the members of any committee shall constitute a quorum for the transaction of business. After a quorum has been established at a committee meeting, the subsequent withdrawal of committee members from the meeting so as to reduce the number of committee members present to fewer than the number requires for a quorum shall not affect the validity of any action taken at the meeting. Each committee shall keep minutes of its meetings and report to the Board as necessary with recommendations.

Section 6.6 **Resignation or Removal of Committee Member.** A member of any committee may resign at any time tendering his resignation in writing to the Chairman of the Board. The Board, by vote, may remove, with or without cause, any member from a committee and specifically, but not by way of limitation, may remove any member form a committee for failing to attend three (3) consecutive meetings of the committee.

ARTICLE VII
INDEMNIFICATION OF DIRECTORS AND OFFICERES

Section 7.1 **Indemnification.** The Corporation shall indemnify to the fullest extent permitted by law each of its officers, Directors, whether or not then in office (and his executors, administrator and/or heirs) or any person who may have served at its request as a director or officer, of another corporation, partnership, joint venture, trust or other enterprise as well as the executor, administrator and heirs of any of them against all reasonable expenses (including attorneys' fees), Judgments, fines and amounts paid in settlement actually and necessarily incurred by him in connection with any threatened, pending or completed action, suit, proceeding or arbitration, whether civil or criminal, administrative or investigative (including any appeal thereof), to which he is or is threatened to be made a party because he is or was a Director, officer, employee or agent of this Corporation, or such other corporation, partnership, joint venture, trust or other enterprise. He shall have no right to reimbursement, however, in relation to matters as to which he has been adjudged liable to he Corporation for gross negligence or willful misconduct in the performance of his duties to the Corporation. The foregoing right or indemnification shall be in addition to and not exclusive of all other rights to which such Director, officer; employee or agent may be entitled.

Section 7.2 **Insurance.** The Corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the Corporation or who is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against him and incurred by him in any such capacity or arising out of his status as such, whether or not the Corporation would have the power to indemnify him against such liability under the provisions of this Article VII.

ARTICLE VII
CONTRACTS, CHECKS, DEPOSIT BOOKS AND RECORDS

Section 8.1. **Contracts.** The Board may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 8.2. **Loans.** No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board which authority may be general or confined to specific instances.

Section 8.3. **Checks, Drafts, Etc.** All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall form time to time be determined by resolution of the Board.

Section 8.4. **Deposits.** All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may select.

Section 8.5. **Gifts.** The Board may accept, on behalf of the Corporation, any contributions, gifts, bequests or devise.

Section 8.6. **Books and Records.** The Corporation shall keep correct and complete books and records of accounts and shall keep minutes of the proceedings of its board and committees of the Board. Any books, records and minutes may be in written form or in any other form capable of being converted into written form within a reasonable time.

Section 8.7. **Financial Statements.** NO later than two (2) months after the close of each fiscal year, the Corporation shall prepare a balance sheet showing in reasonable detail the financial condition of the Corporation as of the close of its fiscal year, a profit and loss statement showing the results of the operations of the Corporation during its fiscal year, and any other financial statements as may be required by resolution of the Board. The Balance sheets and profit and loss statements shall be filed in the principal office of the Corporation, shall be kept for at least five (5) years, and shall be subject to inspection during business hours by any Board member.

ARTICLE IX
CERTIFICATES FOR MEMEBERS AND TEHIR TRANSFER

Section 9.1. **Certificates for Members.** The Board shall not initially issue Certificates of Membership. The board may elect to provide for the issuance of certificates evidencing membership in the Corporation. The form of such certificates shall be determined by the Board. The certificates will be signed by the President or Vice President and by the Secretary or an Assistant Secretary. The certificates shall be sealed with the corporate seal and shall be separately numbered. The name and address of each member and the date of issuance of the certificates shall be recorded in the corporate records. If a certificate is lost, mutilated or destroyed, it may be reissued in the manner determined by the Board. The certificates shall be non-transferable.

ARTICLE X
FISCAL YEAR

Section 10.1. **Fiscal Year.** The fiscal year of the Corporation shall end on June 30 of each year.

ARTICLE XI
CORPORATE SEAL

Section 11.1. **Corporate Seal.** The Board shall provide a corporate seal, which shall be circular in form and shall have inscribed thereon the name of the Corporation and the state of incorporation and the words "Corporate Seal".

ARTICLE XII
NOTICE

Section 12.1. **General.** Whenever, under the provisions of any statute, the Articles of Incorporation or these Bylaws, notice is required to be given to any Director or officer, it shall not be construed to require personal notice; rather, such notice may be given, unless otherwise required by these Bylaws, either personally or by depositing the same in a post office box in a postpaid envelope or by delivering the same to a telegraph company for transmission by wire, the cost thereof being prepaid, in either case addressed to such Director or officer at his address as the same appears in the records of the Corporation; and three (3) days after the same shall be so mailed or delivered to the telegraph company shall be deemed to be the time of giving of such notice.

Section 12.2. **Waiver.** Whenever by the law, the articles of Incorporation or these Bylaws notice is required or permitted to be given to any Director or officer, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice. Attendance of s person at a meeting shall constitute a waiver of notice of such meeting, except when the person attends a meeting for the express purpose of objecting at the beginning of the meeting to the transaction of any business because the meeting is not lawfully called or convened. The business to be transacted and the purpose of any special meeting of the Board shall be specified in any written waiver of notice thereof.

ARTICLE XII
AMENDMENTS

Section 13.1. **By Directors.** These Bylaws may be amended or repealed wholly or in part, consistent with any bylaws adopted by the Board, at any meeting at which a quorum is present by an election by the entire Board in accordance with Section 4.1 hereinabove.

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Southwest Charter Foundation, Inc.

Code of Ethics and Conflict of Interest Policy

CONFLICT OF INTEREST POLICY FOR
Southwest Charter Foundation, Inc.

Article I - Purpose

Purpose. The purpose of this Conflict of Interest Policy is to define Member obligations and ensure Board compliance with the law**.** Members of the Board of Directors ("Members" or collectively the "Board") of Southwest Charter Foundation, Inc. ("School") shall be subject to the provisions of Florida law pertaining to the avoidance of conflicts of interest in holding public office, including, but not limited to, Part III of Chapter 112, Florida Statutes, Code of Ethics for Public Officers and Employees, and specifically sections 112.313(2)(3)(7)and (12) and 112.3143(3), F.S., as may be amended from time to time.

This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II - Prohibited Financial Interest

1. **Prohibited Financial Interest.** Prohibited Financial Interests are deemed a Conflict of Interest. Members shall not have a financial interest in the School either directly or indirectly, through business, employment, investment, or family. No Member shall receive compensation, directly or indirectly, from the School. Such prohibited financial interests include:

   a. An ownership interest or investment in any entity with which the School has a transaction or arrangement;

   b. A compensation arrangement with the School or with any entity or individual with which the School has a transaction or arrangement, or

   c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the School is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors. Receiving and/or soliciting gifts or favors from vendors, entities or individuals seeking or who are in a position to seek business from or employment with the School is likewise prohibited.

Article III – Solicitation or Acceptance of Gifts

Solicitation or Acceptance of Gifts. No public Member shall solicit or accept anything of value based upon any understanding that the vote, official action, or judgment of the Member would be influenced thereby.

Article IV – Procedures Regarding Disclosure of Conflicts of Interest

1. **Duty to Disclose**. In connection with any conflict of interest, such as a matter that inures to the Board member's special gain or loss as set forth in Section 112.3143(3), F.S, with an item of Board action, a Member must disclose the existence of the conflict prior to any vote on such action

2. **Recusal.** A Member must recuse himself from involvement in any Board decision or discussion regarding any action in which the Member believes he has a conflict of interest.

3. Minutes shall be taken during every Board meeting and shall contain:

    a. The names of the persons who disclosed or otherwise were found to have a conflict of interest relating to a Board action.

    b. The names of the persons who were present for discussions and votes relating to the action, the content of the discussion, and a record of any votes taken in connection with the proceedings.

4. **Violations of the Conflict of Interest Policy**. The Board, upon investigation, shall take appropriate disciplinary and corrective action should a Member fail to disclose an actual or possible conflict of interest.

Article V - Annual Statements

Annual Statements. Each Member shall annually sign a statement which affirms that the Member has: received a copy of the conflict of interest policy; has read and understands the policy; and agrees to comply with the policy.

Article V - Enforcement

The Board shall regularly and consistently monitor and enforce compliance with this policy by reviewing annual statements and taking such other actions as are necessary for effective oversight.

Member Annual Conflict of Interest Statement

1. Name: _____ Date: _____

3. I affirm the following (please initial):

I have received a copy of the Organization's Conflict of Interest Policy. _____ (initial)

I have read and understand the policy. _____ (initial)

I agree to comply with the policy. _____ (initial)

_____ Date: _____
Signature of Board Member

ATTACHMENT

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Southwest Charter Foundation, Inc.

Board Member Information Sheets, Resumes,

Statements of Assurances and Attestations

KEN HAIKO

4145 Cypress Reach Road, #505, Pompano Beach, FL 33069 | kenh618@aol.com

SUMMARY

Chairman of Southwest Charter Foundation, Inc. (SWCF), a non-profit board that governs over 38 schools in the state of Florida. A successful businessman in South Florida for over 37 years with extensive experience in business; finance; and charter school development, operations, and governance.

EXPERIENCE

Ken Haiko has worked in the packaging industry for most of his adult life. Mr. Haiko worked for Packing Corp. of America until opening his own packaging company, KenCo LLC., in 2006. Mr. Haiko currently serves as President and CEO of KenCo LLC.

EDUCATION

1964 High School Graduate

1964-1968 US Navy, USS Lynde McCormick

COMMUNITY INVOLVEMENT

2007 – 2012 Board Member, Board of Directors, *Space Florida*

- Appointed by Governor Crist to serve on the board of directors for Space Florida, the state's space agency. Space Florida is chaired by the governor and was created to strengthen Florida's position as the global leader in aerospace research, investment, exploration, and commerce. Mr. Haiko also chairs the Education, Research, and Development Committee.

2000 – 2005 Board Member and Chairman, *The Florida Space Authority*

- Helped speakers develop and attain success in speaking, training, and consulting, while providing an environment for members to share ideas, support one another, and encourage other speakers to become members of NSA-CF.

IV. Board Member Information Form

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve: Parrish Classical Preparatory Academy

2. Full name: Kenneth Haiko

   Home Address: 4145 Cypress Reach Court #505
   Pompano Beach, FL 33069

   Business Name and Address: Southwest Charter Foundation, Inc.
   6278 North Federal Highway #384
   Fort Lauderdale, FL 33308

   Phone Number: 954-562-1671

   E-mail address: Kenh618@aol.com

☒ Resume and professional bio are attached here.
☐ Resume and professional bio are attached elsewhere in the application (specify).

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
   ☒ Yes ☐ No

I am currently serving as Chairman on two governing boards. Renaissance Charter School, Inc. currently operates 38 charter schools. Southwest Charter Foundation, Inc. currently operates eight charter schools in Florida.

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
   ☐ Yes ☒ No

5. Why do you wish to serve on the board of the proposed charter school?

I am a strong believer in parental choice. Parents are the ones who are best equipped to determine their child's educational needs.

6. What is your understanding of the appropriate role of a public charter school board member?

The oversight of the overall academic, financial, and strategic direction of the schools that they serve.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I serve as Chairman of the Board for both the Southwest Charter Foundation and Renaissance Charter School, Inc. I have been a strong advocate for charter schools for two decades. I have experience overseeing the finance and operational aspects of all these board's charter schools. I have also served on other non-profit boards, including my role as Chairman of Space Florida, and have been appointed to serve on boards by two separate governors.

8. Describe the specific knowledge and experience that you would bring to the board.

As a successful businessman in South Florida for over 35+ years, I bring a wealth of business, finance, and operational experience to the governing board.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Mission: Parrish Classical Preparatory Academy will educate scholars through key tenets of classical education grounded in a rigorous and data-driven curriculum.

Vision: Parrish Classical Preparatory Academy will foster a dynamic K-12 learning environment that inspires lifelong scholarship and develops the skills, knowledge, and agency to navigate an ever-changing world.

2. What is your understanding of the school's proposed educational program?

The Education Model was developed based on Robert J. Marzano's 35 years of research, which is in use at all CSUSA-managed schools within our portfolio. The CSUSA Education Model is an instructional approach developed after extensive study of educational practice and is grounded in over 35 years of Dr. Robert J. Marzano's research. Its purpose is to ensure effective delivery of a Guaranteed and Viable Curriculum (GVC) that facilitates each student's mastery of the Florida Standards/Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards and the Next Generation Sunshine State Standards (NGSSS). The GVC is comprised of a year-long plan outlining whole group, standards-based instruction at each grade level and subject area.

3. What do you believe to be the characteristics of a successful school?

We believe that the characteristics of a successful school include goal-setting on a school-wide, classroom, and individual student basis; implementation of PLPs for every student; on-going progress monitoring and assessment; use of innovative measurement tools to drive research-based instruction and data analysis; utilization of technology to drive student engagement; integrated character education programming; academic intervention and acceleration programs; supplemental/extracurricular programs; emphasis on post-secondary readiness; and meaningful parental involvement.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

During board meetings, each school provides monthly status reports, regarding their progress towards goals. These reports include Financial Reports; the School Report (enrollment, withdrawals, staffing, facility issues, and ongoing activities in the school); Satisfaction Surveys; Strategic Plans; and an Annual Accountability Report.

5. What do you see as your role regarding the school leaders?

During board meetings, each school provides monthly status reports, regarding their progress towards goals. These reports include Financial Reports; the School Report (enrollment, withdrawals, staffing, facility issues, and ongoing activities in the school); Satisfaction Surveys; Strategic Plans; and an Annual Accountability Report.

Governance

1. Describe the role that the board will play in the school's operation.

As the charter holder for the school, our primary role is to determine and preserve the school's mission and vision; create and oversee the school's operational policies; exercise continuing oversight over charter school operations; monitor school academic performance and ensure adequate progress is made; manage resources effectively (adopt and monitor budget and financials); determine, monitor, and strengthen school programs and services; ensure legal and ethical integrity; and maintain academic and financial accountability.

2. How will you know if the school is successful at the end of the first year of operation?

We receive, in addition to monthly reports, an annual report summarizing the school's operational, academic, and financial performance at the end of the school year. The year will be deemed successful if the report reflects that the year's academic goals were achieved, enrollment targets were met, and the fund balance projected in the year's budget was maintained.

3. How will you know at the end of four years of the school is successful?

We monitor the school's progress on a monthly, quarterly, and yearly basis. If at the end of four years, the school's enrollment targets were met, academic goals were achieved, and fund balances are maintained, the school's four-year progress will be deemed a success.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

We monitor the school's progress on a monthly, quarterly, and yearly basis. If at the end of four years, the school's enrollment targets were met, academic goals were achieved, and fund balances are maintained, the school's four-year progress will be deemed a success.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

If any of our members has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, the member will be informed of the basis for such belief and be granted an opportunity to explain the alleged failure to disclose. If, after hearing the member's response and conducting further investigation as warranted by the circumstances, it is determined that the member failed to disclose an actual or possible conflict of interest, the governing board will take appropriate disciplinary and corrective action.

6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;
   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

The governing board has collectively chosen to continue the partnership with CSUSA due to their successful management of our current charter schools. Our schools have achieved outstanding academic success with strong student enrollment. The board will contract with CSUSA to manage the day-to-day operations of the school, and we will oversee CSUSA via a performance-based contract. This contract will be reviewed by our legal counsel to ensure that we are compliant.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
   ☐ Yes ☒ No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

IV. Statement of Assurances

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for PCPA is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Will be nonsectarian in its programs, admission policies, employment practices and operations.
- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.
- Will adhere to the antidiscrimination provisions of section 1000.05, F.S.
- Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Will participate in the statewide assessment program created under section 1008.22, F.S.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.
- Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building and on school property.
- Will provide for an annual financial audit in accordance with section 218.39, F.S.

The governing board, at its discretion, allows Ken Haiko (name), Board Chair (title) to sign as the legal correspondent for the school.

Signature — *Date* 2/13/26

Printed Name

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).

(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.

(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:

1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision making authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Ken Hajko

Signature

2/1/21
Date

DENNIS CLARK

1905 N. Ocean Blvd., #8A, Ft. Lauderdale, FL 33305 | clar1318@bellsouth.net

SUMMARY

Broadly experienced, results oriented banking executive with strong leadership and critical thinking skills. Experience in all phases of banking with an emphasis on Administration. Possesses excellent judgement with an affinity for human relations skills.

EXPERIENCE

· Risk Assessment Solution, President and Owner

Provides consultation service and assistance to non-profit organizations and small business in establishing a stronger, control-oriented infrastructure.

· Bank United FSB, CEO

· Goodwill Industries, President and CEO

· Southeast Bank-Galt Ocean Mile, President and CEO

EDUCATION

1975 Broward College, Banking

1977 Banking School of the South, Louisiana State University, BS

COMMUNITY INVOLVEMENT

Board Member, *Broward County Workforce Development*

Board Member *Florida Association of Goodwill's*

President, *Kiwanis Club of Coral Ridge*

IV. Board Member Information Form

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve: Parrish Classical Preparatory Academy

2. Full name: Dennis P. Clark

Home Address	1905 N Ocean Blvd #8A Fort Lauderdale, FL 33305
Business Name and Address	Southwest Charter Foundation, Inc. 6278 North Federal Highway #384 Fort Lauderdale, FL 33308
Phone Number	954-260-2695
E-mail address	Clar1318@bellsouth.net

☒ Resume and professional bio are attached here.
☐ Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
☒ Yes ☐ No

I currently serve on two governing boards. Renaissance Charter School, Inc. currently operates 38 charter schools. Southwest Charter Foundation, Inc. currently operates eight charter schools in Florida.

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
☐ Yes ☒ No

5. Why do you wish to serve on the board of the proposed charter school?

I have served on charter school boards for over 15 years. I can bring that experience to bear, even more broadly. I am retired and have the time to pursue this passion. My background includes strong financial and risk management experience. I also strongly support school choice!

6. What is your understanding of the appropriate role of a public charter school board member?

My role includes oversight of school operations in support of Florida taxpayers and parents. I have attended all the DOE's required trainings over my years of involvement. I am committed to seeing every student meet their highest potential.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I currently serve as Vice-Chairman and Secretary for all charter schools operated by both the Southwest Charter Foundation and Renaissance Charter School, Inc. My background as a broadly experienced, results-oriented banking executive allows me to lend my financial expertise.

8. Describe the specific knowledge and experience that you would bring to the board.

I currently own and operate Risk Assessment Solutions, a company that provides assistance to nonprofit organizations and small businesses. This, combined with my experience as a banking executive for many years, makes me an expert in the area of finance and an invaluable asset to the governing board.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The mission of Parrish Classical Preparatory Academy is to educate scholars through key tenets of classical education grounded in a rigorous and data-driven curriculum. The vision of Parrish Classical Preparatory Academy is to foster a dynamic K-12 learning environment that inspires lifelong scholarship and develops the skills, knowledge, and agency to navigate an ever-changing world.

The Education Model was developed based on Robert J. Marzano's 35 years of research, which is in use at all CSUSA-managed schools within our portfolio. The CSUSA Education Model is an instructional approach developed after extensive study of educational practice and is grounded in over 35 years of Dr. Robert J. Marzano's research. Its purpose is to ensure effective delivery of a Guaranteed and Viable Curriculum (GVC) that facilitates each student's mastery of the Florida Standards/Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards and the Next Generation Sunshine State Standards (NGSSS). The GVC is comprised of a year-long plan outlining whole group, standards-based instruction at each grade level and subject area.

3. What do you believe to be the characteristics of a successful school?

We believe that the characteristics of a successful school include goal-setting on a school-wide, classroom, and individual student basis; implementation of PLPs for every student; on-going progress monitoring and assessment; use of innovative measurement tools to drive research-based instruction and data analysis; utilization of technology to drive student engagement; integrated character education programming; academic intervention and acceleration programs; supplemental/extracurricular programs; emphasis on post-secondary readiness; and meaningful parental involvement.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

During board meetings, each school provides monthly status reports, regarding their progress towards goals. These reports include Financial Reports; the School Report (enrollment, withdrawals, staffing, facility issues, and ongoing activities in the school); Satisfaction Surveys; Strategic Plans; and an Annual Accountability Report. The board also engages a major CPA/Auditing firm for Annual Audits at all of our schools, and CSUSA provides comprehensive controls.

5. What do you see as your role regarding the school leaders?

The relationship between the governing board and the ESP provides clear accountability for the services provided by the ESP. The governing board as a whole is responsible for school's performance, and CSUSA will be actively involved in managing school operations to ensure successful outcomes. A strong relationship will exist between the governing board and the principal.

Governance

1. Describe the role that the board will play in the school's operation.

As the charter holder for the school, our primary role is to determine and preserve the school's mission and vision; create and oversee the school's operational policies; exercise continuing oversight over charter school operations; monitor

school academic performance and ensure adequate progress is made; manage resources effectively (adopt and monitor budget and financials); determine, monitor, and strengthen school programs and services; ensure legal and ethical integrity; and maintain academic and financial accountability.

2. How will you know if the school is successful at the end of the first year of operation?

We receive, in addition to monthly reports, an annual report summarizing the school's operational, academic, and financial performance at the end of the school year. The year will be deemed successful if the report reflects that the year's academic goals were achieved, enrollment targets were met, and the fund balance projected in the year's budget was maintained.

3. How will you know at the end of four years of the school is successful?

We monitor the school's progress on a monthly, quarterly, and yearly basis. If at the end of four years, the school's enrollment targets were met, academic goals were achieved, and fund balances are maintained, the school's four-year progress will be deemed a success.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

We monitor the school's progress on a monthly, quarterly, and yearly basis. If at the end of four years, the school's enrollment targets were met, academic goals were achieved, and fund balances are maintained, the school's four-year progress will be deemed a success.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

If any of our members has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, the member will be informed of the basis for such belief and be granted an opportunity to explain the alleged failure to disclose. If, after hearing the member's response and conducting further investigation as warranted by the circumstances, it is determined that the member failed to disclose an actual or possible conflict of interest, the governing board will take appropriate disciplinary and corrective action.

6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;
   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

The governing board has collectively chosen to continue the partnership with CSUSA due to their successful management of our current charter schools. Our schools have achieved outstanding academic success with strong student enrollment. The board will contract with CSUSA to manage the day-to-day operations of the school, and we will oversee CSUSA via a performance-based contract. This contract will be reviewed by our legal counsel to ensure that we are compliant.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
   ☐ Yes ☒ No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).

(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.

(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:

1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Dennis Clark

Signature: Dennis Clark Date: 4-21-25

IV. Statement of Assurances

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for [illegible] is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Will be nonsectarian in its programs, admission policies, employment practices and operations.
- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.
- Will adhere to the antidiscrimination provisions of section 1000.05, F.S.
- Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Will participate in the statewide assessment program created under section 1008.22, F.S.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.
- Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building and on school property.
- Will provide for an annual financial audit in accordance with section 218.39, F.S.

The governing board, at its discretion, allows Van Haiko (name), Board Chair (title) to sign as the legal correspondent for the school.

[signature] 4-21-25

Signature *Date*

Demis Clark

Printed Name

COLONEL TOM WHEELER

SUMMARY

Former Executive Director of the Department of Professional Standards and a 26-year veteran of law enforcement, most recently as Chief of the Florida Department of Law Enforcement. Serves on numerous boards and commissions both locally and state-wide.

EXPERIENCE

· Retired

- Special Agent, Florida Dept. of Environmental Protection
- Policy Director, Florida Dept. of Education
- Director of Law Enforcement Relations, Florida Attorney General's Office
- Chief, Florida Dept. of Law Enforcement
- Dept. Chief, Florida Division of Alcoholic Beverages and Tobacco (ABT)
- Plantation Police Department

EDUCATION

1980 BS, Criminology, Florida State University

1988 FBI National Academy, Quantico, VA

COMMUNITY INVOLVEMENT

Executive Director, *Department of Professional Standards*

Includes Internal Affairs, Staff Inspections, Accreditation, the Institute for Criminal Justice Studies/Training and Grants Management.

Board Member *Florida Association of Goodwill's*

President, *Kiwanis Club of Coral Ridge*

IV. Board Member Information Form

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve: Parrish Classical Preparatory Academy

2. Full name: Tom Wheeler

Home Address	5124 NW 84th Road Coral Springs, FL 33067
Business Name and Address	Southwest Charter Foundation, Inc. 6278 North Federal Highway #384 Fort Lauderdale, FL 33308
Phone Number	954-703-9044
E-mail address	twheel_2000@hotmail.com

☒ Resume and professional bio are attached here.
☐ Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
☒ Yes ☐ No

I am currently on two governing boards. Renaissance Charter School, Inc. currently operates 38 charter schools. Southwest Charter Foundation, Inc. currently operates eight charter schools in Florida.

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
☐ Yes ☒ No

5. Why do you wish to serve on the board of the proposed charter school?

The governing board is dedicated to establishing and operating high-performing charter schools.

6. What is your understanding of the appropriate role of a public charter school board member?

The appropriate role of a public charter school board member will vary depending on their position on the board, but all board members are governed by the general philosophy that we are members of an organized group of volunteers who, collectively, are legally and morally accountable to the community for the health, vitality, and effectiveness of our charter schools.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I currently serve as board member for both the Southwest Charter Foundation and the Renaissance Charter School, Inc. I serve on numerous boards and commissions both locally and statewide and have a high interest in promoting and changing the needs of the K-12 student population. In addition, I've also served as a Policy Director with the Florida Department of Education.

8. Describe the specific knowledge and experience that you would bring to the board.

I am a 33-year veteran of law enforcement, and most recently, served as Chief of the Florida Department of Law Enforcement. I also served as a Colonel/Undersheriff for the Broward County Sheriff's Department. My board experience combined with my leadership knowledge in law enforcement are they key assets that I bring to the board.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Mission: Parrish Classical Preparatory Academy will educate scholars through key tenets of classical education grounded in a rigorous and data-driven curriculum.
Vision: Parrish Classical Preparatory Academy will foster a dynamic K-12 learning environment that inspires lifelong scholarship and develops the skills, knowledge, and agency to navigate an ever-changing world.

2. What is your understanding of the school's proposed educational program?

The Education Model was developed based on Robert J. Marzano's 35 years of research, which is in use at all CSUSA-managed schools within our portfolio. The CSUSA Education Model is an instructional approach developed after extensive study of educational practice and is grounded in over 35 years of Dr. Robert J. Marzano's research. Its purpose is to ensure effective delivery of a Guaranteed and Viable Curriculum (GVC) that facilitates each student's mastery of the Florida Standards/Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards and the Next Generation Sunshine State Standards (NGSSS). The GVC is comprised of a year-long plan outlining whole group, standards-based instruction at each grade level and subject area.

3. What do you believe to be the characteristics of a successful school?

We believe that the characteristics of a successful school include goal-setting on a school-wide, classroom, and individual student basis; implementation of PLPs for every student; on-going progress monitoring and assessment; use of innovative measurement tools to drive research-based instruction and data analysis; utilization of technology to drive student engagement; integrated character education programming; academic intervention and acceleration programs; supplemental/extracurricular programs; emphasis on post-secondary readiness; and meaningful parental involvement.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

During board meetings, each school provides monthly status reports, regarding their progress towards goals. These reports include Financial Reports; the School Report (enrollment, withdrawals, staffing, facility issues, and ongoing activities in the school); Satisfaction Surveys; Strategic Plans; and an Annual Accountability Report.

5. What do you see as your role regarding the school leaders?

During board meetings, each school provides monthly status reports, regarding their progress towards goals. These reports include Financial Reports; the School Report (enrollment, withdrawals, staffing, facility issues, and ongoing activities in the school); Satisfaction Surveys; Strategic Plans; and an Annual Accountability Report.

Governance

1. Describe the role that the board will play in the school's operation.

As the charter holder for the school, our primary role is to determine and preserve the school's mission and vision; create and oversee the school's operational policies; exercise continuing oversight over charter school operations; monitor school academic performance and ensure adequate progress is made; manage resources effectively (adopt and monitor budget and financials); determine, monitor, and strengthen school programs and services; ensure legal and ethical integrity; and maintain academic and financial accountability.

2. How will you know if the school is successful at the end of the first year of operation?

We receive, in addition to monthly reports, an annual report summarizing the school's operational, academic, and financial performance at the end of the school year. The year will be deemed successful if the report reflects that the year's academic goals were achieved, enrollment targets were met, and the fund balance projected in the year's budget was maintained.

3. How will you know at the end of four years of the school is successful?

We monitor the school's progress on a monthly, quarterly, and yearly basis. If at the end of four years, the school's enrollment targets were met, academic goals were achieved, and fund balances are maintained, the school's four-year progress will be deemed a success.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

We monitor the school's progress on a monthly, quarterly, and yearly basis. If at the end of four years, the school's enrollment targets were met, academic goals were achieved, and fund balances are maintained, the school's four-year progress will be deemed a success.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

If any of our members has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, the member will be informed of the basis for such belief and be granted an opportunity to explain the alleged failure to disclose. If, after hearing the member's response and conducting further investigation as warranted by the circumstances, it is determined that the member failed to disclose an actual or possible conflict of interest, the governing board will take appropriate disciplinary and corrective action.

6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;
   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

The governing board has collectively chosen to continue the partnership with CSUSA due to their successful management of our current charter schools. Our schools have achieved outstanding academic success with strong student enrollment. The board will contract with CSUSA to manage the day-to-day operations of the school, and we will oversee CSUSA via a performance-based contract. This contract will be reviewed by our legal counsel to ensure that we are compliant.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
   ☐ Yes ☒ No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

IV. Statement of Assurances

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for PCPA is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Will be nonsectarian in its programs, admission policies, employment practices and operations.
- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.
- Will adhere to the antidiscrimination provisions of section 1000.05, F.S.
- Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Will participate in the statewide assessment program created under section 1008.22, F.S.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.
- Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building and on school property.
- Will provide for an annual financial audit in accordance with section 218.39, F.S.

The governing board, at its discretion, allows Ken Haiko (name), Board Chair (title) to sign as the legal correspondent for the school.

Thomas P. Wheeler

Signature *Date*

Thomas P. Wheeler

Printed Name

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).

(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.

(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:

1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision making authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Thomas P. Wheeler

Thomas P. Wheeler — 2-1-21

Signature *Date*

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BILLIE MILLER

9500 S. Ocean Dr, Florida 34957 | mardo6725@aol.com

SUMMARY

Retired Education professional with 50 years of experience in all aspects of school operations and leadership.

EXPERIENCE

- Charter Schools USA, VP of Education, VP of Talent & Acquisition
- Coral Springs Charter School, PrincipaL
- Pompano Beach High School, Assistant Principal

EDUCATION

Bachelor of Arts in English and Speech/Drama, Upper Iowa University

Masters of Science in Education Leadership, Nova Southeastern University

IV. Board Member Information Form

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve: Parrish Classical Preparatory Academy

2. Full name: Billie Miller

Home Address: 9500 S. Ocean Drive #1903, Jensen Beach, FL 34957

Business Name and Address: Southwest Charter Foundation, Inc.
6278 North Federal Highway #384
Fort Lauderdale, FL 33308

Phone Number: 239-205-2630

E-mail address: Mardo6725@aol.com

☒ Resume and professional bio are attached here.
☐ Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
☒ Yes ☐ No

I currently serve on two governing boards. Renaissance Charter School, Inc. currently operates 38 charter schools. Southwest Charter Foundation, Inc. currently operates eight charter schools in Florida. In addition, I have also served on my church's council board.

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
☒ Yes ☐ No

Coral Springs Charter School – Principal (2004 – 2010)

- Improved the school's letter grade to an A in my first year, and maintained an A in all years as principal.

Pompano Beach High School – Assistant Principal (2000 – 2004)

5. Why do you wish to serve on the board of the proposed charter school?

To add an education perspective to the board from my 50 years in education, both in traditional public schools and charter schools.

6. What is your understanding of the appropriate role of a public charter school board member?

To provide oversight and oversight of school policies and finances.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I currently serve as board member for both the Southwest Charter Foundation and the Renaissance Charter School, Inc. I spent 50 years as an education professional, both as a teacher and in various positions of school leadership. In addition, I served several years on my church's board council.

8. Describe the specific knowledge and experience that you would bring to the board.

All aspects of academics and extensive experience in managing all facets of school operations.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Mission: Parrish Classical Preparatory Academy will educate scholars through key tenets of classical education grounded in a rigorous and data-driven curriculum.

Vision: Parrish Classical Preparatory Academy will foster a dynamic K-12 learning environment that inspires lifelong scholarship and develops the skills, knowledge, and agency to navigate an ever-changing world.

2. What is your understanding of the school's proposed educational program?

The Education Model was developed based on Robert J. Marzano's 35 years of research, which is in use at all CSUSA-managed schools within our portfolio. The CSUSA Education Model is an instructional approach developed after extensive study of educational practice and is grounded in over 35 years of Dr. Robert J. Marzano's research. Its purpose is to ensure effective delivery of a Guaranteed and Viable Curriculum (GVC) that facilitates each student's mastery of the Florida Standards/Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards and the Next Generation Sunshine State Standards (NGSSS). The GVC is comprised of a year-long plan outlining whole group, standards-based instruction at each grade level and subject area.

3. What do you believe to be the characteristics of a successful school?

We believe that the characteristics of a successful school include goal-setting on a school-wide, classroom, and individual student basis; implementation of PLPs for every student; on-going progress monitoring and assessment; use of innovative measurement tools to drive research-based instruction and data analysis; utilization of technology to drive student engagement; integrated character education programming; academic intervention and acceleration programs; supplemental/extracurricular programs; emphasis on post-secondary readiness; and meaningful parental involvement.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

During board meetings, each school provides monthly status reports, regarding their progress towards goals. These reports include Financial Reports; the School Report (enrollment, withdrawals, staffing, facility issues, and ongoing activities in the school); Satisfaction Surveys; Strategic Plans; and an Annual Accountability Report.

5. What do you see as your role regarding the school leaders?

During board meetings, each school provides monthly status reports, regarding their progress towards goals. These reports include Financial Reports; the School Report (enrollment, withdrawals, staffing, facility issues, and ongoing activities in the school); Satisfaction Surveys; Strategic Plans; and an Annual Accountability Report.

Governance

1. Describe the role that the board will play in the school's operation.

As the charter holder for the school, our primary role is to determine and preserve the school's mission and vision; create and oversee the school's operational policies; exercise continuing oversight over charter school operations; monitor school academic performance and ensure adequate progress is made; manage resources effectively (adopt and monitor budget and financials); determine, monitor, and strengthen school programs and services; ensure legal and ethical integrity; and maintain academic and financial accountability.

2. How will you know if the school is successful at the end of the first year of operation?

We receive, in addition to monthly reports, an annual report summarizing the school's operational, academic, and financial performance at the end of the school year. The year will be deemed successful if the report reflects that the year's academic goals were achieved, enrollment targets were met, and the fund balance projected in the year's budget was maintained.

3. How will you know at the end of four years of the school is successful?

We monitor the school's progress on a monthly, quarterly, and yearly basis. If at the end of four years, the school's enrollment targets were met, academic goals were achieved, and fund balances are maintained, the school's four-year progress will be deemed a success.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

We monitor the school's progress on a monthly, quarterly, and yearly basis. If at the end of four years, the school's enrollment targets were met, academic goals were achieved, and fund balances are maintained, the school's four-year progress will be deemed a success.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

If any of our members has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, the member will be informed of the basis for such belief and be granted an opportunity to explain the alleged failure to disclose. If, after hearing the member's response and conducting further investigation as warranted by the circumstances, it is determined that the member failed to disclose an actual or possible conflict of interest, the governing board will take appropriate disciplinary and corrective action.

6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;
   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

The governing board has collectively chosen to continue the partnership with CSUSA due to their successful management of our current charter schools. Our schools have achieved outstanding academic success with strong student enrollment. The board will contract with CSUSA to manage the day-to-day operations of the school, and we will oversee CSUSA via a performance-based contract. This contract will be reviewed by our legal counsel to ensure that we are compliant.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
   ☐ Yes ☒ No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

IV. Statement of Assurances

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for PCPA is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Will be nonsectarian in its programs, admission policies, employment practices and operations.
- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.
- Will adhere to the antidiscrimination provisions of section 1000.05, F.S.
- Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Will participate in the statewide assessment program created under section 1008.22, F.S.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.
- Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building and on school property.
- Will provide for an annual financial audit in accordance with section 218.39, F.S.

The governing board, at its discretion, allows Ken Haiko (name), Board Chair (title) to sign as the legal correspondent for the school.

Signature *Date* 2/12/25

Printed Name

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).

(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.

(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:

1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Billie Miller

Billie Miller — *Signature*

1/19/21 — *Date*

PATRICIA SMITH

5427 Appledore Lane, Tallahassee, Florida 32309| Pat_smith@embarqmail.com

SUMMARY

Marketing and Communications professional with extensive experience in forging community partnerships and establishing networking opportunities.

EXPERIENCE

- Department of Children and Families, Community Relations Director – (Formerly Communications Manager, Press Secretary

  Facilitates statewide partnerships among DCF leadership, faith-based and community partners, and families in need.

- Challenger Learning Center

- WTAL Radio

- Visit Florida

- Comcast

COMMUNITY INVOLVEMENT

Board Member, *Florida Faith-Based and Community-Based Advisory Council*

IV. Board Member Information Form

Background and Contact Information

1. Name of charter school: Parrish Classical Preparatory Academy

2. Full name: Patricia Smith

Home Address: 5427 Appledore Lane, Tallahassee, FL 32309

Business Name and Address: Southwest Charter Foundation, Inc.
6278 North Federal Highway #384
Fort Lauderdale, Florida 33308

Phone Number: 850-668-5583

E-mail address: Pat_smith@embarqmail.com

☒ Resume and professional bio are attached here.
☐ Resume and professional bio are attached elsewhere in the application (specify).

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
☒ Yes ☐ No

I currently serve on two governing boards. Renaissance Charter School, Inc. currently operates 38 charter schools. Southwest Charter Foundation, Inc. currently operates eight charter schools in Florida.

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
☐ Yes ☒ No

5. Why do you wish to serve on the board of the proposed charter school?

To further serve the communities in which I already work, in addition to all communities throughout the state of Florida.

6. What is your understanding of the appropriate role of a public charter school board member?

My role includes oversight of school operations in support of Florida taxpayers and parents.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

My background in serving various state and ln local boards, including my appointment by Governor Rick Scott to the Florida Faith-Based and Community-Based Advisory Council.

8. Describe the specific knowledge and experience that you would bring to the board.

I have worked in various communications positions with the Department of Children and Families (DCF), including regional Communications Manager, Press Secretary, and currently as the Community Relations Director. I facilitate statewide partnerships among DCF leadership, faith-based and community partners, and families in need. A pillar of these connections is the Florida Faith Symposium, which I have led for the past eight years to increase opportunities for faith and community partners for networking and exchanging best practices. I also represent DCF as a spokesperson at community events and initiatives.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Mission: Parrish Classical Preparatory Academy will educate scholars through key tenets of classical education grounded in a rigorous and data-driven curriculum.

Vision: Parrish Classical Preparatory Academy will foster a dynamic K-12 learning environment that inspires lifelong scholarship and develops the skills, knowledge, and agency to navigate an ever-changing world.

2. What is your understanding of the school's proposed educational program?

The Education Model was developed based on Robert J. Marzano's 35 years of research, which is in use at all CSUSA-managed schools within our portfolio. The CSUSA Education Model is an instructional approach developed after extensive study of educational practice and is grounded in over 35 years of Dr. Robert J. Marzano's research. Its purpose is to ensure effective delivery of a Guaranteed and Viable Curriculum (GVC) that facilitates each student's mastery of the Florida Standards/Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards and the Next Generation Sunshine State Standards (NGSSS). The GVC is comprised of a year-long plan outlining whole group, standards-based instruction at each grade level and subject area.

3. What do you believe to be the characteristics of a successful school?

We believe that the characteristics of a successful school include goal-setting on a school-wide, classroom, and individual student basis; implementation of PLPs for every student; on-going progress monitoring and assessment; use of innovative measurement tools to drive research-based instruction and data analysis; utilization of technology to drive student engagement; integrated character education programming; academic intervention and acceleration programs; supplemental/extracurricular programs; emphasis on post-secondary readiness; and meaningful parental involvement.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

During board meetings, each school provides monthly status reports, regarding their progress towards goals. These reports include Financial Reports; the School Report (enrollment, withdrawals, staffing, facility issues, and ongoing activities in the school); Satisfaction Surveys; Strategic Plans; and an Annual Accountability Report.

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Governance

1. Describe the role that the board will play in the school's operation.

As the charter holder for the school, our primary role is to determine and preserve the school's mission and vision; create and oversee the school's operational policies; exercise continuing oversight over charter school operations; monitor school academic performance and ensure adequate progress is made; manage resources effectively (adopt and monitor budget and financials); determine, monitor, and strengthen school programs and services; ensure legal and ethical integrity; and maintain academic and financial accountability.

2. How will you know if the school is successful at the end of the first year of operation?

We receive, in addition to monthly reports, an annual report summarizing the school's operational, academic, and financial performance at the end of the school year. The year will be deemed successful if the report reflects that the year's academic goals were achieved, enrollment targets were met, and the fund balance projected in the year's budget was maintained.

3. How will you know at the end of four years of the school is successful?

We monitor the school's progress on a monthly, quarterly, and yearly basis. If at the end of four years, the school's

enrollment targets were met, academic goals were achieved, and fund balances are maintained, the school's four-year progress will be deemed a success.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

We monitor the school's progress on a monthly, quarterly, and yearly basis. If at the end of four years, the school's enrollment targets were met, academic goals were achieved, and fund balances are maintained, the school's four-year progress will be deemed a success.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

If any of our members has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, the member will be informed of the basis for such belief and be granted an opportunity to explain the alleged failure to disclose. If, after hearing the member's response and conducting further investigation as warranted by the circumstances, it is determined that the member failed to disclose an actual or possible conflict of interest, the governing board will take appropriate disciplinary and corrective action.

6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;
   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

The governing board has collectively chosen to continue the partnership with CSUSA due to their successful management of our current charter schools. Our schools have achieved outstanding academic success with strong student enrollment. The board will contract with CSUSA to manage the day-to-day operations of the school, and we will oversee CSUSA via a performance-based contract. This contract will be reviewed by our legal counsel to ensure that we are compliant.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
   ☐ Yes ☒ No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

IV. Statement of Assurances

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for Renaissance accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Will be nonsectarian in its programs, admission policies, employment practices and operations.
- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.
- Will adhere to the antidiscrimination provisions of section 1000.05, F.S.
- Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Will participate in the statewide assessment program created under section 1008.22, F.S.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.
- Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building and on school property.
- Will provide for an annual financial audit in accordance with section 218.39, F.S.

Ken Haiko Board Chair

The governing board, at its discretion, allows Patricia Smith (name), Director (title) to sign as the legal correspondent for the school.

Patricia Smith
Signature

2/18/25
Date

Patricia Smith
Printed Name

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).

(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.

(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:

1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Patricia Smith

Patricia Smith — *Signature*

2/18/25 — *Date*

Paul M. Sallarulo

Mr. Sallarulo served as President and CEO of Nexera Medical Inc. which is the developer, and distributor of antimicrobial textile products worldwide featuring our Spectra Shield tm Plus, the worlds only Reusable FFP3 Antimicrobial Respirator Mask that can be used in Europe. The Spectra Shield Plus is an antimicrobial mask that protects against infectious and contagious diseases, including the Avian Flu H5N1 Virus (commonly known as the bird flu), Tuberculosis, Streptococcus, staph infections, MRSA, SARS, and more. The Spectra Shield Plus mask is manufactured using Fosshield, a patented technology which embeds a non-toxic copper and silver agent into the fibers of the material. Unlike antimicrobial agents that are applied via topical chemical coatings or include actual metals, the patented, non-leaching, and ion-based antimicrobial technology in Fosshield is blended right into the fabric, polymer, or rubber. As the Company's principal government contact, Mr. Sallarulo was responsible for Nexera receiving the first certification in Europe for an antimicrobial mask, in addition to the first certification of a predicate device anti-bacterial respirator mask" issued by the FDA. His successful negotiations of outsourcing the Company's manufacturing in Asia allowed Nexera to have unlimited manufacturing capabilities for its products. Through his strategic direction and knowledge of the Health Care Industry and infection control, he selected the foremost pandemic impending viruses and bacteria for testing and certification.

Mr. Sallarulo has an extensive financial career in capital markets and investment banking in senior positions with Wachovia Securities, Prudential, Raymond James, Meridian Capital Markets and CoreStates Capital Markets.

Mr. Sallarulo was appointed Commissioner of the North Broward Hospital District by Florida Governor Jeb Bush for two four-year terms and served as Chairman of the Board of Commissioners, and Chairman of the Executive Committee. He overlooked four major hospitals, thirty-eight clinics, six thousand professionals, and a budget more than $2 Billion. He served as Chairman of the Audit Committee, Legal Review Committee, Joint Conference Committee, Broward Health Foundation, Community Relations Committee for Broward General Hospital, Community Relations Committee for Imperial Point Medical Center, and currently serves on the Liberty Health Foundation Board in Jersey City, New Jersey.

In January 2006, The Agency for Health Care Administration (AHCA) appointed Mr. Sallarulo to serve on the Medicaid reform Technical Advisory Panel. The Panel was created by the Florida Legislature in House Bill 3B and will advise AHCA on various implementation issues with Medicaid reform. The Panel is intended to be a source of advice for AHCA as the State moves forward to implement Florida's groundbreaking reform plan in Broward and Duval counties. In 2007, Governor Charlie Crist selected Mr. Sallarulo to join his transition team to serve on the The Citizens Review group for the Office of Financial Regulation.

Mr. Sallarulo also served on the Board of Directors of Basinate Industries, Board of Directors of Ubii Corporation, Board of Southwest Charter Foundation, Inc., and board of Renaissance Charter School, Inc., Board of Trustees of Nova Southeastern University, Chairman of the Board of Governors of Nova Southeastern University - Wayne Huizenga School of Business, President of the International Alumni Association of NSU, Nova Southeastern University College of Dental Medicine — Advisory Board, and was inducted as the first Honorary member into Sigma Beta Delta Society-International Honor Society in Business, Management and Administration, Board of Directors of the Symphony of the America's, Chairman of the Board of Governors of the Tower Club, and has served on the following Boards: Board of Directors of Foss manufacturing, Board of Directors and Executive Board of Winterfest, American Diabetes Leadership Council Board, National Advocacy Leadership Board — American Diabetes Association, Board of Directors of the Heart Center of Excellence Foundation, Leadership Circle of United Way, Chairman of the American Red Cross of Broward County, Board of Directors of the Museum of Discovery and Science, Board of Directors of Children Diagnostic Treatment

Center, Board of Directors of the Tower Forum, Member of the Planning and Zoning Board of Fort Lauderdale, Broward County Personal Advisory Board Fort Lauderdale, Fort Lauderdale Marine Advisory Board, Kids Voting USA — Florida State Board of Directors, and the Economic Development Advisory Board. He was C0-Chair of 100 Men Who Care that raises money for many charitable organizations. Mr. Sallarulo was also knighted in 2015 by St. John's of Jerusalem, Knights of Malta. He is a member of Knights of Columbus Fourth degree, and a member of the Order of Alhambra.

Mr. Sallarulo was Co-Founder of Broward Bank of Commerce and served on the Board of Directors. He was Chairman of the Budget Committee, Strategic Planning Committee and Nominating Committee. He also served on the Marketing Committee, Loan Committee, ALCO Committee, and Compensation Committee. Mr. Sallarulo assisted in the Sale of Broward Financial Holdings, the parent company of Broward Bank of Commerce for $33.96 million to Home BancShares, parent company of Centennial Bank in 2014. Mr. Sallarulo currently serves on the Regional Board of Directors of Centennial Bank and serves on the Loan Committee, and Strategic Planning Committee.

He is also the recipient of several prestigious awards including: Distinguished Alumni Achievement Award — Nova Southeastern University — 1996. He received The Outstanding Young Men of America Award in 1996, The "Hope Award" for 2002 from The Multiple Sclerosis Society, The 2002 "Valor Award" by The American Diabetes Society, The "Humanitarian of The Year Award" by The Caducean Society of Fort Lauderdale in 2002, The 2003 "Leadership Tribute Award" by The Elderly Interest Fund, The 2004 "Irishman of The Year Award" by The Emerald Society, The 2003 Alumnus of The year award by Nova Southeastern University, The award for "Outstanding Community Service in Raising Funds" in 2005 by the National American Diabetes Association, 2005 "Leading Men" award by the Cystic Fibrosis Foundation, 2006 "Tree of Life Award" by the Jewish National Fund, 2006 "Profiles in Leadership" award by The Leadership Broward Foundation, Gold Coast Magazine" 50 most powerful people in Broward County" in 2002, 2007 and 2009, Pinion - "Member of the Year 2007", 2008 "Founders Award" by The Children's Diagnostic and Treatment Center, 2010 "Advocates of Distinction" award by the Center for Independent Living of Broward in Honor of the 20th Anniversary of The Americans with Disabilities Act, "2011 Community Health Award" by The Hypoglycemia Support Foundation, 2011 'Community Champion' Award by Deliver The Dream Foundation, selected as The '2011 Outstanding Volunteer Fundraiser' by the Association of Fundraising Professionals, was inducted in to The "2012 Special Olympics Hall of Fame", and the "2014 Style and Substance" award by the Symphony of the America's. In 2018 the Broward Special Olympics created the Annual "Paul Sallarulo Honorary Board Member of the Year Award" to be awarded to an Honorary Board member for exemplary performance. In 2019 Mr. Sallarulo received the Florida State Volunteer Recognition Award by the Florida Knights of Columbus. Mr. Sallarulo was Chairman of The Special Olympics of Broward County, and has been an advocate for people with physical and mental challenges for more than 48 years. He has assisted in raising over 20 million dollars for Special Olympics and other charities. He and his children Patrick and Samantha are the founders of the "Sallarulo Race for Champions" which raised over 10 Million dollars in the last ten years for Special Olympics. Mr. Sallarulo served on The Board of Directors of the Mental Health Association of Broward County. He was presented with the "Volunteer of The Year" award by The Broward County Advisory Board for Persons with Disabilities and The Broward County Disability Affairs Section, and the "2006 Volunteer of The Year" award by The Broward Special Olympics. He was recognized for outstanding advocacy, contributions and achievements that bring increased awareness of disability-related issues. In 2011, The Broward County Board of County Commissioners appointed Mr. Sallarulo to The Advisory Board for Individuals with Disabilities. He served as chairman of the Children's Fund at the North Broward hospital District. He served on the advisory Board of Best Buddies. Mr. Sallarulo and his family received the "2016 Family of the Year Award" for their contribution to the Special Olympics. He also received the "2016 Jack Crutchfield Award" for Outstanding and Distinguished Service to Special Olympics by the Florida State Special Olympics.

In 2008, Governor Charlie Crist recognized Paul with the Point of Light Award for outstanding Volunteerism. “By choosing to devote his energy to the Special Olympics, Paul has helped brighten the lives of many persons with disabilities in Broward County” said Governor Crist. “I applaud his leadership and dedication to helping athletes and volunteers do their best and understand the importance of teamwork.”

Mr. Sallarulo graduated with an A.A.S. degree from SUNY Adirondack, a B.B.A. degree in Business Administration from Baruch College, Dean’s List, in New York City and an M.B.A. from Nova Southeastern University with honors (4.0 GPA) in Fort Lauderdale, Florida.

Mr. Sallarulo has co-authored and published the following articles:

- “Spread Creates Opportunity That’s Not Readily Apparent”, in Credit Union Times, February *11,* 1991;
- “How Your Investments Measure Up — Interest Rate Risk and ALM Strategies”, in Executive Journal, New York, October 1991;
- “Opportunities in FNMA “FLEX” ARMs and FHLMC “WAC” ARMs”, in Credit Union Times, New York, April 4, 1991;
- “Riding The Yield Curve” in Credit Union Times, July 5, 1995;
- “A Portfolio Strategy and Laddered Portfolios as A Passive Investment Strategy” in Credit Union Times, May 10, 1995.
- Contributing Author “Residential Mortgage Lending” 1995, Marshall Dennis
- Acknowledgement by Roberta Guigerio for her Book “The Do’s and Don’ts of Hypoglycemia” 2011

Mr. Sallarulo professional licenses have included: Series 7, Series 8 Supervisors, Series 24 - Principals, Series 63.

IV. Board Member Information Form

Background and Contact Information

1. Name of charter school: Parrish Classical Preparatory Academy

2. Full name: Paul M. Sallarulo

Home Address: 2521 NE 48th Street, Lighthouse Point, FL 33064

Business Name and Address: Southwest Charter Foundation
6278 North Federal Highway #384
Fort Lauderdale, Florida 33308

Phone Number: 954-495-2031

E-mail address: psallarulo1@gmail.com

☒ Resume and professional bio are attached here.
☐ Resume and professional bio are attached elsewhere in the application (specify).

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
☒ Yes ☐ No

I currently serve on two governing boards. Renaissance Charter School, Inc. currently operates 38 charter schools. Southwest Charter Foundation, Inc. currently operates eight charter schools in Florida.

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
☐ Yes ☒ No

5. Why do you wish to serve on the board of the proposed charter school?

I support school choice and this organization is dedicated to establishing and operating high-performing charter schools in Florida. My experience as an accomplished business leader in health care and banking combined with my knowledge of finance will assist the school.

6. What is your understanding of the appropriate role of a public charter school board member?

The appropriate role of a public charter school board member will vary depending on their position on the board, but all board members are governed by the general philosophy that we are members of an organized group of volunteers who, collectively, are legally and morally accountable to the community for the health, vitality, and effectiveness of our charter schools.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I currently serve as a Director for all schools operated by Renaissance Charter School and Southwest Charter Foundation. My previous leadership experience and board of directors' service for many nonprofit organizations will enable me to provide the necessary oversight and guidance that is required to be an effective member.

8. Describe the specific knowledge and experience that you would bring to the board.

I have more than a three decades of experience in banking which will assist the school with financial oversight, regulation

and compliance. I am strong supporter of the Special Olympics and serving ESE students with exceptional opportunities.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The mission of Parrish Classical Preparatory Academy will educate scholars through key tenets of classical education grounded in a rigorous and data-driven curriculum. The vision of Parrish Classical Preparatory Academy is to foster a dynamic K-12 learning environment that inspires lifelong scholarship and develops the skills, knowledge, and agency to navigate an ever-changing world.

2. What is your understanding of the school's proposed educational program?

The Education Model was developed based on Robert J. Marzano's 35 years of research, which is in use at all CSUSA-managed schools within our portfolio. The CSUSA Education Model is an instructional approach developed after extensive study of educational practice and is grounded in over 35 years of Dr. Robert J. Marzano's research. Its purpose is to ensure effective delivery of a Guaranteed and Viable Curriculum (GVC) that facilitates each student's mastery of the Florida Standards/Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards and the Next Generation Sunshine State Standards (NGSSS). The GVC is comprised of a year-long plan outlining whole group, standards-based instruction at each grade level and subject area.

3. What do you believe to be the characteristics of a successful school?

We believe that the characteristics of a successful school include goal-setting on a school-wide, classroom, and individual student basis; implementation of PLPs for every student; on-going progress monitoring and assessment; use of innovative measurement tools to drive research-based instruction and data analysis; utilization of technology to drive student engagement; integrated character education programming; academic intervention and acceleration programs; supplemental/extracurricular programs; emphasis on post-secondary readiness; and meaningful parental involvement.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

During board meetings, each school provides monthly status reports, regarding their progress towards goals. These reports include Financial Reports; the School Report (enrollment, withdrawals, staffing, facility issues, and ongoing activities in the school); Satisfaction Surveys; Strategic Plans; and an Annual Accountability Report.

5. What do you see as your role regarding the school leaders?

During board meetings, each school provides monthly status reports, regarding their progress towards goals. These reports include Financial Reports; the School Report (enrollment, withdrawals, staffing, facility issues, and ongoing activities in the school); Satisfaction Surveys; Strategic Plans; and an Annual Accountability Report.

Governance

1. Describe the role that the board will play in the school's operation.

As the charter holder for the school, our primary role is to determine and preserve the school's mission and vision; create and oversee the school's operational policies; exercise continuing oversight over charter school operations; monitor school academic performance and ensure adequate progress is made; manage resources effectively (adopt and monitor budget and financials); determine, monitor, and strengthen school programs and services; ensure legal and ethical integrity; and maintain academic and financial accountability.

2. How will you know if the school is successful at the end of the first year of operation?

We receive, in addition to monthly reports, an annual report summarizing the school's operational, academic, and financial performance at the end of the school year. The year will be deemed successful if the report reflects that the year's academic goals were achieved, enrollment targets were met, and the fund balance projected in the year's budget was maintained.

3. How will you know at the end of four years of the school is successful?

We monitor the school's progress on a monthly, quarterly, and yearly basis. If at the end of four years, the school's enrollment targets were met, academic goals were achieved, and fund balances are maintained, the school's four-year progress will be deemed a success.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

We monitor the school's progress on a monthly, quarterly, and yearly basis. If at the end of four years, the school's enrollment targets were met, academic goals were achieved, and fund balances are maintained, the school's four-year progress will be deemed a success.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

If any of our members has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, the member will be informed of the basis for such belief and be granted an opportunity to explain the alleged failure to disclose. If, after hearing the member's response and conducting further investigation as warranted by the circumstances, it is determined that the member failed to disclose an actual or possible conflict of interest, the governing board will take appropriate disciplinary and corrective action.

6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;
   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

The governing board has collectively chosen to continue the partnership with CSUSA due to their successful management of our current charter schools. Our schools have achieved outstanding academic success with strong student enrollment. The board will contract with CSUSA to manage the day-to-day operations of the school, and we will oversee CSUSA via a performance-based contract. This contract will be reviewed by our legal counsel to ensure that we are compliant.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
   ☐ Yes ☒ No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

IV. Statement of Assurances

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for __PCPA_____ is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Will be nonsectarian in its programs, admission policies, employment practices and operations.
- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.
- Will adhere to the antidiscrimination provisions of section 1000.05, F.S.
- Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Will participate in the statewide assessment program created under section 1008.22, F.S.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.
- Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building and on school property.
- Will provide for an annual financial audit in accordance with section 218.39, F.S.

The governing board, at its discretion, allows ____Ken Haiko___ (name), __BoardChair_____(title) to sign as the legal correspondent for the school.

Signature _____ Date 2/13/25

Printed Name _____

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).

(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.

(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:

1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: PAUL M. SALLARULO

Paul M. Sallarulo — *Signature*

1/20/21 — *Date*

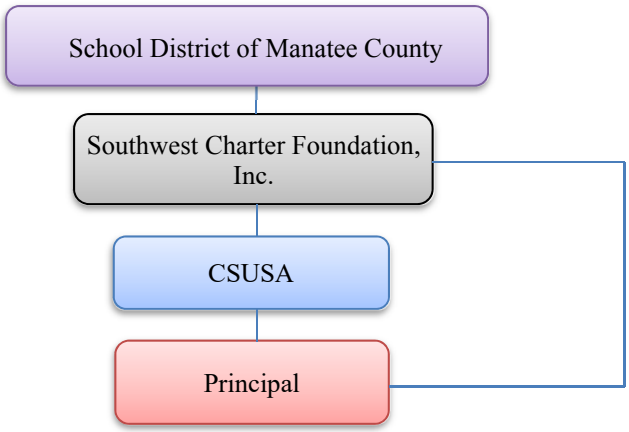
ATTACHMENT

M

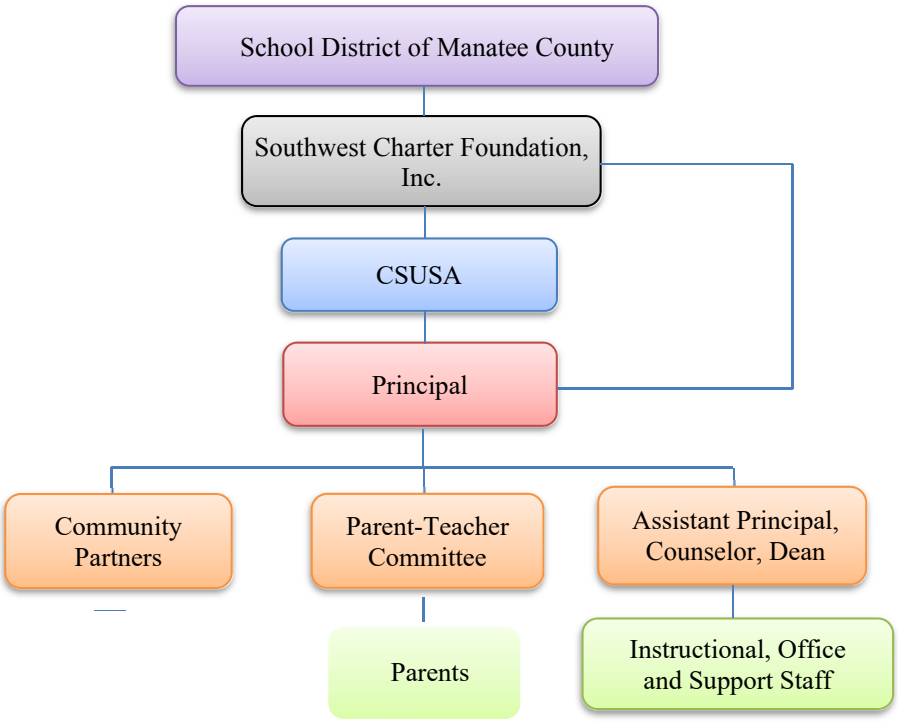
Organizational Charts for School Governance, Management and Staffing

Parrish Classical Preparatory Academy

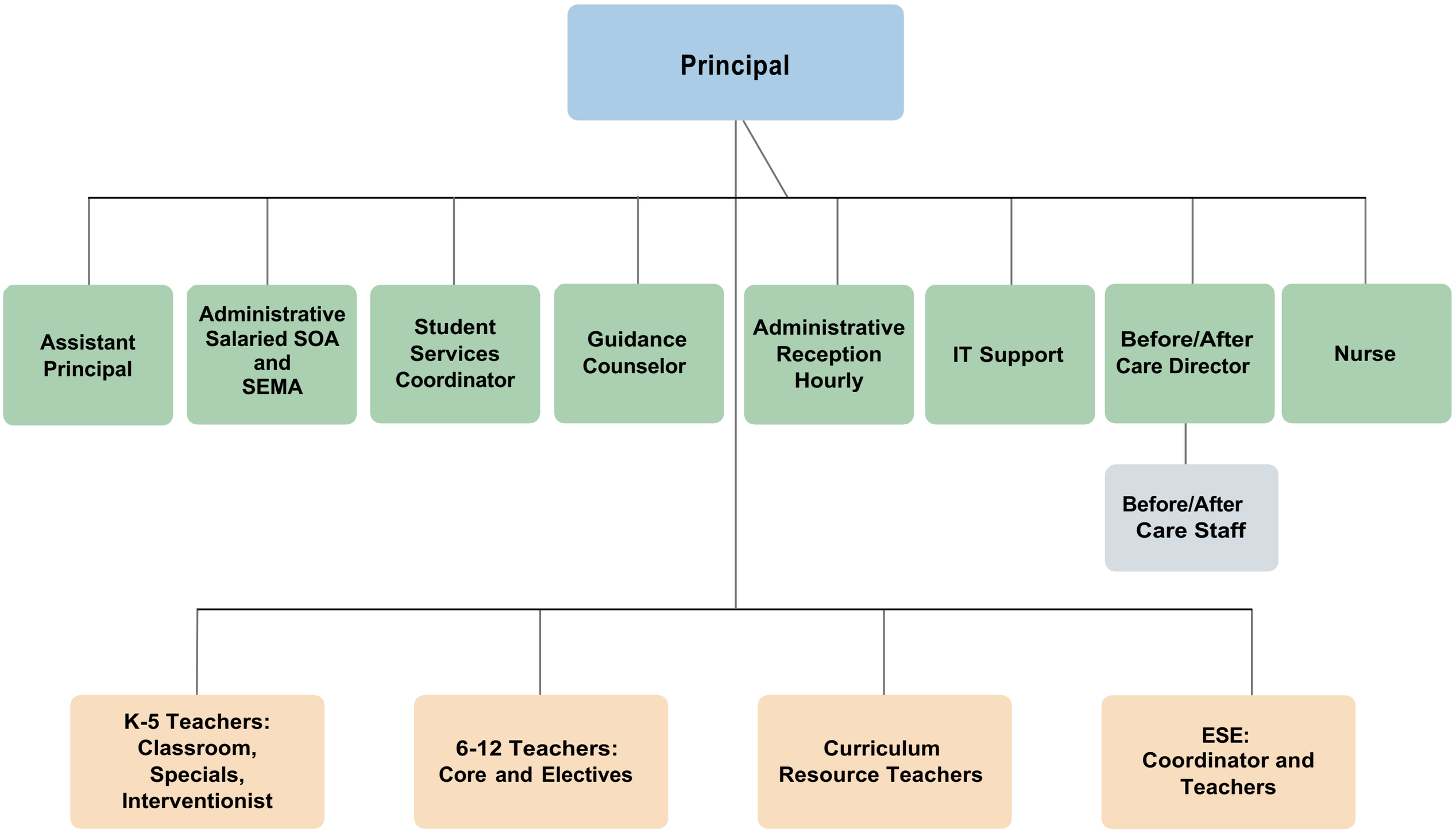
Pre-Operational Organizational Chart



Governance Level Organizational Chart

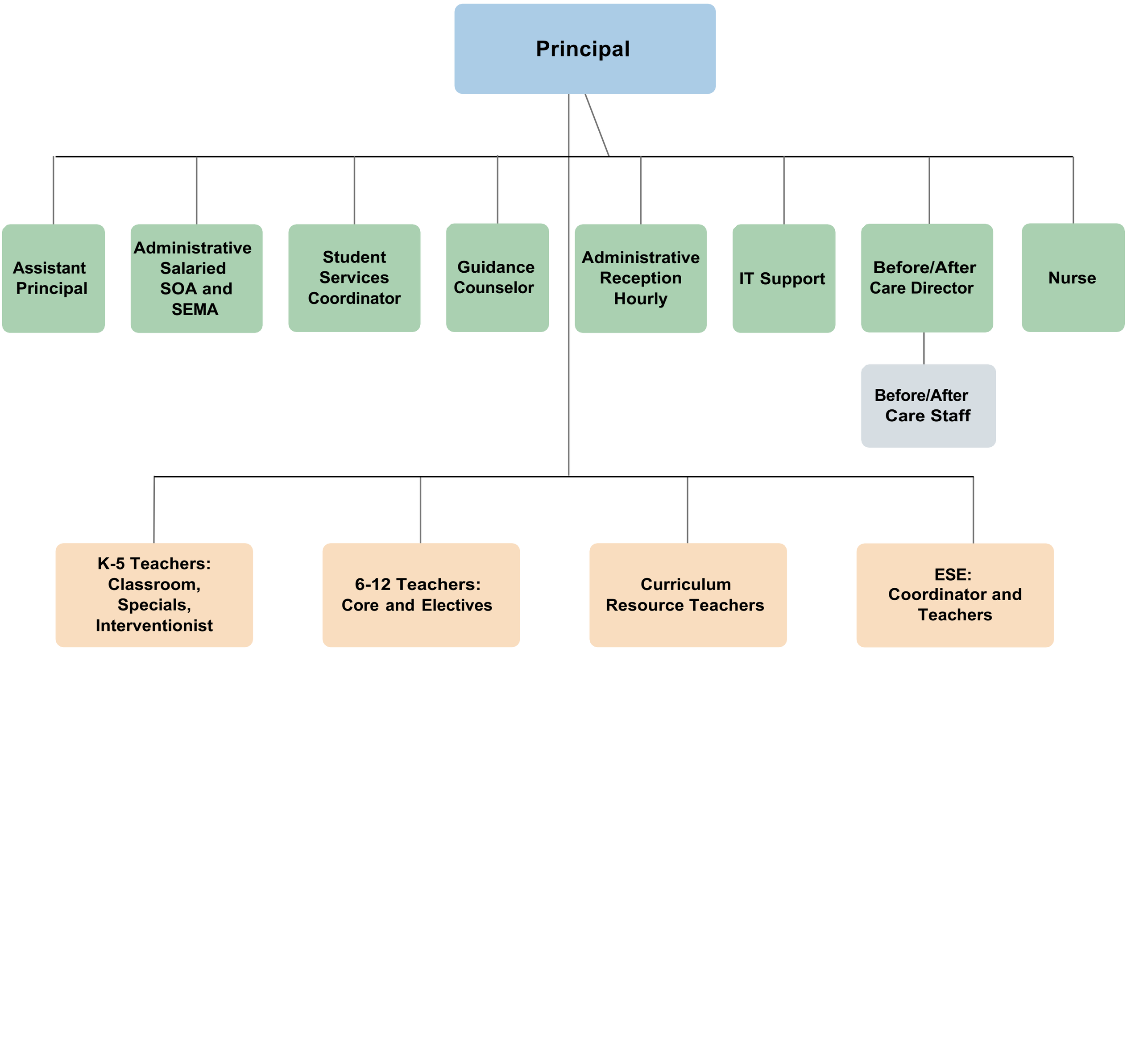


YEAR 1 ORGANIZATIONAL CHART
Parrish Classical Preparatory Academy



YEAR 5 ORGANIZATIONAL CHART

Parrish Classical Preparatory Academy



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Principal Job Description

Job Description: Principal

Job Purpose
To join a team of people with the mission: Relentless Commitment to Student Greatness in School and in Life ™. If you love inspiring and motivating young learners and want to put students first in education, CSUSA is the right place for you. We deliver on our promise of Strong Minds, Good Hearts™ through an education model that gives every student the opportunity for success. As a Principal, you will serve as the site-based leader of the school. Responsible for implementing and managing the policies, regulations, procedures and CSUSA curriculum, to ensure all students have a safe learning environment and receive instruction that meets or exceeds CSUSA standards. Responsible for leading curriculum content and course development, program evaluation, extracurricular activities, personnel management, financial management, facilities operations, emergency procedures, and resource scheduling.

How You Will Impact Education
Instruction/Education Responsibilities

- Serve as Educational Leader of the School
- Serve as a Chief Administrator of the School
- Supervise and Develops Staff; Cultivate leadership in others
- Communicate with Stakeholders
- Shape the vision of success for all students within the CSUSA framework
- Lead the team, including all stakeholders, on a journey to sustainable success through long-term planning with ongoing monitoring, support and measurable milestones.
- Create a climate conducive to student success
- Improve teacher practice through ongoing observations, coaching, feedback and support
- Manage people, data and processes with the goal of school improvement
- Professional Standards for Educational Leaders
    - Develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student
    - Act ethically and according to professional CSUSA norms
    - Strive for equity of educational opportunity and culturally responsive practices
    - Develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment
    - Cultivate an inclusive, caring, and supportive school community
    - Develop the professional capacity and practice of school personnel
    - Foster a professional community of teachers and other professional staff
    - Engage families and the community in meaningful, reciprocal, and mutually beneficial ways
    - Manage school operations and resources
    - Act as agents of continuous improvement

Required Qualifications and Skills

- Demonstrates the ability to lead people and get results through others.
- Has the ability to think ahead and plan over a 1-2 year time span.
- Has the ability to organize and manage multiple priorities.

- Possesses problem analysis and problem resolution at both a strategic and functional level.
- Collaborates to establish and manage the school's budgets and resources, including negotiating variances and related reporting.
- Has experience with employee training and development.
- Possesses strong customer and student orientation.
- Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Has experience leading high performance teams and is a strong team player.
- Has a strong track record for analyzing complex problems/issues, identifying patterns and recommending creative solutions.
- Possesses broad conceptual perspective and forward-thinking on business issues and their long-term impact on the business unit, the finance function and the firm. Ability to systematically analyze complex issues and data.
- Is proactive and takes initiative. Thinks creatively. Drives projects to completion. Insists on highest level of quality.
- Has detailed knowledge of Federal, State, and local requirements for K-12 schools and charter school law preferred.

Job Requirements

- Master's degree (MA) from an accredited college or university or equivalent.
- Professional Certification in Educational Leadership for Applicable State.
- Minimum 2yrs relevant experience (in school administration preferred) and/or training.
- Experience in student instruction.
- Demonstrated ability to lead a school community toward improved academic achievement.
- Computer literacy skills; proficient in Windows, MS Word, Excel, Outlook, PowerPoint; Student Information System (SIS).
- Equivalent combination of education and experience.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.
- May perform other duties assigned.

Work Environment

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual office working conditions.
- May be noisy during high student traffic.

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- No physical exertion required.
- Required to sit and/or stand for long periods of time.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

FLSA Overtime Category

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

ATTACHMENT

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Principal Qualifications

Principal: Required Qualifications and Skills

- Demonstrates the ability to lead people and get results through others.
- Has the ability to think ahead and plan over a 1-2 year time span.
- Has the ability to organize and manage multiple priorities.
- Possesses problem analysis and problem resolution at both a strategic and functional level.
- Collaborates to establish and manage the school's budgets and resources, including negotiating variances and related reporting.
- Has experience with employee training and development.
- Possesses strong customer and student orientation.
- Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Has experience leading high performance teams and is a strong team player.
- Has a strong track record for analyzing complex problems/issues, identifying patterns and recommending creative solutions.
- Possesses broad conceptual perspective and forward-thinking on business issues and their long-term impact on the business unit, the finance function and the firm. Ability to systematically analyze complex issues and data.
- Is proactive and takes initiative. Thinks creatively. Drives projects to completion. Insists on highest level of quality.
- Has detailed knowledge of Federal, State, and local requirements for K-12 schools and charter school law preferred.

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Administrative Staff Job Descriptions

Job Description: Assistant Principal

Job Purpose
To join a team of people with the mission: Relentless Commitment to Student Greatness in School and in Life ™. If you love inspiring and motivating young learners and want to put students first in education, CSUSA is the right place for you. We deliver on our promise of Strong Minds, Good Hearts™ through an education model that gives every student the opportunity for success. As an Assistant Principal, you will assist the principal in providing school-wide leadership to promote the educational development of each student and to ensure the effective operation of the assigned school.

How You Will Impact Education
Instruction/Education Responsibilities
Educational Leadership

- Assists the principal in establishing and maintaining an effective learning climate in the school.
- Assists the principal in the overall administration of the school.
- Serves as principal in the absence of the regular principal.
- Assists the principal in the design and implementation of programs, based on current educational theory and research, to meet the specific needs of the school and its students.
- Facilitates and evaluates, in assigned departments, the CSUSA-approved instructional program in a manner designed to maximize the cognitive and affective progress of each student.
- Assists the principal in the acquisition and utilization of instructional supplies, equipment, and textbooks for the school.
- Assists the principal in facilitating services for all students in the school including, but not limited to, those with special needs.
- Participates, as requested, in school-level activities to design educational philosophy and goals which maximize student growth.
- Assists the principal in overseeing the facility and grounds of the assigned school and makes recommendations about short-range and long-range needs.
- Assists in the development of a schedule which maximizes the educational program for students and utilizes district resources to their greatest advantage.
- Assists the principal in conducting an on-going assessment of the educational program in the assigned school, including the strengths and areas in need of improvement; the analysis of test results, attendance records, discipline reports; feedback from students, staff, administrators, and parents; and other formal and informal data.

Serves as Administrator of School

- Evaluates performance in assigned departments in accordance with state law and regulation, and CSUSA policy and practices.
- Serves as acting Principal responsible for building operations when Principal is out of the building.
- Assists the principal in the orientation of new staff in accordance with state law and regulation as well as CSUSA policy and procedures.

- Generates and maintains personnel records, reports and documentation as required by state and federal law and regulation as well as by CSUSA policy and procedures.
- Works to achieve/sustain 100% of projected student enrollment capacity.

Student Management

- Maintains high standards of student conduct and enforces discipline as necessary, according to due process rights of the students.
- Establishes and publishes guidelines for proper student conduct in keeping with state law, CSUSA policy and school practices in cooperation with the principal.
- Attends school-related activities and events to oversee student behavior and achievements.
- Generates and maintains accurate discipline records.
- Works with students, staff, parents, law enforcement officials and others in the implementation of student behavior codes in cooperation with the principal.

Human Resources

- Assists the principal in the recruiting, screening, background check and reference checks and recommends and assigns school staff.
- Is familiar with hiring statutory laws and state regulations.
- Supports the new hire/recruiting process by properly completing job requisition form, offer letter request, and other items as needed, and secure all the required paperwork (applications and Release forms).
- Supports the Principal during the new employee-interview process, as needed.
- Assists Human Resources Department in maintaining compliance with certification guidelines.
- Ensures new hire paperwork is coordinated with the Business Administrator/Bookkeeper and on schedule with the payroll calendar.
- Maintains personnel files in a confidential manner.
- Conducts new employee orientation. Insures the signed Employee Handbook acknowledgement has been received.
- Supports the Principal in disciplinary actions, coach & counsels, exit interviews, etc... as requested.
- Assists the Principal and Human Resources Department in coordinating Performance Appraisal process, including maintaining data in SIS & HR on-line systems.

Communicates with Stakeholders

- Assists the principal in promoting on-going, two-way communications with relevant audiences (i.e., students, staff, parents, community residents) to enhance the educational program provided by the school.
- Assists the principal in utilizing the resources of the school and community to enhance the educational program.
- Serves as a member of such committees and attends such meetings as directed by the principal and/or Vice President of Education

Required Qualifications and Skills

- Demonstrates enthusiasm and commitment toward the job and the mission of the company.

- Supports the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
- Demonstrates the ability to lead people and get results through others.
- Establishes excellent interpersonal skills between all constituents: being courteous, professional, and helpful; demonstrates high level of interpersonal skills to handle sensitive and confidential situations. Position continually requires demonstrated poise, tact, and diplomacy.
- Works and interacts with individual at all levels of the organization.
- Thinks ahead and plan over a 1-2 year time span.
- Has the ability to organize and manage multiple priorities.
- Has the ability to consistently be at work, to arrive on time, to follow instructions, to respond to management direction and solicit feedback to improve performance.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness. Strives to research, evaluate, and implement best practices.
- Ability to work with large amounts of data, to interpret data, to detect errors, and prepare reports.
- Is able to coach and manage the performance of others.
- Possesses strong customer and student orientation.
- Is proactive and takes initiative. Thinks creatively. Drives projects to completion. Insists on highest level of quality.

Job Requirements

- Master's degree (MA) from an accredited college or university or equivalent.
- Professional Certification in Educational Leadership in Applicable State.
- Two to five years relevant experience (in school administration preferred) and/or training.
- Experience in student instruction.
- Equivalent combination of education and experience.
- Successful results of criminal and employment background check.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.
- May perform other duties as assigned.

Work Environment

- While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:
- Usual school working conditions.

Physical Demands

- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- Agility and ability to quickly move in a school environment where children are present.
- Travel within or outside of Florida.

- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

FLSA Overtime Category
Job is exempt from the overtime provisions of the Fair Labor Standards Act.

Job Description: Dean of Students

Job Purpose
To join a team of people with the mission: Relentless Commitment to Student Greatness in School and in Life ™. If you love inspiring and motivating young learners and want to put students first in education, CSUSA is the right place for you. We deliver on our promise of Strong Minds, Good Hearts™ through an education model that gives every student the opportunity for success. As a Dean of Students, you will be responsible for developing and enhancing elective courses, afterschool college preparation programs and workshops, and parent involvement networks. Responsible for ensuring the overall security, safety, and well-being of students and staff, and assists the principal in the implementation of CSUSA policies and school oversight.

How You Will Impact Education
Instruction/Education Responsibilities

- Ensures teachers are organized, manage their time well and cover proper curriculum and cover proper curriculum conforming to State and CSUSA mandates.
- Conducts 3-minute walk through, reports non-compliance to Principal.
- Ensures teachers follow curriculum maps to maximize high assessments test scores.
- Works with Principal, Assistant Principal and Lead Teachers to observe and evaluate designing and planning of instruction, execution of education, classroom environment.
- Informs teachers of expectations prior to observing/evaluating. Uses announced and unannounced evaluations.
- Debriefs each observation/evaluation with a post conference.
- Ensures classroom teachers are using Personal Learning Plans (PLP) which personalize instruction and differentiate CSUSA schools from district schools.
- Ensures teachers meet with students individually.
- Conducts PLP training and checks PLPs quarterly.
- Supervises the setting of grade level goals for teachers who set classroom goals.
- Analyzes data from formative and summative assessments throughout the school.
- Works with Leadership Team to set annual school goals based on previous year's data.
- Analyzes benchmark data.
- Checks grade books to ensure correct input of grades.
- Monitors that teachers are using assessment data for targeted and differentiated instruction.
- Visits classrooms regularly; provide coaching on classroom management.
- Serves as liaison with Corporate Education to advise of what is effective in the classroom.
- Provides professional development/coaching on research based instructional strategies.

Operations

- Assigns teachers to arrival and dismissal duties; creates posts and updates schedules.
- Creates schedules so that specialized teachers are scheduled properly.
- Creates schedule and assigns specialist teachers for special area schedule to ensure teacher coverage of PE, Music, Art, Spanish, Computer, Library.
- Designs schedule to create common planning time so that classroom teachers can attend grade level cluster meetings.
- Balances schedule so that special teachers have equally distributed planning time.

- Designs schedule so that gifted and talented students have time for key activities and have a variety of specialized teachers.
- Places students to ensure students are with appropriate teacher.
- Checks cumulative files for learning problems to ensure student is in correct learning environment.
- Oversees and monitors progress reports and report cards before distribution date to ensure completeness and accuracy.
- Oversees, interviews, arranges, and orients substitute teachers to ensure smooth transition for substitute and students.

Discipline

- Investigates problems of disciplinary nature, documents information and reports findings and decisions to the appropriate individuals.
- Reports on investigations of offenses committed by students.
- Investigates referrals where student or school property is stolen or reported missing.
- Works closely with the school guidance counselor, principal and local law enforcement agencies and make referrals as appropriate.
- Recommends appropriate sanctions including detentions, campus service, suspensions, and referrals to the principal for appropriate action.
- Makes periodic tours of campus to ensure that school and school board policies are being enforced.
- Assists with the enforcement of school/state attendance policies.
- Counsels' students and parents where behavioral problems are involved.
- Assists with the supervision of organized student gatherings and see that all equipment is operative.
- Coordinate's school bus supervision before and after school.
- Coordinates the student lunchroom and work duty assignments.
- Assists with the supervision of students detained after school hours for disciplinary reasons.
- Provides information to the principal regarding teachers' effectiveness in classroom management and pupil control.
- Ensures school code of conduct is enforced consistently.
- Participates in school-based leadership opportunities (i.e.: team meeting, lead teacher meeting, etc.).
- Convenes scheduled meetings with Guidance Counselors and Principal to discuss individual cases and the well-being of the student body.

Required Qualifications and Skills

- Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
- Possesses strong time management & organizational skills and the ability to prioritize effectively and complete work with little supervision within agreed timeline.

- Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
- Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
- Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
- Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
- Strives to implement best practices and positive character education consistently.
- Has the ability to demonstrate flexible and creative management of disciplinary issues.
- Has the ability to provide a supportive role to the principal.

Job Requirements

- Master's degree (MA) from an accredited college or university or equivalent preferred.
- Possession of valid teaching certification (as appropriate).
- Professional Certification in Educational Leadership for Applicable State preferred.
- Minimum of one (1) to three (3) years successful teaching experience (may include Student Teaching Internship experience).
- Equivalent combination of education and experience.
- Command of grades/subject specific content and theoretical knowledge of learning theory, including motivation, reinforcement, evaluation, and feedback techniques.
- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.
- May perform other duties assigned.

Work Environment

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Agility and ability to quickly move in a school environment where children are present.
- Exposure to weather and other elements, including rain, heat, wind, humidity plus bus and student drops off traffic.

- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

FLSA Overtime Category
Job is exempt from the overtime provisions of the Fair Labor Standards Act.

Job Description: Guidance Counselor

JOB PURPOSE
To join a team of people with the mission: Relentless Commitment to Student Greatness in School and in Life ™. If you love inspiring and motivating young learners and want to put students first in education, CSUSA is the right place for you. We deliver on our promise of Strong Minds, Good Hearts™ through an education model that gives every student the opportunity for success. As a Guidance Counselor, you will be responsible for helping students achieve personal fulfillment by providing them with guidance and counseling services to make successful personal, educational and occupational life plans.

How You Will Impact Education
Instruction/Education Responsibilities
Individual Student Counseling

- Assists students in evaluating their aptitudes and abilities through the use of teacher comments, interpretation of individual standardized test scores and other pertinent data. Works with students in evolving educational and career plans in terms of such evaluation.
- Provides individual counseling sessions for assigned students in dealing with their personal needs as they affect school performance, as well as their educational and career plans.
- Provides small and large group counseling sessions, as needed, to address students' personal educational and career plans.
- Assists students in course selections and the scheduling process. Works to prevent students from dropping out of school and assists those that do in finding alternative educational programs.
- Assists in making arrangements for enrollment in summer school programs to make up noted deficiencies.
- Participates in follow-up studies of former students for the purpose of improving services and evaluating the effectiveness of the educational program being offered by the school.
- Provides emergency support to students as needed during crises.
- Provides students with college financial aid/scholarship resources and assists with college selection (High School).

Staff Consultation

- Serves as a consultant to the faculty concerning matters related to guidance services.
- Confers with staff regarding students with problems and/or special needs.
- Serves as a resource person for administration in matters relating to students and guidance services; provides thorough and timely reports, data, etc. as requested by administration.

Student and Parent Orientation

- Provides new students with an orientation and information relative to school procedures, curriculum, and extra-curricular opportunities.
- Participates in planning and implementing programs which contribute to a smooth transition between grade levels and/or to post-secondary education, which may include orientation programs for students and parents.
- Serves as a resource for information regarding the educational program, activities, and services of the school.

Record Keeping

- Supervises the maintenance of cumulative records for assigned students in accordance with state and federal laws and regulations as well as CSUSA policy.
- Provides information and prepares recommendations to colleges for admissions and scholarships as well as to potential employers and other agencies for assigned students.
- Maintains counseling record (i.e., summary, log) regarding conferences or other sessions with assigned students.

Assessment

- Assists in the administration of state mandated and CSUSA assessment programs.
- Reviews and interprets results of assessment programs for assigned students and utilizes results for counseling purposes.
- Contributes to the evaluation of current curriculum offerings.
- Assists in developing and implementing an evaluation plan for the guidance program and utilizes results to determine strengths and areas in need of improvement.

School and Community Relations

- Strives to establish cooperative relations and makes a reasonable effort to communicate with parents when necessary and appropriate.
- Utilizes the resources of the community in developing and enhancing guidance services and activities.
- Cooperates and shares professionally with members of the staff.
- Assists in interpreting the Guidance Services Program within the school and community.
- Assists community agencies and resource people who deal with students' needs.

Required Qualifications and Skills

- Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
- Has strong time management & organizational skills and the ability to prioritize effectively and complete work with little supervision within agreed timeline.
- Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. As unique situations present themselves, the employee must be sensitive to corporate needs, employee goodwill, and the public image.
- Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
- Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
- Strives consistently to implement best practices and positive character education.

- Has the ability to demonstrate flexible and creative management of disciplinary issues.
- Has the ability to provide a supportive role to the Principal.
- Possesses detailed knowledge of Federal, State, and local requirements for K-12 schools and charter school law.

Job Requirements

- Bachelor's degree from an accredited college or university or equivalent.
- Possession of valid certification for Guidance Counselor.
- Minimum three (3) years' experience of successful teaching or counseling services.
- Successful results of criminal and employment background check.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness. Strives to research, evaluate, and implement best practices.
- Effective communication skills.
- Commitment to company values.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.
- May perform other duties assigned.

Work Environment

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual schools working conditions.
- May be noisy during high student traffic

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- No physical exertion required.
- Required to sit for long periods of time.
- Somewhat stressful due to frequent student activity.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

FLSA Overtime Category

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

Job Description: School Enrollment & Marketing Admininstrator

Job Purpose

To join a team of people with the mission: Relentless Commitment to Student Greatness in School and in Life ™. If you love inspiring and motivating young learners and want to put students first in education, CSUSA is the right place for you. We deliver on our promise of Strong Minds, Good Hearts™ through an education model that gives every student the opportunity for success. As a School Enrollment & Marketing Administrator, you will be responsible for the acquisition of new students and retention of existing students to ensure enrollment targets are met for the school. This role executes strategies, with the assistance of the principal, that support all aspects of the marketing and enrollment functions at the school. Is knowledgeable of all associated processes and activities. Acts as an external representative of the school to the community.

How You Will Impact Education

Instruction/Education Responsibilities

Builds Awareness of School

- Understands and can effectively communicate to families and community stakeholders on charter schools, Charter Schools USA, and the school's identity, mission, and vision.
- Works with school leadership to help refine the school's identity and ensure the school properly represents its identity.
- Develop, update, and modify marketing plans regularly in collaboration with school and state team and ensures they are within the school budget.
- Collaborate with state and national marketing and enrollment team to execute paid digital marketing strategies by providing images, testimonies, identity-related data, and information.
- Identify, attend, and participate in community outreach events to build and increase the lead volume inside and outside of normal school hours.
- Identify and collaborate with community organizations that can ultimately become a partner and lift the school's reputation, identity, and awareness.
- Identify and purchase school promotional items from the marketing toolkit in consideration of the marketing budget.
- Review and leverage local consumer research to ensure marketing strategies align with family interests.
- Monitors competition, offerings, and market changes.
- Identifies school stories, testimonials, and thought leadership opportunities to write and promote on-site and socially.
- Works with public relations agencies and local media to promote events, accolades, and differentiating opportunities.

Generates Conversion of Family Interest Into Ultimate Application and Enrollment

- Develops, implements, and monitors strategies to promote the identity of the school and build the trust of families interested in the school.
- Utilizes the customer relationship management tool (CRM) to build, generate, capture, influence, and convert families throughout the conversion pipeline.

- Builds a healthy list of interested families by utilizing various strategies and events to generate interest.
- Follow-up regularly with families who express interest in the school to get them to apply.
- Develops a content strategy to strengthen the school identity and improve family engagement.
- Collaborates with school staff and teachers to create the website and social content.
- Publishes content on the website and social platforms and monitors associated engagement metrics.
- Plans and coordinates marketing efforts for student recruiting and facilitates and coordinates the school's information sessions, tours, open houses, orientations, etc. while ensuring the consumer experience is exceptional.
- Develop and deploy email, text, or print campaigns to support ongoing communication and retargeting efforts to prospective families utilizing the CRM.
- Co-plan with school leadership to offer family incentives to increase lead volume.

Manages Application & Registration

- Work towards building the application volume beyond the school target and programmatic capacity to ensure we have a waitlist and a fully enrolled school.
- Develops, implements, and monitors various enrollment strategies to improve application volume such as family referrals, etc.
- Manages the application pipeline through various enrollment reports and the student registration system and ensures enrollment policies and processes are followed including seats being offered promptly.
- Identifies and oversees the yearly marketing and enrollment schedule including intent to return, open enrollment, and lottery dates, and communicates with school M&E stakeholders and school staff.
- Develops and provides internal stakeholders with training and materials so they can properly support the enrollment function during key M&E yearly milestones, such as intent to return, start of year calls, warm body count, etc.
- Follow-up with applicants to submit/complete required documentation (e.g. driver's license, birth certificates, and proofs of address) for enrollment.
- Coordinates with school-based special populations staff members to ensure special populations data & documents (including Home Language Surveys) are gathered and shared regularly with the team as students enroll.
- Receives documentation and **enters data** from source documents as necessary to ensure students are fully registered.
- Reviews student records to ensure current information, accuracy, and completeness before syncing with the student information system (SIS).
- Works with other school enrollment stakeholders, such as the SRS, to ensure students are properly identified and coded in the district/parish/state student systems.

Collaborates to Improve Retention, Loyalty & Advocacy

- Works with school leadership to develop and execute retention strategies on existing students with the goal of improving retention, start rates, and minimizing withdrawals.
- Continuously monitors and ensures the school adheres to CSUSA policies on withdrawals.
- Develops and executes family communication campaigns that improve engagement and retention campaigns by utilizing forms and reminder letters, emails, and texts.
- Coordinates with principal and other staff members on student withdrawals and looks for trends and reasons to lower withdrawals.
- Engage the school team to support the start of the year Pre-First Day and warm body counts.
- Identify, implement, and monitor various advocacy strategies to capture testimonials, identify ambassadors, and leverage raving fans.

Marketing and Enrollment Team Membership

- Develop marketing and enrollment team at the school to serve as partners towards achieving marketing and enrollment goals for the school.
- Identify school members who can assist M&E functions and cross-train them to support M&E activity and act as a backup if needed.
- Provide status updates, reports, and progress on marketing and enrollment-related projects to school leadership regularly.
- Communicate and collaborate with school leaders and M&E Area Managers on strategies, plans, and goals.

Required Qualifications and Skills

- Has the ability, comfort, and success with speaking to prospective families and community partners to influence them to apply and enroll or partner with the school.
- Has the ability to strategically use insights and metrics from social media (e.g. Facebook, Instagram, Twitter, YouTube) and digital marketing to promote the school and CSUSA.
- Understands how to engage and optimize content through Social and Digital Media.
- Demonstrates proficient experience with Microsoft Office (Outlook, Word, Excel, PowerPoint), Student Information System (SIS), CRM, Adobe Acrobat, and Canva.
- Has the ability to adapt and incorporate emerging software technology into daily use.
- Possesses detailed knowledge of Federal, State, and local requirements for K-12 schools and charter school law preferred.
- Has the ability to work and interact with individuals at all levels of the organization.
- Has the ability to organize, prioritize and manage multiple priorities.
- Has the ability to establish a set of operating principles and routines, driving projects to completion, while insisting on the highest level of quality.
- Possesses excellent communication skills: oral (including presentations), written, interpersonal (active listening), negotiating, and influencing.

- Has the ability to respond to management direction, and to solicit feedback to improve performance.
- Possesses good knowledge of company and departmental policies and procedures.
- Leads by example in adherence and knowledge of the CSUSA and the school's vision, mission, and values demonstrated by the commitment to act in an ethical manner using behaviors that promote a team concept.
- Follows through on duties and projects assigned.
- Participates in and completes training programs offered to increase skill and proficiency related to assignments.
- Reviews current developments, literature, and technical sources of information related to job responsibility.
- Ensures adherence to good safety procedures.

Job Requirements

- 2-year college degree/equivalent experience (required) or higher (preferred).
- Previous sales or marketing background is highly desired.
- Previous School Enrollment Manager, Registrar, or equivalent experience desired.
- Demonstrated experience in social media and digital marketing on Facebook, Instagram, Twitter, and YouTube. Understanding of engaging and optimized content.
- Minimum of 2 years relevant experience.
- Excellent customer service skills.
- Excellent organization, time management, and follow-up skills.
- Must be able to present a professional office with great customer service skills.
- Must have a positive attitude and be able to collaborate with others, while helping to maintain a pleasant working environment.
- Must be detail oriented.
- Being bilingual is a plus, but not required.
- Ability and willingness to work successfully with students, parents, and staff.
- Must pass a background check.
- Ability and willingness to take directions.
- Excellent references including attendance and punctuality.
- Demonstrates excellent oral (including presentations), written, interpersonal (active listening), skills and ability in negotiating and influencing, professional phone etiquette.
- Proactive and takes initiative. Thinks creatively. Drives projects to completion. Insists on the highest level of quality.
- May perform other duties assigned.

Work Environment

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual office working conditions.

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- No physical exertion required.
- Travel within or outside of state.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

FLSA Overtime Category

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

Job Description: School Operations Administrator

Job Purpose
To join a team of people with the mission: Relentless Commitment to Student Greatness in School and in Life ™. If you love inspiring and motivating young learners and want to put students first in education, CSUSA is the right place for you. We deliver on our promise of Strong Minds, Good Hearts™ through an education model that gives every student the opportunity for success. As a School Operations Administrator, you will be responsible for managing the financial, operational, and HR functions at the school level. The School Operations Administrator will work daily with the CSUSA Support Center functional areas to ensure school compliance with all CSUSA policies and protocols as established for all areas of responsibility. These functional areas include but are not limited to procurement, offer letters, onboarding, and grants.

How You Will Impact Education
Instruction/Education Responsibilities
Human Resources Management

- Creates position openings in UltiPro HR system.
- Works in conjunction with Offer Letter Specialist to commence offer process and sends required documents regarding offers.
- Boards new employees in the UltiPro HR system and works daily with Employee Onboarding and Compliance Specialist to insure all employees have completed all new hire paperwork in a timely manner.
- Supports all school personnel in completing electronic Human Resources ("HR") onboarding submissions, including but not limited to, electronic on-boarding and benefit applications in the UltiPro HR system.
- Implements and monitors new hire information in UltiPro, Time & Attendance system in UltiPro and LaunchPad; maintains employee data in UltiPro.
- Works in conjunction with the Principal, the Finance Department, and the Human Resources Department to ensure that the school stays within the approved Staffing Budget and various line items.
- Manages and maintains all confidential employee and school documents.

Payroll

- Manages employees in self-posting PTO in the HR system.
- Ensures compliance and accuracy in the HR Time and Attendance system in UltiPro HR system.
- Audits payroll previews presented by Payroll Department to authorize processing of payroll.
- Manages and trains employees on all required HR systems.
- Prepares School-based reports as required by the Payroll Department.
- Oversees and approves I.T. and Facilities school based employee hours and PTO.

Benefits

- Assists the Human Resources Department in formulating and executing open enrollments and other Benefit meetings and prepares required reports.
- Manages and trains employees on family status changes, 401k, benefits selection and compiles appropriate paperwork as required.

- Manages requests, information, and documentation from employees for FMLA, Short-term and Long-term disability and assists Human Resources Department with requests, information and documentation.

Operations

- Works directly with Director and Manager of Procurements on purchase orders and goods needed.
- Manages National School lunch program at the school level working directly with the Support Center.
- Manages the school's food and transportation services by coordinating with service providers and overseeing deliveries.
- Manages all school inventory purchased.

Finance/accounting

- Manages financial records of the School in accordance with Company Policy and assists Staff Accountant with monthly Financial Statements.
- Supervises all check request and bank deposits including cash deposits of $10,000 or more and ensures compliance with the Currency Transaction Reporting Requirements and Company Policy which will be provided and trained upon once hired.
- Supervises and trains delegates to make deposit and accept cash on schools behalf.
- Forwards approved invoices to Accounts Payable department on a weekly basis.
- Monitors and reconciles balances of School-based accounts in a timely manner.
- Manages and trains on procedure for collection of any NSF checks in a timely manner.
- Oversees and approves expenditure Invoices at the school level.
- Maintains and reconciles Petty Cash Account based on Company Policy.
- Prepares and maintains school budget and staffing matrix at the school level with Finance department in Adaptive Planning monthly.
- Participates on all School Dashboard calls and assists Principal with follow-up issues related to the call, as needed.

Grants/Compliance

- Works daily with Education Grants Manager.
- Supervises timelines and grant draw downs.
- Attends grant trainings to prepare and administer grants at school level.
- Supports compliance department ensuring compliance at school level is maintained.

Risk Management

- Ensures adherence to proper safety procedures.
- Acts as liaison to HR and Benefits teams in relation to respective employee injuries.
- Processes and oversees all Workers' Compensation claims electronically in the prescribed manner and assists Employee in seeking medical care by providing proper authorization forms.
- Oversees, maintains, and processes all student accident claims in the prescribed manner.
- Acts as a Liaison to Facilities and Finance departments on property and casualty claims.

Information Technology

- Supervises all school based I.T. employees.
- Point of contact for submitting Work Tickets for I.T., property, maintenance and safety needs at the school and processes all Help Tickets in a timely manner.

- Ensures all permits and licensing are renewed/paid and posted on a timely basis; no permit or license should be expired.
- Maintains an accurate, documented inventory of school keys for administrators, teachers, and substitutes.
- Manages and documents end of year key return from faculty/staff.

Required Qualifications and Skills

- Time Management: Prioritizing, Organizing, Scheduling
- Computer Basics – Windows, Internet
- Aptitude for mathematics and the ability to concentrate on detail.
- Communication – Oral, Written, Interpersonal (active listening)
- Ability to multitask
- Ability to remain calm in fast-paced environment

Job Requirements

- Bachelor's or higher in Accounting, Finance, or related field of study from an accredited institution.
- At least 2+ year's School Operations or Business Management experience required Experience in an educational environment preferred.
- Must always maintain confidentiality.
- Knowledge and practical experience beyond basic bookkeeping.
- Knowledge and practical experience using MS Word, Excel, QuickBooks.
- Ability to work independently and make decisions in accordance with established policies and regulations.
- Polite, courteous, and tactful with the public and co-workers.
- May perform other duties assigned.

Work Environment

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual office working conditions.

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- No physical exertion required.
- Travel within or outside of state.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

FLSA Overtime Category

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

Job Description: Administrative Assistant

Job Purpose

To join a team of people with the mission: Relentless Commitment to Student Greatness in School and in Life ™. If you love inspiring and motivating young learners and want to put students first in education, CSUSA is the right place for you. We deliver on our promise of Strong Minds, Good Hearts™ through an education model that gives every student the opportunity for success. As an Administrative Assistant, you will be responsible for ensuring the smooth and efficient operation of the school office in order for the office's maximum positive impact on the education of children can be realized.

How You Will Impact Education

Instruction/Education Responsibilities

- Leads by example in adherence and knowledge of the CSUSA and school's Vision, Mission and Values demonstrated by his/her commitment to act in an ethical manner using behaviors that promote a team concept.
- Follows through on duties and projects assigned.
- Participates in and successfully completes training programs offered to increase skill and proficiency related to assignments.
- Reviews current developments, literature and technical sources of information related to job responsibility.
- Follows company policies, and federal and state laws.
- Ensures adherence to good safety procedures.
- Consults directly with CSUSA personnel when applicable.
- Takes and transcribes dictation of various types, including reports, correspondence, observation and evaluation reports, letters, memos, newsletters, and other documents.
- Maintains the schedule of appointments for the principal and makes arrangements for meetings, conferences, interviews and other activities.
- Prepares evaluations, memos, newsletters, presentations and other documents at direction of the Principal.
- Coordinates the assignments and the work of substitute teachers.
- Performs office routines and practices such as sorting mail, operating the copy machine, serving as telephone receptionist and others.
- Prepares processes and maintains oversight of purchase orders.
- Maintains an appropriate filing system and readily retrieves documents through the use of this system.
- Manages records and correspondence, improves systems when necessary; responds to requests for information.
- Acts as an information resource for other office personnel in the building; communicates assigned duties to other office personnel as required.
- Has the ability to organize and prioritize multiple assignments.
- Is extremely organized, process driven, and detail oriented.

Required Qualifications and Skills

- Demonstrates enthusiasm and commitment toward the job and the mission of the company; supports the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.

- Has the ability to consistently be at work, to arrive on time, to follow instructions, to respond to management direction and solicit feedback to improve performance.
- Establishes excellent interpersonal skills between all constituents: is courteous, professional, and helpful; demonstrates high level of interpersonal skills to handle sensitive and confidential situations; requires demonstrated poise, tact and diplomacy.
- Maintains the confidentiality of school business.
- Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Possesses great phone etiquette.
- Is proactive and takes initiative. Thinks creatively. Drives projects to completion. Insists on highest level of quality.
- Works with and interacts with staff and relates to individuals at all levels of the organization., Is sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
- Possesses strong customer orientation.
- Works with large amounts of data, researches and interprets records, detects errors, and makes the necessary corrections.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
- Strives to implement best practices.

Job Requirements

- High School diploma or equivalent.
- One to two years of office experience with a wide variety of responsibilities.
- Successful results of criminal and employment background check.
- Comfortable working in learning environment as part of a team.
- Bilingual ability may be required per advertised vacancy specifications.
- Demonstrated proficiency with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
- Commitment to company values.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.
- May perform other duties as assigned.

Work Environment

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual office working conditions.

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Sitting for long periods of time
- The employee must frequently lift and/or move up to 20 pounds and occasionally lift and/or move up to 10 pounds of force.
- Vision abilities required by this job include close vision, depth perception and ability to adjust focus.

FLSA Overtime Category
Job is non-exempt subject to the minimum wage and overtime provisions of the Fair Labor Standards Act (FLSA).

Job Description: School Health Aide

Job Purpose

To join a team of people with the mission: Relentless Commitment to Student Greatness in School and in Life ™. If you love inspiring and motivating young learners and want to put students first in education, CSUSA is the right place for you. We deliver on our promise of Strong Minds, Good Hearts™ through an education model that gives every student the opportunity for success. As a School Health Aide, you will assist in the support of the instructional program by creating a climate of health and well-being in the school and by addressing the health needs of the school, consistent with the goals set forth by CSUSA.

How You Will Impact Education

Instruction/Education Responsibilities

- Provide basic healthcare to students and staff
- Perform health screenings
- Serve as liaisons between school personnel, family, and community healthcare providers to ensure a healthy school environment
- Serving as consultants with other school professionals, such as food service personnel, physical education teachers, coaches, and counselors
- Providing health-related education to students and staff in both individual and group settings
- Monitoring immunizations, managing communicable diseases, and assessing the school environment as to prevent injury and ensure safety
- Overseeing infection control measures
- Actively participating in school safety plans that address school violence, bullying, and emergencies that may occur at school
- Overseeing medication administration, health care procedures, and the development of healthcare plans
- Overseeing vision, hearing, body mass index, and mental health screening procedures
- Making decisions related to the delegation of healthcare tasks as directed by state laws and professional practice guidance
- Providing health advice to school educational teams, such as the Committee on Special Education and the Individualized Educational Plan (IEP) team

Required Qualifications and Skills

- School software
- Answering phones
- Interacting with all school stakeholders
- Attention to detail
- Time management
- Strong verbal and written communication
- Clinical duties:
- take vital signs
- collect patient medical history and information
- prepare and clean clinic areas
- prepare and administer medications
- log patient visits and keep appropriate records
- properly dispose of waste and contaminated materials
- Administrative duties:

- answer phones
- follow-up with patients regarding questions
- log patient information
- create and manage school health records
- track and order supplies

Job Requirements

- CPR Certified
- CNA Certification, LPA License or College Education preferred.
- Minimum of 1-year successful experience as a nurse's assistant or clinical assistant (preferred).
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.
- May perform other duties assigned.

Work Environment

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual office working conditions.

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- No physical exertion required.
- Travel within or outside of state.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

FLSA Overtime Category

Job is non-exempt from the overtime provisions of the Fair Labor Standards Act.

Job Description: Area IT Support Specialist

Job Purpose

To join a team of people with the mission: Relentless Commitment to Student Greatness in School and in Life ™. If you love inspiring and motivating young learners and want to put students first in education, CSUSA is the right place for you. We deliver on our promise of Strong Minds, Good Hearts™ through an education model that gives every student the opportunity for success. As an Area IT Support Specialist, you will be maintaining & supporting system availability of critical and non-essential school systems. Support IT needs of assigned regional schools as determined by State IT team. Provides superior customer support to school administration, teachers, parents & students per support structure established by State IT Team.

How You Will Impact Education

Instruction/Education Responsibilities

- Manage assigned service zone to ensure support tickets are completed within the Service Level Agreement while following company policy related to inventory management, service call management, safety initiatives, and others.
- Monitor support requests to determine larger-scale issues.
- Plan and support network and computing infrastructure in tandem with State IT team and outsourced partners.
- Provide daily assistance within assigned regional area for end-user support, including, but not limited to computer hardware, software installation and upgrades, backups, and networking.
- Provide regular written and verbal updates to the State IT Director/Manager team on the operational status of systems supporting the education environment.
- Escalate support requests & issues as needed to State IT Escalation Team
- Maintain disaster recovery and prevention procedures.
- Plan and support network and computing infrastructure in tandem with State IT team and outsourced partners.
- Maintain and implement IT related documentation, SOPs, and best practice procedures.
- Be a technology liaison for schools, clients and vendors.
- Participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignments.
- Perform other duties as delegated by Florida State IT Director, Manager, and Escalation team.
- Ensure adherence to best practice safety procedures.
- Review & stay current on developments, literature and technical sources of information related to job.
- Follow federal and state laws, as well as company policies.

Required Qualifications and Skills

- Demonstrates enthusiasm and commitment toward the job and the mission of the company; supports company's goals and strategic priorities.
- Works and interacts with staff and relates to individuals at all levels of the organization; relates to individuals at all levels. As unique situations present themselves, the incumbent must be sensitive to corporate needs, employee goodwill, and the public image.
- Ability to organize and manage multiple priorities.
- Ability to consistently be at work, to arrive on time, to follow instructions, to respond to management direction and solicit feedback to improve performance.

- Strong customer orientation.
- Establishes excellent interpersonal skills between all constituents: being courteous, professional, and helpful; demonstrates high level of interpersonal skills to handle sensitive and confidential situations. Position continually requires demonstrated poise, tact and diplomacy.
- Demonstrates excellent oral (including presentations), written, interpersonal (active listening), skills and ability; positive and professional phone etiquette.
- High performance teams and a strong team player.
- Strong track record for analyzing problems/issues, identifying patterns and recommending creative solutions.
- Proactive and takes initiative. Thinks creatively.
- Drives projects to completion. Insists on highest level of quality.

Job Requirements

- Relevant technical certifications such as A+, Azure AI-900, SEC+, NET+, CCNA, etc.
- Bachelor's degree in computer science, information systems or equivalent combination of education and experience
- 2-5 years of experience supporting IT customers
- Advanced knowledge and experience resolving hardware and software issues in an enterprise environment
- Prior experience in a school environment is preferred but not required
- Commitment to company values
- Valid driver's license and reliable transportation required to allow for support of regionally assigned schools.
- Such alternatives to the above requirements as CSUSA may deem appropriate and acceptable.
- May perform other duties as assigned.

Work Environment

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual office working conditions.

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- No physical exertion required.
- Travel within or outside of state.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

FLSA Overtime Category

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

Job Description: Director Before & After Care

Job Purpose

To join a team of people with the mission: Relentless Commitment to Student Greatness in School and in Life ™. If you love inspiring and motivating young learners and want to put students first in education, CSUSA is the right place for you. We deliver on our promise of Strong Minds, Good Hearts™ through an education model that gives every student the opportunity for success. As a Director of Before & After Care, you will be responsible for overseeing the maintenance of an orderly, safe and pleasant atmosphere in the cafeteria, on the playground and in other designated locations by helping and supervising staff and students during authorized before or after school programs in accordance with CSUSA policy and established school procedures.

How You Will Impact Education

Instruction/Education Responsibilities

Oversees Day-to-Day Operations of Before and Aftercare Program

- Oversees registration of students into program.
- Monitors staff and students.
- Oversees proper student sign-in and dismissal procedures for Before Care.
- Oversees proper student check-in and dismissal procedures for After Care.
- Observes who enters and leaves child care area.
- Oversees and/or assists students with homework.
- Oversees and/or passes out snacks.
- Oversees and /or plays with students on playground.
- Coordinates field trips.

Ensures Proper Infrastructure of Before and Aftercare Program

- Ensures background check work references have been conducted on staff.
- Organizes and plans for age specific craft/entertainment programs.
- Purchases crafts and snacks.
- Organizes and plans for Spring/Summer Camp Programs if applicable.
- Submits reports and maintain records.

Oversees Finances of Before and Aftercare Program

- Plans budget in coordination with Business Administrator or Regional Business Administrator.
- Ensures compliance to Budget.
- Receives and handles money in accordance with CSUSA guidelines.
- Oversees collection of A/R and NSF checks.
- Maintains accurate financial records.
- Maintains up to date data base of customers.

Required Qualifications and Skills

- Demonstrates the ability to lead people and get results through others.
- Has the ability to consistently be at work, to arrive on time, to follow instructions, to respond to management direction and solicit feedback to improve performance.
- Establishes excellent interpersonal skills between all constituents: being courteous, professional, and helpful; demonstrates high level of interpersonal skills to handle sensitive and confidential situations. Position continually requires demonstrated poise, tact and diplomacy.

- Demonstrates excellent oral (including presentations), written, interpersonal (active listening), skills and ability in negotiating and influencing; great phone etiquette.
- Is proactive and takes initiative. Thinks creatively. Drives projects to completion. Insists on highest level of quality.
- Works and interacts with staff and relates to individuals at all levels of the organization; relates to individuals at all levels. As unique situations present themselves, the incumbent must be sensitive to corporate needs, employee goodwill, and the public image.
- Possesses strong customer and student orientation.
- Has the ability to work with large amounts of data, to research and interpret records, to detect errors, and make the necessary corrections.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness. Strives to implement best practices.
- Has the ability to be courteous and professional when dealing with parents, children and other co-workers.
- Possesses strong supervisory skills.

Job Requirements

- High School Diploma, or higher.
- Three (3) years' experience in childcare management.
- Special certifications, i.e. CPR training, preferred.
- Computer literacy; proficient with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS). Knowledge of QuickBooks preferred.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.
- Requires fingerprint/background check with district prior to start date.
- May perform other duties assigned.

Work Environment

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual child care working conditions.

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Frequent reaching and stretching to pass out snacks.
- Frequent bending and flexing of arms and legs to play active games with children.
- Light work: Exerting up to 40 pounds of force occasionally (ice coolers), and/or up to 20 pounds of force as frequently as needed to move objects.

FLSA Overtime Category

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

Job Description: Before & After Care Worker

Job Purpose
To join a team of people with the mission: Relentless Commitment to Student Greatness in School and in Life ™. If you love inspiring and motivating young learners and want to put students first in education, CSUSA is the right place for you. We deliver on our promise of Strong Minds, Good Hearts™ through an education model that gives every student the opportunity for success. As a Before & After Care Worker, you will be responsible for assisting in maintenance of an orderly, safe and pleasant atmosphere in the cafeteria, on the playground and in other designated locations by helping and supervising students during authorized before or after school programs in accordance with CSUSA policy and established school procedures.

How You Will Impact Education
Instruction/Education Responsibilities

- This position is one that is in the public eye and program assistants must always reflect a professional manner as well as provide excellent customer service.
- Candidates must be able to resolve conflicts with children and parents, possess the ability to be firm but friendly, and must be able to be courteous and professional when dealing with parents, children and other co-workers. Program assistant reports to the Director of the Before and After Care Program and to the school principal.
    - Follows proper student sign in and dismissal procedures for Before Care.
    - Follows proper student check in and dismissal procedures for After Care.
    - Monitors students.
    - Observes who enters and leaves childcare area.
    - Passes out snacks.
    - Plays with students on playground.
    - Tutors and assists students with homework.
    - Resolves conflicts with children and parents.

Job Requirements

- High school diploma or higher education credential.
- Previous experience as daycare assistant or summer camp counselor, preferred
- Must like children.
- Commitment to company values.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.
- May perform other duties as assigned.

Work Environment
While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

Physical Demands
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- No physical exertion required.
- Somewhat stressful due to frequent student activity.

- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

FLSA Overtime Category
Job is exempt from the overtime provisions of the Fair Labor Standards Act.

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Instructional Staff Job Descriptions

Job Description: Curriculum Resource Teacher

Job Purpose
To join a team of people with the mission: Relentless Commitment to Student Greatness in School and in Life ™. If you love inspiring and motivating young learners and want to put students first in education, CSUSA is the right place for you. We deliver on our promise of Strong Minds, Good Hearts™ through an education model that gives every student the opportunity for success. As a Curriculum Resource Teacher, you will be responsible for providing curriculum training and support to teachers and assisting with curriculum implementation as directed by school leadership, including supporting prior week of NTI. Conducts ongoing staff development, performs periodic classroom visitations, collects, and reports quarterly student data, and monitors programs.

How You Will Impact Education
Instruction/Education Responsibilities

- Develops and conducts in-service training for all teachers regarding the curriculum, researched-based instructional strategies, and best practices.
- Provides support to school administration in preparation for (New Teacher Induction NTI/Returning Teacher Orientation RTO) approximately two weeks prior to start of teacher training and two weeks post end of school year to support close out of end year operations, as assigned by administration.
- Performs periodic classroom visitations, assists teachers in the improvement of instructional performance, performs periodic binder reviews, and monitors improvement.
- Demonstrates lessons in classroom situations for observation by teachers.
- Trains new teachers in the use of the applicable Student Information System (SIS) and school-based resources and procedures.
- Facilitates grade level and/or subject area team meetings.
- Serves as a resource to school administrators and content area teachers in identifying reading needs, adapting instructional techniques, and implementing reading strategies across the curriculum.
- Assists with the development of school literacy initiatives.
- Collects, analyzes, and reports school and student benchmark data.
- Initiates and maintains effective liaisons with district and professional associations to maintain a current knowledge of Reading and instructional best practices.
- Attends monthly CSUSA Curriculum Cadres.

Required Qualifications and Skills

- Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
- Possesses strong time management and organizational skills and the ability to prioritize effectively.
- Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
- Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
- Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.

- Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
- Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
- Strives to implement best practices and positive character education consistently.
- Demonstrates and articulates a thorough understanding of The Art & Science of Teaching (Robert Marzano).

Job Requirements

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Master's Degree preferred and teaching certificate as appropriate.
- Minimum of three (3) years of K-12 classroom teaching with demonstrable positive impact on achievement.
- Demonstrated evidence of involvement in school activities involving leadership responsibilities and commitment to company values.
- Possession of valid teaching certification (as appropriate).
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- May perform other duties as assigned.

Work Environment

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Must have the ability to sit and stand for extended periods of time.
- Exhibit manual dexterity to dial a telephone, to enter data into a computer; to see and read a computer screen and printed material with or without vision aids; hear and understand speech at normal classroom levels, outdoors and on the telephone.
- Speak in audible tones so that others may understand clearly in normal classrooms, outdoors and on the telephone.
- Physical agility to lift up to 25 pounds to shoulder height; ability to bend, stoop, climb stairs, and reach overhead.
- Somewhat stressful due to frequent student activity.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

FLSA Overtime Category

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

Job Description: Instructional Support Specialist

Job Purpose
To join a team of people with the mission: Relentless Commitment to Student Greatness in School and in Life ™. If you love inspiring and motivating young learners and want to put students first in education, CSUSA is the right place for you. We deliver on our promise of Strong Minds, Good Hearts™ through an education model that gives every student the opportunity for success. As an Instructional Support Specialist, you will work as a colleague with classroom teachers to support student learning in all content areas. The Instructional Support Specialist will focus on individual and group professional development that will expand and refine the understanding of research-based effective instruction. In order to fulfill these expectations, the Instructional Support Specialist will provide personalized support that is based on the goals and identified needs of individual teachers in support of the school improvement action plan.

How You Will Impact Education
Instruction/Education Responsibilities

- Facilitate the intellectual and processional development of teachers.
- Create positive relationships with teachers and administrators.
- Communicate and demonstrate research-based instructional practices that result in increased student performance and improved classroom environment.
- Communicate effectively with all members of the school district and community.
- Encourage professional growth and provide organized, individual and/or group learning opportunities for teachers.
- Assist teachers with designing instructional decisions based on assessment data and culturally responsive practices.
- Assist teachers in creating materials that are in alignment with curriculum.
- Instruct and support teachers with curriculum software products, and classroom/curriculum related technologies.
- Provide support in analyzing student assessment data.
- Support, implement and assess various instructional programs and program effects on student achievement.
- Participates in goal/plan setting and evaluation.
- Participates in extracurricular activities to ensure a positive school culture and provide support for students and staff (as required).
- Demonstrate a thorough knowledge of curriculum and subject matter.
- Assist teachers with specific classroom activities when requested.
- Provide support for classroom motivation and management strategies.
- Monitor intervention programs and student progress by observing and meeting with teachers.
- Develops resources for Tier 2 interventions and provides Tier 2/3 interventions when appropriate.
- Participates in building action planning working toward school goals.
- Collaborates with building principals and Title 1 staff to conduct needs assessment and plan for and monitor Title 1 programs.
- Provide assistance in researching instructional and/or curriculum issues.
- Model lessons when appropriate.
- Manage time and schedule flexibility that maximizes teacher schedules and learning.
- Work positively toward meeting identified district and building improvement goals.

- Assist with development of district curriculum, instruction and assessments.
- Attend workshops/conferences to learn about new innovative instructional strategies.

Required Qualifications and Skills

- Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
- Possesses strong time management & organizational skills and the ability to prioritize effectively.
- Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
- Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
- Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
- Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
- Strives to implement best practices and positive character education consistently.

Job Requirements

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Possession of valid teaching certification (as appropriate).
- Minimum of one year of successful teaching experience (may include Student Teaching Internship experience).
- Equivalent combination of education and experience.
- Command of grades/subject specific content and theoretical knowledge of learning theory, including motivation, reinforcement, evaluation and feedback techniques.
- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.
- May perform other duties assigned.

Work Environment

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual office working conditions.

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- No physical exertion required.
- Travel within or outside of state.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

FLSA Overtime Category
Job is exempt from the overtime provisions of the Fair Labor Standards Act.

Job Description: MS Language Arts Teacher

Job Purpose
To join a team of people with the mission: Relentless Commitment to Student Greatness in School and in Life ™. If you love inspiring and motivating young learners and want to put students first in education, CSUSA is the right place for you. We deliver on our promise of Strong Minds, Good Hearts™ through an education model that gives every student the opportunity for success. As a MS Language Arts Teacher, you will create and implement a flexible program and classroom environment favorable to student learning and personal growth. Develops lesson plans consistent with established guidelines. Establish effective rapport with students, staff members, and parents. Motivate students to develop skills, attitudes and knowledge to provide an effective educational foundation, in accordance with each student's ability.

How You Will Impact Education
Instruction/Education Responsibilities

- Plans and implements a program of instruction that adheres to the company's philosophy, goals, and objectives as outlined in the adopted courses of study.
- Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task.
- Presents subject matter to students to maximize learning opportunity and provides real-world, application-based examples and learning opportunities.
- Reviews student records in order to develop a foundation of understanding regarding each student's abilities and needs. Maintain accurate and complete student records.
- Strives to maximize the educational achievement of each student.
- Utilizes a variety/range of student learning modalities in each lesson and uses differentiated instruction within those lessons.
- Utilizes diagnostic assessment of student learning on a frequent basis.
- Maintains accurate and completes student records.
- Assesses student strengths and weaknesses on a frequent basis, provides appropriate activities to address student needs and generates progress reports as required.
- Refers students with suspected learning problems to appropriate support personnel.
- Assigns lessons, corrects student work product and reviews oral presentations.
- Coordinates class field trips (as required).
- Prepares students for state required achievement assessments.
- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum.
- Assists in the on-going curriculum revision process, including the revision of written courses of study.
- Assists in the selection of books, equipment, and other instructional materials.
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities.

Provide a Classroom Environment Conducive to Learning

- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Maintains positive rapport with students; demonstrates patience and appropriate nurturing to assist in the growth of the child.

- Ensures classroom is clean, safe and includes student generated work on display as appropriate.
- Implements all relevant policies governing student conduct.
- Develops reasonable rules of classroom/playground behavior in accordance with CSUSA policy and guidelines and maintains order in the classroom in a fair and consistent manner.

Instructional Planning

- Develops lesson plans consistent with established guidelines and goals.
- Plans individual and / group learning activities designed to meet instructional objective and student's needs.
- Prepares for classes assigned and shows evidence of preparation upon request of supervisory personnel.
- Participates with other staff members in curriculum planning during designated meetings.
- Incorporates into planning all diagnostic information as required in the student's Individual Education Plan (IEP).
- Takes all necessary and reasonable precautions to protect supplies, equipment, materials, and facilities needed to implement effectively the planned instructional program.

School/Community Relations

- Strives to establish cooperative relations and makes reasonable effort to communicate with parents/guardians when appropriate.
- Communicates clearly, consistently, and positively with parents via all appropriate mediums.
- Cooperates with members of the administration, other staff and with CSUSA.
- Maintains confidentiality regarding student records.
- Participates in parent communication activities.
- Participates in extracurricular activities to ensure a positive school culture and provide support for students and staff (as required).

Required Qualifications and Skills

- Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
- Possesses strong time management & organizational skills and the ability to prioritize effectively.
- Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
- Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
- Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
- Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.

- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
- Strives to implement best practices and positive character education consistently.

Job Requirements

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Possession of valid teaching certification (as appropriate).
- Minimum of one (1) to three (3) years successful teaching experience (may include Student Teaching Internship experience).
- Equivalent combination of education and experience.
- Command of grades/subject-specific content and theoretical knowledge of learning theory, including motivation, reinforcement, evaluation, and feedback techniques.
- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.
- May perform other duties assigned.

Work Environment

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- No physical exertion required.
- Somewhat stressful due to frequent student activity.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

FLSA Overtime Category

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

Job Description: MS Math Teacher

Job Purpose
To join a team of people with the mission: Relentless Commitment to Student Greatness in School and in Life ™. If you love inspiring and motivating young learners and want to put students first in education, CSUSA is the right place for you. We deliver on our promise of Strong Minds, Good Hearts™ through an education model that gives every student the opportunity for success. As a MS Math Teacher, you will create and implement a flexible program and classroom environment favorable to student learning and personal growth. Develops lesson plans consistent with established guidelines. Establish effective rapport with students, staff members, and parents. Motivate students to develop skills, attitudes and knowledge to provide an effective educational foundation, in accordance with each student's ability.

How You Will Impact Education
Instruction/Education Responsibilities

- Plans and implements a program of instruction that adheres to the company's philosophy, goals, and objectives as outlined in the adopted courses of study.
- Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task.
- Presents subject matter to students to maximize learning opportunity and provides real-world, application-based examples and learning opportunities.
- Reviews student records in order to develop a foundation of understanding regarding each student's abilities and needs. Maintain accurate and complete student records.
- Strives to maximize the educational achievement of each student.
- Utilizes a variety/range of student learning modalities in each lesson and uses differentiated instruction within those lessons.
- Utilizes diagnostic assessment of student learning on a frequent basis.
- Maintains accurate and completes student records.
- Assesses student strengths and weaknesses on a frequent basis, provides appropriate activities to address student needs and generates progress reports as required.
- Refers students with suspected learning problems to appropriate support personnel.
- Assigns lessons, corrects student work product and reviews oral presentations.
- Coordinates class field trips (as required).
- Prepares students for state required achievement assessments.
- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum.
- Assists in the on-going curriculum revision process, including the revision of written courses of study.
- Assists in the selection of books, equipment, and other instructional materials.
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities.

Provide a Classroom Environment Conducive to Learning

- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Maintains positive rapport with students; demonstrates patience and appropriate nurturing to assist in the growth of the child.

- Ensures classroom is clean, safe and includes student generated work on display as appropriate.
- Implements all relevant policies governing student conduct.
- Develops reasonable rules of classroom/playground behavior in accordance with CSUSA policy and guidelines and maintains order in the classroom in a fair and consistent manner.

Instructional Planning

- Develops lesson plans consistent with established guidelines and goals.
- Plans individual and / group learning activities designed to meet instructional objective and student's needs.
- Prepares for classes assigned and shows evidence of preparation upon request of supervisory personnel.
- Participates with other staff members in curriculum planning during designated meetings.
- Incorporates into planning all diagnostic information as required in the student's Individual Education Plan (IEP).
- Takes all necessary and reasonable precautions to protect supplies, equipment, materials, and facilities needed to implement effectively the planned instructional program.

School/Community Relations

- Strives to establish cooperative relations and makes reasonable effort to communicate with parents/guardians when appropriate.
- Communicates clearly, consistently, and positively with parents via all appropriate mediums.
- Cooperates with members of the administration, other staff and with CSUSA.
- Maintains confidentiality regarding student records.
- Participates in parent communication activities.
- Participates in extracurricular activities to ensure a positive school culture and provide support for students and staff (as required).

Required Qualifications and Skills

- Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
- Possesses strong time management & organizational skills and the ability to prioritize effectively.
- Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
- Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
- Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
- Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.

- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
- Strives to implement best practices and positive character education consistently.

Job Requirements

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Possession of valid teaching certification (as appropriate).
- Minimum of one (1) to three (3) years successful teaching experience (may include Student Teaching Internship experience).
- Equivalent combination of education and experience.
- Command of grades/subject-specific content and theoretical knowledge of learning theory, including motivation, reinforcement, evaluation, and feedback techniques.
- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.
- May perform other duties assigned.

Work Environment

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- No physical exertion required.
- Somewhat stressful due to frequent student activity.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

FLSA Overtime Category

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

Job Description: Reading Intervention Teacher

Job Purpose
To join a team of people with the mission: Relentless Commitment to Student Greatness in School and in Life ™. If you love inspiring and motivating young learners and want to put students first in education, CSUSA is the right place for you. We deliver on our promise of Strong Minds, Good Hearts™ through an education model that gives every student the opportunity for success. As a Reading Intervention Teacher, you will be responsible for the academic growth of small groups of students. The Reading Intervention Teacher will meet one-on-one or in small groups with students to assess their current level of performance and provide targeted instruction. The Reading Intervention Teacher is responsible for keeping detailed records of their sessions with students and reviewing data.

How You Will Impact Education
Instruction/Education Responsibilities

- Work individually or in small groups with students to assess current level of performance.
- Provide targeted instructional that meets the need of each individual student.
- Write lesson plans and analyze data under the direction of the Intervention Coordinator.
- Treat all children with dignity and respect.
- Attend all staff meetings and recommended training programs and conferences, including in-service training as may be required by the district.
- Operate and care for instructional equipment used in the classroom.
- Perform other duties as assigned by the Principal.
- Follow directions given by head teacher or immediate supervisor.

Student Management

- Assist with the supervision of students outside the classroom such as: field trips to assist with student supervision and safety, during play period, lunchroom activities, dismissal, etc.

School/Community Relations

- Maintain confidentiality about children, their families, and other employees outside the school.
- Handle sensitive and confidential information, documents, communications, incidents, etc., with discretion and in a conscientious manner.
- Cooperate and share professionally with other members of the staff.

The Intervention teacher will promote:

- High academic/achievement for all children
- A greater focus on teaching and learning
- Flexibility to stimulate local initiatives coupled with responsibility for student performance
- Improved linkages among schools, parents, and communities

Required Qualifications and Skills

- Demonstrates enthusiasm and commitment toward the job and the mission of the company; supports the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
- Ability to work and interact with individual at all levels of the organization.

- Ability to organize, prioritize and manage multiple priorities.
- Displays good communication and uses common sense and a street-smart approach to student psychology.
- Ability to consistently be at work, be on time, follow instructions, respond to management direction, and solicit feedback to improve performance.
- Establish excellent interpersonal skills between all constituents: being courteous, professional, and helpful; Oral, Written, Interpersonal (active listening), Negotiating and Influencing.
- Computer Basics -- Windows (Word, Excel, Outlook, PowerPoint); Student Information System (SIS).
- Good knowledge of company and school policies and procedures.
- Detailed knowledge of Federal, State, and local requirements for K-12 schools and charter school law preferred.

Job Requirements

- College credit hours in the field of Education OR valid teaching certificate
- Experience in working with children, preferably children with disabilities.
- Be in the process of becoming professionally prepared to supervise young children.
- Speak, read, and write English fluently.
- Successful results of criminal and employment background check.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.
- Commitment to company values.
- Equivalent combinations of education and experience that provide the required knowledge, abilities and skills will be evaluated on an individual basis.
- May perform other duties assigned.

Work Environment

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- No physical exertion required.
- Somewhat stressful due to frequent student activity.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

FLSA Overtime Category

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

ATTACHMENT

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Personnel Policies

EMPLOYEE HANDBOOK

Great Careers Start Here.

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Section 1
Welcome

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- **The Choice**
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- **Employment "At Will"**
- **Probationary Period**
- **Public Media Policy**
- **Open Door Policy**
- **Suggestions**
- **Mission and Vision**
- **Mission Statement**
- **Vision Statement**
- **Values**

"The core, the essence, of effective leadership is personal flourishing."

— Tal Ben-Shahar

"Putting Students First by Putting People First"

Our focus and commitment is "Putting Students First." We recognize that in order to put students first we must support the professionals who guide and instruct our students and make a positive difference every day in the lives of young people. We are committed to creating a work environment that fosters a productive learning environment, an environment where teachers can teach, learners can learn and people will find meaning and satisfaction in their careers. We are a family of committed professionals striving to provide a high quality education for thousands of students. The policies and guidelines in this handbook are designed to support our mission and are the minimum expectations for our work environment.

The Choice

Founded in 1997, your employer is one of the oldest, largest and fastest-growing education services providers in the United States. We successfully manage high performing public and municipal schools for pre-Kindergarten through grade 12. We assist corporations, government entities, developers and nonprofit agencies with all phases of school design including planning, development, financing, construction, operations and curriculum. We have also been instrumental in pushing forward legislation that has furthered educational reform to help all students gain access to high quality education.

While we are proud of our awards, we believe our greatest accomplishment is achieving a 95% satisfaction rate from parents and achieving "B" academic averages from the various Departments of Education in which our schools operate. We always put students first in every decision we make. That philosophy, along with a qualified and dedicated staff has placed your employer as a national leader in education management.

About Your Employee Handbook

Your employer is proud to provide you with information about your work environment, employee benefits, and policies affecting your employment. You should read, understand, and comply with all provisions of this handbook. It describes many of your responsibilities as an employee and outlines the programs developed by your employer to benefit every employee. It is our desire to create a safe, meaningful and value driven work environment that is conducive to both personal and professional growth. We strive to recognize individual contribution, and to make open, direct and personal communication a part of our organization.

This handbook summarizes personnel policies. It is intended only as a guideline. We welcome and encourage any suggestions you may have for improving your work environment and any aspect of our policies. Your employer's management specifically reserves the right to amend the policies contained herein. Your employer will make all attempts to notify employees of policy changes that may affect this handbook. Please read your Handbook carefully. You will be required to electronically sign an "Employee Handbook" Acknowledgement. While you will receive an overview of the main points of the Handbook during orientation, you are expected to read and understand your Handbook in its entirety. Please ask your School Operations Administrator/Department Manager for an explanation if you have any questions.

The provisions outlined in this handbook supersede all existing policies, practices and previous handbooks. The policies or guidelines contained in this employee handbook create neither an expressed nor implied employment contract with your employer or any of its subsidiaries.

Please treat this handbook and the information in it as confidential. No portion of this handbook should be disclosed to others, except employees and those affiliated with your employer whose knowledge of the information is required in the normal course of business.

Employment "At Will"

Your employment with your employer is "at will". "At will" employment means that you voluntarily agreed to work with your employer. There is no guaranteed length of employment, and you are free to resign at any time. As an "at will" employer, your employer may terminate the employment relationship at any time, with or without notice or cause. At all times, your employer will follow all applicable state and federal employment laws.

No representative of your employer, other than the CEO or his direct representative, has any authority to enter into any employment agreement for any specified period of time.

If you have a signed written contract with one of the local school boards, as a co-employer, the written employment agreement may provide different provisions governing your employment. Therefore, please review your employment contract for specifics. In the event that there are any inconsistencies between the terms of your written employment agreement and any provisions and policies set forth in this Employee Handbook, the terms of your written employment agreement govern.

Probationary Period

Newly hired employees, current employees who have been transferred, promoted or reassigned to a new position, are employed with the understanding that the first 90 days in their new position are considered to be a probationary period.

This probationary period provides an opportunity for both you and your employer to evaluate each other and to determine continuing the employment relationship. During your first 90 days in your new position your job performance may be observed by your School Administrator/ Department Manager to ensure job compatibility.

During this time, you will be provided with training and guidance from your School Administrator/ Department Manager. Under appropriate circumstances, your probationary period may be extended. At the end of the probationary period, you and your School Administrator/Department Manager will discuss performance.

Public Media Policy

Under no circumstance should any employee give a statement, or answer questions to any member of the media, unless given permission and direction by an Executive Team Member or the Public Relations Firm. Media is defined as any broadcast system, i.e. radio, television, newspaper, etc.

At the school level, any employee who receives a call, or is visited in person by a member of the media, is to contact the Principal's office immediately. At that time, they will in turn refer the contact to our public relations firm.

At the Support Center, any employee who receives a call, or is visited in person by a member of the media is to contact their executive team member immediately.

Open Door Policy

When employees communicate openly and directly with School Administrators/ Department Managers it can have a positive effect on the working environment. We encourage all team members to discuss any concerns with their supervisors at any time in their employment.

Suggestions

If you have any suggestions or ideas that you feel would benefit your employer, we would encourage you to tell us about them. We are always looking for suggestions that improve methods, procedures, and working conditions, reduce costs, or errors, and benefit the Company and its employees. The best way to make suggestions is to contact your executive team member.

Mission and Vision

We have developed a mission and vision to help us achieve our goals and uphold our values. This mission guides employees on how we do business and how to make decisions when faced with choices.

Mission Statement

Provides world-class educational solutions within:

- An unwavering dedication to student success.
- An unyielding commitment to ethical and sound business practices.
- Providing a choice for stakeholders that fosters and promotes educational excellence.

Vision Statement

Will have a dramatic impact on the world's next generation - changing lives and leaving a legacy. Our brand will be standard by which quality is measured in education.

- Communities will petition us to develop a school in their area. All of our schools will be fully enrolled with waiting lists.
- Our superior capabilities will allow us to be a catalyst to spawn new synergistic business unit, which will continue to fuel our growth and geographic reach.
- We will make a positive difference to millions of students worldwide.

Values

Purpose:

- Students – A student centered organization
- People – Empowering people with courage, talent and vision
- Giving back and making a difference

Passion:

- High Standards – Quality and professionalism
- Learning – Continual improvement and innovation

Integrity:

- Integrity – Honesty, loyalty and personal accountability
- Teamwork – Partnership and fostering a respectful family atmosphere

Grit:

- Fiscal Responsibility – Building a sustainable, long-term investment in the future
- Commitment – A life of purposefulness to a greater cause
- Accountability to disciplined processes and required outcomes

Section 2
Employment Standards and Policies

- **Equal Opportunity Employer**
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- **Investigation and Site Inspections**
- **Procedure for Reporting**
- **Engaging in Contracts with Vendors**
- **Solicitation**

"The same man cannot well be skilled in everything; each has his special excellence."
-Euripides

Equal Opportunity Employer

Your employer is an equal opportunity employer. In order to provide equal employment and advancement opportunities to all individuals, employment decisions at your employer will be based on merit, qualifications, skills and abilities. Your employer does not discriminate on the basis of race, color, religion, sex, pregnancy, national origin, citizenship, age, veteran status, disability, or any other characteristic protected by law. Your employer will not unlawfully discriminate against any qualified employee or applicant on the basis of a physical or mental disability.

If you witness or experience any form of discrimination, or if you have questions concerning this policy, you should immediately notify your School Administrator/Department Manager or Human Resources. If you believe it would be inappropriate to discuss the matter with your supervisor with whom you work, you may bypass that individual and report it directly to the next level of management or Human Resources. Reports will be investigated, and appropriate corrective action will be taken. Complaints will be handled confidentially, except as necessary for investigation and resolution. This policy prohibits retaliation, harassment or other adverse action being taken against you as a result of making a complaint of discrimination, assisting in an investigation, opposing discrimination, or otherwise exercising rights protected by law.

Zero Tolerance Policies

Your employer has established zero tolerance policies to provide for the safety of our students and staff. Violations of the zero tolerance policies will lead to immediate termination. This handbook defines "zero tolerance policies" as harassment, work place violence, unethical business practices, violations of computer usage policies, drug free workplace and breaches of confidentiality.

Non-Discrimination and Anti-Harassment Policy

Your employer is committed to maintaining a work environment in which all individuals are treated with respect and dignity. In keeping with this commitment, we will not tolerate harassment of our employees by anyone, including supervisors, co-workers, vendors, or clients of the Company. Harassment in the workplace is prohibited, both in the workplace and off the premises, including at social activities conducted or sponsored by the Company. Human Resources has overall responsibility for this policy and maintains reporting and monitoring procedures. Employee questions or concerns should be referred to Human Resources. Appropriate disciplinary action may be taken against any employee willfully violating this policy, up to and including termination of employment.

Harassment is defined as verbal or physical conduct which:

- Denigrates or shows hostility or aversion toward an individual because of his/her protected status, or that of his/her relatives, friends or associates.
- Has the purpose or effect of creating an intimidating, hostile or offensive working environment.
- Has the purpose or effect of unreasonably interfering with an individual's work performance.
- Behavior that adversely affects an individual's employment opportunities.

Prohibited activities include but are not limited to slurs, jokes, emails, gossip, negative stereotyping, threatening, intimidating, or hostile acts that relate to any protected status. Prohibited harassment also includes written or graphic material that is placed on walls, bulletin boards, or elsewhere on the premises, or circulated in the workplace. Harassment can consist of unwelcome conduct whether verbal, physical, or visual, that is based upon a person's protected status, such as gender, color, race, ancestry, religion, national origin, age, physical handicap, medical condition, disability, marital status, veteran status, citizenship status, or any protected personal characteristic.

Sexual harassment may include unwelcome sexual advances, requests for sexual favors or unwelcome physical contact. Prohibited activities include but are not limited to repeated unwelcome requests for a romantic relationship,

explicit sexual propositions, sexual innuendo or suggestive comments. Sexually oriented "kidding" or "teasing," "practical jokes," jokes about gender specific traits are prohibited. Sexual harassment can also be described as foul or obscene language or gestures, displaying or circulating in the workplace sexually suggestive objects or pictures including through e-mail. Physical contact, such as patting, pinching, or brushing against another's body is considered harassing behavior. "Quid pro Quo" sexual harassment is defined as behavior where submission to, or rejection of the conduct is used as the basis for an employment decision. Conduct maybe considered sexual harassment if it has the purpose or effect of interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Workplace Violence

Your employer has zero tolerance for fighting, threats and other acts of violence against employees, co-workers, job applicants, clients or vendors. Possession of firearms, weapons, ammunition or explosives on Company property or while on Company business is strictly prohibited, and may result in immediate termination.

Acts or threats of violence or physical harm, whether made directly or indirectly, violate the safety of staff and professional conduct of your employer's business. If you are subjected to or threatened with harm by a co-worker, parent, customer or vendor, or if you become aware of another individual who has been subjected to or threatened with violence, or if you know of circumstances which might result in violence, you should immediately report this information to your School Operations Administrator/Department Manager or Human Resources.

Please bring any threats to your employer's attention so that we can deal with them promptly and appropriately. Do not assume that any threat is not serious. An investigation into threatening remarks or conduct will be conducted with as much confidentiality as possible. No adverse action will be taken against anyone who brings a good-faith complaint under this policy.

Drug Free Workplace

Your employer prohibits reporting to work under the influence of alcohol or illegal drugs or substances, including the illegal use or misuse of prescription drugs. Employees cannot be intoxicated while on Company premises. Your employer prohibits the sale, purchase or consumption of alcoholic beverages or illegal drugs on Company premises or while performing company business. Working under the influence of alcohol, prescription or nonprescription drugs that could impair judgement or motor functions and places persons or property in jeopardy is strictly prohibited.

Possession of paraphernalia used in connection with the use of any drug is a violation of the drug free workplace policy. Employees suspected of being under the influence of drugs or alcohol while at work, will be drug tested.

The Company will conduct drug tests if an employee's conduct creates a reasonable suspicion of being under the influence of drugs or alcohol. If an employee sustains a workplace injury, the employee must consent to a drug screening. If an employee refuses to be tested, they will be terminated. Your Employer reserves the right to perform random drug screenings on all employees at any time, with or without suspicion.

Employees are required to review the employer's Drug-Free Workplace Policy and electronically sign the Acknowledgement regarding this policy.

Smoke Free and Tobacco Free Policy

Your employer has implemented a smoke/tobacco free policy for all employees working in the states of Florida and Georgia. Your employer will not employ candidates in Florida and Georgia who smoke, either through vapor or tobacco, or use tobacco, and will enforce such policy in our employment and hiring processes to the fullest extent allowable under applicable laws. Your employer will provide reasonable programs and support to assist current employees who smoke or use tobacco products in their cessation efforts. All offices and schools are smoke free and smoking is strictly prohibited at all locations.

Criminal Conduct

Your employer will comply with all applicable laws and regulations regarding appropriate business practices. The company expects its directors, officers, and employees to conduct business in accordance with all relevant laws. All employees must refrain from any illegal, dishonest, or unethical conduct. Criminal conduct by employees will not be tolerated, and such conduct may result in termination and include criminal or civil legal action. Criminal conduct includes, but is not limited to:

- Theft, misuse or abuse of Company, employee or customer property, including telephone, computer, or mail resources.
- Violence or threats of violence.
- Bribery or extortion involving Your employer's assets or operations.

In addition, this code requires that you must agree to report any conflicts of interest and any violations of the Code of Business Conduct to a member of the Human Resources or a member of management.

Code of Business Conduct

Code of Business Conduct includes the following principles:

Conflicts of Interest: You must conduct yourself in a manner that avoids conflicts of interest and that upholds the Company's business reputation.
Confidential Nature of Work: Keep proprietary and personnel information confidential. Avoid disclosure of information to anyone outside of your employer.
Fraud Dishonesty and Criminal Conduct: Fraud, dishonesty and criminal conduct by employees will not be tolerated.

Business Conduct

The successful business operation and reputation of your employer is built upon the principles of fair dealing and ethical conduct. Our reputation for integrity and excellence requires careful observance of all applicable laws and regulations, as well as the highest standards of conduct and personal integrity.

The continued success of your employer is dependent upon our clients' trust and we are dedicated to preserving that trust. Employees owe a duty to clients and fellow employees to act in a way that will merit the continued trust and confidence of the public.

Accurate Bookkeeping and Records

All employees must record and report information accurately and honestly. This includes reports of time worked, business expenses, monetary intake at the Support Center and the schools, and other business related activities.

Your employer's financial statements and the records on which they are based must always accurately and fairly reflect the activities and transactions of the company in accordance with generally accepted accounting principles. No undisclosed or unrecorded funds of any school or Support Center assets shall be established for any purpose, nor should any company funds be placed in any personal or non-company account. No employee shall make an entry on the Company's books and records that intentionally hides or disguises the true nature of the transaction. The Company will appropriately discipline any employee who violates this policy, including termination, and the employee may be subject to criminal investigation and prosecution.

Investigation and Site Inspections

Your employer reserves the right to access and inspect all Company owned or managed areas. Desks, lockers, computers, cabinets, drawers, etc., are provided for the convenience of employees and may be searched at any time to the extent considered necessary. Your employer also reserves the right to search employee property on Company property, such as handbags, lunch boxes, briefcases, personal laptops, and employee cars on Company property. Your employer may, but is not required to, obtain the employee's consent when property belonging to or used by an employee is to be searched, where possible, the employee will be notified of the search and should be present.

Your employer also reserves the right to search employee property on Company property, such as handbags, lunch boxes, briefcases, personal laptops, and employee cars on Company property. Your employer may, but is not required to, obtain the employee's consent when property belonging to or used by an employee is to be searched, where possible, the employee will be notified of the search and should be present. The search should be carried out in privacy, but with a supervisory witness. Your employer shall have the right to conduct a search if there is reasonable suspicion to believe that any policy violation has occurred.

Procedure for Reporting

The Company's policy is to investigate all complaints thoroughly and promptly. The Company will keep complaints and the resolution confidential. If an investigation confirms that a violation of Company policy has occurred, the Company will take corrective action, including disciplinary action up to and including termination of employment. Your employer prohibits retaliation against any individual who makes a good-faith report of discrimination, harassment or participates in an investigation of such reports. Retaliation against any individual for reporting harassment, discrimination for participating in an investigation is strictly prohibited.

All employees are responsible for helping to ensure that our work environment remains free from harassing behavior. If you feel that you have experienced or witnessed conduct contrary to this policy, you have an obligation to immediately report the issue.

Early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment. Your employer requires that all incidents of discrimination, harassment or retaliation be reported, regardless of the offender's identity or position. Individuals who believe they have witnessed or experienced conduct that they believe is contrary to the Company's Non-Discrimination/Harassment Policy should file their complaints with their immediate School Administrator/Department Manager, next level of management, or Human Resources.

- Report your problem or concern with your School Operations Administrator/Department Manager.
- Your School Operations Administrator/Department Manager will investigate and make recommendations for
- resolution.
- If you are uncomfortable reporting an issue to your School Operations Administrator/Department Manager, or if they do not help you to your satisfaction, you can take your concern directly to the next level of management or to Human Resources.

Please allow a minimum of 48 hours from the time of notification before escalating any issue to the next level of management. We encourage you to try to resolve issues through open discussion with your School Operations Administrator/Department Manager. If an employee making a complaint does not agree with its resolution, the employee may appeal to the Human Resources.

Engaging in Contracts with Vendors

No employee of your employer can engage any vendor in a contractual agreement for products or services without written approval of the CFO.

Solicitation

Solicitation, distribution of literature or trespassing by non-employees is prohibited at all times on Company and school property. Solicitation is defined as raising money for organizations or causes while at work. Solicitation by any employee is prohibited while at work for your employer. Distribution of literature or other propaganda by employees is prohibited at all times in working areas including breakrooms, employee/teacher common and planning areas.

Common types of solicitation are selling of Avon Products, Amway products, Rhodan and Fields, student fundraisers for other schools and girls scout cookies. If you have questions about fundraising, please speak with your direct supervisor or administration.

Section 3

Employee Performance Expectations

- CSUSA's Expectations
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- Outside Employment and Community Service
- Confidentiality
- Inventions, Proprietary Rights and Non-Compete Agreement
- Nepotism
- Personal Relationships

"Managing energy, not time, is the key to high performance and personal renewal."

Employee Performance Expectations

Expectations

Your employer expects our employees to be honest, reliable and conscientious in meeting the responsibilities of their position. Also we expect all employees to perform all duties competently, professionally, and responsibly. In order to meet these expectations. Each employee should understand and abide by the standards that govern job conduct outlined on your job description. The following are some examples of employee performance expectations.

- Comply with all of your employer's policies, procedures, safety and security guidelines.
- Learn your job and perform it to the best of your ability – efficiently, accurately, and safely.
- Take initiative to excel in your job and cooperate with your work team.
- Speak up when you have problems, concerns or complaints.
- Report to work on time.
- When you will be absent from work, or unable to arrive on time, follow the call-in procedure for your work team.
- Treat all clients, visitors, parents, students, and co-workers with respect and courtesy. Provide the highest level of customer service to all clients.
- Follow and respect management's direction concerning job-related matters.
- Maintain the confidentiality of proprietary and confidential Company and customer information.
- Present a professional, neat, and clean appearance appropriate to your work situation.
- Report to management any violations of the Company's policies, unethical or illegal conduct by co-workers, clients or vendors.
- Refrain from offensive, unsafe or undesirable behavior or conduct.

Internal and External Customer Service

Your employer's mission is to design, develop and operate high performing public schools. Superb customer service is everyone's responsibility and every employee must be able to deliver on this consistently. This may include clients, parents, community, boards, and other stakeholders.

Providing excellent customer service should be at the heart of everything you do. This means we expect the following from each of our employees:

- Establish and maintain effective relationships with clients and work to gain their trust and respect.
- Always act with clients/students in mind.
- Work together as a team to support customer-focused goals and strategies.
- Exceed customer expectations at every customer touch-point.
- Work to obtain first-hand customer information and use it for improvements in processes and services.
- Be dedicated to meeting the expectations and requirements of your internal and/or external clients.

Remember, you are a representative of your employer. To each student and parent, you are your employer.

Service Standards

Your employer established service standards for employees to use when they interact with stakeholders, co-workers, parents, students, school boards and vendors. Your employer expects each employee to provide excellent service to everyone they come in contact with. We know that our parents have a choice when it comes to their child's education. Superior customer service along with academic excellence are determining factors that parents use to make their educational decisions. Below is a list of customer service behavioral standards we expect from each employee.

To help provide a good presentation:

- Use 10/5 Greeting - Eye Contact at 10 Feet, Greet at 5 Feet.
- Speak first and last.
- Use please, thank you, and you are welcome when speaking.

To be reliable:

- Employees will use the **LEAD** technique.
- **L**isten, **E**mpathize, **A**pologize, **D**o something or direct to someone who can deal with the issue.
- All faculty and staff will know the answers to the top 10 questions asked about their school.

To provide reassurance:

- Never talk about a student, supervisor, employment issue, another employee or negative school information in the presence of a parent/customer.

To show empathy:

- All employees will use the **NICE** technique when they have to decline a parent/customer request.
- **N**eutralize through a positive beginning, **I**mmediately emphasize, **C**ourteously explain, **E**mphasize your desire to help.

Handling Customer Problems

Your job brings you into contact with many people, including both internal and external clients. Difficult situations and complaints may arise. Always treat clients and business guests in a courteous, respectful manner. When a client has a question or complaint, give the matter your immediate attention. Look at complaints as an opportunity to correct problems, improve customer service, and ultimately raise customer satisfaction. If you ever feel you cannot properly handle a problem or difficult situation, refer the client to your School Administrator/Department Manager or a member of management.

Telephone Courtesy

Telephone courtesy is an essential aspect of customer service. Your telephone manners are a direct reflection on your employer and your professionalism. Therefore, please use proper telephone manners and always be polite, helpful and service-oriented on the phone.

Return telephone calls as promptly as possible even if you haven't obtained an answer for the specific issue, at a minimum contact must be made within 48 hours. Let the caller know you are working on their issue. Continually communicate the status of your progress in resolving the issue to the customer.

Performance

The results that your employer achieves are determined by how we perform – as individuals, teams, and as a company. The ways we focus our efforts, use our talents, manage our time and work together will determine our success.

We emphasize the importance of ongoing communication between you and your School Administrator/ Department Manager about your performance, progress toward job expectations, results and any development or needs that you may have.

You and your School Administrator/Department Manager are strongly encouraged to discuss job performance and goals on an informal, day-to-day basis. Additional formal performance evaluations are conducted to provide the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss positive purposeful approaches for meeting goals.

The performance of all new employees is generally evaluated according to the schedule associated with your position. For

school based 10-month instructional employees, 12-month school administrators, or non-instructional employees, you are reviewed after 90 days, during the first semester and at the end of the school year. After your first year of employment, your performance will be formally evaluated on an annual basis. Your opportunity to continue employment and any potential pay increase for the following school year will be dependent on your overall performance. For Support Center employees, performance reviews are after the first 90 days and then annually after the end of each fiscal year.

Your attendance and dependability is an important part of your overall performance. Excessive absenteeism may lead to disciplinary action and may affect your performance rating.

Goal Setting

One of the most important aspects of the Performance Management process is goal setting. In this process, you and your School Administrator/Department Manager meet in a highly participative manner to:

- Update your description of job duties and responsibilities so it reflects the current requirements and primary job content.
- Mutually agree upon and establish written **SMART** goals that clearly define your work expectations.
    - **S**pecific, **M**easurable, **A**ttainable, **R**ealistic and **T**imely
    - Goals should be aligned with your employer and School Strategic Plan.
- Prioritize goals to establish which are the most important.
- Establish measures and standards that clarify how you will know if targets are being met.
- Agree on performance tracking and feedback requirements necessary for self-management or monitoring progress.

You should revisit and where appropriate, reestablish goals with your supervisor at the beginning of the school year and/ or with your Department Manager no less than quarterly.

At its sole discretion, your employer may award merit based pay adjustments in an effort to recognize truly superior employee performance. The decision to award such an adjustment is dependent upon numerous factors, including the information documented by this formal performance evaluation process.

Formal Evaluations

It is the responsibility of the employee to retain copies of their formal evaluations at the time they are conducted for future reference.

Promotions and Transfers

It is our desire to provide employees with opportunities for growth and advancement. Your employer attempts to fill its job openings with qualified internal candidates whenever possible. Internal candidates may be identified by management selection or through responses to job postings.

A **promotion** is a move from one position to that of greater responsibility, either within the same department or to a new department or facility.

A **transfer** is a move from one department or facility to another in the same or similar position. This is also referred to as a “lateral move”. School based transfers may only be requested during the transfer period which occurs in the spring of year school year.

To be considered for a promotion within your current department you must:

- Have completed 90 days of employment in your current position,
- Be performing satisfactorily,
- Not have any disciplinary actions against you,
- Meet the minimum requirements for the position for which you are applying.

To be considered for a promotion or transfer to another department or facility you must have:

- Completed one (1) year of employment in your current position,
- Be performing satisfactorily,
- Not have any disciplinary actions against you,
- Meet the minimum requirements for the position for which you are applying.

Eligibility criteria are set based on the requirements of the job and at the discretion of your employer.

If you are interested in promotion or transfer opportunities, it is your responsibility to first inform your current supervisor of your interest in either a promotion or transfer, and then to apply for the position opening before the deadline shown on the job posting:

- Apply for positions online through your employer's Internal Career Center.
- To request a school based transfer, contact HR or your Principal/ Assistant Principal to request a Transfer Request Form.
- Complete the form and submit it to your School Operations Administrator/Department Manager for signature and approval.
- Once approved by the School Operations Administrator/Department Manager, that respective administrator or manager will submit for approval directly to the Director of Human Resources for final approval.
- Consideration will be given based on the individual's skills, education, experience, qualifications, and business need, and it will be in adherence to your employer's policy of equal employment opportunity.

Personnel File

Your employer maintains employment records on each employee. Your employment application and all other records that contain specific information about you, become part of your employment record. Information submitted on the employment application or other employment forms are subject to verification by the Company. If the Company determines that you have provided false or misleading information, you may be subject to disciplinary action up to and including termination.

Keeping Your Employment Records Up to Date

Records in your personnel file will be used to notify your family in case of an emergency. We do not keep medical records or work eligibility forms in your personnel file. Please update your records through the ADP Self Service Portal. Ensure you keep the following information up to date; name, mailing address, phone number, personal email address, changes to dependents, marital status, direct deposit information, and emergency contacts.

Reviewing your Employment Records

Employment records are the property of your employer and access to the information they contain is restricted. Supervisory personnel of your employer who have a legitimate business need to review information, can be granted access. With advanced notice, employees may review their own employment records. If you wish to review your employment records, please contact Human Resources.

Attendance and Punctuality

To maintain appropriate coverage, your employer expects you to be reliable and punctual when reporting for work. Absenteeism and tardiness place a burden on other employees and on your employer. In the rare instances when you cannot avoid being late to work or are unable to work as scheduled, you should notify your School Administrator/Department Manager as soon as possible in advance of the anticipated tardiness or absence.

Call-In Procedure

If it is necessary for you to be late or absent for any reason, you are responsible for following the call-in procedure. While call-in procedures vary by department and location, there are some general requirements that are universal to all employees:

- You should telephone your School Administrator/Department Manager a minimum of one hour before your starting time.
- If you are unable to make a call because of a medical condition, then you should have someone else call in to work for you. It is your responsibility to make contact with your supervisor or designee.
- Provide an explanation of why you are going to be late or absent and when you expect to return to work.
- Leave a phone number where you can be reached.

If appropriate, provide an update on any pending work assignments that may need to be handled in your absence. Your School Administrator/Department Manager may need to reschedule/redistribute your work activities while you are absent. Set the appropriate "out of office" reply for incoming e-mails.

Poor attendance, improper notification and excessive tardiness are disruptive and may lead to disciplinary action, up to and including termination.

Examples of Conduct Not Permitted

The following are some examples of conduct not permitted. Although it is not possible to list all types of prohibited behavior, below are some examples that may help guide you during your employment. If you are unsure if a specific activity is prohibited, please speak with your School Administrator/Department Manager or Human Resources at any time.

- Failing to provide excellent customer service to parents, students, fellow staff members, visitors or vendors.
- Violations of any of your employer's Zero Tolerance Policies.
- Violations of the Code of Ethics.
- Leaving the workplace during working hours without authorization.
- Refusal to follow management's instructions concerning a job-related matter, insubordination.
- Failure to meet performance standards and fulfill job requirements.
- Unauthorized use of Company or customer assets, including equipment, property, information, and funds.
- Violation of the Code of Business Conduct; improper use or disclosure of proprietary or confidential Company or customer information.
- Theft, misuse or willful destruction of Company or an employees' personal property.
- Improper, unprofessional, threatening behavior or language while on Company property or Company business.
- Lying to employees, School Operations Administrator/Department Manager or clients.
- Violation of Company safety or security policies or procedures.
- Deliberately interfering with the operations of the Company.
- Inappropriate interactions with students.
- Violations of the attendance policy, failure to attend mandatory trainings or tardiness.
- Falsifying any Company record or report, including applications for employment, time sheets and client records.
- Failure to self-report any arrest or conviction of a crime *

**All employees regardless of the job or position you hold must abide by The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida or similar requirements within the state in which you work. As such all employees shall self-report within 48 hours to appropriate authorities (as determined by district) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilt or Nolo Contendere for any criminal offense other than a minor traffic violation within 48 hours after the final judgement. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.0585(4)(c) and 943.059(4)(c), Florida Statutes.*

Disciplinary Action

Your employer seeks to resolve performance and conduct problems in a positive and constructive manner. We believe our employees are responsible individuals interested in working together towards common goals.

Improper conduct or work performance may be grounds for disciplinary action up to and including termination. Your employer will determine the appropriate step in the disciplinary process based upon the severity of the issue. Violations of some policies such as Zero Tolerance Policies may lead directly to termination.

School Based Employee Dress Code

As an employee, we expect each employee to present a clean, neat, professional appearance at all times.
Each school reserves the right to send home any employee that violates the dress code, professional appearance or hygiene standards.

Due to the nature of our business, good judgment is expected when selecting work attire. Employees who work in areas that require climbing, lifting, and kneeling should consider safety factors and wear clothing that is compatible with their job function.

Please ensure your school uniform it is clean and pressed. Employee uniforms must include approved school logo shirts and blouses and proper foot wear. Footwear should be close toed and have flat or low heels. Shoes should fit securely, have a strapped back and preferably have -skid soles. Do not wear shoes that are high heeled, open toed or can be categorized as sandals or flip-flops. This is a safety requirement and will be enforced by your School Administrator. Any additional employee uniform requirements are determined by the School Administrator.

Support Center Dress Code

If you are an employee that works in the Support Center and are visiting a school, you will need to follow the school based policy for footwear and should have your employer badge visible. Acceptable employer attire for the Support Center is business casual and is described below. Please ask for guidance prior to wearing questionable attire to work. Your employer reserves the right to send home any employee that violates our dress code, professional appearance or hygiene standards.

- Dresses and skirts that are appropriate length for the business environment.
- Blouses, sweaters, polo style shirts, shirts with pocket logo of your employer.
- Suits, slacks or “Dockers” style pants.
- Business and dress shoes.
- Casual Friday
    - Employees can wear jeans/denim. Jeans with holes, ripped, or frayed is prohibited.

Examples of Unacceptable Attire- School Based and Support Center

Some examples of unacceptable attire for both school based and support center employees include:

- Jeans or denim fabrics.
- Hiking boots, flip flops or thong sandals.
- Sweat suits, sweatpants, sweatshirts, jogging suits (except for PE teachers and coaches). Tight or revealing clothing including leggings worn as pants.
- Bare shoulders, tank-tops, low-cut garments, spaghetti straps or bare midriffs. Hats of any kind are not permitted unless you are a PE teacher or coach. Head coverings for religious purposes are permitted.
- T-Shirts or muscle shirts.
- Any outfit that allows for visible undergarments.
- Clothing should be clean and free of stains. Clothing that is stained, wrinkled, frayed or has holes or tears is not permitted.

Neatness, cleanliness and maintaining hygiene is expected for all employees. Complaints of personal hygiene issues can be sensitive in nature.

Personal appearance and hygiene expectations for all employees are listed below:

- Employees' hair should be clean. Hair should not be shaggy or unkempt including facial hair.
- Hair styles and colors must be appropriate for the professional work environment; Mohawk style, extreme spiked hair or hair color not occurring naturally are not permitted.
- Visible body piercings in places other than the ears must be covered or removed during work hours.
- No visible tattoos.

Conflicts of Interest

Employees should avoid conflicts of interest when conducting business with your employer. An actual or potential conflict of interest occurs when an employee is in a position to influence a decision that may result in personal gain for that employee or for a relative, as a result of your employer's business dealings. For the purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

No "presumption of guilt" is created by the mere existence of a relationship with outside firms. However, if employees have any influence on transactions involving purchases, contracts, or leases, it is imperative that they disclose their potential conflicts to any executive. Failure to disclose potential conflicts of interest will lead to disciplinary action up to and including termination.

Outside Employment and Community Service

Your employer does not limit an employee's activities during non-working hours. Other employment or community service initiatives should not interfere with your current employer's work schedule or create a conflict of interest.

Confidentiality

Your position at your employer may provide you with access to confidential information. The release of confidential information or trade secrets, whether intentional or unintentional, can injure the Company financially and competitively. Confidential information includes, but is not limited to, the following examples:

- New or existing methods and research materials.
- Pending projects and proposals.
- Proprietary production processes.
- Research and development strategies.
- Technological data.
- Technological equipment and prototypes.
- Instructional methods.
- Strategic plans.
- Student or employee information.

All Company records and information relating to the Company or its clients are confidential and employees must treat all matters accordingly. No Company or Company related information, including without limitation, documents, notes, files, records, oral information, computer files or similar materials may be removed from the Company's premises without permission from the Company.

Additionally, the contents of the Company's records or information obtained in reference to business may not be disclosed to anyone, except where required for business purposes. Employees that are unsure about the confidential nature of specific information should seek approval prior to releasing any information.

Any breach of confidentiality will be taken very seriously and may result in disciplinary action up to termination and possibly legal action.

Inventions, Proprietary Rights and Non-Compete Agreement

As an employee you are required to sign a Confidentiality and/or Non-Compete Agreement. This agreement addresses inventions, proprietary rights and non-competition as a condition of employment. You should read this Agreement carefully for additional information regarding your responsibilities to protect the Company's information.

Employees who improperly use or disclose trade secrets or confidential business information will be subject to disciplinary action, up to and including termination of employment.

Nepotism

Your employer requires full disclosure of the identity of all "relatives" who are seeking employment or to establish a business relationship with your employer. All requests to hire a relative of an employee must be approved prior to the extension of an employment offer.

For the purpose of this policy, the term "relative" means father, mother, son, daughter, brother, sister, uncle, aunt, cousins, nephew, niece, husband, wife, in–laws, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half-brother, or half-sister.

Your employer includes domestic partners or those involved in romantic relationships in this policy. To avoid a conflict of interest, employees should disclose and obtain approval from the Human Resources Department prior to extending an offer of employment or entering a business relationship with a "relative".

Personal Relationships

Our company understands that family relationships, consenting romantic or personal relationships between employees may occur. It is not appropriate, under any circumstances, for members of management or supervisory staff to develop romantic relationships with their direct reports.

The Company does not intend to inhibit social interaction between employees. Social activities can be an important part or extension of the working environment. If a romantic or personal relationship between employees should develop, it is the responsibility and mandatory obligation of the employees involved to promptly disclose the existence of the relationship to Human Resources.

Upon disclosure of a relationship, the Company may take steps to redistribute the involved employees. At a minimum, the employees will not be permitted to work together on the same matters. The company may also withdraw the managing or supervisory personnel from participation in decisions regarding hiring, evaluations, promotions, compensation, work assignments and discipline. Any person who believes that he or she has been adversely affected by such a personal relationship is encouraged to report the issue to Human Resources.

Personal relationships should never interfere with your employer operations. If a relationship causes issues within the workforce the employees involved may be subject to disciplinary action up to and including termination.

Section 4 Information Technology

- **Social Media Policy Guidelines**
- **Computers and Communication Systems**
- **Electronic Mail (E-mail)**
- **Personal Computers and Software Applications**
- **Internet**
- **Telephones and Voice Mail**

"Criticism has the power to do good when there is something that must be destroyed, dissolved or reduced, but it is capable only of harm when there is something to be built."

— Carl Jung

Social Media Policy Guidelines

The Social Media Policy is designed to protect the privacy, confidentiality, business interests and reputation of your employer. When you are participating in social networking, you are representing both yourself and your employer. It is not our intention to restrict your ability to have an online presence. We believe social networking is a very valuable tool.

All school administrators, faculty and staff shall use caution and good judgment when using electronic communications a nd social networking sites. Any information posted on or communicated through a social networking site shall not bring disfavor, embarrassment or condemnation to any employee, student or any member of your employer.

Your employer prohibits communications relayed to current or former students via electronic communications such as texting, Facebook, and all other social media networks. All communications to students should be conducted via the school issued email addresses or through school approved applications such as Edmodo. Communications should be professional in nature and related to a student's academic progress or school activities.

Do not post photos or obscenities that can damage both your reputation as well as that of your employer. As an employee, be aware that you are responsible for the content you post. Use privacy settings on your personal accounts when appropriate. Remember, the Internet is immediate and nothing posted is ever truly private nor does it expire.

For the purposes of this policy "social media" is defined as: Computer-mediated tools that allow people, companies and other organizations to create, share, or exchange information, career interests, ideas, and pictures/videos in virtual communities. Examples of social media include, but are not limited to, Facebook, My Space, Twitter, LinkedIn, Instagram, Pinterest, YouTube, Snapchat, Google+, flicker, Tumblr, Vine, Vimeo and Yelp. Any sites that allow for online collaboration, sharing or publishing platforms, whether accessed through the web, a mobile device, text messaging, email or any other existing or emerging communications platform.

Social media posts are defined as blog posts, blog comments, status updates, text messages, posts via email, images, audio recordings, video recordings or any other information made available through any social media outlet. Social media posts are the actual communications a user distributes via social media.
Policy Guidelines:

- Employees should not use or post to social media during work hours.
- Employees should not use company or personal devices to access or post on social media networks while at work.
- Only employees officially authorized by your employer may use approved social media outlets to speak or post on behalf of your employer.
    - This will be a part of your employer job description.
- Employees are restricted from disclosing the details of any employer activity or business dealings on social media.
    - Do not post any financial, confidential, sensitive or proprietary information about your employer or any of our students, faculty, administrative staff or employees.
- Employees, specifically teachers and administrative staff, are prohibited from using social media to contact or communicate with any current or former students.
- Do not use social media to vent personal complaints about supervisors, co-workers, students, parents, vendors or the company.
- If you see unfavorable opinions, negative comments or criticism about your employer, immediately forward this information to your School Administrator or Human Resources.

- Information on your networking profile is public, even if posted under a pseudonym, your identity can still be revealed.

Your employer may monitor content on the internet and social media and reserves the right to remove or request removal of posts that violate this policy. If you have any questions or concerns about this policy or specific posts, please contact Human Resources.

Failure to comply with the Social Media Policy may result in disciplinary action, up to and including termination or civil or criminal penalties as provided by law.

Computers and Communication Systems

Your employer's computer systems are for the sole use of your employer and its employees. Computer systems and services include, but are not limited to: printers, servers, workstations, computers, laptops, software, computer files, internal/external communication networks, internet, commercial online services, bulletin board systems, email systems, telephone systems, long distance services, voicemail, mobile devices, pagers, video equipment and their recordings that are utilized directly or indirectly by your employer.

As an employee, you are responsible for using these resources and services in an efficient, effective, ethical, professional, and lawful manner. All communications transmitted by, received from, or stored in these systems are the sole property of the Company. All communications are subject to review and monitoring by your employer. Employees should have no expectation of privacy in such communications.

The following guidelines apply to all users of computer systems and services, no matter where the users are located. The term "users" refers to all employees, independent contractors, persons or entities accessing your employer computer systems and services.

Computers and computer accounts are provided to assist employees in the performance of their jobs. Users should have no expectation of privacy in anything created, sent, received, or downloaded on the computer or communication system. Your employer is not responsible for the actions of individual users who violate this policy.

The computer and communication systems belong to your employer and should be used for business purposes only. The Company reserves the right to monitor the operation of these systems, to access all records within them, and to retain or dispose of those records as it deems necessary. Violations of the Computer Usage policy will be subject to disciplinary action including but not limited to termination.

Users are governed by the following provisions, which apply to all computer systems and services:

- Users must comply with all software licenses, copyrights, and all other state and federal laws governing intellectual property.
- Fraudulent, harassing, embarrassing, indecent, profane, obscene, intimidating, or other unlawful material may not be sent by email, downloaded by other form of electronic communication, or displayed on or stored in Company computers. If you encounter, or receive such material, you should immediately report the incident to your School Administrator/Department Manager or Human Resources. Your employer's computer systems and services may not be used for the transmission or storage of commercial or personal advertisements, solicitations, pro-motions, destructive programs (viruses and/or self-replicating code), political material, obscene material or any other unauthorized or personal use.

Electronic Mail (E-mail)

The electronic mail, or e-mail system is the property of your employer and is used in conducting Company business. All communications and information transmitted by, received from, or stored in this system are records and property of the Company. Employees should have no expectation of privacy when using Company e-mail.

For security and operational purposes, your employer will monitor and/or retrieve messages, communications,

material and attachments sent through these systems. Only authorized personnel are able to access individual employee e-mail accounts. Authorized employees shall follow your employer procedures and submit an "Access Request form" to the Information Technology Department and will receive approval prior to accessing any employee accounts.

Your employer expects its employees to maintain organized electronic documents and contact information files. Employees are not to e-mail documents or materials to persons who are not authorized to receive or review such materials.

The following additional guidelines apply to the use of your employer's e-mail system:

- Employees have no right of privacy in any material stored in, created, received, or sent over the e-mail system.
- In its discretion as owner of the email system, the Company reserves and may exercise the right to monitor, access, retrieve, and delete any items stored in, created, received, or sent over the e-mail system, for any reason and without the permission of any employee.
- Any password used by employees must be shared with the Information Technology Department.
- Your employer has the right to retrieve and read any e-mail messages.
- The Company's policies against sexual or other harassment apply fully to the e-mail system, and any violation of those policies is grounds for disciplinary action, up to and including termination.
- No e-mail messages should be created, sent, or received if they contain intimidating, hostile, or offensive material concerning race, color, religion, sex, age, national origin, disability or any other classification protected by law.
- Do not send personal messages or jokes using the Company's e-mail. Even if the material is not offensive, you should not encourage the use of e-mail for non-business related activities. If you receive non-business related messages, jokes or related files from someone else, delete the messages and refer that person to your employer's policies. If the activities continue, contact your School Administrator/Department Manager.
    - If you receive a chain e-mail message, do not respond to it.
- Your employer email identity photo will be limited to appropriate professional headshots only. No other types of photos or images may be uploaded in the place of the employees' head shot photo.

Personal Computers and Software Applications

The Information Technology Department are the only persons authorized to install software on company owned computers. If you need particular software, contact your supervisor or Information Technology to authorize the use of the software, if approved they will arrange to install it on your computer.

Any duplication of copyrighted software or data, except for backup and archival purposes, is a violation of both Company policy and the law. Software can only be used according to the software licensing agreement. No unlicensed software may be used or installed on the Company's computers. Your employer may delete any unlicensed software or personal software without notice to the employee.

The computer assigned to an employee is the employee's responsibility. As such, it is the employee's responsibility to take precautions to secure it from use or abuse by another individual. The employee is responsible for immediately reporting any unlawful activity involving their computer. The data the employee works with may be more valuable and more difficult to replace than the hardware or software used to access it. Unauthorized use or misuse of the Company's computer systems and services may result in disciplinary action, up to and including termination.

The following outlines some of the responsibilities and guidelines regarding computer use and security:

- Employees are responsible for safeguarding their passwords for the system. Individual employee passwords should not be printed, stored online, or given to others. Sharing of passwords is prohibited.
- Consult the Information Technology Department for instructions on backing up files or for any other questions.
- Employees should not read, alter or copy a file belonging to another user without first obtaining permission from the owner of the file. The ability to read, alter, or copy a file belonging to another user does not imply permission to read, alter, or copy that file.

Internet

Your employer provides internet access to assist employees in obtaining work related data and technology. The following guidelines have been established to help ensure responsible and productive Internet usage.

- All internet data that is composed, transmitted, or received via the Company's computer communications systems is considered to be a part of the official records of your employer and, as such, is subject to disclosure to law enforcement or other third parties. Consequently, employees should always ensure that the business information contained on websites they view, email messages, and other transmissions is accurate, appropriate, ethical, and lawful.
- Data that is composed, transmitted, accessed, or received via the Internet must not contain material that could be considered discriminatory, offensive, obscene, threatening, harassing, intimidating, or disruptive to any employee or other person.
    - Examples of unacceptable content may include, but are not limited to, sexual comments or images, racial slurs, gender specific comments, or any other comments or images that could reasonably offend someone on the basis of race, color, age, sex, pregnancy, religious or political beliefs, national origin, citizenship, veteran status, disability, sexual orientation, or any other characteristic protected by law.
- Abuse of the Internet access will result in disciplinary action, up to and including termination of employment. Employees may also be held personally liable for any violations of this policy.

Your employer reserves the right to review and monitor Internet usage including sites visited and time spent on those sites.

Telephones and Voice Mail

The telephone system is the property of your employer and the purpose of the phone system is to promote the business of your employer. To ensure effective telephone communications, employees should always use a proper greeting and speak in a courteous and professional manner consistent with the Company's "Red Carpet Customer Service Standards". Please confirm information received from the caller, and hang up only after the caller has done so.

The voicemail system is intended to send and receive business-related messages. It is not designed as a storage medium for personal messages. Voicemail messages should be checked and cleared daily. Saving multiple voice messages for an extended period of time can negatively impact system performance.

Section 5 Safety and Security

- Safety
- Safety Communications
- Making Safety Suggestions and Reporting Violations
- Company Equipment and Vehicles
- Personal Vehicles used for Company Business
- Vehicle Safety Guidelines
- Video Surveillance - Schools and Support Center
- Management of Video Surveillance Systems
- Video Surveillance and Footage Request
- Parking
- Visitors in the Workplace
- Emergency Closures

The superior managers' record of success and confidence in their own ability give their high expectations credibility."

– Livingston

Safety

Your employer conducts its operations in a manner to eliminate or minimize hazards, avoid accidents involving injury to personnel or damage to company property. Your employer will follow all applicable federal and state OSHA programs (Occupational Safety and Health Administration).

All employees are charged with personal responsibility for constant adherence to safety procedures. To achieve and maintain a safe working environment, each employee must take an active interest in safe work practices. Employees must take responsibility for following safety rules or recommendations. Supervisors are not authorized to change the duties of an employee's job functions to something that they are not trained to safely perform. All employee accidents that result in any level of medical treatment, must be reported to the Human Resources Worker's Compensation Department within 24 hours. The incident must also be reported in your location's OSHA 300 log, and must be available for review by auditors in accordance with state and federal laws.

It is important that you consider the work environment when determining proper attire and footwear. We do not allow employees to wear open toed shoes or high heels in schools, due to the work environment, student traffic and the flooring. All employees should also consider these factors when preparing to visit a school. See our Dress Code Policy for more information.

Safety Communications

Your employer provides information to employees about workplace safety and health issues through regular internal communication channels such as department meetings, bulletin board postings, memos, or e-mails. Each employee is responsible to read and review these communications and ask questions if necessary.

Making Safety Suggestions and Reporting Violations

If you have ideas, concerns, or suggestions for improved safety in the workplace, you are encouraged to bring them to your School Administrator/Department Manager or Human Resources. All reports can be made without fear of reprisal.

The Company is committed to providing a safe environment for its employees and visitors. Early reporting and intervention have proven to be the most effective method of resolving any actual or perceived incident. Therefore, the Company is desiring and requesting that all individuals who believe they have witnessed an incident or experienced conduct that they believe is contrary to the policies, protocols, procedures, and mission of the Company immediately report such incident or conduct to a Department Manager or member of the Executive Team. The Company appreciates all individuals partnering with the Company in this manner, so we can collectively make the Company the absolute best it can be.

Company Equipment and Vehicles

The Company provides supplies equipment, vehicles and materials necessary for its employees to perform their jobs. These items are to be used strictly for business purposes. Employees are expected to exercise care when using Company equipment and property.

Lost, damaged, or stolen Company property should be reported immediately to your School Administrator/ Department Manager. Negligence in the care and use of Company property may be grounds for disciplinary action, up to and including termination.

Do not leave your laptop in a car where it could be seen and stolen. Do not leave your items unattended in public places. It is the sole responsibility of the person assigned each device to oversee its return. If your items are lost or stolen, report the issue to your School Administrator/Department Manager immediately. If school provided equipment is lost, stolen or damage as a result of negligence on the part of the employee, that employee may be

responsible for the cost of its replacement.

The Company's equipment, such as telephones, postage, facsimile and copier machines, is intended for business use. Personal usage of these or other equipment that results in a financial loss to the company should be reported to your School Administrator/Department Manager so that reimbursement arrangements can be made.

Upon termination of employment, the employee must return all Company property, equipment, work product and documents within their possession.

Personal Vehicles used for Company Business

Only employees with an unrestricted, current driver's license may operate a vehicle to conduct Company business. A Motor Vehicle Request (MVR) may be requested for employees or applicants who will be driving a rental or personal vehicle for Company business. This applies to all employees and applicants for employment who are responsible for operating a motor vehicle as a primary job function. Your employer may, at its discretion, add these requirements to other employees that drive occasionally for work purposes.

Any employee who uses a personal vehicle for any Company business must be on the approved driver list. In addition, the driver may be requested to provide insurance documentation that shows limits of liability of at least $100,000 - $300,000 - $50,000. The documents must show current coverage, and the employee may be asked to produce updated documentation at any time.

Vehicle Safety Guidelines

All Company-approved drivers are required to:

- Maintain a valid driver's license and have a current, acceptable MVR on file.
- Drive defensively and anticipate driving hazards.
- Comply with all applicable motor vehicle laws, operating regulations and registration requirements.
- Wear a safety belt as a driver or passenger in all vehicles used for Company business.
- Do not drive under the influence of drugs or alcohol.
- Report all accidents to your School Operations Administrator/Department Manager immediately, providing full factual information about the accident including a copy of the police report if applicable.
- Report any changes in the status of your driver's license (e.g., revocation or suspension, DUI, violations of law, etc.) to your School Administrator /Department Manager immediately.
- Mandatory state laws must be followed for in-vehicle use of mobile devices.

Video Surveillance - Schools and Support Center

Your employer uses video surveillance and recording systems at its schools and the Support Center to ensure the safety and security of our children, our employees and our assets. The primary purpose of the video surveillance system is to allow the after-the-fact investigation of crimes or inappropriate behavior committed against the company, employees, or our scholars. The system may also be used to assist in the investigation of certain types of occupational health and safety violations. Video surveillance protects our employees from false accusations.

Video surveillance cameras are generally not used to observe employee work areas, and are never used in areas where employees would have a reasonable expectation of privacy, such as restrooms or locker rooms. The video surveillance system is not intended to be used as a method of tracking the work habits or productivity of individual employees.

A security officer may not be actively monitoring cameras at all times and employees should not have an expectation that they are under continuous surveillance when they are in range of a camera. The footage from all cameras is recorded for the purpose of analysis and later review. It is used to assist the Support Center and school leadership in conducting investigations.

Management of Video Surveillance Systems:

The Information Technology Department is responsible for the management of all video surveillance systems used in the schools and Support Center. No other video surveillance systems can be utilized without the knowledge and approval of your employer.

- Recorded video is used exclusively for safety, security and human resource investigations. The Support Center is responsible for the management of the video surveillance system and has exclusive control of the release of video recordings produced by this system.

- Requests to provide video recordings directly to non-employees (such as parents, tenants, neighbors, etc.) will not be accommodated.

- All requests for video recordings by law enforcement agencies must be submitted to your State Director at the school and Human Resources at the Support Center.

- Video associated with a specific safety, security or human resources investigation is stored for the duration of the investigation, or until this evidence is no longer required by law to support civil or criminal proceedings.

Video Surveillance and Footage Request

This policy establishes a standard process to request video surveillance footage and surveillance system credentialing to maintain control of your employer's video surveillance footage.

Requests for video surveillance footage shall be submitted to the Sr. Surveillance Infrastructure Administrator. Requests must include specific dates, times and the cameras desired. Every attempt will be made to recover recorded video and deliver it to the authorized person as soon as possible.

- Any footage transferred to an authorized person must be deleted upon completion of the investigation. The deletion date will be specified by General Counsel or by other relevant legal agreements, whichever is later.
- Footage will be transferred to third parties upon receipt of formal request to the Sr. Surveillance Infrastructure Administrator, and after consultation with General Counsel and approval by the CEO.

Parking

Your employer is not responsible for any damage that occurs to your vehicle while parked at any employer location or while on company business.

Visitors in the Workplace

To provide for the safety and security of our employees, only authorized visitors are allowed in the workplace. Restricting unauthorized visitors helps maintain safety standards, protects against theft, ensures security of equipment, protects confidential information, safeguards employee welfare, and avoids potential distractions and disturbances.

All visitors must enter through reception areas and must check in with the Receptionist or front office at the school. Authorized visitors will receive directions or be escorted to their destination. Employees are responsible for the conduct and safety of their visitors while on site.

If an unauthorized individual is observed on your employer's premises, employees should immediately escort the individual to the reception area, and, if necessary, notify their School Administrator/Department Manager or the police.

Emergency Closures

At times, emergencies such as severe weather, fires, power failures, earthquakes or hurricanes can disrupt operations. In extreme cases, these circumstances may require the closing of a work facility or school. In all instances the desired outcome is to act in the best interest of our students and their safety. If emergency conditions exist, please consult your local emergency procedures and call the appropriate location for a message or contact your School Administrator/ Department Manager.

All schools should follow the disaster guidelines of the districts where they are located. Contact your School Administrator/Department Manager with questions. When Support Center operations are officially closed due to emergency conditions look for emails from the Support Center. In cases where an emergency closing is not authorized, employees who fail to report for work will be required to use PTO or take time off work without pay.

Section 6 Pay Related Information

- Compensation
- Employment Categories
- Stipends and Other Supplemental Payments
- Time Keeping and Pay Records
- Meal Periods
- Work Schedule
- Overtime
- Pay Procedures- Overpayments and Holidays
- Direct Deposit/Payroll Check
- Escrow Pay
- Travel and Expense Policy
- Travel
- Professional Memberships
- Training, Conferences, Short Courses and Seminars

"If you want to go fast, go alone. If you want to go far, go together."

— Bill George

Compensation

Your employer's goal is to compensate its employees in a fair and competitive manner, based on the responsibilities of each job, the Company's overall growth performance, and other business conditions affecting wages on an annual basis. In addition, our goal is to reward employees for their performance, achievements and contributions to the Company's success.

After the first year of employment, wages and performance are normally reviewed annually, but a review does not guarantee an increase. All salaries, bonuses, stipends and extra pay are taxable. Our philosophy is to pay for performance. Pay increases are based solely upon individual merit and business conditions.

EMPLOYMENT CATEGORIES

Exempt/Non-Exempt

Under the Fair Labor Standards Act, there are two categories of employees – exempt and non-exempt.

- Exempt employees are not eligible for overtime pay. Normally exempt employees are paid on a salary basis regardless of hours worked in a pay period. Exempt employees are usually managers and their compensation will meet the federally approved minimum compensation standards.
- Non-exempt employees must keep records of their hours worked and must be paid overtime for any hours worked over 40 in a work week. Other earning categories like PTO or Holiday pay is not included in the overtime calculation.

Full-Time/Part-Time/Temporary

At the time you are hired, your position is categorized as full-time, part-time, or temporary. At that time, you will be informed of any benefits for which you are eligible. Employment categories are defined as:

Full Time

A full-time employee works a minimum of 30 hours per week. Although occasional fluctuations in working hours may occur, a full-time employee must average over 30 hours to maintain full-time status.

Part Time

Part time employees work a regular schedule less than 30 hours per week.

Temporary

A temporary employee is hired for a specified project or time frame and may work an irregular schedule.

Daily Substitutes

A daily substitute is hired for the purpose of filling in for absent instructional educators. They are on-call and can be hired for 1 day at a time. Daily substitutes are paid hourly and are usually not benefit eligible.

Stipends and Other Supplemental Payments

For certain duties and responsibilities outside of an employee's normal duties, your employee may provide a stipend. Department Managers are responsible for allocating stipends in accordance with company policies. Examples of employee stipends include, but are not limited to Department Chairs, Lead TLCs, CRT's, and employees who perform extra duties for a specific period of time.

Time Keeping and Pay Records

The attendance of all employees must be recorded and submitted to the Payroll Department weekly through the

electronic Time and Attendance System. The payroll week begins on Sunday and ends on Saturday. It is each employee's responsibility to clock in and out each day. Any errors in time clock usage need to be reported to your School Operations Administrator or Supervisor in writing as soon as possible.

All employees are paid bi- weekly. Each paycheck is a full pay period in arrears. To process payroll efficiently, all time sheets must be approved according to the deadlines set forth by the Payroll Department. Attendance records need to be an accurate reflection of actual time worked, so use caution when documenting your time. All employees must document their used PTO in the timekeeper system.

Employees are not permitted to work "off the clock," including working through meal breaks or after scheduled work hours. Your employer does not offer compensatory or "comp" time. Altering, falsifying or tampering with time records, or recording time on another employee's time sheet may result in disciplinary action, up to and including, termination.

Employees are not permitted to clock in via mobile devices or from outside their work location. Employees must be at their work location ready for the start of their shift when they clock in. Any employee found to be in violation of this process will be subject to disciplinary action up to and including immediate termination.

Meal Periods

Full time hourly employees are generally provided with one unpaid meal period per day. The meal period should be a minimum of 30 minutes up to a maximum of one hour each workday. Employees are relieved of all work responsibilities during meal periods. Hourly employees cannot perform any work during their meal period and they will not be compensated for that time. Hourly employees must clock out for their meal period. Skipping a meal break to leave early or to get additional pay is not permitted. Occasionally shortened meal periods may be necessary to accommodate workloads.

Work Schedule

The normal work schedule for most full-time employees is 8 hours a day, 5 days a week. If you take a 1-hour lunch break, you are expected to work a 9-hour day. School Administrator/Department Managers will advise employees of their work schedules at time of hire. Staffing needs and operational demands may necessitate variations in starting and ending times, as well as variations in the total hours that may be scheduled each day and week.

It is recommended that hourly employees report to work no more than 15 minutes prior to their shift. Hourly employees should clock out and leave the building within 15 minutes of the end of their shift. All overtime must be approved by your direct supervisor in advance, in writing.

Overtime

When operating requirements or other needs cannot be met during regular working hours, employees will be given the opportunity to volunteer for overtime hours. If not enough people volunteer to meet work needs, employees may be required to work overtime. Overtime assignments will be distributed as equitably as possible. Any overtime hours worked must be approved in advance, in writing.

Pay Procedures - Overpayments and Holidays

Your employer takes all reasonable steps to ensure that employees receive the correct amount of pay in each paycheck. It is the responsibility of each employee to report any errors or concerns with their paycheck as soon as possible. If you receive an overpayment, it is your responsibility to report the overage to the Payroll Department or to your School Operations Administrator (SOA). Your employer will work to set up repayment options for any overpayments.

In the event that a regularly scheduled payday falls on a holiday, employees will receive pay on the last day of work before the regularly scheduled payday. Underpayments and overpayments will be adjusted on the next pay period unless the amount creates a hardship for the employee.

Direct Deposit/Payroll Check

Your employer encourages employees to be paid through direct deposit of funds into either a savings or checking account at the bank of your choice. This can be set up during the on-boarding process, or at any time via the employee self- service portal. If unable to provide direct deposit information, the employee will be paid via live check. Your employer is not responsible for delayed payments due to natural disasters. The company strongly encourages all employees to use direct deposit.

Escrow Pay

Full time Salaried instructional employees that are classified as 10 month employees' wages are withheld during the 10 working months and then paid out to the employee during the summer months. The withheld wages are referred to as "escrow". Upon separation of employment, instructional 10 month employees will receive all previously accrued escrowed wages.

Travel and Expense Policy

Your duties as an employee may require you to travel. The Travel and Expense Policies set the guidelines on acceptable travel and business expenses, expense reports and the approval process. All expenses should cover the employee's actual reasonable expenses while conducting business away from home on behalf of the Company or as associated with a business event. No personal expense should ever be charged to the Company. You are responsible to know the limits of the Travel and Expense Policy. Seek the proper advanced approval through your School Administrator/ Department Manager.

Submit your travel expenses on the approved expense report along with all original receipts. For further information, review the Travel and Expense Policy (Appendix A).

Travel

Employees can arrange their travel through their employer's authorized travel service. Employees should contact their School Administrator/Department Manager for guidance and assistance on procedures related to travel arrangements, expense reports, reimbursement for specific expenses, or any other business travel issues. Any employee driving over 75 miles for business purposes must rent a car.

With prior approval, employees on business travel may be accompanied by a family member or other persons when it does not interfere with the successful completion of business objectives. With prior approval, employees may be permitted to combine personal travel with business travel. Additional expenses arising from such non-business travel are the sole responsibility of the employee. Your employer will not reimburse for alcoholic beverages.

Employees must provide itemized business receipts in order to be eligible for reimbursement. Abuse of the Travel and Expense Policy, including falsifying expense reports to reflect costs not incurred by the employee for business purposes, can be grounds for disciplinary action, up to and including termination of employment. Expenses associated with mandatory company meetings are paid by the Company.

Professional Memberships

Employees are encouraged to become actively involved with professional associations to promote your employer as well as gain exposure by serving on boards, as officers, and by presenting technical papers. With prior management approval, your employer may pay membership dues and other associated fees for professional organizations where membership has a direct impact on your employer's operations.

Training, Conferences, Short Courses and Seminars

Your employer may pay all or a portion of the cost for job related conferences, courses and seminars. Employees must have prior written approval by their School Administrator/Department Manager. The course must be directly related to a Professional Development Plan and have a direct impact on your employer's operations.

Section 7 Benefits

- Eligibility for Benefits
- Pension Plan Eligibility
- Retirement Plan
- Employee Wellness Program
- Employee Assistance Program (EAP)
- Holidays
- Holiday Pay Considerations
- Paid Time Off (PTO)
- Paid Time Off Accrual
- Using your PTO time
- FMLA Leave (Leave under the Family Medical Leave Act)
- OLA Leave (Leave under Other Leave of Absence)
- FMLA LEAVE ELIGIBILITY
- FMLA and OLA Leaves Advanced Notice
- FMLA and OLA Leave Certification
- Return to Work
- Failure to Return to Work
- Coordination of Leaves
- Americans with Disabilities Act
- Procedure for Requesting an Accommodation
- USERRA- Uniformed Services Employment and Reemployment Rights Act
- Other Employment
- Bereavement Leave
- Domestic Violence Leave
- Jury Duty/Court Duty
- Voting
- Workers' Compensation

"Purpose endows a person with joy in good time and resilience in hard times, and this holds true all throughout life."

-William Damon

Your employer has established a variety of benefits programs designed for our employees. During the open enrollment period each year, the benefits team creates a Benefits Guide. All questions regarding benefits should be referred to the Benefits Guide. This employee handbook outlines a general overview of our benefit plans.

Eligibility for Benefits

At the time you are hired, you are categorized as a full-time, part-time, or temporary employee. Full time employees are defined as employees that work 30 or more hours per week. Only full time employees are eligible for benefits at the time of hire.

After successfully electing benefit options, full time employees' benefits become active on the 1st of the month following 60 consecutive days of employment.

Our current plan options include Medical, Dental, Vision, Short and Long Term Disability, Life, Accident, Critical Illness, Hospital Coverage, Flexible Savings Account (FSA), Health Savings Account (HSA) and Legal Club.

Benefit eligible employees must elect benefits 60 days from their date of hire. If they do not elect benefits prior to the 60 days from their hire date, their next enrollment window will be at open enrollment; unless there is a qualifying event.

A qualifying event includes legal separation, divorce, death of a covered dependent, termination of employment, loss of other coverage, marriage, birth, adoption, or placement for adoption. This change must be made within 30 days of the qualifying event as well as submitting the supporting documentation or you will forfeit the qualifying event eligibility and have to wait until the next open enrollment period.

Pension Plan Eligibility

Georgia offer pensions to qualified employees that work in that state. If you are an eligible employee working in that state, you may enroll in the state pension or the 401k, but not both. For additional information regarding pension eligibility and enrollment, please refer to your Benefits Guide.

Retirement Plan

A 401(k) Retirement Savings Plan is available to qualified employees who are at least 21 years of age. Applicable employees may enroll in the plan on the 1st day of the month following 60 consecutive days of service. The 401k plan is a voluntary savings plan. The 401(k) retirement plan options allow an employee to make pre-tax contributions to a traditional 401(k), after-tax contributions to a Roth 401(k), or a combination of both pre-tax and after-tax contributions through payroll deductions. Employees may only contribute as a percentage amount of their salary.

- Your employer will match 25% up to the first 6% the employee contributes.
- Your employer matched funds become vested 25% year over year with the total vested after 4 years. Vesting is based off of years of employment, not years participating in the savings plan.
- Employee may roll over funds from other plans at any time. Employee may add a new contribution, change contribution amount or stop contributions at any point during the year.
- For additional information please refer to the Benefits Guide.

Employee Wellness Program

The *Win with Wellness* employee wellness program aims to improve the health and well-being of our employees by creating a culture of wellness, encouraging positive health behavior change and empowering employees to take responsibility for their own well-being and healthcare decisions. For additional information please refer to the Benefits Guide.

Employee Assistance Program (EAP)

Your employer offers all employees' access to an Employee Assistance Program. This program is designed to offer counseling and other services to employees, their dependents and all members of their household in times of need. The EAP is a free service that is available 24-hours a day, 365 days a year. The EAP can provide assistance with:

- Emotional wellbeing and life event
- Family and caregiving resources
- Health and wellness resources
- Daily living resources
- 1-3 free in-person counseling sessions

For additional information please refer to the Benefits Guide.

Holidays

Holidays and breaks observed by the school districts are not considered part of your employer's calendar. Your employer grants holiday time to all full-time eligible employees for the holidays listed below. Temporary and part time employees are not eligible for Holiday pay:

New Year's Day (January 1)
Martin Luther King, Jr. Day (3rd Monday in January)
Presidents' Day (3rd Monday in February)
Memorial Day (Last Monday in May)
Independence Day (July 4)
Labor Day (First Monday in September)
Veteran's Day (November 11)
Thanksgiving (Fourth Thursday in November)
Day after Thanksgiving
Christmas Eve (December 24)
Christmas Day (December 25)
New Year's Eve (December 31)

If a holiday falls on a weekend, the holiday will typically be observed on that Friday or Monday. Your employer reserves the right to adjust the observance of the holiday to another day as needed for operational requirements. Your employer recognizes and provides the listed holidays for its employees. From time to time our services may be required on holidays and depending on the business situation, employees may be required to take an alternate day off. If employees would like to observe holidays other than what is listed above, they may utilize their available PTO as long as it is approved in advance by their School Operations Administrator/Department Manager.

Holiday Pay Considerations

If a recognized holiday falls during an eligible employee's pre-approved paid time off (PTO), holiday pay will be used instead of PTO.

- Employees will be paid their regular rate of pay for each 8-hour holiday.
- Employees may not elect financial compensation in lieu of taking time off for a holiday.
- Holiday pay does not count as hours worked for the purposes of determining overtime.
- Employees must have worked or have authorized PTO on the day before and the day after a holiday in order to be paid holiday pay.

Paid Time Off (PTO)

Temporary and part-time employees are not entitled to PTO. PTO accrues per pay period. Full time employees are not eligible to use PTO until they have completed 30 days of employment with your employer. All time must be accrued before it can be taken. If an employee uses more PTO then they have accrued, they will owe those funds back to the company. If an employee leaves your employer prior to refunding their PTO time, the employee acknowledges

and agrees that the company may deduct the amount equal to the borrowed PTO time from the employee's final paycheck.

Paid Time Off Accrual

- 10-month full time school based employees accrue 3.2 hours of PTO time on each paycheck up to 64 hours while they are working throughout the school year.
    - PTO does not accrue over the summer for 10 month employees.
    - PTO does not accrue if you are on Leave of Absence

- 12-month full time school based employees accrue PTO from August 1st through July 31st.
    - Unused PTO hours over 40 are purged on August 1st.
- 12-month full time non-school based employees accrue PTO per paycheck from January 1st through December 31st.
- All employees must complete 30 days of consecutive employment before utilizing any PTO.
- PTO accrual rates are determined by length of service and by employment status.

Length of Service	Full Time 10 Month Employees Paid 20 paychecks	Total PTO Days accrued per year	All Full Time 12 Month Employees, Deans and Support Center	Total PTO Days accrued per year	School Based Administration- Principal and AP	Total PTO Days accrued per year
Date of hire to 5 years of service	3.20 hours of PTO per pay period	*8 days per year 64 total Hours*	4.9231 hours of PTO per pay period	*16 days per year*	6.4615 hours of PTO per pay period	*21 days per year*
6 to 10 years of service	3.20 hours of PTO per pay period	*8 days per year 64 total Hours*	6.4615 hours of PTO per pay period	*21 days per year*	6.4615 hours of PTO per pay period	*21 days per year*
11 years and more	3.20 hours of PTO per pay period	*8 days per year 64 total Hours*	8.00 hours of PTO per pay period	*26 days per year*	8 hours of PTO per pay period	*26 days per year*

*Your employer's PTO accrual schedule may differ than the one above.

Using your PTO time

We rely on you to be at work as scheduled, so advanced notice is important when requesting to use PTO time.

PTO may be taken at any time during the year, but must be scheduled to avoid conflicts with other employees' PTO and work demands.

- PTO time may be taken in pre-approved four hour or eight hour increments for school based employees.
- PTO days should be approved by the employee's School Administrator/Supervisor/Principal at least two weeks prior to the anticipated time off, whenever possible.
- Designated company holidays will not be counted as PTO if they should fall within the period of time the PTO was requested.
- PTO will be scheduled in the best interest of the company and the employee. Seniority will determine priority for PTO in the case of conflicts.
- Employee must take all available PTO prior to taking time unpaid. Unpaid time can only be used for emergencies and must be approved in writing by your Supervisor.
    - Employees cannot take unpaid time when they have PTO available.
    - Employees cannot take unpaid time in place of a Leave of Absence.

Your employer provides 10-month salaried escrow eligible instructional school based staff the ability to automatically roll over 40 hours of PTO and Payroll will payout any PTO over the 40 hours at the employee's regular rate of pay at time of payout.

FMLA Leave (Leave under the Family Medical Leave Act)

The FMLA is a federal law that entitles eligible employees up to 12 weeks of job protected leave in a 12-month period for certain specified family and medical reasons. Your employer's 12-month period is measured prospectively from the date of the employees FMLA leave starts.

Eligibility Requirements: Employees who have been employed by your employer for at least a total of 12 months, and have worked at least 1,250 hours over the prior 12 months are eligible for FMLA leave.

Eligible employees receive up to 12 weeks of unpaid job-protected leave during a rolling 12-month period, for the following example reasons:

- For incapacity due to pregnancy, prenatal medical care or child birth;
- To care for the employee's newborn child, or due to a recent placement of a child for adoption or foster care;
- To care for the employee's spouse, son or daughter, or parent, who must have a serious health condition; or
- For a serious health condition that makes the employee unable to perform the essential functions of his/her job.
- Paternity Leave

If a husband and wife both work for the company and each wishes to take leave for the birth of a child, adoption or placement of a child in foster care, or to care for a parent (but not a parent in-law) with a serious health condition, the husband and wife may only take a combined total of 12 weeks of leave.

Military Family Leave. Eligible employees with a spouse, son or daughter, or parent on active duty or called to active duty status in the National Guard or Reserves in support of a contingency operation may use their 12 week leave entitlement for certain qualifying situations. Qualifying situations include attending certain military events, arranging for alternative childcare, handling certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings. FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered service member during a single 12-month period. A covered service member is a current member of the Armed Forces, including a member of the National Guard or Reserves, who has a serious injury or illness, incurred in the line of duty that may render the service member medically unfit to perform his or her duties for which the service member is undergoing medical treatment, recuperation, or therapy or the service member is in outpatient status or is on the temporary disability retired list.

Definition of Serious Health Condition. A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities.

OLA Leave (Leave under Other Leave of Absence)

The company may provide a medical leave of absence, for up to a maximum of 12 weeks for employees who are not eligible for FMLA called Other Leave of Absence. OLA leave is available based on a 12-month period, is unpaid, and is not job protected. An OLA leave must be applied for via the Benefits team. It is for a verified medical issue for an employee that is either not eligible for FMLA or has exhausted their FMLA.

OLA may be provided only to full time employees who DO NOT meet the FMLA Leave eligibility criteria. Each OLA is considered independently. It is granted solely at the discretion of Senior Leadership, even if short term disability runs concurrently. Senior Leadership currently consists of the Director of Benefits and the employees' direct supervisor.

OLA Leave is an unprotected job leave; however, when possible and in conjunction with the company's best interest, the

company will make every effort to return an employee to his/her same position and pay. It is the employees' responsibility to communicate with their employer during their OLA including their intent to return. When an employee returns from OLA they must provide a "Medical Release to Return to Work certification" with or without restrictions. If an employee fails to return of work at the end of an OLA leave, the company will consider the job abandoned by the employee.

FMLA and OLA Leaves Advanced Notice

If a leave is foreseeable (such as planned surgeries or normal births), the employee is required to provide 30-day verbal written notice and make a reasonable effort to schedule time off so that it is least disruptive to the operations of the employer. As soon as possible, the employee should apply for FMLA via the Cigna Leave manager by calling 888.84.Cigna (24462).

If the need for a leave is unforeseeable (such as a serious injury in a car accident or a premature birth), then the employee should give as much notice as soon as possible to the company.

FMLA and OLA Leave Certification

The company uses CIGNA Leave Manager as our third-party administrator for all leave of absences. Any employee that needs to take a leave must contact Cigna by calling 888.84.Cigna (24462) and complete the necessary documentation. Supporting documentation for the reason of the leave may be required. This may include physician certification, military orders, court orders, etc. Cigna will notify an employee of the required documentation(s).

The employee must respond to such a request within 15 days of the request or provide a reasonable explanation for the delay. Cigna will provide individual notice of rights and obligations to each employee requesting leave within (5) business days or as soon as practicable in writing or orally. The company has the right to ask for a second opinion if it has reason to doubt the certification or may request recertification relating to the leave on a reasonable basis.

If an employee takes leave for a condition that progresses into a serious health condition the company may designate all or some portion of the earlier leave taken as leave under this policy, to the extent that the earlier leave meets the necessary qualifications.

Benefits continuation during FMLA and OLA Leaves

While an employee is on leave, the company will continue the employee's insurance benefits during the leave period at the same level and under the same conditions as if the employee had continued to work. The Employee is responsible for the payment of their portion of their benefits. Coordination of payments will include premium invoicing by the Benefits Department. The Employee will have 30 days from the date of the invoice to remit payment. An employee on leave is not eligible for Holiday Pay.

Return to Work

Employees should notify the Benefits Department and their Supervisor of their intent to return to work no later than two weeks prior to the approved date of return. An employee taking leave due to the employee's own serious health condition is required to obtain a "Medical Release to Work certification" that the employee is able to return to work with or without

restrictions. Without this required certification, the employee will not be allowed to return to work and may jeopardize his/her position.

Unless otherwise permitted or required by law, upon return to work from FMLA Leave, the employee will be reinstated to the same position or to an equivalent position in pay, benefits and other terms and conditions of employment.

Failure to Return to Work

After the approved leave expires, an employee who does not return to work may not be guaranteed reinstatement. If an employee does not return and fails to communicate, the company will consider their job abandoned. It is important to communicate with the Benefits team if you have any issues during the course of your leave.

Coordination of Leaves

Contact the School Operations Administrator or the Benefits Team for assistance.

Americans with Disabilities Act

The duty to provide a reasonable accommodation is a fundamental statutory requirement under the Americans with Disabilities Act (ADA), and as amended by the Americans with Disabilities Act Amendments Act (ADAAA). Your employer is committed to complying with all applicable provisions of the ADA/ ADAAA. It is the Company's policy not to discriminate against any qualified employee or applicant with regard to any terms or conditions of employment because of such individual's disability or perceived disability, so long as the employee can perform the essential functions of the job. Consistent with this Policy of non-discrimination, the Company will provide reasonable accommodations to a qualified individual with a disability as defined by the ADA, who has made your employer aware of his or her disability, and provided that such accommodation does not constitute an undue hardship on the Company.

An employee with a disability who needs a reasonable accommodation to perform the essential functions of their job, should contact Human Resources. Your employer encourages individuals to come forward and request reasonable accommodations if necessary.

Procedure for Requesting an Accommodation

Upon receipt of an accommodation request, Human Resources and your supervisor will meet with you to discuss and identify the precise parameters of the accommodation requested. This will identify which job functions you are currently performing that the accommodation can assist with.

The ADA does not require the Company to make the best possible accommodation or to reallocate essential job functions. Your employer cannot provide personal use items such as eyeglasses, hearing aids, wheelchairs, etc.

An employee or job applicant who has questions regarding this Policy or believes that he or she has been discriminated against, should notify Human Resources. All such inquiries or complaints will be treated as confidential to the extent permissible.

USERRA- Uniformed Services Employment and Reemployment Rights Act

Reemployment rights extend to persons who have been absent from a position of employment because of "service in the uniformed services." "Service in the uniformed services" means the performance of duty on a voluntary or involuntary basis in a uniformed service, including:

- Active duty
- Active duty for training
- Initial active duty for training
- Inactive duty training
- Full-time National Guard duty
- Absence from work for an examination to determine a person's fitness for any of the above types of duty
- Funeral honors duty performed by National Guard or reserve members
- Duty performed by intermittent disaster response personnel for the Public Health Service, and approved training to prepare for such service

The law requires all employees to provide their employers with advance notice of military service. Notice may be either written or oral. It may be provided by the employee or by an appropriate officer of the branch of the military in which the employee will be serving. However, no notice is required if:

- Military necessity prevents the giving of notice.
- The giving of notice is otherwise impossible or unreasonable.
- "Military necessity" for purposes of the notice exemption is to be defined in regulations of the Secretary of Defense. These regulations will be immune from court review.

The cumulative length of service that causes a person's absences from a position may not exceed five years. Your employer has the right to request that a person who is absent for a period of service of 31 days or more provide documentation showing that the person's application for reemployment is timely, the person has not exceeded the five-year service limitation; and the person's separation from service was other than disqualifying under Section 4304 of USERRA. For more information regarding your rights under USERRA please contact Human Resources.

Other Employment

Outside employment during your FMLA leave period is strictly prohibited.

Bereavement Leave

Full-time employees are allowed up to 3 days off with pay in the event of the death of an immediate family member. For out of state funerals, your School Administrator/Department Manager may approve more time. Please notify your School Administrator/Department Manager as soon as possible if you need to take bereavement leave.

For the purpose of this Policy, immediate family member is defined as father, mother, sister, brother, spouse, child, step-child, mother-in-law, father-in-law, sisters- or-brothers-in-law, grandparents or grandchildren.

Time off without pay or PTO may be granted at the discretion of your School Administrator/Department Manager to attend the funeral of other relatives or friends.

Domestic Violence Leave

Your employer's leave of absence policy for victims of domestic violence is in compliance with state law. Eligible employees may receive up to three (3) working days of leave in a twelve (12) month period if you or a family or household member is a victim of domestic violence. The Company may require documentation or substantiation of the domestic violence issue such as copies of restraining orders; police reports or orders to appear in court.

The employee must have been employed for at least three (3) months and must provide the Company with advance notice of the leave, except in cases of imminent danger to the health and safety of the employee or their family member. The Company will allow the employee to choose whether to exhaust any available PTO time or take this leave without pay.

Jury Duty/Court Duty

Your employer encourages employees to fulfill their civic responsibilities by serving jury duty or appearing in court as a witness when subpoenaed. Jury/court duty pay will be calculated on the employee's base pay rate times the number of hours the employee would otherwise have worked on the day of absence, minus the jury duty pay awarded by the court.

Employees must show the jury duty summons or subpoena to their School Administrator/Department Manager as soon as possible so that they may make arrangements to accommodate their absence. Employees are expected to report for work whenever the court schedule permits.

In the event you are excused from jury duty on a scheduled workday, you are required to contact your School Administrator/Department Manager and be prepared to report to work as soon as possible. Either the Company or the employee may request an excuse from jury duty if, in the Company's judgment the employee's absence would

create serious operational difficulties. Your employer will continue to provide health insurance benefits for the full term of the jury/court duty absence. Paid time off and holiday benefits will continue to accrue during jury/court duty leave.

Voting

Your employer wants to make sure you have the opportunity to vote in national, state, or local elections. If your working hours make it impossible for you to get to the polls before or after work, please talk to your School Administrator/ Department Manager beforehand. If it is necessary, you can adjust your working hours in order to get to the polls as long as it does not interfere with your job performance. Your employer encourages early voting when conflicts occur.

Workers' Compensation

CSUSA provides a comprehensive workers' compensation program. This program covers any injury or illness sustained in the course of employment that requires medical, surgical, or hospital treatment. Subject to applicable legal requirements, the workers' compensation program can provide compensation benefits for missed work. All approved medical expenses are covered immediately. Employees who sustain work related injuries or illnesses must inform their School Administrator/Department Manager, or Employee Services immediately. All employees will be provided care, first aid and emergency service, as required for injuries or illnesses while at work. In the event of an emergency, employees should call 911.

No matter how minor an on-the-job injury may appear, it is important that it be reported immediately. This will assist an eligible employee to qualify for workers' compensation coverage as quickly as possible. Failure to report accidents is a serious matter as it may preclude an employee's coverage under workers' compensation insurance.

After a workers' compensation leave, an employee maybe required to provide notice that they are able to return to work. Your School Administrator/Department Manager, the workers' compensation insurer, the Doctor, and you will be expected to take an active role in assisting you to regain productive work status as soon as possible. CSUSA will work closely with the workers' compensation insurance carrier and your doctor to develop a plan to return to work.

Through this joint effort, we aim to help employees recover as soon as possible and allow employees to minimize wage loss. Upon release to return to work any restrictions will be evaluated.

Section 8 Termination

- **Separation from the Company**
- **Resignation**
- **Job Abandonment**
- **Exit Interview**
- **Providing References for Former Employees**
- **Reemployment**
- **Health Insurance Continuation- COBRA**
- **Final Pay**

"I want to work for a company that contributes to and is part of the community. I want something not just to invest in. I want something to believe in."

Separation from the Company

Your employer is an "at will" employer. This means that no one has a contractual right, expressed or implied, to remain in the Company's employ. This means the Company or an employee may terminate their employment, with or without cause, and with or without notice, at any time for any reason. No School Administrator/Department Manager or other representative of the Company except the CEO or his designee has the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to "at will".

Resignation

If you decide to leave your employee, please notify your School Administrator/Department Manager in writing about your plans. We would like the opportunity to discuss your resignation before final actions are taken. If you decide to leave, please provide a minimum of two (2) weeks' notice. Your employer reserves the right to request an earlier resignation if the circumstances require.

You must return all company property in good condition. All equipment, access cards, company ID, keys, and any other company property is to be returned to your School Administrator/Department Manager prior to you leaving the facility. In accordance with applicable laws, there may be a deduction from your final paycheck for those items not returned.

Job Abandonment

If you are absent from work for three consecutive scheduled workdays, without giving proper verbal or written notice directly to your School Administrator or Department Manager, your employer may consider this job abandonment. Your employer may accept this as voluntary resignation and your employment may be terminated immediately.

Exit Interview

Employees separating from your employer may be asked to participate in an exit interview. This voluntary process can provide constructive comments and suggestions on improving working conditions. This interview will take place after you have provided your resignation. Your employer appreciates receiving your candid opinion of your employment with us.

Providing References for Former Employees

Only the Human Resources Department is authorized to respond to inquiries for reference checks for current or former employees. Responses to such inquiries will be limited to employment verification. An employment verification is a confirmation of job position and dates of employment. Request for verifications of employment can be sent directly to voe@charterschoolsusa.com.

Reemployment

Employees who are rehired must complete 60 days of employment in order to be eligible for benefits, unless their gap of employment is less than 30 days. Employees will be eligible for benefits the first of the month after their reemployment.

Health Insurance Continuation- COBRA

The Consolidated Budget Reconciliation Act (COBRA) is a federal law that requires most employers sponsoring group health plans to offer a temporary continuation of group health coverage after a qualifying event.

Under COBRA, the employee pays the full cost of health insurance coverage at your employer's group rates, plus an administration fee. COBRA paperwork is mailed from the carrier directly to the employee.

Final Pay

Upon termination, you will receive all unpaid wages and unused PTO. Your final paycheck will be distributed on the next regular pay date and through the usual means of distribution, either live check or direct deposit. If you do not return equipment or property of your employer upon termination, the assessed value of the property will be deducted from the employee's final paycheck. Be sure your employer has up to date address information. Benefits end on the last day of the month in which the employee separates from your employer.

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ATTACHMENT

S

Enrollment Application

Application

Application Preview

Note: **guardian information** is collected separately from this application.

×

Student General Information

First Name

Middle Name

Last Name

Student Residence

Street address, P.O. box, c/o

Apartment, Unit, Suite Number

City

Support

State/Province/Region

ZIP/Postal Code

Siblings

Additional Information

Is one of the parents or guardians on the board of this organization? * ◯ Yes ◯ No

Board member name

Is one of the parents or guardians employed by this organization? * ◯ Yes ◯ No

Employee Name

(For Staff) How did the family provide you the details to fill out this application? *

Student Information

Student First Name *

Student Middle Name

Student Last Name *

Suffix:

Student Gender *

Select Gender

Student Birth Date *

Month Day Year

What county does this student live in? *

Is this student a twin, triplet, or other multiple? *

- ○ Yes
- ○ No

Note: Each sibling will need a separate application

Does this applicant have a brother or sister attending this school? *

○ Yes ○ No

Is this applicant a current CSUSA student applying to a different CSUSA school? *

○ Yes ○ No

Parent/Guardian Information

Guardian First Name *

Guardian Last Name *

Guardian Mobile Phone Number *

Guardian Email *

Guardian Home Phone Number

Guardian Work Phone Number

Guardian Contact Preference *

Guardian Address Street1 *

Guardian Address Street2

Guardian Address City *

Guardian Address State *

Guardian Address Zipcode *

Guardian Relationship to Student *

Select Relationship

Does the student have a second guardian? *

○ Yes ○ No

Military Information

Is the student a dependent of active-duty military personnel? *

○ Yes ○ No

Employee Preference

Is the parent/guardian an employee of this organization and responded yes to the question above? *

○ Yes ○ No

Parent/Guardian Confirmation

It is the policy of Charter Schools USA to comply with all applicable state and federal laws regarding non-discrimination in employment and educational programs and services. Charter Schools USA will not discriminate illegally on the basis of sex, race, religion, national origin, disability, or age as to employment or educational programs and activities.

As a proud member of the Charter Schools USA family, we believe all parents should have a choice in their child's education, and that all children deserve access to a quality education. We look forward to sharing information with you regarding changes in legislation, or other factors that could impact the educational environment or a parent's right to choose. We may also call upon you to help us communicate the importance of putting students first. Thank you in advance for your support.

To the best of my knowledge, the above information is correct and complete. I understand any false statements may result in forfeiting my child's seat. In the event of a change of address, phone, name, etc. I will contact the school.

Parent/ Guardian Signature *

use your mouse or finger to draw your signature above

Clear

Today's Date *

December 11 2023

Edit Delete

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(http://www.schoolmint.com)

ATTACHMENT

T

Evidence of Demand

Community Profile

Erie Rd & Harrison Ranch Blvd, Parrish, Florida, 34219
Drive time: 5, 10, 15 minute radii

Prepared by Esri
Latitude: 27.57545
Longitude: -82.46885

	5 minutes	10 minutes	15 minutes
Population Summary			
2010 Total Population	5,186	29,932	60,889
2020 Total Population	9,166	42,803	80,476
2020 Group Quarters	0	72	826
2024 Total Population	10,400	55,528	101,941
2024 Group Quarters	0	71	827
2029 Total Population	11,352	69,272	122,773
2024-2029 Annual Rate	1.77%	4.52%	3.79%
2024 Total Daytime Population	6,960	42,209	79,710
Workers	1,314	10,346	20,917
Residents	5,646	31,863	58,793
Household Summary			
2010 Households	2,118	12,895	24,480
2010 Average Household Size	2.45	2.32	2.46
2020 Total Households	3,444	17,422	31,985
2020 Average Household Size	2.66	2.45	2.49
2024 Households	3,886	22,244	40,560
2024 Average Household Size	2.68	2.49	2.49
2029 Households	4,252	27,611	48,887
2029 Average Household Size	2.67	2.51	2.49
2024-2029 Annual Rate	1.82%	4.42%	3.81%
2010 Families	1,544	9,068	17,250
2010 Average Family Size	2.85	2.74	2.89
2024 Families	2,822	15,755	28,657
2024 Average Family Size	3.11	2.93	2.92
2029 Families	3,017	19,591	34,634
2029 Average Family Size	3.13	2.93	2.91
2024-2029 Annual Rate	1.35%	4.45%	3.86%
Housing Unit Summary			
2000 Housing Units	1,259	9,191	20,369
Owner Occupied Housing Units	82.0%	75.5%	67.7%
Renter Occupied Housing Units	5.2%	4.9%	12.5%
Vacant Housing Units	12.8%	19.6%	19.8%
2010 Housing Units	2,397	15,328	29,929
Owner Occupied Housing Units	80.4%	73.9%	66.8%
Renter Occupied Housing Units	7.9%	10.2%	15.0%
Vacant Housing Units	11.6%	15.9%	18.2%
2020 Housing Units	3,718	19,803	37,244
Owner Occupied Housing Units	82.0%	76.6%	70.8%
Renter Occupied Housing Units	10.7%	11.3%	15.1%
Vacant Housing Units	8.5%	11.9%	13.8%
2024 Housing Units	4,282	25,277	46,612
Owner Occupied Housing Units	82.2%	77.5%	73.6%
Renter Occupied Housing Units	8.5%	10.5%	13.4%
Vacant Housing Units	9.2%	12.0%	13.0%
2029 Housing Units	4,665	31,133	55,760
Owner Occupied Housing Units	81.8%	78.6%	75.3%
Renter Occupied Housing Units	9.4%	10.1%	12.3%
Vacant Housing Units	8.9%	11.3%	12.3%

Data Note: Household population includes persons not residing in group quarters. Average Household Size is the household population divided by total households. Persons in families include the householder and persons related to the householder by birth, marriage, or adoption. Per Capita Income represents the income received by all persons aged 15 years and over divided by the total population.

Source: Esri forecasts for 2024 and 2029. U.S. Census Bureau 2000 and 2010 decennial Census data converted by Esri into 2020 geography.

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Community Profile

Erie Rd & Harrison Ranch Blvd, Parrish, Florida, 34219
Drive time: 5, 10, 15 minute radii

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Latitude: 27.57545
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	5 minutes	10 minutes	15 minutes
2024 Households by Income			
Household Income Base	3,886	22,244	40,560
<$15,000	4.7%	4.5%	5.6%
$15,000 - $24,999	1.5%	2.6%	3.6%
$25,000 - $34,999	4.0%	5.4%	5.3%
$35,000 - $49,999	6.0%	9.4%	9.2%
$50,000 - $74,999	18.0%	20.5%	20.9%
$75,000 - $99,999	19.8%	17.4%	16.3%
$100,000 - $149,999	22.3%	18.4%	17.0%
$150,000 - $199,999	13.8%	13.4%	12.3%
$200,000+	9.8%	8.5%	9.8%
Average Household Income	$116,630	$109,067	$110,780
2029 Households by Income			
Household Income Base	4,252	27,611	48,887
<$15,000	3.6%	3.4%	4.2%
$15,000 - $24,999	1.0%	1.7%	2.4%
$25,000 - $34,999	3.0%	3.8%	3.9%
$35,000 - $49,999	4.5%	6.9%	7.1%
$50,000 - $74,999	14.9%	18.1%	18.4%
$75,000 - $99,999	17.1%	16.2%	15.7%
$100,000 - $149,999	24.4%	20.7%	19.1%
$150,000 - $199,999	18.7%	17.4%	16.1%
$200,000+	12.8%	11.8%	13.0%
Average Household Income	$137,030	$130,078	$131,594
2024 Owner Occupied Housing Units by Value			
Total	3,520	19,582	34,311
<$50,000	7.3%	9.6%	8.2%
$50,000 - $99,999	0.9%	3.4%	4.5%
$100,000 - $149,999	0.5%	1.9%	2.9%
$150,000 - $199,999	0.8%	1.6%	2.4%
$200,000 - $249,999	3.0%	4.3%	3.9%
$250,000 - $299,999	5.5%	5.4%	4.8%
$300,000 - $399,999	38.2%	30.1%	24.5%
$400,000 - $499,999	29.1%	25.5%	22.9%
$500,000 - $749,999	11.8%	14.3%	18.4%
$750,000 - $999,999	2.8%	2.6%	4.4%
$1,000,000 - $1,499,999	0.1%	0.4%	1.6%
$1,500,000 - $1,999,999	0.1%	0.2%	0.3%
$2,000,000 +	0.1%	1.0%	1.2%
Average Home Value	$392,658	$395,301	$430,306
2029 Owner Occupied Housing Units by Value			
Total	3,814	24,479	42,007
<$50,000	5.3%	4.8%	3.4%
$50,000 - $99,999	1.2%	1.3%	1.1%
$100,000 - $149,999	0.6%	0.5%	0.5%
$150,000 - $199,999	0.2%	0.6%	1.3%
$200,000 - $249,999	0.5%	0.9%	1.3%
$250,000 - $299,999	1.0%	1.8%	2.6%
$300,000 - $399,999	29.7%	23.9%	20.6%
$400,000 - $499,999	36.0%	31.5%	27.6%
$500,000 - $749,999	21.0%	25.7%	29.0%
$750,000 - $999,999	4.0%	5.4%	7.3%
$1,000,000 - $1,499,999	0.2%	1.5%	3.0%
$1,500,000 - $1,999,999	0.1%	0.5%	0.7%
$2,000,000 +	0.1%	1.5%	1.8%
Average Home Value	$446,151	$505,060	$545,450

Data Note: Income represents the preceding year, expressed in current dollars. Household income includes wage and salary earnings, interest dividends, net rents, pensions, SSI and welfare payments, child support, and alimony.

Source: Esri forecasts for 2024 and 2029. U.S. Census Bureau 2000 and 2010 decennial Census data converted by Esri into 2020 geography.

Community Profile

Erie Rd & Harrison Ranch Blvd, Parrish, Florida, 34219
Drive time: 5, 10, 15 minute radii

Prepared by Esri
Latitude: 27.57545
Longitude: -82.46885

	5 minutes	10 minutes	15 minutes
Median Household Income			
2024	$93,435	$83,989	$81,690
2029	$108,277	$99,782	$96,396
Median Home Value			
2024	$383,954	$379,509	$395,176
2029	$431,669	$450,978	$470,300
Per Capita Income			
2024	$44,191	$43,564	$44,010
2029	$52,121	$51,605	$52,271
Median Age			
2010	41.8	48.5	44.9
2020	41.7	48.7	46.9
2024	41.8	46.2	45.9
2029	43.0	45.1	45.5
2020 Population by Age			
Total	9,166	42,803	80,476
0 - 4	5.8%	4.7%	4.9%
5 - 9	7.3%	5.6%	5.7%
10 - 14	7.3%	6.2%	6.3%
15 - 24	9.1%	9.1%	10.0%
25 - 34	10.5%	8.7%	9.6%
35 - 44	14.6%	11.4%	11.3%
45 - 54	12.6%	12.0%	11.8%
55 - 64	13.5%	14.9%	14.8%
65 - 74	12.1%	16.1%	14.9%
75 - 84	5.8%	8.9%	8.4%
85 +	1.5%	2.4%	2.3%
18 +	75.9%	80.0%	79.5%
2024 Population by Age			
Total	10,400	55,527	101,942
0 - 4	5.8%	5.1%	5.1%
5 - 9	6.7%	5.7%	5.6%
10 - 14	7.4%	6.2%	6.1%
15 - 24	10.6%	10.2%	10.7%
25 - 34	9.1%	8.7%	9.3%
35 - 44	15.4%	12.7%	12.3%
45 - 54	12.9%	11.9%	11.6%
55 - 64	12.0%	13.1%	13.5%
65 - 74	11.4%	14.5%	14.2%
75 - 84	7.0%	9.6%	9.3%
85 +	1.7%	2.4%	2.3%
18 +	76.1%	79.4%	79.6%
2029 Population by Age			
Total	11,351	69,272	122,771
0 - 4	5.7%	5.3%	5.2%
5 - 9	6.1%	5.6%	5.4%
10 - 14	6.7%	6.2%	5.9%
15 - 24	11.5%	10.5%	10.5%
25 - 34	9.8%	9.8%	10.1%
35 - 44	13.2%	12.5%	12.1%
45 - 54	13.7%	12.3%	11.9%
55 - 64	11.3%	11.5%	12.0%
65 - 74	11.9%	13.7%	14.0%
75 - 84	8.0%	9.8%	9.9%
85 +	2.2%	2.8%	2.8%
18 +	77.7%	79.4%	80.0%

Source: Esri forecasts for 2024 and 2029. U.S. Census Bureau 2000 and 2010 decennial Census data converted by Esri into 2020 geography.

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	5 minutes	10 minutes	15 minutes
2020 Population by Sex			
Males	4,397	20,414	38,937
Females	4,769	22,389	41,539
2024 Population by Sex			
Males	5,068	26,940	50,048
Females	5,332	28,588	51,893
2029 Population by Sex			
Males	5,497	33,558	60,060
Females	5,854	35,714	62,713
2010 Population by Race/Ethnicity			
Total	5,186	29,931	60,888
White Alone	87.0%	88.3%	77.6%
Black Alone	6.4%	5.8%	11.0%
American Indian Alone	0.4%	0.3%	0.3%
Asian Alone	2.7%	1.9%	1.3%
Pacific Islander Alone	0.0%	0.0%	0.1%
Some Other Race Alone	1.8%	2.1%	7.9%
Two or More Races	1.7%	1.6%	1.7%
Hispanic Origin	9.6%	8.3%	17.4%
Diversity Index	36.9	33.5	55.7
2020 Population by Race/Ethnicity			
Total	9,166	42,803	80,476
White Alone	77.3%	78.5%	71.2%
Black Alone	7.3%	6.7%	10.3%
American Indian Alone	0.4%	0.4%	0.5%
Asian Alone	2.8%	2.3%	1.9%
Pacific Islander Alone	0.1%	0.0%	0.1%
Some Other Race Alone	3.0%	3.3%	6.3%
Two or More Races	9.1%	8.8%	9.7%
Hispanic Origin	11.1%	11.1%	17.3%
Diversity Index	50.8	49.4	62.1
2024 Population by Race/Ethnicity			
Total	10,401	55,528	101,942
White Alone	75.1%	75.7%	70.3%
Black Alone	7.9%	7.3%	9.8%
American Indian Alone	0.5%	0.4%	0.5%
Asian Alone	3.0%	2.5%	2.1%
Pacific Islander Alone	0.1%	0.1%	0.1%
Some Other Race Alone	3.4%	4.0%	6.7%
Two or More Races	10.1%	9.9%	10.6%
Hispanic Origin	12.6%	13.3%	18.3%
Diversity Index	54.6	54.5	63.6
2029 Population by Race/Ethnicity			
Total	11,352	69,273	122,774
White Alone	72.5%	72.4%	68.1%
Black Alone	8.6%	8.0%	9.9%
American Indian Alone	0.5%	0.5%	0.6%
Asian Alone	3.2%	2.7%	2.2%
Pacific Islander Alone	0.1%	0.1%	0.1%
Some Other Race Alone	3.9%	5.1%	7.4%
Two or More Races	11.3%	11.3%	11.7%
Hispanic Origin	14.5%	16.2%	20.5%
Diversity Index	58.7	60.2	66.7

Data Note: Persons of Hispanic Origin may be of any race. The Diversity Index measures the probability that two people from the same area will be from different race/ethnic groups.

Source: Esri forecasts for 2024 and 2029. U.S. Census Bureau 2000 and 2010 decennial Census data converted by Esri into 2020 geography.

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	5 minutes	10 minutes	15 minutes
2020 Population by Relationship and Household Type			
Total	9,166	42,803	80,476
In Households	100.0%	99.8%	99.0%
Householder	37.3%	40.6%	39.4%
Opposite-Sex Spouse	23.1%	23.8%	22.0%
Same-Sex Spouse	0.3%	0.3%	0.3%
Opposite-Sex Unmarried Partner	2.3%	2.3%	2.4%
Same-Sex Unmarried Partner	0.1%	0.1%	0.1%
Biological Child	27.3%	22.9%	23.7%
Adopted Child	0.7%	0.8%	0.7%
Stepchild	1.7%	1.5%	1.3%
Grandchild	1.5%	1.7%	2.4%
Brother or Sister	0.8%	0.9%	1.0%
Parent	1.3%	1.3%	1.3%
Parent-in-law	0.4%	0.4%	0.4%
Son-in-law or Daughter-in-law	0.3%	0.4%	0.4%
Other Relatives	1.0%	1.0%	1.3%
Foster Child	0.1%	0.2%	0.2%
Other Nonrelatives	1.7%	1.8%	2.2%
In Group Quarters	0.0%	0.2%	1.0%
Institutionalized	0.0%	0.1%	1.0%
Noninstitutionalized	0.0%	0.0%	0.1%
2024 Population 25+ by Educational Attainment			
Total	7,230	40,416	73,939
Less than 9th Grade	1.3%	1.3%	2.3%
9th - 12th Grade, No Diploma	1.2%	2.7%	3.8%
High School Graduate	22.0%	26.3%	26.6%
GED/Alternative Credential	3.9%	4.7%	4.7%
Some College, No Degree	22.2%	19.1%	18.0%
Associate Degree	14.2%	11.9%	11.4%
Bachelor's Degree	23.1%	22.7%	21.3%
Graduate/Professional Degree	12.1%	11.4%	11.8%
2024 Population 15+ by Marital Status			
Total	8,332	46,085	84,836
Never Married	23.0%	22.5%	24.8%
Married	60.5%	60.0%	58.6%
Widowed	5.3%	7.0%	6.9%
Divorced	11.1%	10.5%	9.7%
2024 Civilian Population 16+ in Labor Force			
Civilian Population 16+	4,994	24,751	45,317
Population 16+ Employed	96.5%	96.9%	96.3%
Population 16+ Unemployment rate	3.6%	3.1%	3.7%
Population 16-24 Employed	12.4%	11.9%	12.1%
Population 16-24 Unemployment rate	3.4%	7.9%	9.8%
Population 25-54 Employed	65.1%	62.2%	61.0%
Population 25-54 Unemployment rate	4.2%	2.8%	3.4%
Population 55-64 Employed	16.5%	18.0%	18.8%
Population 55-64 Unemployment rate	1.7%	1.5%	1.6%
Population 65+ Employed	6.1%	7.9%	8.1%
Population 65+ Unemployment rate	2.0%	1.6%	1.1%

Source: Esri forecasts for 2024 and 2029. U.S. Census Bureau 2000 and 2010 decennial Census data converted by Esri into 2020 geography.

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Community Profile

Erie Rd & Harrison Ranch Blvd, Parrish, Florida, 34219
Drive time: 5, 10, 15 minute radii

Prepared by Esri
Latitude: 27.57545
Longitude: -82.46885

	5 minutes	10 minutes	15 minutes
2024 Employed Population 16+ by Industry			
Total	4,817	23,981	43,648
Agriculture/Mining	0.2%	0.8%	1.1%
Construction	8.3%	7.5%	8.1%
Manufacturing	8.6%	7.4%	7.6%
Wholesale Trade	1.4%	2.1%	2.2%
Retail Trade	15.2%	13.8%	13.4%
Transportation/Utilities	4.6%	5.4%	5.9%
Information	1.0%	1.2%	1.5%
Finance/Insurance/Real Estate	10.3%	9.1%	8.2%
Services	43.1%	45.8%	46.0%
Public Administration	7.2%	6.9%	6.0%
2024 Employed Population 16+ by Occupation			
Total	4,816	23,980	43,649
White Collar	69.0%	67.6%	63.6%
Management/Business/Financial	23.4%	22.3%	19.6%
Professional	26.7%	25.0%	22.8%
Sales	9.9%	10.1%	10.0%
Administrative Support	9.1%	10.1%	11.2%
Services	14.7%	14.9%	16.5%
Blue Collar	16.3%	17.5%	19.9%
Farming/Forestry/Fishing	0.1%	0.3%	0.7%
Construction/Extraction	3.3%	3.4%	4.4%
Installation/Maintenance/Repair	4.2%	3.5%	2.9%
Production	1.8%	2.4%	4.1%
Transportation/Material Moving	7.0%	7.9%	7.8%
2020 Households by Type			
Total	3,444	17,422	31,985
Married Couple Households	62.0%	59.4%	56.4%
With Own Children <18	23.6%	17.6%	16.4%
Without Own Children <18	38.4%	41.8%	39.9%
Cohabitating Couple Households	6.3%	6.0%	6.4%
With Own Children <18	1.5%	1.5%	1.9%
Without Own Children <18	4.8%	4.5%	4.5%
Male Householder, No Spouse/Partner	11.2%	12.0%	13.5%
Living Alone	7.5%	8.5%	9.3%
65 Years and over	3.4%	4.5%	4.7%
With Own Children <18	1.5%	1.2%	1.3%
Without Own Children <18, With Relatives	1.6%	1.7%	2.0%
No Relatives Present	0.7%	0.7%	0.9%
Female Householder, No Spouse/Partner	20.5%	22.5%	23.7%
Living Alone	11.5%	13.8%	13.6%
65 Years and over	7.6%	9.6%	9.1%
With Own Children <18	3.5%	3.3%	3.8%
Without Own Children <18, With Relatives	4.8%	4.7%	5.4%
No Relatives Present	0.6%	0.8%	0.8%
2020 Households by Size			
Total	3,444	17,422	31,985
1 Person Household	19.0%	22.3%	22.9%
2 Person Household	38.4%	43.5%	41.6%
3 Person Household	16.7%	13.9%	14.2%
4 Person Household	15.4%	12.0%	11.6%
5 Person Household	6.8%	5.3%	5.8%
6 Person Household	2.5%	2.0%	2.4%
7 + Person Household	1.2%	1.0%	1.4%

Source: Esri forecasts for 2024 and 2029. U.S. Census Bureau 2000 and 2010 decennial Census data converted by Esri into 2020 geography.

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Community Profile

Erie Rd & Harrison Ranch Blvd, Parrish, Florida, 34219
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Prepared by Esri
Latitude: 27.57545
Longitude: -82.46885

	5 minutes	10 minutes	15 minutes
2020 Households by Tenure and Mortgage Status			
Total	3,444	17,422	31,985
Owner Occupied	88.5%	87.1%	82.5%
Owned with a Mortgage/Loan	62.4%	52.4%	49.9%
Owned Free and Clear	26.1%	34.7%	32.6%
Renter Occupied	11.5%	12.9%	17.5%
2024 Affordability, Mortgage and Wealth			
Housing Affordability Index	96	88	82
Percent of Income for Mortgage	25.7%	28.3%	30.3%
Wealth Index	108	103	110
2020 Housing Units By Urban/ Rural Status			
Total	3,718	19,803	37,244
Urban Housing Units	96.3%	95.3%	93.8%
Rural Housing Units	3.7%	4.7%	6.2%
2020 Population By Urban/ Rural Status			
Total	9,166	42,803	80,476
Urban Population	95.8%	94.3%	92.4%
Rural Population	4.2%	5.7%	7.6%

Data Note: Households with children include any households with people under age 18, related or not. Multigenerational households are families with 3 or more parent-child relationships. Unmarried partner households are usually classified as nonfamily households unless there is another member of the household related to the householder. Multigenerational and unmarried partner households are reported only to the tract level. Esri estimated block group data, which is used to estimate polygons or non-standard geography.

Source: Esri forecasts for 2024 and 2029. U.S. Census Bureau 2000 and 2010 decennial Census data converted by Esri into 2020 geography.

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Erie Rd & Harrison Ranch Blvd, Parrish, Florida, 34219
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	5 minutes	10 minutes	15 minutes
Top 3 Tapestry Segments			
1.	Midlife Constants (5E)	Middleburg (4C)	Senior Escapes (9D)
2.	Middleburg (4C)	The Elders (9C)	Middleburg (4C)
3.	Home Improvement (4B)	Midlife Constants (5E)	The Elders (9C)
2024 Consumer Spending			
Apparel & Services: Total $	$9,236,961	$48,729,284	$90,481,913
Average Spent	$2,376.98	$2,190.67	$2,230.82
Spending Potential Index	100	92	94
Education: Total $	$6,348,512	$32,998,128	$61,817,386
Average Spent	$1,633.69	$1,483.46	$1,524.10
Spending Potential Index	95	86	88
Entertainment/Recreation: Total $	$16,798,826	$90,085,142	$165,974,646
Average Spent	$4,322.91	$4,049.86	$4,092.08
Spending Potential Index	106	99	100
Food at Home: Total $	$28,186,554	$153,661,174	$286,291,737
Average Spent	$7,253.36	$6,907.98	$7,058.47
Spending Potential Index	99	95	97
Food Away from Home: Total $	$15,722,749	$83,578,936	$154,910,395
Average Spent	$4,046.00	$3,757.37	$3,819.29
Spending Potential Index	104	97	98
Health Care: Total $	$31,564,459	$174,195,731	$322,807,399
Average Spent	$8,122.61	$7,831.13	$7,958.76
Spending Potential Index	106	102	103
HH Furnishings & Equipment: Total $	$13,057,154	$69,922,483	$128,902,628
Average Spent	$3,360.05	$3,143.43	$3,178.07
Spending Potential Index	106	99	100
Personal Care Products & Services: Total $	$3,918,442	$21,297,143	$39,670,645
Average Spent	$1,008.35	$957.43	$978.07
Spending Potential Index	101	96	98
Shelter: Total $	$104,428,687	$562,016,159	$1,043,131,496
Average Spent	$26,873.05	$25,265.97	$25,718.23
Spending Potential Index	101	95	96
Support Payments/Cash Contributions/Gifts in Kind: Total $	$15,562,026	$85,319,874	$156,771,656
Average Spent	$4,004.64	$3,835.64	$3,865.18
Spending Potential Index	114	109	110
Travel: Total $	$12,472,902	$66,399,813	$122,079,866
Average Spent	$3,209.70	$2,985.07	$3,009.86
Spending Potential Index	106	98	99
Vehicle Maintenance & Repairs: Total $	$6,042,057	$32,792,833	$60,614,986
Average Spent	$1,554.83	$1,474.23	$1,494.45
Spending Potential Index	105	100	101

Data Note: Consumer spending shows the amount spent on a variety of goods and services by households that reside in the area. Expenditures are shown by broad budget categories that are not mutually exclusive. Consumer spending does not equal business revenue. Total and Average Amount Spent Per Household represent annual figures. The Spending Potential Index represents the amount spent in the area relative to a national average of 100.

Source: Consumer Spending data are derived from the 2019 and 2020 Consumer Expenditure Surveys, Bureau of Labor Statistics. Esri.

Source: Esri forecasts for 2024 and 2029. U.S. Census Bureau 2000 and 2010 decennial Census data converted by Esri into 2020 geography.

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ATTACHMENT

W

Florida Charter School Revenue Estimating Worksheet

Parrish Classical Preparatory Academy

Revenue Estimate Worksheet for Parish K-12 Charter School

Based on the 2024-25 FEFP Second Calculation

School District: Manatee

1A. 2024-25 FEFP State and Local Funding

Base Student Allocation $5,330.98 Comparable Wage Factor: 1.0000
Small District Factor 1.0000

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2024-25 Base Funding (WFTE x BSA x CWF x SDF)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3	274	1.118	306.8686	$ 1,635,910
111 Basic K-3 with ESE Services	71	1.118	79.8699	$ 425,785
102 Basic 4-8	244	1.000	243.8200	$ 1,299,800
112 Basic 4-8 with ESE Services	63	1.000	63.4600	$ 338,304
103 Basic 9-12		0.978	0.0000	$ -
113 Basic 9-12 with ESE Services		0.978	0.0000	$ -
254 ESE Level 4 *(Grade Level PK-3)*		3.697	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*		3.697	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*		3.697	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*		5.992	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*		5.992	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*		5.992	0.0000	$ -
130 ESOL *(Grade Level PK-3)*	30	1.192	35.8554	$ 191,144
130 ESOL *(Grade Level 4-8)*	27	1.192	31.8502	$ 169,793
130 ESOL *(Grade Level 9-12)*		1.192	0.0000	$ -
300 Career Education *(Grades 9-12)*		1.079	0.0000	$ -
Totals	710.00		761.7241	$ 4,060,736

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE	Number of FTE *Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.*	2024-25 Base Funding (WFTE x BSA x CWF x SDF)
Advanced Placement		$ -
International Baccalaureate		$ -
Advanced International Certificate		$ -
Industry Certified Career Education		$ -
Early High School Graduation		$ -
Small District ESE Supplement		$ -
Dual Enrollment		$ -

Total Additional FTE	0.0000	Additional Base Funds	$	-
Total Funded Weighted FTE	761.7241	Total Base Funding	$	4,060,736

1B. Classroom Teacher and Other Instructional Personnel Salary Increase

Maintenance and Growth Portions of the Salary Increase funds are part of the total Conference Base Funding and are not treated as a separate allocation. Amounts are split out here for informative purposes and for the purposes of providing a total that may be used for calculating the adminstrative fee.

Maintenance Portion (5.59% of Conference Base Funding)	(g) (k)	
Growth Portion (1.07% of Conference Base Funding)	(g) (k)	
Total Salary Increase Allocation		$ -

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 and 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 and 113 above.

FTE	Grade Level	Matrix Level	Guarantee Per Student	
71	PK-3	251	$ 1,011	$ 72,226
0	PK-3	252	$ 3,266	$ -
0	PK-3	253	$ 6,664	$ -
63	4-8	251	$ 1,134	$ 71,964
0	4-8	252	$ 3,388	$ -
0	4-8	253	$ 6,787	$ -
0	9-12	251	$ 807	$ -
0	9-12	252	$ 3,062	$ -
0	9-12	253	$ 6,460	$ -

Parrish Classical Preparatory Academy

Total FTE with ESE Services	135	Total ESE Guarantee	$ 144,190

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total UFTE to obtain school's UFTE share.

Charter School UFTE: 710.00 ÷ District's Total UFTE: 56,469.75 = 1.2573%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E39 above by the district's total WFTE to obtain school's WFTE share.

Charter School WFTE: 761.72 ÷ District's Total WFTE: 61,283.55 = 1.2430%

3C. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship UFTE to obtain school's UFTE share.

Charter School UFTE: 710.00 ÷ Scholarship UFTE: 51,719.00 = 1.3728%

3D. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-virtual UFTE to obtain school's UFTE share.

Charter School UFTE: 710.00 ÷ District's Total Non-Virtual UFTE: 56,424.69 = 1.2583%

3E. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship and non-virtual UFTE to obtain school's UFTE share.

Charter School UFTE: 710.00 ÷ District's Total Non-Virtual and Non-Scholarship UFTE: 51,673.94 = 1.3740%

Parrish Classical Preparatory Academy

4. Educational Enrichment Share (Non-Virtual UFTE share)	(e)	13,928,999	x	1.2583%	$	175,269
5. Discretionary Millage Compression Allocation						
.748 Mills (UFTE share)	(b)	0	x	1.2573%	$	-
6. Safe Schools Allocation (Non-Virtual and Non-Scholarship UFTE share)	(f)	5,195,218	x	1.3740%	$	71,382
7. Mental Health Assistance Allocation (Non-Scholarship UFTE share)	(b)	3,225,525	x	1.3728%	$	44,280
8. Discretionary Local Effort (WFTE share)	(c)	56,482,790	x	1.2430%	$	702,081
9. Proration to Funds Available (WFTE share)	(c)	(402,139)	x	1.2430%	-$	4,999
10. Educational Enrollment Stabilization Program (UFTE share)	(b)	0	x	1.2573%	$	-

11. Class Size Reduction Funds:

	Weighted FTE (not including Add-On)	X	CWF	X	Allocation factors			
PK - 3	422.5939		1.0000		950.92	=	401,853	
4-8	339.1302		1.0000		907.92	=	307,903	
9-12	0.0000		1.0000		910.12	=	0	
Total *	761.7241					Total Class Size Reduction Funds	$	709,756

*(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)*

12. Student Transportation	(h)				
Enter All Adjusted Fundable Riders	0	x	565	$	-
Enter All Adjusted ESE Riders	0	x	1,816	$	-

13. Federally Connected Student Supplement (i)

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aid Student Allocation		Total
Military and Indian Lands		$0.00	$0.00	$	-
Civilians on Federal Lands		$0.00	$0.00	$	-
Students with Disabilities			$0.00	$	-
Total				$	-

14. Food Service Allocation	(j)		
		Total	$ 5,902,695

15. Total Less Salary Increase Allocation (for administrative fee calculation)	(k)	$	5,902,695
16. Funding for the purpose of calculating the administrative fee for ESE charter schools.	(l)		
If you have more than a 75% ESE student population, please place a 1 in the following box:		$	-

NOTES:

(a) Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation, the small district ESE Supplement and Dual Enrollment pursuant to s. 1011.62(1)(i-p), F.S.

(b) District allocations multiplied by percentage from item 3A.

(c) District allocations multiplied by percentage from item 3B.

(d) District allocations multiplied by percentage from item 3C.

(e) District allocations multiplied by percentage from item 3D.

(f) District allocations multiplied by percentage from item 3E.

(g) This allocation will be frozen as of the 2024-25 FEFP Conference Calculation and will not be recalculated throughout the year. Charter school allocations are recommended not to be recalculated with fluctuations in student enrollment later in the year.

(h) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.

(i) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(10), F.S.

(j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(k) Consistent with s. 1002.33(20)(a)3, F.S., a school's sponsor may not charge or withhold any administrative fee against a charter school for any funds specfically allocated by the Legislature for teacher compensation.

(l) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%. For charter schools within a charter school system that meets the requirements in s. 1002.33(20)(a)2.a.(II), F.S., do the same calculation based for up to and including 500 students.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2%.

Other:

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

ATTACHMENT

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Proposed Operating Budget

Manatee Parish Charter School K-12, Florida				
Revenue	**Note #**			
Government				
Per Pupil Allocation	1		-	Yr 1 Student Allocation of $8,650
				Years two through five assume an inflation of 2% respectively, in total per student revenue based on CPI forecasts
Special Needs and ESOL	2		-	State funding for ESE students - 19% ESE population and 8% ESOL population is assumed and maintained for future years
Other Government	3		-	Any other state or government funds available to the school
Capital Outlay:	4		-	Capital outlay funding estimate is based on $2,108 per student and adjusted for inflation and enrollment increases
Food Services	5		-	Revenue received from Free and Reduced Lunch program and paid lunches. 53% FRL, assumes 38% lunch and 6% breakfast participations
Grants & Fundraising:	6		-	Grants and contributions
Miscellaneous Revenue	7		-	Based on Miscellaneous, Interest and Other Programs Revenue
Expenses				
Salary Related Expenses				
Administration Staff	8		-	Salary and hourly wages for school administration
Instructional Staff	9		-	Salary and hourly wages, Stipends, and Tutoring for instructional staff
Bonus Pool for Schoolwide Incentives	10		-	Bonus set aside for incentive goals, equal to 0.46% of state funding in applicable years
Benefits (Health, Dental, etc)	11		-	Benefits for FT employees
Workers Compensation	12		-	Workers Compensation Insurance
Payroll Taxes	13		-	Allowance for FICA, Medicare and state and federal unemployment taxes
Professional Services				
Legal Fees	14		-	Potential legal fee, outside counsel, needed filing and documentation etc.
Accounting Services - Independent Audit	15		-	Independent Audit
Personnel Management Cost	16		-	All Aspects of business administration and personnel functions
Finance and Accounting Services Cost	17		-	Accounting and Finance Operations
Educational Intellectual Property and Curriculum Costs	18		-	Implementation of educational goals and programs and selection of instructional materials, equipment and supplies
Procurement/Vendor Management Costs	19		-	Outsourced Services that flow directly to the school
Support Center General Overhead & Fee	20		-	Allotment for other management company services
Outside Staff Development Consulting Fees	21		-	Registration for and travel to Teacher training and professional development courses and seminars.
Temporary Agency Fees	22		-	Fees paid to agencies providing temporary services
Fee to County School Board	23		-	The Administrative fee paid to the sponsoring school district for administrative services
Professional Fees - Other	24		-	Funds set aside for School Board's discretionary use
Marketing & Enrollment	25		-	Advertising and marketing for students
Staff Recruitment	26		-	Advertising and recruiting for School's staff
Computer Services fees	27			For Education related software
Vendor Services				
Contracted Pupil Transportation	28		-	Contracted bus service
Extra-Curricular Activity Events	29		-	Expense of transportation to and cost of extra curricular events such as sports, performances, etc
Contracted Food Service	30		-	Third party food provider, offset by revenue received from Free and Reduced Lunch program and paid lunches
Background / Finger Printing	31		-	Expense for employee background checks and fingerprinting
Drug Testing Fees	32		-	Expense for employee drug testing
Licenses & Permits	33		-	Expense for any required license or permits
Bank Service Fees	34		-	Normal banking fees
Contracted Custodial Services	35		-	Contracted Custodial service based on contracts at similarly sized locations and current quotes
Contracted Security	36		-	Contracted Security patrols and alarm monitoring services based on contracts at similarly sized locations and current quotes
Other Operating Expenses				
Travel/Auto	37		-	Staff travel for special trips (auto expenses).
Airfare	38		-	Airfare for staff travel for special trips.
Meals	39		-	Staff meals while traveling to and from special trips
Lodging	40		-	Staff lodging while traveling to and from for special trips
Business Expense - Other	41		-	Other expenses incurred for business
Dues & Subscriptions	42		-	Memberships in educational associations and subscriptions to trade journals (including accreditation, if applicable)
Printing	43		-	Any offsite printing of instructional, informational or promotional materials based on usage of similarly sized schools
Office Supplies	44		-	All office materials and supplies based on usage of similarly sized schools
Medical Supplies	45		-	In school medical supplies for nurse
Instruction Expense				
Textbooks & Reference Books	46		-	Cost of Textbooks & Reference Books at $47 per incremental child
Consumable Instructional (Student)	47		-	Consumables supplies, paper, pencils, workbooks etc. based on $42 per student adjusted for inflation in subsequent years
Consumable Instructional (Teacher)	48		-	Teachers' consumable instructional resources and supplies etc based on $37 per student adjusted for inflation in subsequent years
Testing Materials	48		-	Student testing and evaluative resources and supplies $22 per student adjusted for inflation in subsequent years not considering the WFTE expenses
Contracted SPED Instruction	49		-	Contracted special education instructional services $211 per child adjusted for inflation in subsequent years
Administrative Expenses				
Telephone & Internet	50		-	Land line, Internet, and cellular phone usage based on similarly sized locations
Postage	51		-	Postage usage based on similarly sized locations
Express Mail	52		-	Overnight mail usage based on similarly sized locations
Electricity	53		-	Power usage based on similarly sized locations
Water & Sewer	54		-	Water and Sewer usage based on similarly sized locations
Waste Disposal	55			Waste Disposal based on similarly sized locations
Pest Control	56		-	Pest Control based on similarly sized locations
Maintenance & Cleaning Supplies	57		-	Maintenance and cleaning supplies not cover by contracted custodial based on similarly sized locations
Building Repairs & Maintenance	58		-	Building maintenance not cover by contracted custodial based on similarly sized locations
Equipment Repairs & Maintenance	59		-	Equipment repairs and maintenance based on similarly sized locations
Miscellaneous Expenses	60		-	Miscellaneous based on similarly sized locations
Fixed Expense				
Rent	61		-	Facility rent -Based on Rent Schedule
Office Equipment - Leasing Expense	62		-	Cost for leasing office equipment not financed
Professional Liability & Property Insurance	63		-	Cost of insurance
CAPITAL EXPENSES				
Capital Outlay (Capitalized)				
Computers Hardware	64		-	Any computer hardware
FF&E	65		-	Furniture, Fixtures and Equipment
Computers Software	66		-	Computer Software
Other	67		-	Any other capital purchases
Proceeds from Long Term Debt	68		-	Facility bond financing
Repayment of Long-Term Debt	69		-	Principal & interest payments of debt used for the purchase of capital equipment

5-Year Financial Projection Summary

	Manatee Parish Charter School K-12, Florida	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31
Revenue	Total Enrollment	710	935	1,185	1,310	1,410
	Per Pupil Allocation	$8,650	$8,823	$8,999	$9,179	$9,363
	Annual per Student Revenue Increase	4%	2%	2%	2%	2%
	Capitation Revenue	$ 6,141,164	$ 8,249,054	$ 10,663,776	$ 12,024,420	$ 13,201,161
	Referendum Revenue	975,691	1,310,586	1,694,231	1,910,406	2,097,363
	Weighted FTE Revenue	-	-	758,718	1,858,885	2,796,043
	Fundraising & Contributions	820,000	-	-	-	-
	Total Revenue	**9,888,466**	**12,535,965**	**16,964,302**	**20,132,219**	**22,857,653**
Expenses	Fee for Support Center Services	-	-	1,093,843	2,429,988	3,428,648
	Percent of Revenue	*0%*	*0%*	*6%*	*12%*	*15%*
	Operating Expenses (less Mgt Fee & Incr. Rent)	6,585,389	8,675,189	11,106,473	12,579,792	13,524,064
	Operating Expense Inflator	0	2%	2%	2%	2%
	Compensation Increase Inflator	4%	2%	2%	2%	2%
	Debt Service & Capital Expenses	4,723,321	3,810,994	5,247,933	5,071,140	4,786,740
Cash & Fund Balance	Working Capital	(358,567)	(475,856)	(137,504)	(108,616)	1,306,616
	Cash Available	97,416	246,919	315,084	352,361	1,439,848
	Days Cash	**4**	**8**	**7**	**7**	**24**
	Net Change in Fund Balance (aft Depr/Amort)	**36,970**	**49,782**	**50,366**	**51,298**	**1,118,200**
	Cumulative Fund Balance	**$ 36,970**	**$ 86,752**	**$ 137,118**	**$ 188,416**	**$ 1,306,616**
	Fund Balance as % of Revenue	**0.4%**	**0.7%**	**0.8%**	**0.9%**	**5.7%**

	Key Revenue and Expense Assumptions	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31
As Percentage of Total Revenue	Compensation and benefits	42%	48%	45%	44%	41%
	Professional services	6%	3%	2%	2%	2%
	Vendor services	8%	7%	7%	6%	6%
	Other operating expenses	5%	3%	3%	3%	3%
	Instruction expense	3%	4%	4%	4%	4%
	Fixed expenses	3%	3%	3%	3%	3%
	Interest expense	29%	23%	24%	21%	19%
	Provision for depreciation	4%	4%	4%	3%	2%
	Administrative	1%	0%	0%	0%	0%
	Fee for Support Center Services	0%	0%	6%	12%	15%

5-Year Income Statement Forecast

Manatee Parrish Charter School K-12, Florida	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31
Total Number of Students Enrolled	**710**	**935**	**1,185**	**1,310**	**1,410**
Forecasted Average FTE per Student	**$ 8,650**	**$ 8,823**	**$ 8,999**	**$ 9,179**	**$ 9,363**
Revenue					
Per Pupil Allocation	6,141,164	8,249,054	10,663,776	12,024,420	13,201,161
Capital Outlay:	1,496,964	2,365,625	3,058,108	3,448,307	3,785,767
Fundraising & Contributions	820,000	-	-	-	-
Before & Aftercare Revenue	199,445	267,902	346,324	390,513	428,730
Food Services	255,203	342,798	443,145	499,688	548,589
Referendum Revenue	975,691	1,310,586	1,694,231	1,910,406	2,097,363
Weighted FTE Revenue	-	-	758,718	1,858,885	2,796,043
TOTAL REVENUE	**9,888,466**	**12,535,965**	**16,964,302**	**20,132,219**	**22,857,653**
Compensation Expenses					
Administrative Staff					
School Leadership	220,022	301,360	400,880	488,943	498,722
Administrative-Salaried	111,111	113,333	115,600	117,912	120,270
Administrative Assistant	76,702	156,472	159,601	162,793	166,049
Student Services Coordinator / Counselor	70,491	215,702	220,016	374,027	381,507
Health Aide / Nurse	52,129	53,171	54,235	55,320	56,426
IT Support	55,141	56,244	57,369	58,516	59,687
Other Support	59,059	60,241	122,891	125,349	127,855
Plant Operations	37,871	38,628	39,401	40,189	40,992
Before/Aftercare	45,242	46,147	47,070	48,011	48,971
Total Administrative Staff	**727,767**	**1,041,297**	**1,217,061**	**1,471,059**	**1,500,480**
Instructional Staff					
Teachers	2,190,307	3,127,758	4,036,723	4,582,332	5,012,673
Instructional Aides	35,346	36,053	73,548	75,019	76,519
ESE/Special Education	132,395	202,564	206,616	280,997	286,617
Curriculum Resource Teacher	70,491	143,801	220,016	224,416	228,904
Daily Subs	49,000	68,600	86,800	96,600	103,600
Total Instructional Staff	**2,477,539**	**3,578,777**	**4,623,702**	**5,259,364**	**5,708,313**
Tutoring	16,074	21,591	27,911	31,472	34,552
Stipends	362,542	486,981	629,533	709,858	779,327
Performance Assessment Pool	-	38,256	49,455	55,765	61,222
Taxes & Benefits					
Group Insurance & Benefits	261,307	498,514	626,899	717,590	768,176
Workers Comp	7,448	10,736	13,572	15,639	16,751
Payroll Taxes	272,940	393,616	498,761	573,448	615,775
Total Taxes & Benefits	541,695	902,866	1,139,232	1,306,677	1,400,702
Cost of Compensation	**4,125,617**	**6,069,767**	**7,686,894**	**8,834,195**	**9,484,597**

5-Year Income Statement Forecast

	Manatee Parish Charter School K-12, Florida	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31
Professional Services	Legal Fees	10,808	2,756	2,811	2,867	2,925
	Accounting Services - Independent Audit	-	13,530	13,801	14,077	14,359
	Fee for Support Center Services	-	-	1,093,843	2,429,988	3,428,648
	Outside Staff Development Consulting Fees	17,287	17,633	17,986	18,345	18,712
	Computer Service Fees	109,325	148,777	198,227	231,163	261,752
	Fee to Authorizer	108,119	110,281	112,487	114,737	117,032
	Professional Fees - Other	305,465	1,040	1,061	1,082	1,104
	Marketing & Enrollment	57,742	31,181	20,787	21,203	21,627
	Staff Recruitment	3,282	3,347	3,414	3,482	3,552
	Total Professional Services	**612,028**	**328,547**	**1,464,418**	**2,836,946**	**3,869,711**
Vendor Services	Contracted Pupil Transportation	112,363	119,241	243,252	248,117	253,079
	Extra-Curricular Activity Events & Transportation	4,681	4,775	4,871	4,968	5,067
	Contracted Food Service	222,527	298,907	386,405	435,709	478,348
	Drug Testing Fees	264	270	275	280	286
	Licenses & Permits	2,081	2,122	2,165	2,208	2,252
	Bank Service Fees	7,242	7,387	7,534	7,685	7,839
	Contracted Mental Health	44,280	59,479	76,890	86,700	95,185
	Contracted Custodial Services	260,100	265,302	376,314	383,841	391,517
	Contracted Security	100,157	102,160	104,204	106,288	108,413
	Total Vendor Services	**753,696**	**859,643**	**1,201,910**	**1,275,796**	**1,341,988**
Administrative Expenses	Travel/Auto	5,202	5,306	5,412	5,520	5,631
	Airfare	3,281	3,347	3,414	3,482	3,552
	Meals	1,561	1,592	1,624	1,656	1,689
	Lodging	2,081	2,122	2,165	2,208	2,252
	Dues & Subscriptions	2,223	2,267	2,313	2,359	2,406
	Printing	7,033	7,174	7,317	7,464	7,613
	Office Supplies	17,074	17,416	17,764	18,119	18,482
	Medical Supplies	1,853	1,890	1,928	1,966	2,006
	Student Uniform Expense	796	812	828	845	862
	In-house Food Service - Cost of Food	9,469	9,658	9,851	10,048	10,249
	Total Administrative Expenses	**50,572**	**51,584**	**52,616**	**53,668**	**54,741**
Instruction Expenses	Textbooks & Reference Books	33,241	43,775	55,479	61,332	66,013
	Consumable Instructional (Student)	29,547	39,689	51,307	57,854	63,516
	Consumable Instructional (Teacher)	26,593	35,720	46,177	52,068	57,164
	Instructional Licenses	67,285	90,380	116,836	131,744	144,637
	Testing Materials	16,139	91,054	201,975	292,731	365,563
	Contracted SPED Instruction	144,190	193,682	250,378	282,325	309,954
	Total Instruction Expenses	**316,995**	**494,299**	**722,152**	**878,053**	**1,006,846**

5-Year Income Statement Forecast

	Manatee Parish Charter School K-12, Florida	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31
Other Operating Expenses	Telephone & Internet	40,001	40,801	41,617	42,449	43,298
	Postage	2,614	2,667	2,720	2,774	2,830
	Electricity	59,823	61,019	86,552	88,283	90,049
	Water & Sewer	9,988	10,188	14,450	14,739	15,034
	Waste Disposal	33,293	33,959	48,168	49,132	50,114
	Pest Control	2,601	2,653	2,706	2,760	2,815
	Maintenance & Cleaning Supplies	36,414	15,606	22,136	22,579	23,030
	Building Repairs & Maintenance	249,696	254,690	361,262	368,487	375,857
	Personal Property Taxes	11,116	11,339	11,565	11,797	12,033
	Total Other Operating Expenses	**445,546**	**432,921**	**591,177**	**603,001**	**615,061**
Fixed Expenses	Rent	-	-	-	-	-
	Office Equipment - Leasing Expense	13,733	14,008	14,288	14,574	14,865
	Professional Liability & Property Insurance	267,202	424,420	466,863	513,549	564,904
	Total Fixed Expenses	**280,936**	**438,428**	**481,151**	**528,123**	**579,769**
Total Operating Expenses	**EXPENSES less Payroll**	**2,459,772**	**2,605,422**	**4,513,423**	**6,175,585**	**7,468,115**
	TOTAL OPERATING EXPENSES	**6,585,389**	**8,675,189**	**12,200,317**	**15,009,781**	**16,952,712**
	Net Income/(Loss) before Financing and Depreciation	**3,303,077**	**3,860,776**	**4,763,985**	**5,122,438**	**5,904,940**
Capitalized Expenses	Computers Hardware & IT Infrastructure	857,999	299,729	319,731	491,124	143,901
	FF&E	599,214	189,338	214,583	109,437	89,301
	Total Capitalized Expenses	**1,457,213**	**489,066**	**534,313**	**600,561**	**233,202**
Debt Proceeds & Repayments	**Proceeds from Long Term Debt**	**1,457,213**	**-**	**534,313**	**-**	**-**
	Debt Repayments					
	Repayment of Long-Term Debt (Princ)	365,696	395,537	562,608	274,622	297,032
	Repayment of Long-Term Debt (Interest)	2,900,412	2,926,391	4,151,012	4,195,957	4,256,507
	Total Debt Repayments	**3,266,107**	**3,321,927**	**4,713,619**	**4,470,580**	**4,553,539**
Surplus/(Deficit)	Depreciation and Amortization	405,843	543,620	693,113	592,709	558,626
	Net Income/(Loss) after Financing and Depreciation	**(368,873)**	**(493,837)**	**(642,747)**	**(541,411)**	**559,574**
	NET CHANGE IN FUND BALANCE	**36,970**	**49,782**	**50,366**	**51,298**	**1,118,200**
	CUMULATIVE FUND BALANCE	**36,970**	**86,752**	**137,118**	**188,416**	**1,306,616**

2026-2027 Budget Worksheet: 75%90%100% of Year 1 Budget

	75%	90%	100%
Number of Students	533	639	710
FEFP Gross	4,605,873	5,527,047	6,141,164
Capital Outlay	1,122,723	1,347,268	1,496,964
Before/After Care	149,584	179,500	199,445
Fundraising	1,092,910	1,311,492	1,457,213
Total Revenue:	**8,317,858**	**9,981,429**	**11,090,477**

100

Account Code	Description	24	32	35
Classroom Instruction (5000)				
100	Salaries			
	Classroom Teachers	1,421,044	1,894,725	2,190,307
	Exceptional Education Teachers	99,296	132,395	132,395
	Other Instructional Staff	35,346	35,346	35,346
	Substitute Teachers	36,750	44,100	49,000
	Hourly Instructional Personnel (Tutoring/Part-time Teachers)	12,055	14,466	16,074
	Total Instructional Personnel	**1,604,491**	**2,121,032**	**2,423,122**
210	Retirement	28,536	37,723	43,096
220	Social Security	92,742	122,599	140,061
230	Health Insurance (includes dental, life, etc.)	154,314	198,290	224,009
240	Workers' Compensation	3,894	5,147	5,880
250	Unemployment Compensation	21,402	28,292	32,322
310	Professional Services (contracted instructional services)	108,143	129,771	144,190
510	Classroom Supplies	43,353	52,023	57,804
520	Instructional Materials (textbooks, workbooks, etc.)	44,875	53,850	59,833
641-642	Classroom Equipment (desks, chairs, etc.)	440,423	528,507	587,230
643-644	Computer Equipment	630,629	756,755	840,839
690	Software	132,457	158,949	176,610
	Total Instruction	**3,305,259**	**4,192,940**	**4,734,995**
Instructional Support Services (6000)				
	Pupil Personnel Services (6100)			
100	Salaries			
	Guidance Counselors	70,491	70,491	70,491
	Other Support	59,059	59,059	59,059
	IT Support	55,141	55,141	55,141
	Total Pupil Personnel Staff	**184,691**	**184,691**	**184,691**
210	Retirement	3,285	3,285	3,285
220	Social Security	10,675	10,675	10,675
230	Health Insurance (includes dental, life, etc.)	15,724	15,724	15,724
240	Workers' Compensation	448	448	448
250	Unemployment Compensation	2,464	2,464	2,464
	Total Pupil Personnel Services	**217,287**	**217,287**	**217,287**

	Curriculum Development (6300)			
100	Salaries			
	Curriculum Specialist	35,245	35,245	70,491
210	Retirement	627	627	1,254
220	Social Security	2,037	2,037	4,074
230	Health Insurance (includes dental, life, etc.)	3,001	3,001	6,001
240	Workers' Compensation	86	86	171
250	Unemployment Compensation	470	470	940
310	Professional Services (consultants, etc.)	3,511	4,213	4,681
	Total Curriculum Development	**44,977**	**45,679**	**87,613**
	Staff Development (6400)			
100	Workshop Stipends	271,906	326,288	362,542
310	Professional Services (workshop, consultants, training, etc.)	275,274	330,329	367,032
	Total Staff Development	**547,180**	**656,616**	**729,574**
General Support Services				
	Board (7100)			
310	Professional Services (Legal)	8,106	9,727	10,808
330	Governance Training	198	238	264
330	Travel (workshop registration, lodging, etc.)	3,902	4,682	5,202
	Total Board	**12,206**	**14,647**	**16,274**
	General Administration (7200)			
730	Administrative Fee	108,119	108,119	108,119
	Total General Administration	**108,119**	**108,119**	**108,119**
	School Administration (7300)			
100	Salaries			
	Leadership	220,022	220,022	220,022
	Office Assistant	63,918	76,702	76,702
	Other Office Personnel	33,931	45,242	45,242
	Total Office Personnel	**317,871**	**368,030**	**394,094**
210	Retirement	5,653	6,545	7,009
220	Social Security	18,374	21,273	22,779
230	Health Insurance (includes dental, life, etc.)	27,062	31,332	33,551
240	Workers' Compensation	771	893	956
250	Unemployment Compensation	4,240	4,909	5,257
360	Lease-Copy Machine	10,300	12,360	13,733
370	Postage	1,961	2,353	2,614
390	Printing (includes advertising)	5,275	6,330	7,033
510	Office Supplies	12,806	15,367	17,074
641-642	Office Equipment	8,988	10,786	11,984
643-644	Computer Equipment	12,870	15,444	17,160
730	Dues and Fees	4,304	4,304	4,304
330	Travel (workshop registration, lodging, etc.)	5,192	6,230	6,923
	Total School Administration	**435,667**	**506,156**	**544,473**
	Facilities Acquisition and Construction (7400)			
360	Building Lease	-	-	-
	Total Facilities Acquisition and Construction	**-**	**-**	**-**
	Fiscal Services (7500)			
100	Salaries			
	Bookkeeper or Accountant	55,555	83,333	111,111
210	Retirement	988	1,482	1,976
220	Social Security	3,211	4,817	6,422
230	Health Insurance (includes dental, life, etc.)	4,730	7,095	9,459
240	Workers' Compensation	135	202	270
250	Unemployment Compensation	741	1,112	1,482
730	Bank Fees/Payroll Processing Fees	5,431	6,518	7,242
	Total Fiscal Services	**70,792**	**104,558**	**137,963**

	Central Services (7700)			
	Marketing/Staff Recruiting and Placement	45,768	54,921	61,024
	Total Central Services	**45,768**	**54,921**	**61,024**
	Pupil Transportation Services (7800)			
310	Professional Services-Contracted Transportation	112,363	112,363	112,363
	Total Pupil Transportation Services	**112,363**	**112,363**	**112,363**
	Operation of Plant (7900)			
320	Property Insurance	278,319	278,319	278,319
371	Phone	40,001	40,001	40,001
381	Water and Sewage	7,491	8,989	9,988
382	Garbage	24,970	29,964	33,293
	Custodial Services (contracted)	195,075	234,090	260,100
	Security System Monitoring	100,157	100,157	100,157
	Pest Control	2,601	2,601	2,601
430	Electricity	44,867	53,841	59,823
	Total Operation of Plant	**693,480**	**747,961**	**784,281**
	Maintenance of Plant (8100)			
350	Repairs and Maintenance	249,696	249,696	249,696
510	Supplies	27,311	32,773	36,414
	Total Maintenance of Plant	**277,007**	**282,469**	**286,110**
	Debt Service (9200)			
710	Redemption of Principal	274,272	329,126	365,696
720	Interest Expense	2,175,309	2,610,370	2,900,412
	Total Debt Service	**2,449,581**	**2,939,497**	**3,266,107**
	Total Budgeted Expenditures	**8,319,685**	**9,983,213**	**11,086,183**
	Balance	**(1,828)**	**(1,784)**	**4,294**

Special Revenue Fund

410 Food Service

Student Meals	191,402	229,682	255,203
Total Revenue:	**191,402**	**229,682**	**255,203**

Food Services (7600)				
570	Food	166,895	200,274	222,527
	Total Food Services	**166,895**	**200,274**	**222,527**
	Balance Food Service	**24,507**	**29,408**	**32,676**

Net Balance for All Funds	22,679	27,624	36,970
Ending Fund Balance	**22,679**	**27,624**	**36,970**

Manatee Parish Charter School K-12, Florida
Students by Grade Budgeted Enrollment

	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31
Kindergarten	100	100	100	100	100
1st Grade	92	92	92	92	92
2nd Grade	92	92	92	92	92
3rd Grade	92	92	92	92	92
4th Grade	92	92	92	92	92
5th Grade	92	92	92	92	92
6th Grade	125	125	125	125	125
7th Grade	25	125	125	125	125
8th Grade	0	25	125	125	125
9th Grade	0	100	125	125	125
10th Grade	0	0	125	125	125
11th Grade	0	0	0	125	125
12th Grade	0	0	0	0	100
TOTAL	710	935	1185	1310	1410

Manatee Parish Charter School K-12, Florida

Forecasted Staffing Matrix

Total Number of Students			710	935	1,185	1,310	1,410
		2024-25	Year 1	Year 2	Year 3	Year 4	Year 5
Principal		125,105	1.00	1.00	1.00	1.00	1.00
Assistant Principal		86,373	1.00	1.00	2.00	2.00	2.00
Dean		72,500	-	1.00	1.00	2.00	2.00
Administrative-Salaried: SEMA/SOA		53,398	2.00	2.00	2.00	2.00	2.00
Administrative Assistant	per hour	17.72	2.00	4.00	4.00	4.00	4.00
Student Services Coordinator / Counselor		67,753	1.00	3.00	3.00	5.00	5.00
Health Aide / Nurse		50,105	1.00	1.00	1.00	1.00	1.00
IT Support		53,000	1.00	1.00	1.00	1.00	1.00
Other Support		56,766	1.00	1.00	2.00	2.00	2.00
Plant Operations	per hour	17.50	1.00	1.00	1.00	1.00	1.00
Before/Aftercare Director	per hour	25.81	1.00	1.00	1.00	1.00	1.00
Before/Aftercare	per hour	16.00	1.00	1.00	1.00	1.00	1.00
Total Administrative Staff			**13.00**	**18.00**	**20.00**	**23.00**	**23.00**
		2024-25					
Teachers: including Co-Teachers		60,150	**35.00**	**49.00**	**62.00**	**69.00**	**74.00**
Instructional Aides	per hour	16.33	1.00	1.00	2.00	2.00	2.00
ESE/Special Education Teachers		63,627	2.00	3.00	3.00	4.00	4.00
Curriculum Resource Teacher: including Interventionist		67,753	1.00	2.00	3.00	3.00	3.00
Total Instructional Staff			**39.00**	**55.00**	**70.00**	**78.00**	**83.00**
Total Staff			**52.00**	**73.00**	**90.00**	**101.00**	**106.00**
Student to Teacher Ratio			20.29	19.08	19.11	18.99	19.05

5-Year Income Statement Forecast

	Manatee Parish Charter School K-12, Florida		Year 1 2026-27	July	August	September	October	November	December	January	February	March	April	May	June
Revenue	**Total Number of Students Enrolled**		**710**												
	Forecasted Average FTE per Student	$	**8,650**												
	Per Pupil Allocation		6,141,164	511,764	511,764	511,764	511,764	511,764	511,764	511,764	511,764	511,764	511,764	511,764	511,764
	Capital Outlay:		1,496,964	124,747	124,747	124,747	124,747	124,747	124,747	124,747	124,747	124,747	124,747	124,747	124,747
	Fundraising & Contributions		820,000	68,333	68,333	68,333	68,333	68,333	68,333	68,333	68,333	68,333	68,333	68,333	68,333
	Before & Aftercare Revenue		199,445		19,944	19,944	19,944	19,944	19,944	19,944	19,944	19,944	19,944	19,944	-
	Food Services		255,203	21,267	21,267	21,267	21,267	21,267	21,267	21,267	21,267	21,267	21,267	21,267	21,267
	Miscellaneous Revenue		975,691	81,308	81,308	81,308	81,308	81,308	81,308	81,308	81,308	81,308	81,308	81,308	81,308
	TOTAL REVENUE		**9,888,466**	**807,418**	**827,363**	**827,363**	**827,363**	**827,363**	**827,363**	**827,363**	**827,363**	**827,363**	**827,363**	**827,363**	**807,418**
Compensation Expenses	School Leadership		220,022	18,335	18,335	18,335	18,335	18,335	18,335	18,335	18,335	18,335	18,335	18,335	18,335
	Administrative-Salaried		111,111	9,259	9,259	9,259	9,259	9,259	9,259	9,259	9,259	9,259	9,259	9,259	9,259
	Administrative Assistant		76,702		7,670	7,670	7,670	7,670	7,670	7,670	7,670	7,670	7,670	7,670	
	Student Services Coordinator / Counselor		70,491		7,049	7,049	7,049	7,049	7,049	7,049	7,049	7,049	7,049	7,049	
	Health Aide / Nurse		52,129		5,213	5,213	5,213	5,213	5,213	5,213	5,213	5,213	5,213	5,213	
	IT Support		55,141	4,595	4,595	4,595	4,595	4,595	4,595	4,595	4,595	4,595	4,595	4,595	4,595
	Other Support		59,059	4,922	4,922	4,922	4,922	4,922	4,922	4,922	4,922	4,922	4,922	4,922	4,922
	Plant Operations		37,871		3,787	3,787	3,787	3,787	3,787	3,787	3,787	3,787	3,787	3,787	
	Before/Aftercare		45,242		4,524	4,524	4,524	4,524	4,524	4,524	4,524	4,524	4,524	4,524	
	Total Administrative Staff		**727,767**	**37,111**	**65,354**	**65,354**	**65,354**	**65,354**	**65,354**	**65,354**	**65,354**	**65,354**	**65,354**	**65,354**	**37,111**
	Teachers		2,190,307	182,526	182,526	182,526	182,526	182,526	182,526	182,526	182,526	182,526	182,526	182,526	182,526
	Instructional Aides		35,346	2,945	2,945	2,945	2,945	2,945	2,945	2,945	2,945	2,945	2,945	2,945	2,945
	ESE/Special Education Teachers		132,395	11,033	11,033	11,033	11,033	11,033	11,033	11,033	11,033	11,033	11,033	11,033	11,033
	ESE/Special Education		132,395	11,033	11,033	11,033	11,033	11,033	11,033	11,033	11,033	11,033	11,033	11,033	11,033
	Curriculum Resource Teacher		70,491	5,874	5,874	5,874	5,874	5,874	5,874	5,874	5,874	5,874	5,874	5,874	5,874
	Daily Subs		49,000	4,083	4,083	4,083	4,083	4,083	4,083	4,083	4,083	4,083	4,083	4,083	4,083
	Total Instructional Staff		**2,477,539**	**206,462**	**206,462**	**206,462**	**206,462**	**206,462**	**206,462**	**206,462**	**206,462**	**206,462**	**206,462**	**206,462**	**206,462**
	Tutoring		16,074	1,339	1,339	1,339	1,339	1,339	1,339	1,339	1,339	1,339	1,339	1,339	1,339
	Stipends		362,542	30,212	30,212	30,212	30,212	30,212	30,212	30,212	30,212	30,212	30,212	30,212	30,212
	Group Insurance & Benefits		261,307	21,776	21,776	21,776	21,776	21,776	21,776	21,776	21,776	21,776	21,776	21,776	21,776
	Workers Comp		7,448	621	621	621	621	621	621	621	621	621	621	621	621
	Payroll Taxes		272,940	22,745	22,745	22,745	22,745	22,745	22,745	22,745	22,745	22,745	22,745	22,745	22,745
	Total Taxes & Benefits		541,695	45,141	45,141	45,141	45,141	45,141	45,141	45,141	45,141	45,141	45,141	45,141	45,141
	Cost of Compensation		**4,125,617**	**320,265**	**348,509**	**348,509**	**348,509**	**348,509**	**348,509**	**348,509**	**348,509**	**348,509**	**348,509**	**348,509**	**320,265**
Professional Services	Legal Fees		10,808	901	901	901	901	901	901	901	901	901	901	901	901
	Outside Staff Development Consulting Fees		17,287	1,441	1,441	1,441	1,441	1,441	1,441	1,441	1,441	1,441	1,441	1,441	1,441
	Computer Service Fees		109,325	9,110	9,110	9,110	9,110	9,110	9,110	9,110	9,110	9,110	9,110	9,110	9,110
	Fee to Authorizer		108,119	9,010	9,010	9,010	9,010	9,010	9,010	9,010	9,010	9,010	9,010	9,010	9,010
	Professional Fees - Other		305,465	25,455	25,455	25,455	25,455	25,455	25,455	25,455	25,455	25,455	25,455	25,455	25,455
	Marketing & Enrollment		57,742	4,812	4,812	4,812	4,812	4,812	4,812	4,812	4,812	4,812	4,812	4,812	4,812
	Staff Recruitment		3,282	273	273	273	273	273	273	273	273	273	273	273	273
	Total Professional Services		**612,028**	**51,002**	**51,002**	**51,002**	**51,002**	**51,002**	**51,002**	**51,002**	**51,002**	**51,002**	**51,002**	**51,002**	**51,002**
Vendor Services	Contracted Pupil Transportation		112,363		11,236	11,236	11,236	11,236	11,236	11,236	11,236	11,236	11,236	11,236	
	Extra-Curricular Activity Events & Transportation		4,681		468	468	468	468	468	468	468	468	468	468	
	Contracted Food Service		222,527		22,253	22,253	22,253	22,253	22,253	22,253	22,253	22,253	22,253	22,253	
	Drug Testing Fees		264		26	26	26	26	26	26	26	26	26	26	
	Licenses & Permits		2,081		208	208	208	208	208	208	208	208	208	208	
	Bank Service Fees		7,242	603	603	603	603	603	603	603	603	603	603	603	603
	Contracted Mental Health		44,280	3,690	3,690	3,690	3,690	3,690	3,690	3,690	3,690	3,690	3,690	3,690	3,690
	Contracted Custodial Services		260,100	21,675	21,675	21,675	21,675	21,675	21,675	21,675	21,675	21,675	21,675	21,675	21,675
	Contracted Security		100,157		10,016	10,016	10,016	10,016	10,016	10,016	10,016	10,016	10,016	10,016	
	Total Vendor Services		**753,696**	**25,968**	**70,176**	**70,176**	**70,176**	**70,176**	**70,176**	**70,176**	**70,176**	**70,176**	**70,176**	**70,176**	**25,968**

5-Year Income Statement Forecast

	Manatee Parish Charter School K-12, Florida	Year 1 2026-27	July	August	September	October	November	December	January	February	March	April	May	June
Administrative Expenses	Travel/Auto	5,202	434	434	434	434	434	434	434	434	434	434	434	434
	Airfare	3,281	273	273	273	273	273	273	273	273	273	273	273	273
	Meals	1,561	130	130	130	130	130	130	130	130	130	130	130	130
	Lodging	2,081	173	173	173	173	173	173	173	173	173	173	173	173
	Dues & Subscriptions	2,223	185	185	185	185	185	185	185	185	185	185	185	185
	Printing	7,033	586	586	586	586	586	586	586	586	586	586	586	586
	Office Supplies	17,074	1,423	1,423	1,423	1,423	1,423	1,423	1,423	1,423	1,423	1,423	1,423	1,423
	Medical Supplies	1,853	154	154	154	154	154	154	154	154	154	154	154	154
	Student Uniform Expense	796	66	66	66	66	66	66	66	66	66	66	66	66
	In-house Food Service - Cost of Food	9,469	789	789	789	789	789	789	789	789	789	789	789	789
	Total Administrative Expenses	**50,572**	**4,214**	**4,214**	**4,214**	**4,214**	**4,214**	**4,214**	**4,214**	**4,214**	**4,214**	**4,214**	**4,214**	**4,214**
Instruction Expenses	Textbooks & Reference Books	33,241		3,324	3,324	3,324	3,324	3,324	3,324	3,324	3,324	3,324	3,324	
	Consumable Instructional (Student)	29,547		2,955	2,955	2,955	2,955	2,955	2,955	2,955	2,955	2,955	2,955	
	Consumable Instructional (Teacher)	26,593		2,659	2,659	2,659	2,659	2,659	2,659	2,659	2,659	2,659	2,659	
	Instructional Licenses	67,285	5,607	5,607	5,607	5,607	5,607	5,607	5,607	5,607	5,607	5,607	5,607	5,607
	Testing Materials	16,139		1,614	1,614	1,614	1,614	1,614	1,614	1,614	1,614	1,614	1,614	
	Contracted SPED Instruction	144,190		14,419	14,419	14,419	14,419	14,419	14,419	14,419	14,419	14,419	14,419	
	Total Instruction Expenses	**316,995**	**5,607**	**30,578**	**30,578**	**30,578**	**30,578**	**30,578**	**30,578**	**30,578**	**30,578**	**30,578**	**30,578**	**5,607**
Other Operating Expenses	Telephone & Internet	40,001	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333
	Postage	2,614	218	218	218	218	218	218	218	218	218	218	218	218
	Electricity	59,823	4,985	4,985	4,985	4,985	4,985	4,985	4,985	4,985	4,985	4,985	4,985	4,985
	Water & Sewer	9,988	832	832	832	832	832	832	832	832	832	832	832	832
	Waste Disposal	33,293	2,774	2,774	2,774	2,774	2,774	2,774	2,774	2,774	2,774	2,774	2,774	2,774
	Pest Control	2,601	217	217	217	217	217	217	217	217	217	217	217	217
	Maintenance & Cleaning Supplies	36,414	3,035	3,035	3,035	3,035	3,035	3,035	3,035	3,035	3,035	3,035	3,035	3,035
	Building Repairs & Maintenance	249,696	20,808	20,808	20,808	20,808	20,808	20,808	20,808	20,808	20,808	20,808	20,808	20,808
	Personal Property Taxes	11,116	926	926	926	926	926	926	926	926	926	926	926	926
	Total Other Operating Expenses	**445,546**	**37,129**	**37,129**	**37,129**	**37,129**	**37,129**	**37,129**	**37,129**	**37,129**	**37,129**	**37,129**	**37,129**	**37,129**
Fixed Expenses	Office Equipment - Leasing Expense	13,733	1,144	1,144	1,144	1,144	1,144	1,144	1,144	1,144	1,144	1,144	1,144	1,144
	Professional Liability & Property Insurance	267,202	22,267	22,267	22,267	22,267	22,267	22,267	22,267	22,267	22,267	22,267	22,267	22,267
	Total Fixed Expenses	**280,936**	**23,411**	**23,411**	**23,411**	**23,411**	**23,411**	**23,411**	**23,411**	**23,411**	**23,411**	**23,411**	**23,411**	**23,411**
Total Operating Expenses	**EXPENSES less Payroll**	**2,459,772**	**147,332**	**216,511**	**216,511**	**216,511**	**216,511**	**216,511**	**216,511**	**216,511**	**216,511**	**216,511**	**216,511**	**147,332**
	TOTAL OPERATING EXPENSES	**6,585,389**	**467,598**	**565,019**	**565,019**	**565,019**	**565,019**	**565,019**	**565,019**	**565,019**	**565,019**	**565,019**	**565,019**	**467,598**
	Net Income/(Loss) before Financing and Depreciation	**3,303,077**	**339,821**	**262,344**	**262,344**	**262,344**	**262,344**	**262,344**	**262,344**	**262,344**	**262,344**	**262,344**	**262,344**	**339,821**
Capitalized Expenses	Computers Hardware & IT Infrastructure	857,999	126,500	60,500	60,500	60,500	60,500	60,500	60,500	60,500	60,500	60,500	60,500	126,500
	FF&E	599,214	49,935	49,935	49,935	49,935	49,935	49,935	49,935	49,935	49,935	49,935	49,935	49,935
	Total Capitalized Expenses	**1,457,213**	**176,434**	**110,434**	**110,434**	**110,434**	**110,434**	**110,434**	**110,434**	**110,434**	**110,434**	**110,434**	**110,434**	**176,434**
Debt Proceeds & Repayments	**Proceeds from Long Term Debt**	**1,457,213**	**121,434**	**121,434**	**121,434**	**121,434**	**121,434**	**121,434**	**121,434**	**121,434**	**121,434**	**121,434**	**121,434**	**121,434**
	Repayment of Long-Term Debt (Princ)	365,696	30,475	30,475	30,475	30,475	30,475	30,475	30,475	30,475	30,475	30,475	30,475	30,475
	Repayment of Long-Term Debt (Interest)	2,900,412	241,701	241,701	241,701	241,701	241,701	241,701	241,701	241,701	241,701	241,701	241,701	241,701
	Total Debt Repayments	**3,266,107**	**272,176**	**272,176**	**272,176**	**272,176**	**272,176**	**272,176**	**272,176**	**272,176**	**272,176**	**272,176**	**272,176**	**272,176**
Surplus/(Deficit)	Depreciation and Amortization	405,843	33,820	33,820	33,820	33,820	33,820	33,820	33,820	33,820	33,820	33,820	33,820	33,820
	Net Income/(Loss) after Financing and Depreciation	**(368,873)**	**(21,175)**	**(32,652)**	**(32,652)**	**(32,652)**	**(32,652)**	**(32,652)**	**(32,652)**	**(32,652)**	**(32,652)**	**(32,652)**	**(32,652)**	**(21,175)**
	NET CHANGE IN FUND BALANCE	**36,970**	**12,645**	**1,168**	**1,168**	**1,168**	**1,168**	**1,168**	**1,168**	**1,168**	**1,168**	**1,168**	**1,168**	**12,645**
	CUMULATIVE FUND BALANCE	**36,970**	**3,081**	**3,081**	**3,081**	**3,081**	**3,081**	**3,081**	**3,081**	**3,081**	**3,081**	**3,081**	**3,081**	**3,081**

5-Year Income Statement Forecast

CHARTER SCHOOLS USA

	Manatee Parish Charter School K-12, Florida		Year 2 2027-28	July	August	September	October	November	December	January	February	March	April	May	June
Revenue	**Total Number of Students Enrolled**		**935**												
	Forecasted Average FTE per Student	$	**8,823**												
	Per Pupil Allocation		8,249,054	687,421	687,421	687,421	687,421	687,421	687,421	687,421	687,421	687,421	687,421	687,421	687,421
	Capital Outlay:		2,365,625	197,135	197,135	197,135	197,135	197,135	197,135	197,135	197,135	197,135	197,135	197,135	197,135
	Before & Aftercare Revenue		267,902		26,790	26,790	26,790	26,790	26,790	26,790	26,790	26,790	26,790	26,790	-
	Food Services		342,798	28,567	28,567	28,567	28,567	28,567	28,567	28,567	28,567	28,567	28,567	28,567	28,567
	Miscellaneous Revenue		1,310,586	109,216	109,216	109,216	109,216	109,216	109,216	109,216	109,216	109,216	109,216	109,216	109,216
	TOTAL REVENUE		**12,535,965**	**1,022,339**	**1,049,129**	**1,049,129**	**1,049,129**	**1,049,129**	**1,049,129**	**1,049,129**	**1,049,129**	**1,049,129**	**1,049,129**	**1,049,129**	**1,022,339**
Compensation Expenses	School Leadership		301,360	25,113	25,113	25,113	25,113	25,113	25,113	25,113	25,113	25,113	25,113	25,113	25,113
	Administrative-Salaried		113,333	9,444	9,444	9,444	9,444	9,444	9,444	9,444	9,444	9,444	9,444	9,444	9,444
	Administrative Assistant		156,472		15,647	15,647	15,647	15,647	15,647	15,647	15,647	15,647	15,647	15,647	
	Student Services Coordinator / Counselor		215,702		21,570	21,570	21,570	21,570	21,570	21,570	21,570	21,570	21,570	21,570	
	Health Aide / Nurse		53,171		5,317	5,317	5,317	5,317	5,317	5,317	5,317	5,317	5,317	5,317	
	IT Support		56,244	4,687	4,687	4,687	4,687	4,687	4,687	4,687	4,687	4,687	4,687	4,687	4,687
	Other Support		60,241	5,020	5,020	5,020	5,020	5,020	5,020	5,020	5,020	5,020	5,020	5,020	5,020
	Plant Operations		38,628		3,863	3,863	3,863	3,863	3,863	3,863	3,863	3,863	3,863	3,863	
	Before/Aftercare		46,147		4,615	4,615	4,615	4,615	4,615	4,615	4,615	4,615	4,615	4,615	
	Total Administrative Staff		**1,041,297**	**44,265**	**95,277**	**95,277**	**95,277**	**95,277**	**95,277**	**95,277**	**95,277**	**95,277**	**95,277**	**95,277**	**44,265**
	Teachers		3,127,758	260,647	260,647	260,647	260,647	260,647	260,647	260,647	260,647	260,647	260,647	260,647	260,647
	Instructional Aides		36,053	3,004	3,004	3,004	3,004	3,004	3,004	3,004	3,004	3,004	3,004	3,004	3,004
	ESE/Special Education Teachers		202,564	16,880	16,880	16,880	16,880	16,880	16,880	16,880	16,880	16,880	16,880	16,880	16,880
	ESE/Special Education		202,564	16,880	16,880	16,880	16,880	16,880	16,880	16,880	16,880	16,880	16,880	16,880	16,880
	Curriculum Resource Teacher		143,801	11,983	11,983	11,983	11,983	11,983	11,983	11,983	11,983	11,983	11,983	11,983	11,983
	Daily Subs		68,600	5,717	5,717	5,717	5,717	5,717	5,717	5,717	5,717	5,717	5,717	5,717	5,717
	Total Instructional Staff		**3,578,777**	**298,231**	**298,231**	**298,231**	**298,231**	**298,231**	**298,231**	**298,231**	**298,231**	**298,231**	**298,231**	**298,231**	**298,231**
	Tutoring		21,591	1,799	1,799	1,799	1,799	1,799	1,799	1,799	1,799	1,799	1,799	1,799	1,799
	Stipends		486,981	40,582	40,582	40,582	40,582	40,582	40,582	40,582	40,582	40,582	40,582	40,582	40,582
	Performance Assessment Pool		38,256	3,188	3,188	3,188	3,188	3,188	3,188	3,188	3,188	3,188	3,188	3,188	3,188
	Group Insurance & Benefits		498,514	41,543	41,543	41,543	41,543	41,543	41,543	41,543	41,543	41,543	41,543	41,543	41,543
	Workers Comp		10,736	895	895	895	895	895	895	895	895	895	895	895	895
	Payroll Taxes		393,616	32,801	32,801	32,801	32,801	32,801	32,801	32,801	32,801	32,801	32,801	32,801	32,801
	Total Taxes & Benefits		**902,866**	**75,239**	**73,239**	**73,239**	**73,239**	**73,239**	**73,239**	**73,239**	**73,239**	**73,239**	**73,239**	**73,239**	**95,239**
	Cost of Compensation		**6,069,767**	**463,304**	**512,316**	**512,316**	**512,316**	**512,316**	**512,316**	**512,316**	**512,316**	**512,316**	**512,316**	**512,316**	**483,304**
Professional Services	Legal Fees		2,756	230	230	230	230	230	230	230	230	230	230	230	230
	Accounting Services - Independent Audit		13,530	1,128	1,128	1,128	1,128	1,128	1,128	1,128	1,128	1,128	1,128	1,128	1,128
	Outside Staff Development Consulting Fees		17,633	1,469	1,469	1,469	1,469	1,469	1,469	1,469	1,469	1,469	1,469	1,469	1,469
	Computer Service Fees		148,777	12,398	12,398	12,398	12,398	12,398	12,398	12,398	12,398	12,398	12,398	12,398	12,398
	Fee to Authorizer		110,281	9,190	9,190	9,190	9,190	9,190	9,190	9,190	9,190	9,190	9,190	9,190	9,190
	Professional Fees - Other		1,040	87	87	87	87	87	87	87	87	87	87	87	87
	Marketing & Enrollment		31,181	2,598	2,598	2,598	2,598	2,598	2,598	2,598	2,598	2,598	2,598	2,598	2,598
	Staff Recruitment		3,347	279	279	279	279	279	279	279	279	279	279	279	279
	Total Professional Services		**328,547**	**27,379**	**27,379**	**27,379**	**27,379**	**27,379**	**27,379**	**27,379**	**27,379**	**27,379**	**27,379**	**27,379**	**27,379**
Vendor Services	Contracted Pupil Transportation		119,241		11,924	11,924	11,924	11,924	11,924	11,924	11,924	11,924	11,924	11,924	
	Extra-Curricular Activity Events & Transportation		4,775		478	478	478	478	478	478	478	478	478	478	
	Contracted Food Service		298,907		29,891	29,891	29,891	29,891	29,891	29,891	29,891	29,891	29,891	29,891	
	Drug Testing Fees		270		27	27	27	27	27	27	27	27	27	27	
	Licenses & Permits		2,122		212	212	212	212	212	212	212	212	212	212	
	Bank Service Fees		7,387	616	616	616	616	616	616	616	616	616	616	616	616
	Contracted Mental Health		59,479	4,957	4,957	4,957	4,957	4,957	4,957	4,957	4,957	4,957	4,957	4,957	4,957
	Contracted Custodial Services		265,302	22,109	22,109	22,109	22,109	22,109	22,109	22,109	22,109	22,109	22,109	22,109	22,109
	Contracted Security		102,160		10,216	10,216	10,216	10,216	10,216	10,216	10,216	10,216	10,216	10,216	
	otal Vendor Services		**859,643**	**27,681**	**80,428**	**80,428**	**80,428**	**80,428**	**80,428**	**80,428**	**80,428**	**80,428**	**80,428**	**80,428**	**27,681**

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5-Year Income Statement Forecast

	Manatee Parish Charter School K-12, Florida	Year 2 2027-28	July	August	September	October	November	December	January	February	March	April	May	June
Administrative Expenses	Travel/Auto	5,306	442	442	442	442	442	442	442	442	442	442	442	442
	Airfare	3,347	279	279	279	279	279	279	279	279	279	279	279	279
	Meals	1,592	133	133	133	133	133	133	133	133	133	133	133	133
	Lodging	2,122	177	177	177	177	177	177	177	177	177	177	177	177
	Dues & Subscriptions	2,267	189	189	189	189	189	189	189	189	189	189	189	189
	Printing	7,174	598	598	598	598	598	598	598	598	598	598	598	598
	Office Supplies	17,416	1,451	1,451	1,451	1,451	1,451	1,451	1,451	1,451	1,451	1,451	1,451	1,451
	Medical Supplies	1,890	157	157	157	157	157	157	157	157	157	157	157	157
	Student Uniform Expense	812	68	68	68	68	68	68	68	68	68	68	68	68
	In-house Food Service - Cost of Food	9,658	805	805	805	805	805	805	805	805	805	805	805	805
	Total Administrative Expenses	**51,584**	**4,299**	**4,299**	**4,299**	**4,299**	**4,299**	**4,299**	**4,299**	**4,299**	**4,299**	**4,299**	**4,299**	**4,299**
Instruction Expenses	Textbooks & Reference Books	43,775		4,377	4,377	4,377	4,377	4,377	4,377	4,377	4,377	4,377	4,377	
	Consumable Instructional (Student)	39,689		3,969	3,969	3,969	3,969	3,969	3,969	3,969	3,969	3,969	3,969	
	Consumable Instructional (Teacher)	35,720		3,572	3,572	3,572	3,572	3,572	3,572	3,572	3,572	3,572	3,572	
	Instructional Licenses	90,380	7,532	7,532	7,532	7,532	7,532	7,532	7,532	7,532	7,532	7,532	7,532	7,532
	Testing Materials	91,054		9,105	9,105	9,105	9,105	9,105	9,105	9,105	9,105	9,105	9,105	
	Contracted SPED Instruction	193,682		19,368	19,368	19,368	19,368	19,368	19,368	19,368	19,368	19,368	19,368	
	Total Instruction Expenses	**494,299**	**7,532**	**47,924**	**47,924**	**47,924**	**47,924**	**47,924**	**47,924**	**47,924**	**47,924**	**47,924**	**47,924**	**7,532**
Other Operating Expenses	Telephone & Internet	40,801	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400
	Postage	2,667	222	222	222	222	222	222	222	222	222	222	222	222
	Electricity	61,019	5,085	5,085	5,085	5,085	5,085	5,085	5,085	5,085	5,085	5,085	5,085	5,085
	Water & Sewer	10,188	849	849	849	849	849	849	849	849	849	849	849	849
	Waste Disposal	33,959	2,830	2,830	2,830	2,830	2,830	2,830	2,830	2,830	2,830	2,830	2,830	2,830
	Pest Control	2,653	221	221	221	221	221	221	221	221	221	221	221	221
	Maintenance & Cleaning Supplies	15,606	1,301	1,301	1,301	1,301	1,301	1,301	1,301	1,301	1,301	1,301	1,301	1,301
	Building Repairs & Maintenance	254,690	21,224	21,224	21,224	21,224	21,224	21,224	21,224	21,224	21,224	21,224	21,224	21,224
	Personal Property Taxes	11,339	945	945	945	945	945	945	945	945	945	945	945	945
	Total Other Operating Expenses	**432,921**	**36,077**	**36,077**	**36,077**	**36,077**	**36,077**	**36,077**	**36,077**	**36,077**	**36,077**	**36,077**	**36,077**	**36,077**
Fixed Expenses	Office Equipment - Leasing Expense	14,008	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167
	Professional Liability & Property Insurance	424,420	35,368	35,368	35,368	35,368	35,368	35,368	35,368	35,368	35,368	35,368	35,368	35,368
	Total Fixed Expenses	**438,428**	**36,536**	**36,536**	**36,536**	**36,536**	**36,536**	**36,536**	**36,536**	**36,536**	**36,536**	**36,536**	**36,536**	**36,536**
Total Operating Expenses	**EXPENSES less Payroll**	**2,605,422**	**139,502**	**232,642**	**232,642**	**232,642**	**232,642**	**232,642**	**232,642**	**232,642**	**232,642**	**232,642**	**232,642**	**139,502**
	TOTAL OPERATING EXPENSES	**8,675,189**	**602,806**	**744,958**	**744,958**	**744,958**	**744,958**	**744,958**	**744,958**	**744,958**	**744,958**	**744,958**	**744,958**	**622,806**
	Net Income/(Loss) before Financing and Depreciation	**3,860,776**	**419,532**	**304,171**	**304,171**	**304,171**	**304,171**	**304,171**	**304,171**	**304,171**	**304,171**	**304,171**	**304,171**	**399,532**
Capitalized Expenses	Computers Hardware & IT Infrastructure	299,729	99,977	9,977	9,977	9,977	9,977	9,977	9,977	9,977	9,977	9,977	9,977	99,977
	FF&E	189,338	15,778	15,778	15,778	15,778	15,778	15,778	15,778	15,778	15,778	15,778	15,778	15,778
	Total Capitalized Expenses	**489,066**	**115,756**	**25,756**	**25,756**	**25,756**	**25,756**	**25,756**	**25,756**	**25,756**	**25,756**	**25,756**	**25,756**	**115,756**
Debt Proceeds & Repayments	Repayment of Long-Term Debt (Princ)	395,537	32,961	32,961	32,961	32,961	32,961	32,961	32,961	32,961	32,961	32,961	32,961	32,961
	Repayment of Long-Term Debt (Interest)	2,926,391	243,866	243,866	243,866	243,866	243,866	243,866	243,866	243,866	243,866	243,866	243,866	243,866
	Total Debt Repayments	**3,321,927**	**276,827**	**276,827**	**276,827**	**276,827**	**276,827**	**276,827**	**276,827**	**276,827**	**276,827**	**276,827**	**276,827**	**276,827**
Surplus/(Deficit)	Depreciation and Amortization	543,620	45,302	45,302	45,302	45,302	45,302	45,302	45,302	45,302	45,302	45,302	45,302	45,302
	Net Income/(Loss) after Financing and Depreciation	**(493,837)**	**(18,352)**	**(43,713)**	**(43,713)**	**(43,713)**	**(43,713)**	**(43,713)**	**(43,713)**	**(43,713)**	**(43,713)**	**(43,713)**	**(43,713)**	**(38,352)**
	NET CHANGE IN FUND BALANCE	**49,782**	**26,950**	**1,588**	**1,588**	**1,588**	**1,588**	**1,588**	**1,588**	**1,588**	**1,588**	**1,588**	**1,588**	**6,950**
	CUMULATIVE FUND BALANCE	**86,752**	**7,229**	**7,229**	**7,229**	**7,229**	**7,229**	**7,229**	**7,229**	**7,229**	**7,229**	**7,229**	**7,229**	**7,229**

5-Year Income Statement Forecast

	Manatee Parish Charter School K-12, Florida		Year 3 2028-29	July	August	September	October	November	December	January	February	March	April	May	June
Revenue	**Total Number of Students Enrolled**		**1,185**												
	Forecasted Average FTE per Student	$	**8,999**												
	Per Pupil Allocation		10,663,776	888,648	888,648	888,648	888,648	888,648	888,648	888,648	888,648	888,648	888,648	888,648	888,648
	Capital Outlay:		3,058,108	254,842	254,842	254,842	254,842	254,842	254,842	254,842	254,842	254,842	254,842	254,842	254,842
	Before & Aftercare Revenue		346,324		34,632	34,632	34,632	34,632	34,632	34,632	34,632	34,632	34,632	34,632	-
	Food Services		443,145	36,929	36,929	36,929	36,929	36,929	36,929	36,929	36,929	36,929	36,929	36,929	36,929
	Miscellaneous Revenue		1,694,231	141,186	141,186	141,186	141,186	141,186	141,186	141,186	141,186	141,186	141,186	141,186	141,186
	Weighted FTE Revenue		758,718	63,227	63,227	63,227	63,227	63,227	63,227	63,227	63,227	63,227	63,227	63,227	63,227
	TOTAL REVENUE		**16,964,302**	**1,384,831**	**1,419,464**	**1,419,464**	**1,419,464**	**1,419,464**	**1,419,464**	**1,419,464**	**1,419,464**	**1,419,464**	**1,419,464**	**1,419,464**	**1,384,831**
Compensation Expenses	School Leadership		400,880	33,407	33,407	33,407	33,407	33,407	33,407	33,407	33,407	33,407	33,407	33,407	33,407
	Administrative-Salaried		115,600	9,633	9,633	9,633	9,633	9,633	9,633	9,633	9,633	9,633	9,633	9,633	9,633
	Administrative Assistant		159,601		15,960	15,960	15,960	15,960	15,960	15,960	15,960	15,960	15,960	15,960	
	Student Services Coordinator / Counselor		220,016		22,002	22,002	22,002	22,002	22,002	22,002	22,002	22,002	22,002	22,002	
	Health Aide / Nurse		54,235		5,423	5,423	5,423	5,423	5,423	5,423	5,423	5,423	5,423	5,423	
	IT Support		57,369	4,781	4,781	4,781	4,781	4,781	4,781	4,781	4,781	4,781	4,781	4,781	4,781
	Other Support		122,891	10,241	10,241	10,241	10,241	10,241	10,241	10,241	10,241	10,241	10,241	10,241	10,241
	Plant Operations		39,401		3,940	3,940	3,940	3,940	3,940	3,940	3,940	3,940	3,940	3,940	
	Before/Aftercare		47,070		4,707	4,707	4,707	4,707	4,707	4,707	4,707	4,707	4,707	4,707	
	Total Administrative Staff		**1,217,061**	**58,062**	**110,094**	**110,094**	**110,094**	**110,094**	**110,094**	**110,094**	**110,094**	**110,094**	**110,094**	**110,094**	**58,062**
	Teachers		4,036,723	336,394	336,394	336,394	336,394	336,394	336,394	336,394	336,394	336,394	336,394	336,394	336,394
	Instructional Aides		73,548	6,129	6,129	6,129	6,129	6,129	6,129	6,129	6,129	6,129	6,129	6,129	6,129
	ESE/Special Education Teachers		206,616	17,218	17,218	17,218	17,218	17,218	17,218	17,218	17,218	17,218	17,218	17,218	17,218
	ESE/Special Education		206,616	17,218	17,218	17,218	17,218	17,218	17,218	17,218	17,218	17,218	17,218	17,218	17,218
	Curriculum Resource Teacher		220,016	18,335	18,335	18,335	18,335	18,335	18,335	18,335	18,335	18,335	18,335	18,335	18,335
	Daily Subs		86,800	7,233	7,233	7,233	7,233	7,233	7,233	7,233	7,233	7,233	7,233	7,233	7,233
	Total Instructional Staff		**4,623,702**	**385,309**	**385,309**	**385,309**	**385,309**	**385,309**	**385,309**	**385,309**	**385,309**	**385,309**	**385,309**	**385,309**	**385,309**
	Tutoring		27,911	2,326	2,326	2,326	2,326	2,326	2,326	2,326	2,326	2,326	2,326	2,326	2,326
	Stipends		629,533	52,461	52,461	52,461	52,461	52,461	52,461	52,461	52,461	52,461	52,461	52,461	52,461
	Performance Assessment Pool		49,455	4,121	4,121	4,121	4,121	4,121	4,121	4,121	4,121	4,121	4,121	4,121	4,121
	Group Insurance & Benefits		626,899	52,242	52,242	52,242	52,242	52,242	52,242	52,242	52,242	52,242	52,242	52,242	52,242
	Workers Comp		13,572	1,131	1,131	1,131	1,131	1,131	1,131	1,131	1,131	1,131	1,131	1,131	1,131
	Payroll Taxes		498,761	41,563	41,563	41,563	41,563	41,563	41,563	41,563	41,563	41,563	41,563	41,563	41,563
	Total Taxes & Benefits		1,139,232	94,936	94,936	94,936	94,936	94,936	94,936	94,936	94,936	94,936	94,936	94,936	94,936
	Cost of Compensation		**7,686,894**	**597,214**	**649,247**	**649,247**	**649,247**	**649,247**	**649,247**	**649,247**	**649,247**	**649,247**	**649,247**	**649,247**	**597,214**
Professional Services	Legal Fees		2,811	234	234	234	234	234	234	234	234	234	234	234	234
	Accounting Services - Independent Audit		13,801	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150
	Fee for Support Center Services		1,093,843	91,154	91,154	91,154	91,154	91,154	91,154	91,154	91,154	91,154	91,154	91,154	91,154
	Outside Staff Development Consulting Fees		17,986	1,499	1,499	1,499	1,499	1,499	1,499	1,499	1,499	1,499	1,499	1,499	1,499
	Computer Service Fees		198,227	16,519	16,519	16,519	16,519	16,519	16,519	16,519	16,519	16,519	16,519	16,519	16,519
	Fee to Authorizer		112,487	9,374	9,374	9,374	9,374	9,374	9,374	9,374	9,374	9,374	9,374	9,374	9,374
	Professional Fees - Other		1,061	88	88	88	88	88	88	88	88	88	88	88	88
	Marketing & Enrollment		20,787	1,732	1,732	1,732	1,732	1,732	1,732	1,732	1,732	1,732	1,732	1,732	1,732
	Staff Recruitment		3,414	285	285	285	285	285	285	285	285	285	285	285	285
	Total Professional Services		**1,464,418**	**122,035**	**122,035**	**122,035**	**122,035**	**122,035**	**122,035**	**122,035**	**122,035**	**122,035**	**122,035**	**122,035**	**122,035**

5-Year Income Statement Forecast

	Manatee Parish Charter School K-12, Florida	Year 3 2028-29	July	August	September	October	November	December	January	February	March	April	May	June
Vendor Services	Contracted Pupil Transportation	243,252		24,325	24,325	24,325	24,325	24,325	24,325	24,325	24,325	24,325	24,325	
	Extra-Curricular Activity Events & Transportation	4,871		487	487	487	487	487	487	487	487	487	487	
	Contracted Food Service	386,405		38,641	38,641	38,641	38,641	38,641	38,641	38,641	38,641	38,641	38,641	
	Drug Testing Fees	275		27	27	27	27	27	27	27	27	27	27	
	Licenses & Permits	2,165		216	216	216	216	216	216	216	216	216	216	
	Bank Service Fees	7,534	628	628	628	628	628	628	628	628	628	628	628	628
	Contracted Mental Health	76,890	6,407	6,407	6,407	6,407	6,407	6,407	6,407	6,407	6,407	6,407	6,407	6,407
	Contracted Custodial Services	376,314	31,360	31,360	31,360	31,360	31,360	31,360	31,360	31,360	31,360	31,360	31,360	31,360
	Contracted Security	104,204		10,420	10,420	10,420	10,420	10,420	10,420	10,420	10,420	10,420	10,420	
	Total Vendor Services	**1,201,910**	**38,395**	**112,512**	**112,512**	**112,512**	**112,512**	**112,512**	**112,512**	**112,512**	**112,512**	**112,512**	**112,512**	**38,395**
Administrative Expenses	Travel/Auto	5,412	451	451	451	451	451	451	451	451	451	451	451	451
	Airfare	3,414	284	284	284	284	284	284	284	284	284	284	284	284
	Meals	1,624	135	135	135	135	135	135	135	135	135	135	135	135
	Lodging	2,165	180	180	180	180	180	180	180	180	180	180	180	180
	Dues & Subscriptions	2,313	193	193	193	193	193	193	193	193	193	193	193	193
	Printing	7,317	610	610	610	610	610	610	610	610	610	610	610	610
	Office Supplies	17,764	1,480	1,480	1,480	1,480	1,480	1,480	1,480	1,480	1,480	1,480	1,480	1,480
	Medical Supplies	1,928	161	161	161	161	161	161	161	161	161	161	161	161
	Student Uniform Expense	828	69	69	69	69	69	69	69	69	69	69	69	69
	In-house Food Service - Cost of Food	9,851	821	821	821	821	821	821	821	821	821	821	821	821
	Total Administrative Expenses	**52,616**	**4,385**	**4,385**	**4,385**	**4,385**	**4,385**	**4,385**	**4,385**	**4,385**	**4,385**	**4,385**	**4,385**	**4,385**
Instruction Expenses	Textbooks & Reference Books	55,479		5,548	5,548	5,548	5,548	5,548	5,548	5,548	5,548	5,548	5,548	
	Consumable Instructional (Student)	51,307		5,131	5,131	5,131	5,131	5,131	5,131	5,131	5,131	5,131	5,131	
	Consumable Instructional (Teacher)	46,177		4,618	4,618	4,618	4,618	4,618	4,618	4,618	4,618	4,618	4,618	
	Instructional Licenses	116,836	9,736	9,736	9,736	9,736	9,736	9,736	9,736	9,736	9,736	9,736	9,736	9,736
	Testing Materials	201,975		20,198	20,198	20,198	20,198	20,198	20,198	20,198	20,198	20,198	20,198	
	Contracted SPED Instruction	250,378		25,038	25,038	25,038	25,038	25,038	25,038	25,038	25,038	25,038	25,038	
	Total Instruction Expenses	**722,152**	**9,736**	**70,268**	**70,268**	**70,268**	**70,268**	**70,268**	**70,268**	**70,268**	**70,268**	**70,268**	**70,268**	**9,736**
Other Operating Expenses	Telephone & Internet	41,617	3,468	3,468	3,468	3,468	3,468	3,468	3,468	3,468	3,468	3,468	3,468	3,468
	Postage	2,720	227	227	227	227	227	227	227	227	227	227	227	227
	Electricity	86,552	7,213	7,213	7,213	7,213	7,213	7,213	7,213	7,213	7,213	7,213	7,213	7,213
	Water & Sewer	14,450	1,204	1,204	1,204	1,204	1,204	1,204	1,204	1,204	1,204	1,204	1,204	1,204
	Waste Disposal	48,168	4,014	4,014	4,014	4,014	4,014	4,014	4,014	4,014	4,014	4,014	4,014	4,014
	Pest Control	2,706	226	226	226	226	226	226	226	226	226	226	226	226
	Maintenance & Cleaning Supplies	22,136	1,845	1,845	1,845	1,845	1,845	1,845	1,845	1,845	1,845	1,845	1,845	1,845
	Building Repairs & Maintenance	361,262	110,105	14,105	14,105	14,105	14,105	14,105	14,105	14,105	14,105	14,105	14,105	110,105
	Personal Property Taxes	11,565	964	964	964	964	964	964	964	964	964	964	964	964
	Total Other Operating Expenses	**591,177**	**129,265**	**33,265**	**33,265**	**33,265**	**33,265**	**33,265**	**33,265**	**33,265**	**33,265**	**33,265**	**33,265**	**129,265**

5-Year Income Statement Forecast

	Manatee Parish Charter School K-12, Florida	Year 3 2028-29	July	August	September	October	November	December	January	February	March	April	May	June
Fixed Expenses	Office Equipment - Leasing Expense	14,288	1,191	1,191	1,191	1,191	1,191	1,191	1,191	1,191	1,191	1,191	1,191	1,191
	Professional Liability & Property Insurance	466,863	38,905	38,905	38,905	38,905	38,905	38,905	38,905	38,905	38,905	38,905	38,905	38,905
	Total Fixed Expenses	**481,151**	**40,096**	**40,096**	**40,096**	**40,096**	**40,096**	**40,096**	**40,096**	**40,096**	**40,096**	**40,096**	**40,096**	**40,096**
Total Operating Expenses	**EXPENSES less Payroll**	**4,513,423**	**343,911**	**382,560**	**382,560**	**382,560**	**382,560**	**382,560**	**382,560**	**382,560**	**382,560**	**382,560**	**382,560**	**343,911**
	TOTAL OPERATING EXPENSES	**12,200,317**	**941,126**	**1,031,807**	**1,031,807**	**1,031,807**	**1,031,807**	**1,031,807**	**1,031,807**	**1,031,807**	**1,031,807**	**1,031,807**	**1,031,807**	**941,126**
	Net Income/(Loss) before Financing and Depreciation	**4,763,985**	**443,706**	**387,657**	**387,657**	**387,657**	**387,657**	**387,657**	**387,657**	**387,657**	**387,657**	**387,657**	**387,657**	**443,706**
Capitalized Expenses	Computers Hardware & IT Infrastructure	319,731	56,644	20,644	20,644	20,644	20,644	20,644	20,644	20,644	20,644	20,644	20,644	56,644
	FF&E	214,583	17,882	17,882	17,882	17,882	17,882	17,882	17,882	17,882	17,882	17,882	17,882	17,882
	Total Capitalized Expenses	**534,313**	**74,526**	**38,526**	**38,526**	**38,526**	**38,526**	**38,526**	**38,526**	**38,526**	**38,526**	**38,526**	**38,526**	**74,526**
Debt Proceeds & Repayments	**Proceeds from Long Term Debt**	**534,313**	**44,526**	**44,526**	**44,526**	**44,526**	**44,526**	**44,526**	**44,526**	**44,526**	**44,526**	**44,526**	**44,526**	**44,526**
	Repayment of Long-Term Debt (Princ)	562,608	46,884	46,884	46,884	46,884	46,884	46,884	46,884	46,884	46,884	46,884	46,884	46,884
	Repayment of Long-Term Debt (Interest)	4,151,012	345,918	345,918	345,918	345,918	345,918	345,918	345,918	345,918	345,918	345,918	345,918	345,918
	Total Debt Repayments	**4,713,619**	**392,802**	**392,802**	**392,802**	**392,802**	**392,802**	**392,802**	**392,802**	**392,802**	**392,802**	**392,802**	**392,802**	**392,802**
Surplus/(Deficit)	Depreciation and Amortization	693,113	57,759	57,759	57,759	57,759	57,759	57,759	57,759	57,759	57,759	57,759	57,759	57,759
	Net Income/(Loss) after Financing and Depreciation	**(642,747)**	**(36,855)**	**(56,904)**	**(56,904)**	**(56,904)**	**(56,904)**	**(56,904)**	**(56,904)**	**(56,904)**	**(56,904)**	**(56,904)**	**(56,904)**	**(36,855)**
	NET CHANGE IN FUND BALANCE	**50,366**	**20,904**	**856**	**856**	**856**	**856**	**856**	**856**	**856**	**856**	**856**	**856**	**20,904**
	CUMULATIVE FUND BALANCE	**137,118**	**11,427**	**11,427**	**11,427**	**11,427**	**11,427**	**11,427**	**11,427**	**11,427**	**11,427**	**11,427**	**11,427**	**11,427**

5-Year Income Statement Forecast

Manatee Parish Charter School K-12, Florida		Year 4 2029-30	July	August	September	October	November	December	January	February	March	April	May	June
	Total Number of Students Enrolled	**1,310**												
	Forecasted Average FTE per Student	**$ 9,179**												
Revenue	Per Pupil Allocation	12,024,420	1,002,035	1,002,035	1,002,035	1,002,035	1,002,035	1,002,035	1,002,035	1,002,035	1,002,035	1,002,035	1,002,035	1,002,035
	Capital Outlay:	3,448,307	287,359	287,359	287,359	287,359	287,359	287,359	287,359	287,359	287,359	287,359	287,359	287,359
	Before & Aftercare Revenue	390,513		39,051	39,051	39,051	39,051	39,051	39,051	39,051	39,051	39,051	39,051	-
	Food Services	499,688	41,641	41,641	41,641	41,641	41,641	41,641	41,641	41,641	41,641	41,641	41,641	41,641
	Miscellaneous Revenue	1,910,406	159,200	159,200	159,200	159,200	159,200	159,200	159,200	159,200	159,200	159,200	159,200	159,200
	Weighted FTE Revenue	1,858,885	154,907	154,907	154,907	154,907	154,907	154,907	154,907	154,907	154,907	154,907	154,907	154,907
	TOTAL REVENUE	**20,132,219**	**1,645,142**	**1,684,193**	**1,684,193**	**1,684,193**	**1,684,193**	**1,684,193**	**1,684,193**	**1,684,193**	**1,684,193**	**1,684,193**	**1,684,193**	**1,645,142**
Compensation Expenses	School Leadership	488,943	40,745	40,745	40,745	40,745	40,745	40,745	40,745	40,745	40,745	40,745	40,745	40,745
	Administrative-Salaried	117,912	9,826	9,826	9,826	9,826	9,826	9,826	9,826	9,826	9,826	9,826	9,826	9,826
	Administrative Assistant	162,793		16,279	16,279	16,279	16,279	16,279	16,279	16,279	16,279	16,279	16,279	
	Student Services Coordinator / Counselor	374,027		37,403	37,403	37,403	37,403	37,403	37,403	37,403	37,403	37,403	37,403	
	Health Aide / Nurse	55,320		5,532	5,532	5,532	5,532	5,532	5,532	5,532	5,532	5,532	5,532	
	IT Support	58,516	4,876	4,876	4,876	4,876	4,876	4,876	4,876	4,876	4,876	4,876	4,876	4,876
	Other Support	125,349	10,446	10,446	10,446	10,446	10,446	10,446	10,446	10,446	10,446	10,446	10,446	10,446
	Plant Operations	40,189		4,019	4,019	4,019	4,019	4,019	4,019	4,019	4,019	4,019	4,019	
	Before/Aftercare	48,011		4,801	4,801	4,801	4,801	4,801	4,801	4,801	4,801	4,801	4,801	
	Total Administrative Staff	**1,471,059**	**65,893**	**133,927**	**133,927**	**133,927**	**133,927**	**133,927**	**133,927**	**133,927**	**133,927**	**133,927**	**133,927**	**65,893**
	Teachers	4,582,332	381,861	381,861	381,861	381,861	381,861	381,861	381,861	381,861	381,861	381,861	381,861	381,861
	Instructional Aides	75,019	6,252	6,252	6,252	6,252	6,252	6,252	6,252	6,252	6,252	6,252	6,252	6,252
	ESE/Special Education Teachers	280,997	23,416	23,416	23,416	23,416	23,416	23,416	23,416	23,416	23,416	23,416	23,416	23,416
	ESE/Special Education	280,997	23,416	23,416	23,416	23,416	23,416	23,416	23,416	23,416	23,416	23,416	23,416	23,416
	Curriculum Resource Teacher	224,416	18,701	18,701	18,701	18,701	18,701	18,701	18,701	18,701	18,701	18,701	18,701	18,701
	Daily Subs	96,600	8,050	8,050	8,050	8,050	8,050	8,050	8,050	8,050	8,050	8,050	8,050	8,050
	Total Instructional Staff	**5,259,364**	**438,280**	**438,280**	**438,280**	**438,280**	**438,280**	**438,280**	**438,280**	**438,280**	**438,280**	**438,280**	**438,280**	**438,280**
	Tutoring	31,472	2,623	2,623	2,623	2,623	2,623	2,623	2,623	2,623	2,623	2,623	2,623	2,623
	Stipends	709,858	59,155	59,155	59,155	59,155	59,155	59,155	59,155	59,155	59,155	59,155	59,155	59,155
	Performance Assessment Pool	55,765	4,647	4,647	4,647	4,647	4,647	4,647	4,647	4,647	4,647	4,647	4,647	4,647
	Group Insurance & Benefits	717,590	59,799	59,799	59,799	59,799	59,799	59,799	59,799	59,799	59,799	59,799	59,799	59,799
	Workers Comp	15,639	1,303	1,303	1,303	1,303	1,303	1,303	1,303	1,303	1,303	1,303	1,303	1,303
	Payroll Taxes	573,448	47,787	47,787	47,787	47,787	47,787	47,787	47,787	47,787	47,787	47,787	47,787	47,787
	Total Taxes & Benefits	1,306,677	108,890	108,890	108,890	108,890	108,890	108,890	108,890	108,890	108,890	108,890	108,890	108,890
	Cost of Compensation	**8,834,195**	**679,488**	**747,522**	**747,522**	**747,522**	**747,522**	**747,522**	**747,522**	**747,522**	**747,522**	**747,522**	**747,522**	**679,488**
Professional Services	Legal Fees	2,867	239	239	239	239	239	239	239	239	239	239	239	239
	Accounting Services - Independent Audit	14,077	1,173	1,173	1,173	1,173	1,173	1,173	1,173	1,173	1,173	1,173	1,173	1,173
	Fee for Support Center Services	2,429,988	202,499	202,499	202,499	202,499	202,499	202,499	202,499	202,499	202,499	202,499	202,499	202,499
	Outside Staff Development Consulting Fees	18,345	1,529	1,529	1,529	1,529	1,529	1,529	1,529	1,529	1,529	1,529	1,529	1,529
	Computer Service Fees	231,163	19,264	19,264	19,264	19,264	19,264	19,264	19,264	19,264	19,264	19,264	19,264	19,264
	Fee to Authorizer	114,737	9,561	9,561	9,561	9,561	9,561	9,561	9,561	9,561	9,561	9,561	9,561	9,561
	Professional Fees - Other	1,082	90	90	90	90	90	90	90	90	90	90	90	90
	Marketing & Enrollment	21,203	1,767	1,767	1,767	1,767	1,767	1,767	1,767	1,767	1,767	1,767	1,767	1,767
	Staff Recruitment	3,482	290	290	290	290	290	290	290	290	290	290	290	290
	Total Professional Services	**2,836,946**	**236,412**	**236,412**	**236,412**	**236,412**	**236,412**	**236,412**	**236,412**	**236,412**	**236,412**	**236,412**	**236,412**	**236,412**

5-Year Income Statement Forecast

	Manatee Parish Charter School K-12, Florida	Year 4 2029-30	July	August	September	October	November	December	January	February	March	April	May	June
Vendor Services	Contracted Pupil Transportation	248,117		24,812	24,812	24,812	24,812	24,812	24,812	24,812	24,812	24,812	24,812	
	Extra-Curricular Activity Events & Transportation	4,968		497	497	497	497	497	497	497	497	497	497	
	Contracted Food Service	435,709		43,571	43,571	43,571	43,571	43,571	43,571	43,571	43,571	43,571	43,571	
	Drug Testing Fees	280		28	28	28	28	28	28	28	28	28	28	
	Licenses & Permits	2,208		221	221	221	221	221	221	221	221	221	221	
	Bank Service Fees	7,685	640	640	640	640	640	640	640	640	640	640	640	640
	Contracted Mental Health	86,700	7,225	7,225	7,225	7,225	7,225	7,225	7,225	7,225	7,225	7,225	7,225	7,225
	Contracted Custodial Services	383,841	31,987	31,987	31,987	31,987	31,987	31,987	31,987	31,987	31,987	31,987	31,987	31,987
	Contracted Security	106,288		10,629	10,629	10,629	10,629	10,629	10,629	10,629	10,629	10,629	10,629	
	Total Vendor Services	**1,275,796**	**39,852**	**119,609**	**119,609**	**119,609**	**119,609**	**119,609**	**119,609**	**119,609**	**119,609**	**119,609**	**119,609**	**39,852**
Administrative Expenses	Travel/Auto	5,520	460	460	460	460	460	460	460	460	460	460	460	460
	Airfare	3,482	290	290	290	290	290	290	290	290	290	290	290	290
	Meals	1,656	138	138	138	138	138	138	138	138	138	138	138	138
	Lodging	2,208	184	184	184	184	184	184	184	184	184	184	184	184
	Dues & Subscriptions	2,359	197	197	197	197	197	197	197	197	197	197	197	197
	Printing	7,464	622	622	622	622	622	622	622	622	622	622	622	622
	Office Supplies	18,119	1,510	1,510	1,510	1,510	1,510	1,510	1,510	1,510	1,510	1,510	1,510	1,510
	Medical Supplies	1,966	164	164	164	164	164	164	164	164	164	164	164	164
	Student Uniform Expense	845	70	70	70	70	70	70	70	70	70	70	70	70
	In-house Food Service - Cost of Food	10,048	837	837	837	837	837	837	837	837	837	837	837	837
	Total Administrative Expenses	**53,668**	**4,472**	**4,472**	**4,472**	**4,472**	**4,472**	**4,472**	**4,472**	**4,472**	**4,472**	**4,472**	**4,472**	**4,472**
Instruction Expenses	Textbooks & Reference Books	61,332		6,133	6,133	6,133	6,133	6,133	6,133	6,133	6,133	6,133	6,133	
	Consumable Instructional (Student)	57,854		5,785	5,785	5,785	5,785	5,785	5,785	5,785	5,785	5,785	5,785	
	Consumable Instructional (Teacher)	52,068		5,207	5,207	5,207	5,207	5,207	5,207	5,207	5,207	5,207	5,207	
	Instructional Licenses	131,744	10,979	10,979	10,979	10,979	10,979	10,979	10,979	10,979	10,979	10,979	10,979	10,979
	Testing Materials	292,731		29,273	29,273	29,273	29,273	29,273	29,273	29,273	29,273	29,273	29,273	
	Contracted SPED Instruction	282,325		28,232	28,232	28,232	28,232	28,232	28,232	28,232	28,232	28,232	28,232	
	Total Instruction Expenses	**878,053**	**10,979**	**85,610**	**85,610**	**85,610**	**85,610**	**85,610**	**85,610**	**85,610**	**85,610**	**85,610**	**85,610**	**10,979**
Other Operating Expenses	Telephone & Internet	42,449	3,537	3,537	3,537	3,537	3,537	3,537	3,537	3,537	3,537	3,537	3,537	3,537
	Postage	2,774	231	231	231	231	231	231	231	231	231	231	231	231
	Electricity	88,283	7,357	7,357	7,357	7,357	7,357	7,357	7,357	7,357	7,357	7,357	7,357	7,357
	Water & Sewer	14,739	1,228	1,228	1,228	1,228	1,228	1,228	1,228	1,228	1,228	1,228	1,228	1,228
	Waste Disposal	49,132	4,094	4,094	4,094	4,094	4,094	4,094	4,094	4,094	4,094	4,094	4,094	4,094
	Pest Control	2,760	230	230	230	230	230	230	230	230	230	230	230	230
	Maintenance & Cleaning Supplies	22,579	1,882	1,882	1,882	1,882	1,882	1,882	1,882	1,882	1,882	1,882	1,882	1,882
	Building Repairs & Maintenance	368,487	30,707	30,707	30,707	30,707	30,707	30,707	30,707	30,707	30,707	30,707	30,707	30,707
	Personal Property Taxes	11,797	983	983	983	983	983	983	983	983	983	983	983	983
	Total Other Operating Expenses	**603,001**	**50,250**	**50,250**	**50,250**	**50,250**	**50,250**	**50,250**	**50,250**	**50,250**	**50,250**	**50,250**	**50,250**	**50,250**

5-Year Income Statement Forecast

	Manatee Parish Charter School K-12, Florida	Year 4 2029-30	July	August	September	October	November	December	January	February	March	April	May	June
Fixed Expenses	Office Equipment - Leasing Expense	14,574	1,214	1,214	1,214	1,214	1,214	1,214	1,214	1,214	1,214	1,214	1,214	1,214
	Professional Liability & Property Insurance	513,549	42,796	42,796	42,796	42,796	42,796	42,796	42,796	42,796	42,796	42,796	42,796	42,796
	Total Fixed Expenses	**528,123**	**44,010**	**44,010**	**44,010**	**44,010**	**44,010**	**44,010**	**44,010**	**44,010**	**44,010**	**44,010**	**44,010**	**44,010**
Total Operating Expenses	**EXPENSES less Payroll**	**6,175,585**	**385,976**	**540,363**	**540,363**	**540,363**	**540,363**	**540,363**	**540,363**	**540,363**	**540,363**	**540,363**	**540,363**	**385,976**
	TOTAL OPERATING EXPENSES	**15,009,781**	**1,065,464**	**1,287,885**	**1,287,885**	**1,287,885**	**1,287,885**	**1,287,885**	**1,287,885**	**1,287,885**	**1,287,885**	**1,287,885**	**1,287,885**	**1,065,464**
	Net Income/(Loss) before Financing and Depreciation	**5,122,438**	**579,679**	**396,308**	**396,308**	**396,308**	**396,308**	**396,308**	**396,308**	**396,308**	**396,308**	**396,308**	**396,308**	**579,679**
Capitalized Expenses	Computers Hardware & IT Infrastructure	491,124	173,927	14,327	14,327	14,327	14,327	14,327	14,327	14,327	14,327	14,327	14,327	173,927
	FF&E	109,437	9,120	9,120	9,120	9,120	9,120	9,120	9,120	9,120	9,120	9,120	9,120	9,120
	Total Capitalized Expenses	**600,561**	**183,047**	**23,447**	**23,447**	**23,447**	**23,447**	**23,447**	**23,447**	**23,447**	**23,447**	**23,447**	**23,447**	**183,047**
Debt Proceeds & Repayments	Repayment of Long-Term Debt (Princ)	274,622	22,885	22,885	22,885	22,885	22,885	22,885	22,885	22,885	22,885	22,885	22,885	22,885
	Repayment of Long-Term Debt (Interest)	4,195,957	349,663	349,663	349,663	349,663	349,663	349,663	349,663	349,663	349,663	349,663	349,663	349,663
	Total Debt Repayments	**4,470,580**	**372,548**	**372,548**	**372,548**	**372,548**	**372,548**	**372,548**	**372,548**	**372,548**	**372,548**	**372,548**	**372,548**	**372,548**
Surplus/(Deficit)	Depreciation and Amortization	592,709	49,392	49,392	49,392	49,392	49,392	49,392	49,392	49,392	49,392	49,392	49,392	49,392
	Net Income/(Loss) after Financing and Depreciation	**(541,411)**	**(25,309)**	**(49,079)**	**(49,079)**	**(49,079)**	**(49,079)**	**(49,079)**	**(49,079)**	**(49,079)**	**(49,079)**	**(49,079)**	**(49,079)**	**(25,309)**
	NET CHANGE IN FUND BALANCE	**51,298**	**24,084**	**313**	**313**	**313**	**313**	**313**	**313**	**313**	**313**	**313**	**313**	**24,084**
	CUMULATIVE FUND BALANCE	**188,416**	**15,701**	**15,701**	**15,701**	**15,701**	**15,701**	**15,701**	**15,701**	**15,701**	**15,701**	**15,701**	**15,701**	**15,701**

5-Year Income Statement Forecast

	Manatee Parish Charter School K-12, Florida		Year 5 2030-31	July	August	September	October	November	December	January	February	March	April	May	June
Revenue	**Total Number of Students Enrolled**		**1,410**												
	Forecasted Average FTE per Student	$	**9,363**												
	Per Pupil Allocation		13,201,161	1,100,097	1,100,097	1,100,097	1,100,097	1,100,097	1,100,097	1,100,097	1,100,097	1,100,097	1,100,097	1,100,097	1,100,097
	Capital Outlay:		3,785,767	315,481	315,481	315,481	315,481	315,481	315,481	315,481	315,481	315,481	315,481	315,481	315,481
	Before & Aftercare Revenue		428,730		42,873	42,873	42,873	42,873	42,873	42,873	42,873	42,873	42,873	42,873	-
	Food Services		548,589	45,716	45,716	45,716	45,716	45,716	45,716	45,716	45,716	45,716	45,716	45,716	45,716
	Miscellaneous Revenue		2,097,363	174,780	174,780	174,780	174,780	174,780	174,780	174,780	174,780	174,780	174,780	174,780	174,780
	Weighted FTE Revenue		2,796,043	233,004	233,004	233,004	233,004	233,004	233,004	233,004	233,004	233,004	233,004	233,004	233,004
	TOTAL REVENUE		**22,857,653**	**1,869,077**	**1,911,950**	**1,911,950**	**1,911,950**	**1,911,950**	**1,911,950**	**1,911,950**	**1,911,950**	**1,911,950**	**1,911,950**	**1,911,950**	**1,869,077**
Compensation Expenses	School Leadership		498,722	41,560	41,560	41,560	41,560	41,560	41,560	41,560	41,560	41,560	41,560	41,560	41,560
	Administrative-Salaried		120,270	10,023	10,023	10,023	10,023	10,023	10,023	10,023	10,023	10,023	10,023	10,023	10,023
	Administrative Assistant		166,049		16,605	16,605	16,605	16,605	16,605	16,605	16,605	16,605	16,605	16,605	
	Student Services Coordinator / Counselor		381,507		38,151	38,151	38,151	38,151	38,151	38,151	38,151	38,151	38,151	38,151	
	Health Aide / Nurse		56,426		5,643	5,643	5,643	5,643	5,643	5,643	5,643	5,643	5,643	5,643	
	IT Support		59,687	4,974	4,974	4,974	4,974	4,974	4,974	4,974	4,974	4,974	4,974	4,974	4,974
	Other Support		127,855	10,655	10,655	10,655	10,655	10,655	10,655	10,655	10,655	10,655	10,655	10,655	10,655
	Plant Operations		40,992		4,099	4,099	4,099	4,099	4,099	4,099	4,099	4,099	4,099	4,099	
	Before/Aftercare		48,971		4,897	4,897	4,897	4,897	4,897	4,897	4,897	4,897	4,897	4,897	
	Total Administrative Staff		**1,500,480**	**67,211**	**136,606**	**136,606**	**136,606**	**136,606**	**136,606**	**136,606**	**136,606**	**136,606**	**136,606**	**136,606**	**67,211**
	Teachers		5,012,673	417,723	417,723	417,723	417,723	417,723	417,723	417,723	417,723	417,723	417,723	417,723	417,723
	Instructional Aides		76,519	6,377	6,377	6,377	6,377	6,377	6,377	6,377	6,377	6,377	6,377	6,377	6,377
	ESE/Special Education Teachers		286,617	23,885	23,885	23,885	23,885	23,885	23,885	23,885	23,885	23,885	23,885	23,885	23,885
	ESE/Special Education		286,617	23,885	23,885	23,885	23,885	23,885	23,885	23,885	23,885	23,885	23,885	23,885	23,885
	Curriculum Resource Teacher		228,904	19,075	19,075	19,075	19,075	19,075	19,075	19,075	19,075	19,075	19,075	19,075	19,075
	Daily Subs		103,600	8,633	8,633	8,633	8,633	8,633	8,633	8,633	8,633	8,633	8,633	8,633	8,633
	Total Instructional Staff		**5,708,313**	**475,693**	**475,693**	**475,693**	**475,693**	**475,693**	**475,693**	**475,693**	**475,693**	**475,693**	**475,693**	**475,693**	**475,693**
	Tutoring		34,552	2,879	2,879	2,879	2,879	2,879	2,879	2,879	2,879	2,879	2,879	2,879	2,879
	Stipends		779,327	64,944	64,944	64,944	64,944	64,944	64,944	64,944	64,944	64,944	64,944	64,944	64,944
	Performance Assessment Pool		61,222	5,102	5,102	5,102	5,102	5,102	5,102	5,102	5,102	5,102	5,102	5,102	5,102
	Group Insurance & Benefits		768,176	64,015	64,015	64,015	64,015	64,015	64,015	64,015	64,015	64,015	64,015	64,015	64,015
	Workers Comp		16,751	1,396	1,396	1,396	1,396	1,396	1,396	1,396	1,396	1,396	1,396	1,396	1,396
	Payroll Taxes		615,775	51,315	51,315	51,315	51,315	51,315	51,315	51,315	51,315	51,315	51,315	51,315	51,315
	Total Taxes & Benefits		1,400,702	116,725	116,725	116,725	116,725	116,725	116,725	116,725	116,725	116,725	116,725	116,725	116,725
	Cost of Compensation		**9,484,597**	**732,554**	**801,949**	**801,949**	**801,949**	**801,949**	**801,949**	**801,949**	**801,949**	**801,949**	**801,949**	**801,949**	**732,554**
Professional Services	Legal Fees		2,925	244	244	244	244	244	244	244	244	244	244	244	244
	Accounting Services - Independent Audit		14,359	1,197	1,197	1,197	1,197	1,197	1,197	1,197	1,197	1,197	1,197	1,197	1,197
	Fee for Support Center Services		3,428,648	285,721	285,721	285,721	285,721	285,721	285,721	285,721	285,721	285,721	285,721	285,721	285,721
	Outside Staff Development Consulting Fees		18,712	1,559	1,559	1,559	1,559	1,559	1,559	1,559	1,559	1,559	1,559	1,559	1,559
	Computer Service Fees		261,752	21,813	21,813	21,813	21,813	21,813	21,813	21,813	21,813	21,813	21,813	21,813	21,813
	Fee to Authorizer		117,032	9,753	9,753	9,753	9,753	9,753	9,753	9,753	9,753	9,753	9,753	9,753	9,753
	Professional Fees - Other		1,104	92	92	92	92	92	92	92	92	92	92	92	92
	Marketing & Enrollment		21,627	1,802	1,802	1,802	1,802	1,802	1,802	1,802	1,802	1,802	1,802	1,802	1,802
	Staff Recruitment		3,552	296	296	296	296	296	296	296	296	296	296	296	296
	Total Professional Services		**3,869,711**	**322,476**	**322,476**	**322,476**	**322,476**	**322,476**	**322,476**	**322,476**	**322,476**	**322,476**	**322,476**	**322,476**	**322,476**

5-Year Income Statement Forecast

	Manatee Parish Charter School K-12, Florida	Year 5 2030-31	July	August	September	October	November	December	January	February	March	April	May	June
Vendor Services	Contracted Pupil Transportation	253,079		25,308	25,308	25,308	25,308	25,308	25,308	25,308	25,308	25,308	25,308	
	Extra-Curricular Activity Events & Transportation	5,067		507	507	507	507	507	507	507	507	507	507	
	Contracted Food Service	478,348		47,835	47,835	47,835	47,835	47,835	47,835	47,835	47,835	47,835	47,835	
	Drug Testing Fees	286		29	29	29	29	29	29	29	29	29	29	
	Licenses & Permits	2,252		225	225	225	225	225	225	225	225	225	225	
	Bank Service Fees	7,839	653	653	653	653	653	653	653	653	653	653	653	653
	Contracted Mental Health	95,185	7,932	7,932	7,932	7,932	7,932	7,932	7,932	7,932	7,932	7,932	7,932	7,932
	Contracted Custodial Services	391,517	32,626	32,626	32,626	32,626	32,626	32,626	32,626	32,626	32,626	32,626	32,626	32,626
	Contracted Security	108,413		10,841	10,841	10,841	10,841	10,841	10,841	10,841	10,841	10,841	10,841	
	Total Vendor Services	**1,341,988**	**41,212**	**125,956**	**125,956**	**125,956**	**125,956**	**125,956**	**125,956**	**125,956**	**125,956**	**125,956**	**125,956**	**41,212**
Administrative Expenses	Travel/Auto	5,631	469	469	469	469	469	469	469	469	469	469	469	469
	Airfare	3,552	296	296	296	296	296	296	296	296	296	296	296	296
	Meals	1,689	141	141	141	141	141	141	141	141	141	141	141	141
	Lodging	2,252	188	188	188	188	188	188	188	188	188	188	188	188
	Dues & Subscriptions	2,406	201	201	201	201	201	201	201	201	201	201	201	201
	Printing	7,613	634	634	634	634	634	634	634	634	634	634	634	634
	Office Supplies	18,482	1,540	1,540	1,540	1,540	1,540	1,540	1,540	1,540	1,540	1,540	1,540	1,540
	Medical Supplies	2,006	167	167	167	167	167	167	167	167	167	167	167	167
	Student Uniform Expense	862	72	72	72	72	72	72	72	72	72	72	72	72
	In-house Food Service - Cost of Food	10,249	854	854	854	854	854	854	854	854	854	854	854	854
	Total Administrative Expenses	**54,741**	**4,562**	**4,562**	**4,562**	**4,562**	**4,562**	**4,562**	**4,562**	**4,562**	**4,562**	**4,562**	**4,562**	**4,562**
Instruction Expenses	Textbooks & Reference Books	66,013		6,601	6,601	6,601	6,601	6,601	6,601	6,601	6,601	6,601	6,601	
	Consumable Instructional (Student)	63,516		6,352	6,352	6,352	6,352	6,352	6,352	6,352	6,352	6,352	6,352	
	Consumable Instructional (Teacher)	57,164		5,716	5,716	5,716	5,716	5,716	5,716	5,716	5,716	5,716	5,716	
	Instructional Licenses	144,637	12,053	12,053	12,053	12,053	12,053	12,053	12,053	12,053	12,053	12,053	12,053	12,053
	Testing Materials	365,563		36,556	36,556	36,556	36,556	36,556	36,556	36,556	36,556	36,556	36,556	
	Contracted SPED Instruction	309,954		30,995	30,995	30,995	30,995	30,995	30,995	30,995	30,995	30,995	30,995	
	Total Instruction Expenses	**1,006,846**	**12,053**	**98,274**	**98,274**	**98,274**	**98,274**	**98,274**	**98,274**	**98,274**	**98,274**	**98,274**	**98,274**	**12,053**
Other Operating Expenses	Telephone & Internet	43,298	3,608	3,608	3,608	3,608	3,608	3,608	3,608	3,608	3,608	3,608	3,608	3,608
	Postage	2,830	236	236	236	236	236	236	236	236	236	236	236	236
	Electricity	90,049	7,504	7,504	7,504	7,504	7,504	7,504	7,504	7,504	7,504	7,504	7,504	7,504
	Water & Sewer	15,034	1,253	1,253	1,253	1,253	1,253	1,253	1,253	1,253	1,253	1,253	1,253	1,253
	Waste Disposal	50,114	4,176	4,176	4,176	4,176	4,176	4,176	4,176	4,176	4,176	4,176	4,176	4,176
	Pest Control	2,815	235	235	235	235	235	235	235	235	235	235	235	235
	Maintenance & Cleaning Supplies	23,030	1,919	1,919	1,919	1,919	1,919	1,919	1,919	1,919	1,919	1,919	1,919	1,919
	Building Repairs & Maintenance	375,857	31,321	31,321	31,321	31,321	31,321	31,321	31,321	31,321	31,321	31,321	31,321	31,321
	Personal Property Taxes	12,033	1,003	1,003	1,003	1,003	1,003	1,003	1,003	1,003	1,003	1,003	1,003	1,003
	Total Other Operating Expenses	**615,061**	**51,255**	**51,255**	**51,255**	**51,255**	**51,255**	**51,255**	**51,255**	**51,255**	**51,255**	**51,255**	**51,255**	**51,255**

5-Year Income Statement Forecast

	Manatee Parish Charter School K-12, Florida	Year 5 2030-31	July	August	September	October	November	December	January	February	March	April	May	June
Fixed Expenses	Office Equipment - Leasing Expense	14,865	1,239	1,239	1,239	1,239	1,239	1,239	1,239	1,239	1,239	1,239	1,239	1,239
	Professional Liability & Property Insurance	564,904	47,075	47,075	47,075	47,075	47,075	47,075	47,075	47,075	47,075	47,075	47,075	47,075
	Total Fixed Expenses	**579,769**	**98,314**	**38,314**	**38,314**	**38,314**	**38,314**	**38,314**	**38,314**	**38,314**	**38,314**	**38,314**	**38,314**	**98,314**
Total Operating Expenses	**EXPENSES less Payroll**	**7,468,115**	**529,872**	**640,837**	**640,837**	**640,837**	**640,837**	**640,837**	**640,837**	**640,837**	**640,837**	**640,837**	**640,837**	**529,872**
	TOTAL OPERATING EXPENSES	**16,952,712**	**1,262,426**	**1,442,786**	**1,442,786**	**1,442,786**	**1,442,786**	**1,442,786**	**1,442,786**	**1,442,786**	**1,442,786**	**1,442,786**	**1,442,786**	**1,262,426**
	Net Income/(Loss) before Financing and Depreciation	**5,904,940**	**606,651**	**469,164**	**469,164**	**469,164**	**469,164**	**469,164**	**469,164**	**469,164**	**469,164**	**469,164**	**469,164**	**606,651**
Capitalized Expenses	Computers Hardware & IT Infrastructure	143,901	-	-	-	-	-	-	-	-	-	-	-	-
	FF&E	89,301	7,442	7,442	7,442	7,442	7,442	7,442	7,442	7,442	7,442	7,442	7,442	7,442
	Total Capitalized Expenses	**233,202**	**7,442**	**7,442**	**7,442**	**7,442**	**7,442**	**7,442**	**7,442**	**7,442**	**7,442**	**7,442**	**7,442**	**7,442**
Debt Proceeds & Repayments	Repayment of Long-Term Debt (Princ)	297,032	24,753	24,753	24,753	24,753	24,753	24,753	24,753	24,753	24,753	24,753	24,753	24,753
	Repayment of Long-Term Debt (Interest)	4,256,507	354,709	354,709	354,709	354,709	354,709	354,709	354,709	354,709	354,709	354,709	354,709	354,709
	Total Debt Repayments	**4,553,539**	**379,462**	**379,462**	**379,462**	**379,462**	**379,462**	**379,462**	**379,462**	**379,462**	**379,462**	**379,462**	**379,462**	**379,462**
Surplus/(Deficit)	Depreciation and Amortization	558,626	46,552	46,552	46,552	46,552	46,552	46,552	46,552	46,552	46,552	46,552	46,552	46,552
	Net Income/(Loss) after Financing and Depreciation	**559,574**	**173,196**	**35,708**	**35,708**	**35,708**	**35,708**	**35,708**	**35,708**	**35,708**	**35,708**	**35,708**	**35,708**	**173,196**
	NET CHANGE IN FUND BALANCE	**1,118,200**	**219,748**	**82,261**	**82,261**	**82,261**	**82,261**	**82,261**	**82,261**	**82,261**	**82,261**	**82,261**	**82,261**	**219,748**
	CUMULATIVE FUND BALANCE	**1,306,616**	**108,885**	**108,885**	**108,885**	**108,885**	**108,885**	**108,885**	**108,885**	**108,885**	**108,885**	**108,885**	**108,885**	**108,885**

ATTACHMENT

Y

Proposed Start Up Budget

Manatee Parish Charter School K-12, Florida

Start-Up Budget

Pre-opening for 2026-27 School Year

Description	Amount	Assumption	JAN	FEB	MAR	APR	MAY	JUN
REVENUES		The planning costs for the School will be incorporated into and paid for as a component of the overall school development plan by the ESP. All initial startup cost for planning and development of the School will be paid by the ESP and reimbursed by the school upon operation. Charge-backs will be limited to direct costs only. These costs are incorporated into the school's first year's budget.						
Other (see assumption)	$305,464.58		$ 46,042.87	$ 46,042.87	$ 51,471.10	$ 51,471.10	$ 55,218.31	$ 55,218.31
Start-up Grants	$0.00							
TOTAL REVENUE	$305,464.58		$ 46,042.87	$ 46,042.87	$ 51,471.10	$ 51,471.10	$ 55,218.31	$ 55,218.31
EXPENDITURES								
Administrative Expenses								
Salaries & Benefits *	$138,082.58	See below:	$ 18,145.87	$ 18,145.87	$ 23,574.10	$ 23,574.10	$ 27,321.31	$ 27,321.31
Advertising/ Marketing	$107,100.00	Includes any promotional flyers, mailers, materials for events, etc. designed to support enrollment.	$ 17,850.00	$ 17,850.00	$ 17,850.00	$ 17,850.00	$ 17,850.00	$ 17,850.00
Professional Services	$2,040.00	Legal Services & Other Expenses	$ 340.00	$ 340.00	$ 340.00	$ 340.00	$ 340.00	$ 340.00
*Salaries include: Principal 6 mo; SEA 6 mo; SOA 4 mo & Admin Assistant 2 mo; T&B = 17.25%								
Total Administrative	$247,222.58		$36,335.87	$36,335.87	$41,764.10	$41,764.10	$45,511.31	$45,511.31
Supplies & Equipment								
Printing and Postage	$3,366.00	Copier: $550/month for 6 months	$ 561.00	$ 561.00	$ 561.00	$ 561.00	$ 561.00	$ 561.00
Materials & Supplies	$10,200.00	Temp office FF&E would be $10k	$ 1,700.00	$ 1,700.00	$ 1,700.00	$ 1,700.00	$ 1,700.00	$ 1,700.00
Faculty Laptops	$5,712.00	Computers: $1,400 per device per employee, so 6 months of a principal receiving their device, 6 months of a SEA getting their device etc	$ 952.00	$ 952.00	$ 952.00	$ 952.00	$ 952.00	$ 952.00
Total Supplies & Equipment	$19,278.00		$ 3,213.00	$ 3,213.00	$ 3,213.00	$ 3,213.00	$ 3,213.00	$ 3,213.00
Facility								
Rent	$35,700.00	Rent (for temp office) should be $35k per Nick Diamond	$ 5,950.00	$ 5,950.00	$ 5,950.00	$ 5,950.00	$ 5,950.00	$ 5,950.00
Telecommunications	$1,224.00	Office Phone and Mobile communications for start-up office and staff	$ 204.00	$ 204.00	$ 204.00	$ 204.00	$ 204.00	$ 204.00
Utilities	$2,040.00	Electricity and Water for start-up office	$ 340.00	$ 340.00	$ 340.00	$ 340.00	$ 340.00	$ 340.00
Total Facility	$38,964.00		$ 6,494.00	$ 6,494.00	$ 6,494.00	$ 6,494.00	$ 6,494.00	$ 6,494.00
TOTAL EXPENDITURES	**$305,464.58**		**$ 46,042.87**	**$ 46,042.87**	**$ 51,471.10**	**$ 51,471.10**	**$ 55,218.31**	**$ 55,218.31**
Net Surplus	**$0.00**		$ -	$ -	$ -	$ -	$ -	$ -

ADDENDUM

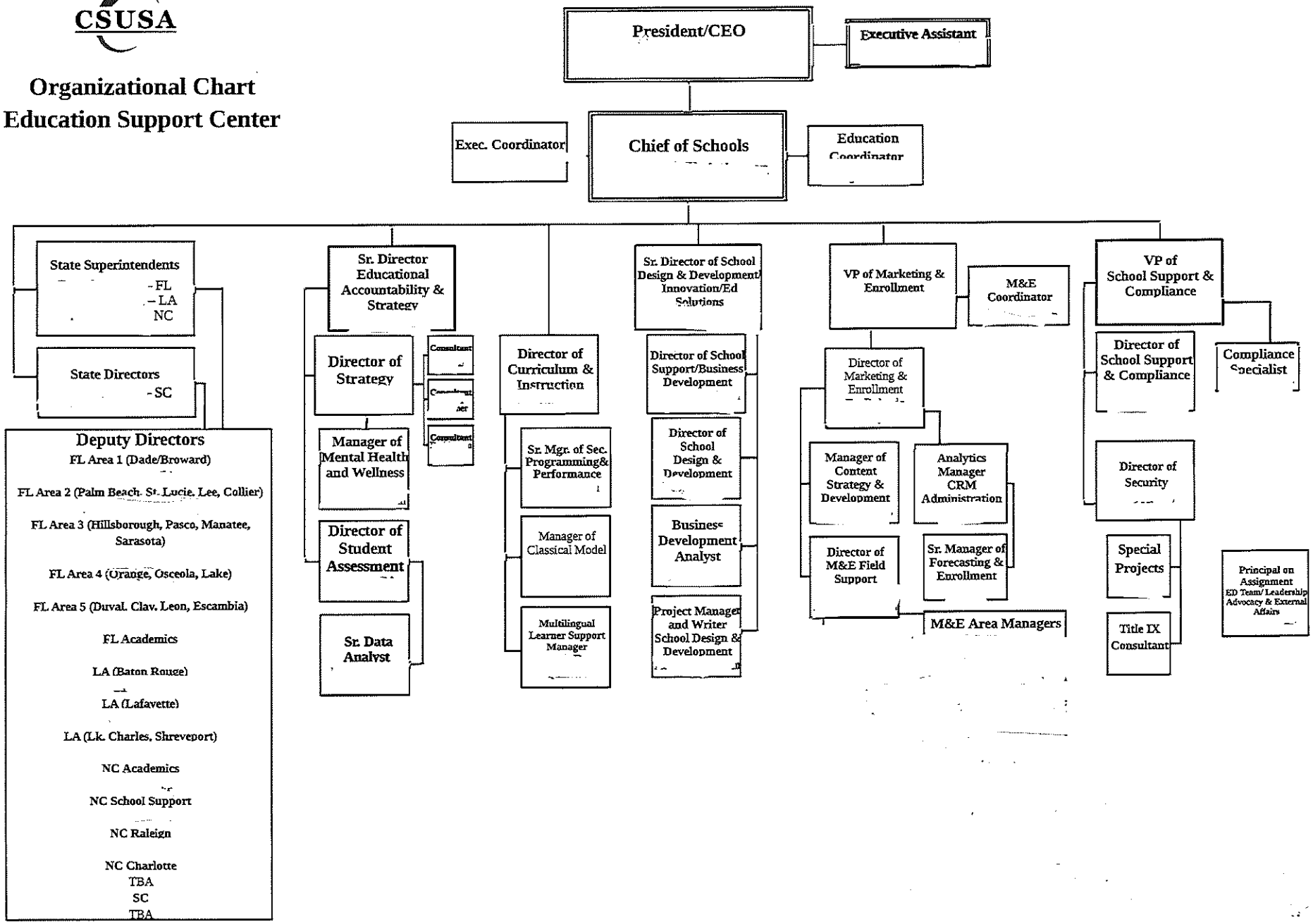
BB

ESP's Organization Chart

CSUSA

Organizational Chart
Education Support Center

Parrish Classical Preparatory Academy

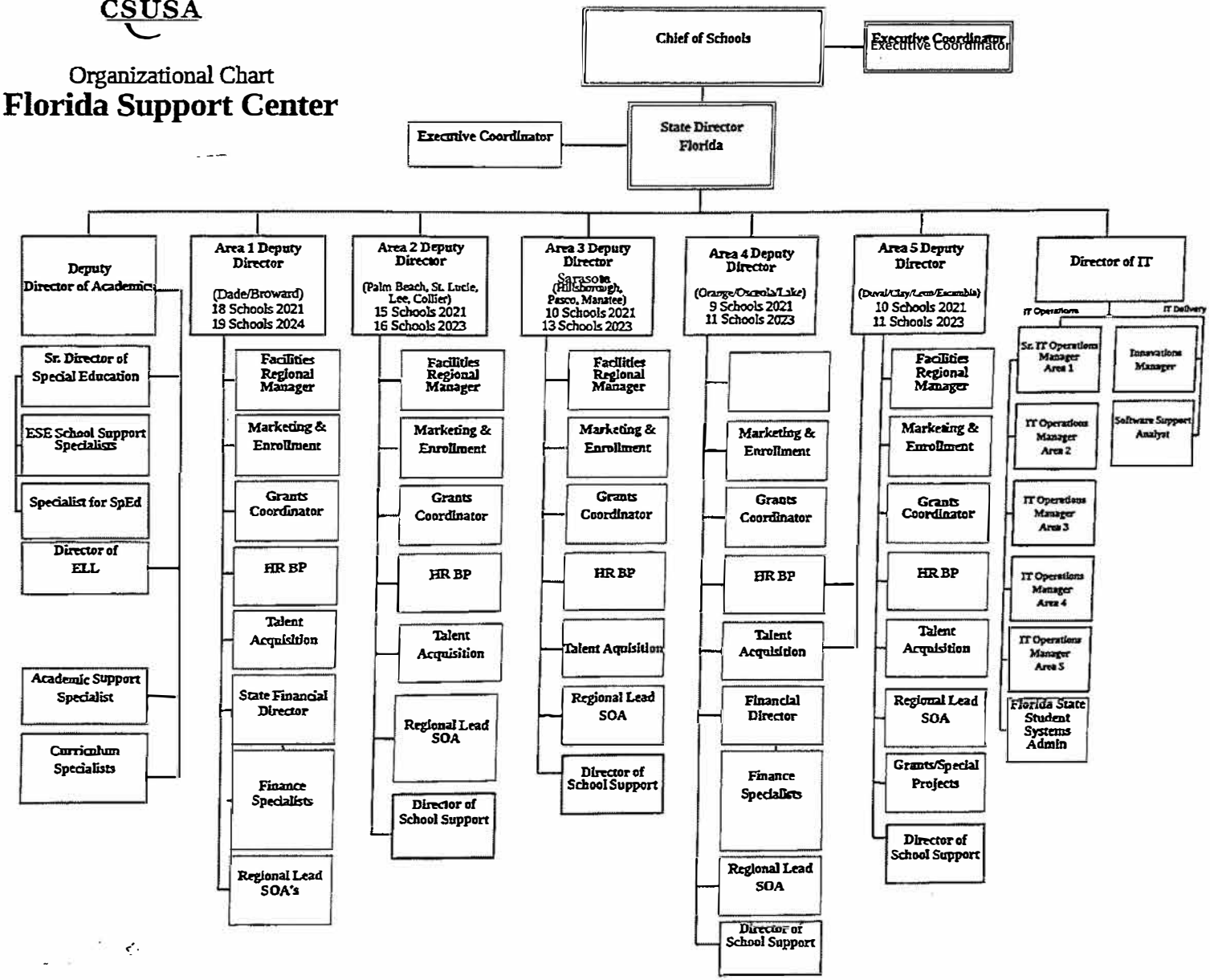


UPDATED 7.19.24

CSUSA

Organizational Chart

Florida Support Center



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ADDENDUM

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Applicant History Worksheet

Southwest Charter Foundation, Inc.			Status as of the date application is submitted. For any school that is closed, please attach separate page explaining reasons for closure, with supporting documentation if applicable.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch
				2023-2024					
District	School Name	MSID	Status (Active/Closed)	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)	Enrollment /FRL%
Lee	Bonita Springs Charter School	4102	Active	602 (45.78%)	A	3,238,803	20%	No	585 (45%)
Collier	Collier Charter Academy	9036	Active	see above	C	AFS combined with GCS	AFS combined with GCS	AFS combined with GCS	642 (63%)
Lee	Gateway Charter High School (9-12)	4121	Active	see below	B	AFS combined with GCS	AFS combined with GCS	AFS combined with GCS	327 (57%)
Lee	Gateway Charter School (K-5)	4103	Active	2,977 (58.4%)	C	4,047,097	13%	No	830 (67%)
Lee	Gateway Intermediate Charter School (6-8)	4261	Active	see above	C	AFS combined with GCS	AFS combined with GCS	AFS combined with GCS	642 (63%)
Manatee	Lakewood Ranch Preparatory Academy	2182	Active	205 (17.20%)	A	509,530	3%	No	106 (14%)
Manatee	Manatee Charter School	2121	Active	392 (67.94%)	C	203,747	3%	No	382 (74%)
Lee	Mid-Cape Global Academy	4111	Active	767 (79.24%)	B	814,794	0	No	605 (74%)
Lee	Six Mile Charter Academy	4141	Active	526 (63.45%)	C	178,982	2%	No	517 (62%)

Applicant History Worksheet - Addendum B
Parrish Classical Preparatory Academy
Schools Currently or Previously Operated by Governing Board

Form IEPC-M1A
Rule 6A-6.0786
August 2015

Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch
2022-2023					**2021-2022**				
School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)	Enrollment /FRL%
B	2,229,035	0.10%	No	1293 (40%)	B	12,857	0%	No	1309 (34%)
B	2,847,080	0%	No	1009 (54%)	C	496,283	6%	No	908 (54%)
C	204,897	0.00%	No	550 (55%)	C	11,681	0%	No	564 (50%)
A	409,346	22%	No	1224 (54%)	C	191,755	2%	No	1082 (62%)
B	2,847,080	0%	No	1009 (54%)	C	496,283	6%	No	908 (54%)
A	503,807	0.10%	No	N/A	N/A	Not Available	Not Available	Not Available	N/A
C	87,846	0.10%	No	507 (71%)	C	11,483	0%	No	452 (67%)
B	183,178	0.10%	No	754 (72%)	C	36,019	1%	No	677 (70%)
C	123433	0.10%	No	837 (59%)	C	34,062	0%	No	825(73%)

Applicant History Worksheet - Addendum B
Parrish Classical Preparatory Academy
Schools Currently or Previously Operated by Governing Board

Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
2020-2021					**2019-2020**			
School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
N/A	133,741	1%	No	1299 (44%)	N/A	0	0%	No
N/A	258,220	4%	No	901 (56%)	N/A	82,291	1%	No
N/A	58,690	1%	No	532 (50%)	N/A	0	0%	No
A	6,362	0%	No	1102 (70%)	N/A	37,658	0%	No
N/A	258,220	4%	No	901 (56%)	N/A	82,291	1%	No
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
C	11,042	0%	No	449 (59%)	N/A	1	0%	No
B	50,993	1%	No	666 (75%)	N/A	25,906	0%	No
N/A	9,212	0%	No	900 (1%)	B	2,771	0%	No

Charter Schools USA		Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned Fund Balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned Fund Balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)
		2023-2024					**2022-2023**			
District	School Name	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue
Lafayette	Acadiana Renaissance Charter Academy	2885 (42.4%)	A	Not Available	Not Available	Not Available	1820 (43%)	A	3,297,501	26%
Miami-Dade	Aventura City of Excellence School	314 (30.40%)	A	Not Available	Not Available	Not Available	13 (1%)	A	Not Available	Not Available
Dorchester District Two	Summerville Preparatory Academy **(Opening year 2024-2025)**									
Berkeley	Berkeley Preparatory Academy	774 (41.09%)	Average/Average	1,804,871	18%	No	704 (38.2)	Average/ Excellent	1,172,689	13%
Lee	Bonita Springs Charter School	602 (45.78%)	A	3,238,803	20%	No	585 (45%)	B	2,229,035	0.10%
Cabarrus	Cabarrus Charter Academy (Valor Preparatory Academy)	768	D	3,177,851	28%	No	158 (37%)	D	3,179,743	2%
Osceola	Canoe Creek Charter Academy	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Wake	Cardinal Charter Academy	708 (40.82%)	C	166,919	2%	No	68 (14%)	C	788,561	10%
Wake	Cardinal Charter Academy at Wendell Falls	583 (56.78%)	D	428,297	6%	No	119 (34%)	D	133,346	2%
Clay	Clay Charter Academy	396 (57.39%)	B	2,075,921	24%	No	47 (7%)	B	1,966,972	0.00%
Sarasota	College Preparatory Academy at Wellen Park	91 (36.11%)	B	224,316	4%	No	N/A	N/A	N/A	N/A
Collier	Collier Charter Academy	344 (60.56%)	B	2,679,473	31%	No	398 (65%)	A	2,607,016	8%
Cabarrus	Concord Lake Steam Academy	674 (72.70%)	C	1,478,494	19%	No	166 (59%)	C	1,470,037	1%
Broward	Coral Springs Charter School	547 (31.55%)%	A	7,851,905	32%	No	573 (34%)	A	2,914,701	1%
Hillsborough	Creekside Charter Academy	449 (58.46%)	A	2,528,578	29%	No	501 (65%)	A	2,208,371	13%
Miami-Dade	Don Soffer Aventura High School	288 (34.99%)%	A	2,512,480	20%	No	117 (15%)	A	1,455,698	13%
Miami-Dade	Downtown Miami Charter School	389 (91.10%)	C	100,011	1%	No	393 (83%)	C	110,422	0.30%

Duval	Duval Charter High School at Baymeadows	313 (48.15%)	B	3,939,445	46%	No	253 (42%)	A	3,164,922	44%
Duval	Duval Charter Scholars Academy	335 (71.43%)	C	218,591	3%	No	385 (70%)	C	35,317	0.10%
Duval	Duval Charter School at Baymeadows	698 (53.24%)	B	2,392,159	13%	No	622 (48%)	A	1,946,225	11%
Duval	Duval Charter School at Coastal	670 (60.31%)	B	8,806,371	58%	No	551 (48%)	B	6,880,523	37%
Duval	Duval Charter School at Flagler Center	286 (30.52%)	A	1,749,394	14%	No	339 (34%)	A	683,420	4%
Duval	Duval Charter School at Mandarin	403 (47.58%)	B	934,618	8%	No	378 (47%)	B	356,696	0.10%
Duval	Duval Charter School at Southside	604 (56.77%)	C	1,855,994	13%	No	544 (55%)	A	997,688	4%
Duval	Duval Charter School at Westside	736 (78.72%)	C	1,793,935	14%	No	681 (77%)	C	1,248,264	10%
Osceola	Four Corners Charter School	1,103 (67.8%)	B	378,135	4%	No	718 (76%)	B	501,226	2%
Osceola	Four Corners Upper School	1,401 (56.2%)	B	1,904,081	14%	No	877 (64%)	B	1,142,726	6%
Lee	Gateway Charter High School (9-12)	see below	B	AFS combined with GCS	AFS combined with GCS	AFS combined with GCS	327 (57%)	C	204,897	0.00%
Lee	Gateway Charter School (K-5)	2,977 (58.4%)	C	4,047,097	13%	No	830 (67%)	A	409,346	22%
Lee	Gateway Intermediate Charter School (6-8)	see above	C	AFS combined with GCS	AFS combined with GCS	AFS combined with GCS	642 (63%)	B	2,847,080	0%
Leon	Renaissance Academy	244 (71.3%)	C	366,204	7%	No	248 (80%)	D	277,054	5%
Palm Beach	G-Star School of the Arts	693 (71.2%)	B	389,474	4%	No	341 (47%)	B	34,529	0%
Hillsborough	Henderson Hammock Charter School	939 (81.94%)	A	5,544,216	41%	No	911 (79%)	A	3,768,998	29%
Broward	Hollywood Academy of Arts & Science	654 (57.93%)	A	3,226,987	19%	No	564 (51%)	A	1,027,520	4%
Broward	Hollywood Academy of Arts & Science Middle	262 (57.46%)	A	3,121,624	51%	No	261 (56%)	A	1,921,522	40%
Iberville	Iberville Charter Academy	511 75.5%	D	Not Available	Not Available	Not Available	497 (62%)	C	529,679	6%
Pasco	Innovation Preparatory Academy	1,169 (50%)	B	1,171,447	10%	No	306 (40%)	B	327,786	0%
Iredell	Iredell Charter Academy	705 (57.87%)	D	1,446,910	19%	No	105 (28%)	C	1,587,268	3%
Miami-Dade	Keys Gate Charter High School	480 (68.18%)	B	281,393	2%	No	490 (71%)	C	751,627	0.10%
Miami-Dade	Keys Gate Charter School	1552 (79.43%)	C	2,759,884	11%	No	1571 (79%)	C	2,356,499	8%
Lafayette	Lafayette Renaissance Charter Academy	1750 (84.9%)	C	Not Available	Not Available	Not Available	1331 (85%)	C	1,616,858	11%
Calcasieu	Lake Charles Charter Academy	748 (81.13%)	C	Not Available	Not Available	Not Available	972 (88%)	C	5,495,219	33%
Calcasieu	Lake Charles College Prep	605 (82.1%)	B	Not Available	Not Available	Not Available	559 (81%)	B	Not Available	Not Available

Manatee	Lakewood Ranch Preparatory Academy	205 (17.20%)	A	509,530	3%	No	106 (14%)	A	503,807	0.10%
Iredell	Langtree Charter Academy	1558 (30.42%)	C	3,253,090	19%	Yes	109 (12%)	B	3,710,731	5%
Caddo	Magnolia School of Excellence	1170 (84.72%)	D	Not Available	Not Available	Not Available	1231 (85%)	D	10,849	-0.20%
Manatee	Manatee Charter School	392 (67.94%)	C	203,747	3%	No	382 (74%)	C	87,846	0.10%
Berkeley	Mevers School of Excellence	814 (60.57%)	Average/Good	3,921,701	33%	No	932 (55.5)	Below Average/ Good	3,319,041	27%
Lee	Mid-Cape Global Academy	767 (79.24%)	B	814,794	0	No	605 (74%)	B	183,178	0.10%
Broward	North Broward Academy of Excellence	513 (79.78%)	C	246,069	3%	No	531 (82%)	C	358,995	0.20%
Broward	North Broward Academy of Excellence Middle	267 (71.97%)	A	1,724,769	37%	No	264 (72%)	B	1,152,972	31%
Osceola	PM Wells Charter Academy	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Osceola	Renaissance Academy of Arts & Science (Renaissance Charter School at Boggy Creek)	915 (57%)	C	2,290,640	25%	No	457 (64%)	B	1,781,587	0.10%
Broward	Renaissance Charter Middle School at Pines	323 (71.30%)	B	1,755,421	29%	No	341 (73%)	B	613,579	Not Available
Palm Beach	Renaissance Charter School at Central Palm	671 (79.22%)	C	3,388,207	24%	No	611 (73%)	C	1,421,948	1%
Orange	Renaissance Charter School at Chickasaw Trail	645 (69.73%)	C	195,740	2%	No	829 (90%)	C	206,262	1%
Broward	Renaissance Charter School at Cooper City	630 (52.46%)	A	2,813,203	18%	No	470 (39%)	A	926,106	Not Available
Broward	Renaissance Charter School at Coral Springs	927 (61.31%)	A	3,753,673	19%	No	871 (57%)	A	1,868,706	11%
Orange	Renaissance Charter School at Crown Point	757 (62.77%)	C	4,040,519	27%	No	748 (65%)	B	2,529,137	7%
Palm Beach	Renaissance Charter School at Cypress	577 (74.36%)	C	2,117,852	16%	No	608 (76%)	C	257,426	0.20%
Orange	Renaissance Charter School at Goldenrod	917 (81.08%)	C	3,029,331	22%	No	866 (79%)	C	2,431,983	3%
Orange	Renaissance Charter School at Hunter's Creek	817 (54.36%)	A	3,604,472	20%	No	836 (57%)	B	2,840,723	16%
Palm Beach	Renaissance Charter School at Palms West	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Broward	Renaissance Charter School at Plantation	783 (80.47%)	C	2,099,585	16%	No	778 (80%)	C	130,461	0.10%
Osceola	Renaissance Charter School at Poinciana	879 (77%)	C	1,598,912	15%	No	593 (64%)	C	1,059,805	10%
St. Lucie	Renaissance Charter School at St. Lucie	1,415 (53.9%)	B	1,857,213	11%	No	901 (65%)	B	247907	0.10%

Palm Beach	Renaissance Charter School at Summit	839 (79.60%)	C	9,293,256	48%	No	931 (81%)	C	3123056	20%
Osceola	Renaissance Charter School at Tapestry	1,420 (64%)	B	3,368,849	21%	No	1140 (81%)	C	2381624	14%
St. Lucie	Renaissance Charter School at Tradition	1,147 (33.6%)	C	1,707,585	14%	No	516 (45%)	C	559113	2%
Broward	Renaissance Charter School at University	1031 (72.50%)	A	5,310,868	26%	NO	969 (67%)	B	313833	0.00%
Palm Beach	Renaissance Charter School at Wellington	517 (73.02%)	B	1,959,545	17%	No	541 (76%)	B	2172880	7%
Palm Beach	Renaissance Charter School at West Palm Beach	764 (77.96%)	B	4,008,260	23%	No	847 (86%)	A	505421	3%
Broward	Renaissance Charter Schools at Pines	622 (75.12%)	B	1,836,619	15%	No	627 (74%)	B	237395	0.20%
Miami-Dade	Renaissance Elementary Charter School at Doral	876 (41.7%)	A	2,256,153	19%	No	64 (7%)	A	1999762	15%
Miami-Dade	Renaissance Middle Charter School at Doral	441(41%)	A	161,449	3%	No	104 (22%)	A	201796	1%
Lee	Six Mile Charter Academy	526 (63.45%)	C	178,982	2%	No	517 (62%)	C	123433	0.10%
East Baton Rouge	South Baton Rouge Charter Academy	782 (93.4%)	A	Not Available	Not Available	Not Available	775 (95)%	D	121791.56	1%
Hillsborough	SouthShore Charter Academy	587 (50.87%)	C	5,323,437	41%	No	584 (51%)	C	4772374	22%
Calcasieu	Southwest Louisiana Charter Academy	771 (91.8%)	B	Not Available	Not Available	Not Available	716 (93%)	D	3964251.4	28%
Mecklenburg	Steele Creek Preparatory Academy	388 (82.22%)	D	128,163	2%	No	188 (49%)	F	136387	2%
St. Lucie	Tradition Preparatory High School	965 (37.5)	C	2,272,650	22%	No	381 (53%)	C	2114319	0.10%
Pasco	Union Park Charter Academy	762 (36.5%)	A	1,752,396	22%	No	264 (35%)	A	1507248	1%
Union	Union Preparatory Academy at Indian Trail	1157 (43.65%)	C	203,675	2%	No	156 (23%)	C	246402	0.20%
Vermilion	Vermilion Charter Academy **(Opening year 2024-2025)**									
Hillsborough	Waterset Charter School	488 (42.18%)	B	865,543	7%	No	415 (36%)	B	551347	2%
Lincoln	West Lake Preparatory Academy	363 (49.31%)	D	198,464	4%	No	48 (25%)	C	89278	0.20%
Hillsborough	Winthrop Charter School	501 (37.22%)	A	4,611,139	30%	No	522 (39%)	A	3463416	22%
Hillsborough	Winthrop College Preparatory Acacemy	450 (47.72%)	B	2,108,534	23%	No	339 (46%)	C	1966015	0.00%
Hillsborough	Woodmont Charter School	697 (100%)	C	205,046	2%	No	680 (100%)	C	236268	1%

Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
	2021-2022					**2020-2021**				
Audit Finding (Yes/No)	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
No	1663 (47%)	A	1,024,484	9%	No	1400 (49%)	N/A	909,434	6%	N/A
No	1033 (12%)	A	Not Available	Not Available	Not Available	1032 (1%)	N/A	Do not Manage	Do not Manage	Do not Manage
No	617 (38%)	Unsatisfactory	460,072	7%	No	553(N/A)	N/A	N/A	N/A	N/A
No	1293 (40%)	B	12,857	0%	No	1309 (34%)	N/A	133,741	1%	No
No	747 (62%)	D	27,359	0%	No	747(41%)	N/A	107,577	1%	No
N/A	N/A	N/A	N/A	N/A	N/A	630(45%)	A	N/A	N/A	N/A
No	942 (21%)	C	669,353	7%	No	981(19%)	N/A	211,090	2%	No
No	741 (55%)	D	48,528	1%	No	683(N/A)	N/A	298,874	5%	No
No	753 (3%)	C	69,643	1%	No	819 (6%)	N/A	387,355	5%	No
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
No	661 (53%)	B	635,133	8%	No	697(54%)	N/A	945,465	13%	No
No	563 (89%)	C	194,934	3%	No	563(54%)	N/A	-119,219	-3%	No
No	1658 (4%)	A	1,728,612	12%	No	1668 (3%)	N/A	2,527,688	17%	No
No	730 (57%)	A	1,041,189	15%	No	678(21%)	N/A	1,211,463	19%	No
No	643 (32%)	A	0	0%	No	414 (21%)	N/A	-1,991,961	-49%	No
No	569 (86%)	A	123,432	2%	No	592 (86%)	N/A	556,389	9%	No

No	577 (42%)	A	3,197,174	56%	No	562 (42%)	N/A	1,458,441	31%	No
No	548 (90%)	D	49,934	1%	No	568 (67%)	N/A	202,445	3%	No
No	1221 (35%)	A	603,705	5%	No	1299 (38%)	N/A	1,443,891	13%	No
No	1118 (38%)	B	3,643,765	32%	No	1118 (37%)	N/A	2,795,381	27%	No
No	946 (30%)	B	522,262	5%	No	950 (25%)	N/A	1,142,414	13%	N/A
No	814 (46%)	A	471,387	5%	No	897 (34%)	N/A	1,003,363	12%	No
No	1014 (44%)	A	970,847	9%	No	1072 (38%)	N/A	302,803	3%	No
No	882 (69%)	C	507,817	5%	No	1030 (72%)	N/A	744,877	8%	No
No	1031 (50%)	B	-56,272	-1%	No	1011 (47%)	B	12,234	0%	No
No	1299 (43%)	B	Not Available	Not Available	Not Available	1306 (40%)	N/A	858,726	9%	No
No	550 (55%)	C	11,681	0%	No	564 (50%)	N/A	58,690	1%	No
No	1224 (54%)	C	191,755	2%	No	1082 (62%)	A	6,362	0%	No
No	1009 (54%)	C	496,283	6%	No	908 (54%)	N/A	258,220	4%	No
No	369 (78%)	C	529,339	12%	No	420 (86%)	N/A	98,977	2%	No
No	723 (55%)	A	1,756	0%	No	798 (42%)	N/A	305,596	5%	No
No	1157 (83%)	B	3,297,431	29%	No	1180 (75%)	B	3,179,722	31%	No
No	1110 (57%)	A	150,961	1%	No	1113 (51%)	N/A	1,438,288	14%	No
No	457 (58%)	A	1,299,966	36%	No	469 (50%)	N/A	741,343	21%	No
No	238 (66%)	D	-872,116	-11%	No	526 (63%)	N/A	550,694	7%	N/A
No	643 (37%)	C	130,327	2%	No	425 (32%)	N/A	9,036	0%	No
No	622 (48%)	C	377,122	5%	No	630(39%)	N/A	0	0%	No
No	762 (77%)	C	357,183	4%	No	787 (73%)	N/A	74,644	1%	No
No	1923 (84%)	C	3,163,992	17%	No	1908 (84%)	N/A	3,434,751	20%	No
No	1134 (82%)	C	880,548	6%	No	1002 (82%)	N/A	186,146	2%	N/A
No	874 (83%)	C	3,320,135	23%	No	863 (100%)	N/A	2,228,161	18%	N/A
Not Available	N/A	N/A	Not Available	Not Available	Not Available	507 (90%)	N/A	N/A	N/A	N/A

No	N/A	N/A	Not Available	Not Available	Not Available	N/A	N/A	N/A	N/A	N/A
No	1372 (17%)	B	385,790	3%	No	1375(11%)	N/A	1,014,017	7%	No
No	1063 (82%)	D	-117,714	-2%	No	1042(85%)	N/A	110,608	1%	N/A
No	507 (71%)	C	11,483	0%	No	452 (67%)	C	11,042	0%	No
No	912 (57%)	Good/ Excellent	2,546,548	23%	No	911(56%)	N/A	2,401,020	25%	Yes
No	754 (72%)	C	36,019	1%	No	677 (70%)	B	50,993	1%	No
No	677 (76%)	C	-	0%	No	684 (2%)	N/A	882,692	14%	No
No	346 (69%)	A	597,104	21%	No	373(3%)	N/A	863,448	31%	No
N/A	N/A	N/A	N/A	N/A	N/A	735(49%)	N/A	N/A	N/A	N/A
No	726 (43%)	C	12,262	0%	No	573(37%)	C	59,656	1%	No
No	850 (72%)	A	706,063	18%	No	489(69%)	N/A	274,005	7%	No
No	754 (89%)	B	22,019	0%	No	749(72%)	N/A	3,208	0%	No
No	931 (86%)	C	0	0%	No	970(63%)	N/A	980,296	10%	No
No	1204 (39%	A	880,927	8%	No	1233(2%)	N/A	1,169,179	11%	No
No	1513 (60%)	A	2,194,608	17%	No	1518 (2%)	N/A	1,725,871	13%	No
No	1147 (60%)	C	1,058,079	9%	No	1135(56%)	N/A	608,911	6%	No
No	742 (76%)	C	-	0%	No	737(63%)	N/A	383,046	5%	No
No	1176 (66%)	C	245,826	2%	No	1183(60%)	N/A	531,026	5%	No
No	1240 (52%)	A	2,016,163	16%	No	1310(45%)	N/A	2,511,194	22%	No
N/A	N/A	N/A	N/A	N/A	N/A	457(44%)	N/A	5,861	0%	No
No	1053 (79%)	C	11,413	0%	No	1039(71%)	N/A	208,086	2%	No
No	943 (56%)	B	1,191,963	13%	No	863(55%)	N/A	1,306,725	17%	No
No	1401 (60%)	B	154,680	1%	No	1348(54%)	B	383,312	3%	No

No	1131 (25%)	C	984,325	8%	No	1108(75%)	N/A	854,032	8%	No
No	1421 (48%)	B	2,376,360	19%	No	1417(47%)	N/A	2,867,521	24%	No
No	1161 (37%)	C	313,969	3%	No	1151(35%)	N/A	622,445	7%	No
No	1438 (62%)	A	-	0%	No	1427(1%)	N/A	469,348	4%	No
No	833 (78%)	C	867,918	9%	No	560(74%)	N/A	785,721	13%	No
No	968 (88%)	A	181,121	2%	No	1043(73%)	N/A	1,294,603	13%	No
No	467 (66%)	C	706,063	18%	No	942(73%)	N/A	600,474	7%	No
No	914 (36%)	A	1,386,017	16%	No	915 (25%)	N/A	1,872,873	23%	No
No	489 (47%)	A	39,344	1%	No	427(35%)	N/A	57,205	1%	No
No	837 (59%)	C	34,062	0%	No	825(73%)	N/A	9,212	0%	No
No	768 (86%)	C	-29,501	0%	No	763(90%)	N/A	237,537	3%	N/A
No	1132 (42%	C	2,645,957	26%	No	1062 (25%)	N/A	2,591,941	27%	No
No	657 (85%)	D	1,223,534	11%	No	607(94%)	N/A	-11,829	0%	N/A
No	623 (78%)	D	12,495	0%	No	627(95%)	N/A	11,183	0%	No
No	402 (31%)	C	376,888	8%	No	396(N/A)	N/A	N/A	N/A	N/A
No	722 (31%)	B	351,787	6%	No	594 (24%)	N/A	50,405	1%	No
No	1055 (39%)	C	-70,879	-1%	No	1057(27%)	N/A	120,876	1%	No
No	1156 (32%	B	-	0%	No	1164 (32%)	N/A	295,920	3%	No
No	430 (37%)	C	9,922	0%	No	430(9%)	N/A	11,892	1%	No
No	1322 (33%)	A	3,745,223	30%	No	1331 (15%)	A	3,730,123	34%	No
No	572 (38%)	C	278,685	4%	No	420 (37%)	N/A	44,976	1%	No
No	588 (100%)	C	56,717	1%	No	757 (100%)	N/A	1,053,733	14%	No

Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
2019-2020				
Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
896 (39%)	A	447,333	5%	Yes
1032 (0%)	N/A	Do not Manage	Do not Manage	Do not Manage
N/A	N/A	N/A	N/A	N/A
1299 (44%)	N/A	0	0%	No
481 (36%)	D	(75,885)	-1%	No
427 (48%)	N/A	(4,670)	-0.1%	No
594 (14%)	B	95,372	1%	No
N/A	N/A	N/A	N/A	N/A
764 (0%)	N/A	30,396	0%	No
N/A	N/A	N/A	N/A	N/A
664 (43%)	N/A	758,220	12%	No
269 (55%)	D	(73,383)	-2%	No
1704 (1%)	N/A	157,986	1%	No
677 (22%)	N/A	466,321	8%	No
205 (16%)	N/A	(1,339,857)	-71%	No
644 (72%)	N/A	416,450	7%	No

499 (38%)	N/A	697,274	19%	No
579 (63%)	N/A	0	0%	No
1291 35%)	N/A	426,570	4%	No
1097 (39%)	N/A	1,994,334	22%	No
901 (30%)	N/A	500,924	7%	No
953 (37%)	N/A	669,858	9%	No
1012 (41%)	N/A	347,618	4%	No
992 (56%)	N/A	76,264	1%	No
941 (43%)	N/A	0	0%	No
1170 (36%)	N/A	418,421	5%	No
532 (50%)	N/A	0	0%	No
1102 (70%)	N/A	37,658	0%	No
901 (56%)	N/A	82,291	1%	No
417 (68%)	N/A	0	0%	No
811 (40%)	N/A	0	0%	No
1128 (30%)	N/A	2,781,063	30%	No
1108 (55%)	N/A	1,919,243	20%	No
466 (49%)	N/A	250,797	7%	No
396 (65%)	B	43,815	1%	No
N/A	N/A	N/A	N/A	N/A
411 (32)	D	18,142	0%	No
799 (57%)	N/A	50,000	1%	No
1989 (73%)	N/A	2,942,486	17%	No
972 (86%)	B	656,741	6%	Yes
959 (99%)	C	5,596,845	46%	No
N/A	C	N/A	N/A	N/A

N/A	N/A	N/A	N/A	N/A
11171 (7%)	C	736,061	5%	No
1024 (85%)	B	202,872	1%	Yes
449 (59%)	N/A	1	0%	No
867 (55%)	N/A	2,401,844	30%	Yes
666 (75%)	N/A	25,906	0%	No
685 (5%)	A	568,778	9%	No
354 (2%)	N/A	836,206	30%	No
727 (47%)	N/A	198,608	3%	No
569 (36%)	A	314,302	6%	No
466 (2%)	C	663,477	17%	No
774 (85%)	B	1	0%	No
1046 (2%)	B	762,737	8%	No
1210 (25%)	B	923,928	9%	No
1518 (45%)	A	1,001,587	8%	No
1077 (5%)	C	1,653,638	18%	No
745 (63%)	A	676,057	11%	No
1197 (5%)	A	561,073	5%	No
1187 (3%)	B	1,657,054	15%	No
519 (52%)	C	799	0%	No
987 (9%)	A	100,373	1%	No
838 (50%)	A	1,058,987	15%	No
1302 (55%)	N/A	1,314,727	13%	No

1060 (87%)	A	721,898	8%	No
1412 (44%)	A	2,319,049	20%	No
1154 (35%)	B	485,911	5%	No
1432 (2%)	C	230,333	2%	No
517 (75%)	B	114,979	2%	No
1021 (75%)	N/A	1,067,637	11%	No
942 (2%	A	0	0%	No
909 (3%)	B	1,302,524	16%	No
452 (2%)	A	50,000	1%	No
900 (1%)	B	2,771	0%	No
751 (91%)	A	50,223	1%	No
1105 (32%)	B	1,416,156	16%	No
707 (90%)	B	2,215,622	25%	No
N/A	N/A	0	0%	No
N/A	N/A	N/A	N/A	N/A
626 (23%)	C	46,985	1%	No
572 (29%)	B	241,928	3%	No
1148 (26%)	C	100,563	1%	No
N/A	N/A	1,818	0%	No
1335 (36%)	B	3,389,402	32%	No
N/A	N/A	N/A	N/A	N/A
782 (100%)	A	264,739	4%	No

ADDENDUM

EE

Draft Contract Between School and ESP

MANAGEMENT AGREEMENT

THIS MANAGEMENT AGREEMENT is made and entered into as of the ____ day of _____, 2019, by and between Charter Schools USA ("CSUSA"), and Florida Charter Educational Foundation, Inc. doing business as (the school), a Florida non-profit corporation (the "Charter School").

RECITALS

WHEREAS, the Charter School has an approved charter application (the "Charter Application") for the operation of (the school) located at _____ to Hillsborough County Public Schools (the "Sponsor") to operate a public charter school; and

WHEREAS, the Charter School has determined that it is in its best interest to contract with a qualified and competent educational service provider to operate the Charter School; and

WHEREAS, CSUSA is in the business of developing, managing, staffing, and operating public charter schools for non-profit boards; and

WHEREAS, the Charter School wishes to hire CSUSA, and CSUSA wishes to be hired by Charter School to manage and operate the Charter School upon the terms and conditions set forth herein; and

NOW, THEREFORE, for mutual and valuable consideration, the receipt and adequacy of which is hereby acknowledged, the parties agree with each other as follows:

ARTICLE I
CONTRACTING RELATIONSHIP

A. Authority. The Charter School represents that it is authorized by law to contract with CSUSA and for CSUSA to provide educational management services to the Charter School. The Charter School further represents that it has a Charter Application which has been approved by the Sponsor to organize and operate a public charter school. The Charter School either has already or will enter into a charter contract with the Sponsor (the "Charter Contract"). The Charter School is therefore authorized by the Charter Application, Charter Contract and the Sponsor to supervise and control such charter school, and is invested with all powers necessary or desirable for carrying out the educational program contemplated in this Agreement.

B. Agreement. The Charter School hereby contracts with CSUSA, to the extent permitted by law, for the provision of all labor and supervision necessary for the provision of educational services to students, and the management, operation and maintenance of the Charter School in accordance with the educational goals, curriculum, methods of pupil assessment, admission policy and criteria, school calendar and school day

schedule, age and grade range of pupils to be enrolled, educational goals, and method to be used to monitor compliance with performance of targeted educational outcomes, all as adopted by the Charter School's Board of Directors (the "Board") and included in the Charter Contract between the Charter School and the Sponsor. CSUSA's obligations to the Charter School shall be only as expressly set forth in this Agreement. Duties required to be carried out for the operation of the Charter School which are not expressly set forth herein as being CSUSA's responsibility shall remain the Board's sole responsibility.

C. Designation of Agents. The Board designates the employees of CSUSA as agents of the Charter School having a legitimate educational interest such that they are entitled to access to educational records under 20 U.S.C. §1232g, the Family Rights and Privacy Act ("FERPA") and other applicable law. The Board, subject to its discretion, hereby authorizes CSUSA to communicate with and negotiate on the Board's behalf with all state and governmental agencies, as directed by the Board.

D. Status of the Parties. CSUSA is a Florida limited liability company, and is not a division or a part of the Charter School. The Charter School is a Florida non-profit corporation or a Limited Liability Corporation with 501(c) (3) IRS designation (pending) authorized by the Charter Contract, and is not a division or part of CSUSA. The parties to this Agreement intend that the relationship created by this Agreement is that of an independent contractor and does not create an employer employee relationship. Except as expressly provided in this Agreement, no agent or employee of CSUSA shall be deemed to be the agent or employee of the Charter School. CSUSA shall be solely responsible for its acts and the acts of its agents, employees and subcontractors. The relationship between CSUSA and the Charter School is based solely on the terms of this Agreement, and the terms of any other written agreements between CSUSA and the Charter School.

ARTICLE II
TERM

This Agreement shall be effective as of the date first written above and shall continue for an initial term consistent with the term of the Charter Contract unless terminated or cancelled earlier in accordance with this Agreement, or for good cause, as agreed by CSUSA and the Charter School. After the initial term, then the term of the Agreement shall be extended (i) to the extent CSUSA performs in accordance with the terms of this Agreement, (ii) in the event that the Charter Contract is extended or replaced, or (iii) in the event the Board approves the extension by express vote. The term of the extension of the Agreement shall correspond to the length of the Charter Contract unless this Agreement is otherwise terminated or cancelled earlier in accordance with this Agreement, or for good cause, as agreed by CSUSA and the Charter School. Nothing contained in this Agreement shall be construed to restrict or prevent the Charter School from entering into a Management Agreement with any other party for any school other than the Charter School that is the subject of this Agreement.

ARTICLE III
FUNCTIONS OF CSUSA

A. Responsibility. CSUSA shall be responsible and accountable to the Board for the operation and performance of the Charter School in accordance with the Charter Contract. CSUSA's responsibility is expressly limited by: (i) the Charter School's Annual Budget, which is to be submitted and approved by the Board as provided in this Agreement, and (ii) the availability of state funding to pay for said services. Neither CSUSA nor the Charter School shall be required to expend Charter School funds on services in excess of the amount set forth in the Charter School's Annual Budget. There is nothing in the Agreement which shall delegate the ultimate authority of the Charter School.

B. Educational Program. CSUSA agrees to implement the Educational Program. In the event CSUSA determines that it is necessary to modify the Educational Program, CSUSA shall inform the Board of the proposed changes and obtain Board approval, and if required under the Charter Contract, approval of the Sponsor. The parties hereto acknowledge that an essential principle of the Educational Program are their flexibility, adaptability and capacity to change in the interest of continuous improvement and efficiency, and that the Charter School and CSUSA are interested in results and not in inflexible prescriptions. Not less than annually, and otherwise as requested, CSUSA will provide the Board with updated reports on progress towards implementing each of the Charter School's educational goals in the Educational Program.

C. Specific Functions. CSUSA shall be responsible for the management, operation, accounting and Educational Program at the Charter School. Such functions include:

1. Perform day-to-day management of the Charter School, in accordance with this Agreement, the non-profit purpose of the Charter School, the Charter Contract and subject to the direction given by the Charter School;

2. Implement and administrate the Educational Program, including the selection of instructional materials, personnel, equipment, technology and supplies, and the administration of extra-curricular and co-curricular activities and programs approved by the Charter School. Perform repeated evaluation, assessment and continuous improvement of the educational curriculum and program development and report findings to the Charter School upon its request;

3. Management, selection, and application of technology services required to facilitate operation of the school;

4. Manage personnel functions, including professional development for the Charter School Administrator and instructional personnel and the personnel functions outlined in Article VI of this Agreement including drafting operations manuals, forms (including teacher offer letters, applications,

enrollment and similar forms), and management procedures, as the same are from time to time developed by CSUSA and as approved or requested by the Charter School;

5. Management of the business administration of the Charter School;

6. Management of the accounting operation, including general ledger management and financial reporting including identifying and applying for non-competitive grants (competitive grants may include fees for application preparation and ongoing management for reporting and compliance), spending and administering any associated grant funding obtained in compliance with the specific terms and conditions of said grants and participating in any audits related thereto, and preparing the proposed annual budget for presentation to the Charter School for modification, amendment or approval; provided that any modifications or amendments shall be approved by express vote of the Charter School and be consistent with the staffing and educational models set forth in the Charter Contract; and,

7. Any other function necessary or expedient for the administration of the Charter School pursuant to the Charter Contract.

D. Purchases. Purchases made by CSUSA on behalf of the Charter School with the Charter School's funds, such as non-proprietary instructional and/or curriculum materials, books and supplies, and equipment will be the property of the Charter School. CSUSA shall own all proprietary rights to, and the Charter School's proprietary interest shall not include, curriculum or educational materials that are developed or copyrighted or similarly protected by CSUSA, including without limitation curriculum or educational materials that are developed by CSUSA with funds from the Charter School. CSUSA's educational materials and teaching techniques used by or at the Charter School shall be subject to disclosure to the extent required by law. This provision does not apply to any capital items leased or purchased by CSUSA with CSUSA's own funds.

E. Subcontracts. CSUSA shall not subcontract the management, oversight or operation of the teaching and instructional program, except as specifically permitted in this Agreement or with approval of the Board. CSUSA reserves the right to subcontract any and all aspects of all services it agrees to provide to the Charter School.

F. Place of performance. CSUSA reserves the right to perform functions other than instruction, such as purchasing, professional development, and administrative functions, off-site, unless prohibited by state or local law.

G. Ongoing Student Recruitment. CSUSA shall develop and manage ongoing recruitment of students subject to general recruitment and admission policies of the Charter School. Students shall be selected in accordance with the procedures set forth

in the charter Contract and in compliance with applicable laws. CSUSA shall present a plan to the Charter School to solicit and recruit enrolment of students by various means, which may include but shall not be limited to the following: paid and unpaid media advertisements in a newspaper of general circulation, mailings to parents/guardians of prospective students, word-of-mouth and presentations to interested groups and distribute information through advertisements.

H. Due Process Hearings. CSUSA shall, at the Board's direction, provide student due process hearings in conformity with the requirements of state and federal law regarding discipline, special education, confidentiality and access to records, to an extend consistent with the Charter School's own obligations, and if necessary retain counsel on behalf of the School. The Board shall retain the right to provide due process as required by law.

I. Legal Requirements. CSUSA shall provide Educational Programs that meet federal, state, and local requirements, and the requirements imposed under applicable laws and the Charter Contract, unless such requirements are or have been waived.

J. Rules and Procedures. CSUSA shall recommend reasonable rules, regulations and procedures applicable to the Charter School and is authorized and directed to enforce such rules, regulations and procedures adopted by the Charter School.

K. School Year and School Day. The school year and the school day shall be as required by law and as determined annually by the Board.

L. Pupil Performance Standards and Evaluation. CSUSA shall be responsible and accountable to the Board for the performance of students who attend the Charter School. CSUSA will utilize assessment strategies required by the terms of the Charter Contract. The Board and CSUSA will cooperate in good faith to identify measures of and goals for Charter School students and school performance, including but not limited to academic achievement and parent satisfaction. CSUSA shall perform its duties and responsibilities as set forth in this Agreement to the reasonable satisfaction of the Board.

M. Services to Disabled Students and Special Education. CSUSA shall provide special education services to students who attend the Charter School in conformity with the requirements of state and federal law. CSUSA may subcontract as necessary and appropriate for the provision of services to students whose special needs cannot be met within the Charter School's program, subject to approval of the Board. Such services shall be provided in a manner that complies with local, state and federal laws and applicable regulations and policies. Consistent herewith, the Board acknowledges the individualized nature of services that may need to be provided to disabled and special needs students and the impact that the provision of such individualized services may have on the Annual Budget. The Board and CSUSA mutually agree to adjust the Annual Budget as deemed necessary with respect to the provision of services to disabled and special needs students under this paragraph, as required by law.

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N. Contract between the Charter School and the Sponsor. CSUSA will not act in a manner that will cause the Charter School to be in breach of its Charter Contract with the Sponsor.

O. Unusual Events. CSUSA agrees to timely notify the Board and/or school administrator of any anticipated or known: (i) material health or safety issues, (ii) labor, employee or funding problems, or (iii) problems of any other type that could adversely affect the Charter School in complying with its responsibilities hereunder or its responsibilities under the Charter Contract.

P. Student and Financial Records. All student and financial information related to the Charter School shall be available for inspection at the Charter School upon reasonable request consistent with applicable federal and state laws.

Q. Charter School Records/Proprietary. The financial, educational and student records pertaining to the Charter School are Charter School property, and such records are subject to the provisions of the applicable freedom of information act(s) to the extent required by applicable law. All Charter School records shall be physically or electronically available, upon request, at the Charter School. Except as prohibited under the Charter Contract and applicable law, the Sponsor and the public shall have access to the Charter School's records.

R. CSUSA Performance Goals.

a) Timely submission of required reports set forth in this Agreement;

b) Strict adherence to the approved Annual Budget for the operation and management of the Charter School, with no aggregate cost over-runs; and

c) Such performance goals contained within the Charter Contract and the Charter Application

S. Educational and Other Services. Upon Board approval, CSUSA shall provide certain educational and other services. Such services may include but are not limited to certain technology services, proprietary curriculum and other instructional tools as well as school development services which may be provided by CSUSA, its affiliates or third party entity.

ARTICLE IV
OBLIGATIONS OF THE BOARD

A. Good Faith Obligation. The Board shall be responsible for its fiscal and academic policy. The Board shall exercise good faith in considering the recommendations of CSUSA, including but not limited to, CSUSA's recommendations concerning policies, rules, regulations and budgets. If the Board's unwillingness to adopt CSUSA's reasonable recommendations with respect to policies, rules, and regulations specifically inhibits

CSUSA's ability in implementing the school design as set forth in the Charter Application, CSUSA shall have the option of terminating this Agreement. Any material changes to the Board's bylaws may be grounds for termination by CSUSA to the extent those changes create obligations for CSUSA without prior approval.

B. Assistance to CSUSA. The Charter School shall cooperate with CSUSA in furnishing all information and submitting all forms and reports required in association with this Agreement, including timely notice of all Board meetings. The Charter School shall timely furnish CSUSA all documents and records necessary for CSUSA to properly perform its responsibilities under this Agreement. Governing Board members will comply with mandated compliance requirements and remain current with all such requirements throughout the duration of this agreement.

C. Unusual Events. The Charter School agrees to timely notify CSUSA of any anticipated or known: (i) material health or safety issues, (ii) labor, employee or funding problems, or (iii) problems of any other type that could adversely affect CSUSA in complying with its responsibilities hereunder.

D. Retained Authority. The Board shall retain the authority to make reasonable regulations relative to anything necessary for the proper establishment, maintenance, management, and carrying on of the Charter School, including regulations relative to the conduct of pupils while in attendance at the Charter School or en route to and from the Charter School.

E. Food Service. The Charter School shall be managed, operated and administered by or shall otherwise provide authority to CSUSA to manage, operate and administer the Food Service for the Charter School including but not limited to cause all conditions necessary to satisfy all requirements of the Federal Statutes regarding the National School Lunch Program at 7 C.F.R. §210.1, et seq.

ARTICLE V
FINANCIAL ARRANGEMENTS

A. **Revenues.** Except as hereinafter provided, all monies received by the Board shall be deposited in the Charter School's depository account with a financial institution acceptable to the Board and CSUSA. The signatories on the account shall only be the Board members or designated CSUSA employees designated by the Board. Interest income earned on Charter School depository accounts shall accrue to the Charter School. Except as specifically excluded by the terms of this Agreement, the term "Revenues" shall include all funds received by or on behalf of the Charter School, including but not limited to:

1. Funding for public school students enrolled in the Charter School.

2. Special education funding provided by Federal, State and Local

Governments to the Charter School that is directly allocable to special education students in the Charter School.

3. Gifted and Talented funding provided by Federal, State and Local Governments that is directly allocable to Gifted and Talented students in the Charter School.

4. At-Risk Funding provided by Federal, State and Local Governments to the Charter School that is directly allocable to At-Risk students in the Charter School.

5. Funding provided by Federal, State and Local Governments to the Charter School that is directly allocable to students in the Charter School with limited English proficiency.

6. Federal, State and Local grant sources, including Title I and Charter School startup funds, which is directly allocable to the Charter School.

7. Grants and donations received by the Charter School (except to the extent CSUSA is not required or involved in soliciting, administering, or managing such grants and/or donations).

8. Fees charged to students and others for extra services as and to the extent permitted by law (all of the above are hereinafter collectively referred to as the "Revenues").

The Board may advance funds to CSUSA for the fees or expenses associated with the Charter School's operation provided that documentation for the fees and expenses are provided for Board ratification. The Revenues shall be expended by CSUSA in accordance with the approved Budget and as otherwise authorized by the Board. The expenditure of Revenues received from governmental entities shall be consistent with all applicable regulations and policies, and in the case of private donations, the directives of the donor where applicable. To the extent that there are not sufficient funds in the Operating Account to pay Operating Expenses, CSUSA may, at CSUSA's option, deposit funds into the Charter School Operating Accounting ("Operating Advances"). Operating Advances can only be made in accordance with the approved Annual Budget. The Charter School shall reimburse CSUSA all Operating Advances, together with interest earned thereon from Total Revenues as and when the funds become available; provided, however, that if at the end of each Fiscal Year Total Revenues, after payment of Debt Service and Operating Expense, are insufficient to reimburse all Operating Advances attributable to such Fiscal Year, CSUSA may forgive the un-reimbursed balance of Operating Advances, including interest earned thereon.

B. Budget. CSUSA shall manage the budget, accounting, and financial reporting functions for the Charter School in accordance with the Requests of the Sponsor, the provisions of the Charter Contract and the approved Annual Budget by the Board.

CSUSA shall prepare and submit to the Charter School for its approval for each Fiscal Year (July 1-June 30), an Annual Budget for the Charter School. Each Annual Budget shall state an estimate for the coming Fiscal Year for (i) Total Revenues; (ii) Operating Expenses; (iii) Reserve Expenses; (iv) Audit Expenses; and (v) Fund Balance.

Reserve Expenses means the amount of money reflected in the Annual Budget that CSUSA must deposit into an account for Reserve Expenses. The Reserve Expense Account shall be used for the establishment of reasonable reserves for long-term renewal and replacement of the School Facility or portions thereof. CSUSA shall obtain approval from the Charter School to withdraw funds from the Reserve Expense Account. There shall be a goal of 1% of funding per year for both the reserve and fund balance.

(i) CSUSA shall submit to the Charter School for its review and approval a preliminary Annual Budget for each Fiscal Year for the Charter School, on or before June 30th of the current Fiscal Year. It is the intent of this provision that CSUSA prepare and submit to the Charter School a balanced Annual Budget, which shall provide for full payment of the (i) Total Revenues; (ii) Operating Expenses; (iii) Reserve Expenses, (iv) Audit Expenses and (v) Fund Balance with respect to the Charter School.

(ii) The Charter School must notify CSUSA in writing that it approves the Annual Budget within thirty (30) days of submission by CSUSA, which approval shall not be unreasonably withheld or delayed. If the Charter School does not approve the Annual Budget, the Charter School shall give specific reasons therefore and continue to deposit the balance of Total Revenues into the Charter School Operating Account pursuant to its obligations in Article V. If the Charter School does not approve the Annual Budget within thirty days of submission by CSUSA, Charter School shall be deemed to approve the Annual Budget. CSUSA and the Charter School acknowledge that a Final Budget shall be completed no later than August 1st.

(iii) CSUSA may amend the Annual Budget(s) not less frequently than semi-annually in order to reflect the results of the most recent student count and may make such other modifications as it may from time to time find necessary. Any such amendment shall only be valid if approved by the express vote of the Board. CSUSA shall report any changes upon which the Annual Budget was based within fifteen days after CSUSA becomes aware of any such change.

(iv) CSUSA shall operate and manage the Charter School according to its Annual Budget.

(v) CSUSA shall use reasonable efforts to operate the Charter School within its Annual Budget.

C. Compensation. CSUSA shall receive compensation (the "**compensation**") in the amounts specified in Exhibit "A" hereto, payable monthly in arrears in substantially equal monthly installments during such year. The compensation shall be consistent with all applicable law and regulation. To the extent any compensation shall be unpaid at the

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end of any (past and future) Fiscal Year, such unpaid compensation shall be deferred and due when the School has available net operating revenue.

D. Availability of Funds. CSUSA shall only be required to perform its responsibilities under this Agreement to the extent that there are sufficient Revenues to make payments in accordance with the terms of the Budget.

E. Financial Reporting. CSUSA shall provide the Board with:

1. The projected Annual Budget as required by the terms of this Agreement.

2. Detailed statements of all Revenues received, and detailed statements of all expenditures for services and or expenses rendered or incurred to or on behalf of the Charter School, whether incurred on-site or off-site, upon request.

3. Financial statements by the 30th day of the following month as required by law or charter contract, including a balance sheet and statement of revenues and expenditures.

4. Other information on a periodic basis to enable the Board to (i) monitor CSUSA's performance and the efficiency of its operation of the Charter School, and (ii) furnish reports and information which the Charter School is required to provide pursuant to its Charter Contract and/or applicable laws.

G. Access to Records. CSUSA shall keep accurate financial records pertaining to its operation of the Charter School, together with all Charter School financial records prepared by or in possession of CSUSA, and shall retain all of the said records for a period of time as may be required by the Charter Contract. CSUSA and the Charter School shall maintain the proper confidentiality of personnel, students, and other records as required by law.

H. Review of Operational Budget. The Board shall be responsible for reviewing and approving the Annual Budget of the Charter School as presented by CSUSA.

I. Annual Audit. The Board shall select and retain an independent auditor, to conduct an annual audit of the Charter School in accordance with the Charter School's authorizing documents. Subject to applicable law, all finance and other records of CSUSA related to the Charter School will be made available to the Charter School's independent auditor.

J. Start-up Operating Losses. With Charter School approval, CSUSA may, in its sole discretion, provide funds for operating losses for the Charter School during the startup period. CSUSA advances shall be budgeted and shall be in amounts acceptable to

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CSUSA. CSUSA shall be reimbursed from the Revenues as and when funds are available.

K. Marketing. Marketing and development costs paid by or charged to the Charter School shall be limited to those costs specific to the Charter School program and may include costs for the marketing and development of the Charter School.

ARTICLE VI
PERSONNEL & TRAINING

A. Personnel Responsibility. CSUSA shall select and hire qualified personnel to perform services at the Charter School. Personnel shall be employees of CSUSA, unless otherwise agreed by CSUSA and the Board. Each party shall be responsible for all compensation for their respective employees. The compensation of all employees will be paid in accordance with the approved Annual Budget referenced in Article V of this Agreement. CSUSA shall have the responsibility and authority to determine staffing levels, and to select, evaluate, assign, discipline, transfer and terminate personnel consistent with state and federal law.

B. School Administrator. The accountability of CSUSA to the Charter School is an essential component of this Agreement. Since the responsibility of the School Administrator is critical to the Charter School's success, CSUSA shall have the authority, consistent with state law, to select and supervise each School Administrator and to hold the School Administrator accountable for the success of the Charter School. CSUSA shall consult with the Board with respect to the hiring of the School Administrator, and CSUSA shall remove the School Administrator from the Charter School if the Board is reasonably dissatisfied with his or her performance.

C. Teachers. CSUSA shall determine the number of teachers, and the applicable grade levels and subjects, required for the operation of the Charter School. CSUSA shall provide the Charter School with such teachers, qualified in the grade levels and subjects required, as are required by the Charter School. The curriculum taught by such teachers shall be consistent with the Educational Program. Such teachers may, in the discretion of CSUSA, work at the Charter School on a full or part time basis. If assigned to the Charter School on a part time basis, such teachers may also work at other schools managed or operated by CSUSA. Each teacher assigned to the Charter School shall have such credentials, certifications and experience as may be required under the Charter Contract and applicable laws and shall undergo a criminal background check as if such teacher was employed by the Charter School.

D. Support Staff. CSUSA shall determine the number and the functions of support staff required for the operation of the Charter School. CSUSA shall provide the Charter School with qualified staff to efficiently operate the Charter School in accordance with the Charter Contract. The support staff may, in the discretion of CSUSA, work at the Charter School on a full or part time basis. If assigned to the Charter School on a part time basis, the support staff may also work at other schools managed or operated by CSUSA.

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E. Training. CSUSA shall provide training in its methods, curriculum, program, and technology to all teaching personnel on a regular basis. Instructional personnel shall receive at least the minimum hours of professional development required by applicable laws. Non-instructional personnel shall receive such training as CSUSA determines reasonable and necessary under the circumstances.

F. Limitations on Discretion. All decisions made by CSUSA, and any discretion exercised by CSUSA, in its determination of staffing levels and its selection, evaluation, assignment, discipline, and transfer of personnel, shall be consistent with the approved Annual Budget, local, state and federal law, and consistent with the parameters adopted by the board and included within the Educational Program.

ARTICLE VII
DEFAULT

A. Default. An event of default ("Event of Default") by either party shall be limited to the following:

1. The Charter School fails to make any payment due hereunder within ten (10) days after the date such payment was due.

2. The Charter School materially breaches any of its other obligations under this Agreement and fails to cure such material breach within sixty (60) days after notice of such breach.

3. If CSUSA shall under such law as shall be applicable to it commence any case or proceeding, or file any petition in bankruptcy, or for reorganization, liquidation or dissolution, or be adjudicated, insolvent or bankrupt, or shall apply to any tribunal for a receiver, intervener, conservator or trustee for itself or for any substantial part of its property; or if there shall be commenced against it any such action and the same shall remain un-dismissed for more than sixty (60) days.

4. If CSUSA is found by an administrative or judicial body to have made fraudulent use of funds, or if an administrative or judicial body has revoked any license that may be required for CSUSA to carry on its business and perform its obligations and functions under this Agreement.

5. If CSUSA materially breaches this Agreement. Material Breach includes (i) failure to account for its expenditures or pay the Charter School's operating costs (provided funds are available to do so), (ii) failure to follow policies, procedures, rules or curriculum duly adopted by the Board which is not in violation of this Agreement or the law, or (iii) insufficient progress has made in attaining student achievement objectives of the Agreement and the Charter Contract, and it is not likely that such objectives can be achieved

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before expiration of this Agreement, (iv) if the health, safety, or welfare of the students is threatened, (v) violation of law, (vi) the revocation, suspension or termination of licenses/certifications needed for any Charter School operations solely as direct result of an act or failure to act by CSUSA, and (vii) the revocation by the sponsor of the Charter Contract solely as the direct result of an act or failure to act CSUSA. In the event of a material breach, CSUSA shall have (60) days after receipt of written notice to remedy said breach.

B. Remedies. Upon the occurrence of an uncured Event of Default by either party, the non-breaching party shall be entitled to pursue all remedies available under law or equity, including without limitation, terminating this Agreement upon seven (7) days prior written notice. In the event of termination of this Agreement for any reason by either party prior to the end of this Agreement's term, CSUSA may, for a fee reasonably acceptable to CSUSA, provide the Charter School reasonable assistance for up to thirty (30) days to assist in the transition to another administrative or structural arrangement (although CSUSA shall not be required to provide any assistance to another management company or service provider). However, CSUSA will abide by all state laws that govern transition obligations, including but not limited to:

- Transfer to such entity of all student records;
- Transferring any and all other non-proprietary information and providing necessary assistance to the new program or education service provider to ensure the least disruption of the Charter School operation as a result of the termination of this agreement;
- Transferring and/or assigning to the Charter School all contracts, agreements, licenses, permissions, and other rights and privileges related to the operation of the Charter School; including, at CSUSA's option, assignment of contracts for Personnel.

ARTICLE VIII
INDEMNIFICATION

Each party to this Agreement does hereby indemnify and hold harmless the other, and the Sponsor, and their respective boards of directors, partners, officers, employees, agents, representatives, and attorneys from and against any and all claims, actions, damages, expenses, losses or awards which arise out of (i) its negligence, (ii) its action taken or not taken, or (iii) its noncompliance or breach of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement. As used in this subsection, "party" shall include the party's trustees, directors, officers, employees, agents, representatives and attorneys. Such indemnification may be achieved by the joint purchase of general liability and property insurance policies, or by such other means as the parties may mutually agree.

ARTICLE IX
INSURANCE

A. Insurance Coverage. Each party shall maintain such insurance in the coverage amounts as may be required by the Charter Contract, with the other party listed as an additional insured. Revenues from the Charter School will be used to purchase insurances defined in the Charter Contract to operate the Charter School, including the provision of Directors & Officers Liability insurance for the Board. Each party shall, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this paragraph. Each party shall comply with any information or reporting requirements required by the other party's insurers, to the extent reasonably practicable.

B. Workers' Compensation Insurance. Each party shall maintain workers' compensation insurance as required by the Charter Contract and applicable laws, covering their respective employees.

ARTICLE X
WARRANTIES AND REPRESENTATIONS

A. Charter School Warranties and Representations. The Charter School represents that it has the authority under law to execute, deliver and perform this Agreement and to incur the obligations provided for under this Agreement. The Board warrants that its actions have been duly and validly authorized, and that it will adopt any and all resolutions or expenditure approvals required for execution of this Agreement.

B. CSUSA Warranties and Representations. CSUSA warrants and represents that it is a limited liability company authorized to conduct business in the State of Florida. CSUSA will comply with all registration and licensing requirements relating to conducting business under this Agreement. The Charter School agrees to assist CSUSA in applying for such licenses and permits and in obtaining such approvals and consents.

C. Mutual Warranties. The Charter School and CSUSA mutually warrant to the other that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

ARTICLE XI
MISCELLANEOUS

A. Sole Agreement. This Agreement supersedes and replaces any and all prior agreements and understandings between the Charter School and CSUSA.

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B. Force Majeure. Notwithstanding any other sections of this Agreement, neither party shall be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, embargo, fire, explosion, sabotage, flood, accident, labor strike, or other acts beyond its reasonable control; provided either party may terminate this Agreement in accordance with the termination provisions contained in this Agreement if sufficient grounds exist as provided in the Article of this Agreement governing termination.

C. State Governing Law/Waiver of Jury Trial. The rights of all parties hereto shall be subject to the jurisdiction of and be construed according to the laws of the State of Florida, and subject to venue in Broward County. CSUSA and the Charter School hereby waive the right to a jury trial in any action, proceeding or counterclaim brought by either CSUSA or the Charter School against the other.

D. Agreement in Entirety. This Agreement constitutes the entire agreement of the parties.

E. Official Notices. All notices and other communications required by the terms of this Agreement shall be in writing and sent to the parties hereto at the facsimile number or address set forth below. Notice may be given by: (i) by facsimile with written evidence of confirmed receipt by the receiving party of the entire notice, (ii) certified or registered mail, postage prepaid, return receipt requested, or (iii) personal delivery. Notice shall be deemed to have been given on the date of transmittal or personal delivery if given by facsimile or personal delivery, or upon the date of postmark if sent by certified or registered mail. Notices to the Charter School shall be sent to the current address of the then current Board President or Chairman, with a copy to the then current Board attorney. The address of the parties hereto for the purposes aforesaid, inclusive of the address of the initial Board President or Chairman and Board attorney, are as follows:

Charter School:

Florida Charter Educational Foundation, Inc.
6278 North Federal Highway, #384
Ft. Lauderdale, FL 33308
Phone: 954-562-1671

with a copy to:

Law Offices of Levi Williams, P.A.
Legacy Bank Building
12 S.E. 7th Street, Suite 700
Ft. Lauderdale, FL 33301
Phone: 954-463-1626
Fax: 954-463-1630

CSUSA:

Chairman, Chief Executive Officer
800 Corporate Drive #700
Ft. Lauderdale, FL 33334

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Phone: 954-202-3500
Fax: 954-202-2047

with a copy to:

Tripp Scott, P.A.
Attn: Edward J. Pozzuoli
110 S.E. Sixth Street, 15th Floor
Fort Lauderdale, FL 33301
Phone: 954-525-7500
Fax: 954-761-8475

F. Assignment. Either party may assign this Agreement with the written consent of the other.

G. Amendment. This Agreement shall not be altered, amended, modified or supplemented except in writing and approved by the Board and signed by both the President or Chairman of the Board and the CEO of CSUSA.

H. Waiver. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

I. Cost and Expenses. If any party commences an action against another party as a result of a breach or alleged breach of this Agreement, the prevailing party shall be entitled to have and recover from the losing party its reasonable costs and attorneys' fees (including those incurred at appellate levels).

J. Delegation of Authority. Nothing in this Agreement shall be construed as delegating to CSUSA powers or authority of the Board, which are not subject to delegation by the Board under applicable law.

K. Compliance with Law. The parties to this Agreement agree to comply with all applicable laws and regulations.

L. Compliance with Charter Contract. The parties to this Agreement agree to comply with the terms and conditions set forth in the Charter Contract.

SIGNATURE PAGE TO FOLLOW

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IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

CSUSA

By: _____
Name: _____
Title: _____
Date: _____

Charter School

By: _____
Name: _____
Title: _____
Date: _____

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EXHIBIT "A"

COMPENSATION

Category	Percentage of Revenue
Personnel Management Costs	3.0%
Procurement/Vendor Management Costs	1.0%
Educational Intellectual Property & Curriculum Costs	4.0%
Finance & Accounting Services Costs	2.0%
Support Center General Overhead & Fee	5.0%

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ADDENDUM

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Supplemental Material

THIS IS TO CERTIFY THAT

Charter Schools USA

has met the criteria for educational quality
established by the Cognia Global Commission
and is hereby presented this

Certificate of Accreditation

by the North Central Association Commission on Accreditation and School Improvement, the Northwest Accreditation Commission, and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement.

Valid Through 6/30/2026

Mark A. Elgart

Mark A. Elgart, Ed.D.
President and CEO, Cognia

PLC (Colligere) Calendar

YEAR: 2025-2026

JULY

INTRODUCTION TO CLASSICAL EDUCATION

GROWING CLASSROOM CULTURE THROUGH PARENT PARTNERSHIPS

MISSION, VISION, & BEACONS SYMPOSIUM

ESSENTIALS OF EFFECTIVE TEACHING (SCHOLÉ)

COLLIGERE (PROFESSIONAL LEARNING COMMUNITIES)

AUGUST

TEACHING THE GREAT WORKS

THE SEVEN LIBERAL ARTS

PRINCIPLES OF CLASSICAL PEDAGOGY: TRIVIUM IMPLEMENTATION

CLASSICAL LEARNING FOR ALL STUDENTS

THE WHOLE CHILD (CONDITIONS FOR LEARNING)

SEPTEMBER

SCHOOL DISCIPLINE

DIFFERENTIATED INSTRUCTION

ASSESSING STUDENTS CLASSICALLY (COLLECTE)

EFFECTIVE UPPER & GRAMMAR SCHOOL TEACHING & LEADERSHIP

IMPLEMENTING PROSPERO (SUCCESS BLOCK) EFFECTIVELY

OCTOBER

CLASSICAL PERSONALIZED LEARNING PLANS (PLP)

CONSONE (PLANNING)

BLENDED LEARNING & SMALL GROUP INSTRUCTION & SCHOLAR DEMONSTRATIONS OF LEARNING

THE EFFECTIVE INTEGRATION OF LATIN INSTRUCTION

DATA CHATS

NOVEMBER

GRAMMAR SYMPOSIUM

RESPONDEO (RESPONDING)

LISTENING, SPEAKING & WRITING

SCHOOL CULTURE AND CHARACTER SYMPOSIUM

CLASSICAL TEACHING & LEARNING SYMPOSIUM

DECEMBER

UPPER SCHOOL SYMPOSIUM

FORMAL DEBATE

SOCRATIC METHOD AND SOCRATIC SEMINAR

BEACONS OF VIRTUE IN A CLASSICAL CLASSROOM

JANUARY

SCHOOL CULTURE SYMPOSIUM

ESSENTIALS OF EFFECTIVE LESSON PLANNING

CROSS-CURRICULAR INSTRUCTION & LEARNING

INTEGRATING TECHNOLOGY INTO CLASSICAL EDUCATION

DATA CHATS

FEBRUARY

CULTIVATING A WELL-MANAGED CLASSROOM

STAKEHOLDER COMMUNICATION

DIRECT INSTRUCTION

SUPPORTING SPECIAL POPULATIONS IN CLASSICAL SCHOOLS

MARCH

SUSTAINING COLLEGIALITY

MAINTAINING STAKEHOLDER COMMUNICATION

COOPERATIVE LEARNING

MISSION, VISION, & BEACON ALIGNMENT

APRIL

NARRATION ACROSS DISCIPLINES

MULTISENSORY TEACHING & LEARNING

AWAKENING THE IMAGINATION THROUGH LITERATURE

DATA CHATS

MAY

CONTINUED IMPLEMENTATION OF MARZANO'S HIGH PROBABILITY INSTRUCTIONAL STRATEGIES

SUSTAINING EFFECTIVE TEACHING (SCHOLÉ)

MISSION, VISION, & BEACON SYMPOSIUM

JUNE

ASSESSING STUDENTS CLASSICALLY (COLLECTE)

END OF YEAR STAKEHOLDER COMMUNICATION

YEAR-END COLLIGERE SELF-ASSESSMENT & ACTION PLANNING

CLASSICAL EDUCATION IN AMERICA-PROGRESS & TRENDS

CSUSA Classical Sample PLP Content by Grade Level

Grade	ELA	Math	Social Studies	Science	Beacons of Virtue (Prudence, Fortitude, Temperance & Justice)
K-5	"I will improve my reading and writing skills by reading 2 books by the end of the semester and writing a summary of each book."	"I will improve my multiplication skills by practicing 10 minutes every day for the next month and scoring at least 80% on my next math quiz."	"I will learn the names and locations of all 50 states by the end of the school year."	"I will conduct at least one science experiment on my own and present my findings to the class by the end of the semester."	"I will raise my hand and wait to be called on before speaking in class for the next two weeks." **Practicing Virtue**: Temperance
6-8	"I will participate in at least two class presentations by the end of the semester and receive feedback from my teacher in order to improve my oratorical skills."	"I will improve my math grade by one letter grade by the end of the semester by tracking my progress and keeping a record of my test scores."	"I will improve my understanding of the American Revolution by reading one chapter of a book about the American Revolution every week and taking notes on important events and people."	"I will improve my understanding of the human body by the end of the quarter by creating a model of the human body and labeling the different organs and their functions with at least 80% accuracy."	"I will use a planner to schedule my homework and other activities and review my progress every week." **Practicing Virtue:** Prudence
9-12	"I will improve my public speaking skills by participating in at least two oratorical events by the end of the semester and receiving feedback from my teacher."	"I will improve my geometry skills by completing all of the geometry homework assignments on time and receiving a grade of a B or higher on each assignment."	"I will improve my understanding of ancient civilizations by researching one ancient civilization every month and creating a presentation about their culture, religion, and achievements."	"By the end of the semester, I will improve my understanding of the structure and function of DNA and RNA by scoring at least 90% on the unit test and completing a research	"By the end of the semester, I will improve my respect for others by listening actively, acknowledging different opinions, and avoiding rude or hurtful comments. To achieve this goal, I

				project on a biotechnology topic of my choice. To achieve this goal, I will review the key concepts and vocabulary of DNA and RNA from the textbook and online resources at least once a week.”	will apologize sincerely if I accidentally or intentionally hurt someone’s feelings or dignity. **Practicing Virtue:** Temperance and Justice

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Florida Charter School Application Evaluation Instrument

Each section presents criteria for a response that meets the standard, and these criteria should guide the overall rating for the section. The Strengths and Weaknesses boxes provide space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

Capacity Interview:
Applicants may have the opportunity to present their plan and demonstrate the team's capacity to open and maintain a high-quality charter school as well as to answer questions about their proposal. Any information or evidence from the capacity interview that is used by the sponsor as a basis for denial of the application must be properly documented by means of a recording or transcript.

The following definitions should guide the ratings:

Meets the Standard:	The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.
Partially Meets the Standard:	The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.
Does Not Meet the Standard:	The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue in concept or ability to meet the requirement in practice.

Authorizers are encouraged to align their application review process with the Florida Principles and Standards for Quality Authorizing.

OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST

Would you recommend approval of this application for a public charter school? Explain your recommendation in the Summary Comments section, below.

DENY	APPROVE
☐	☒

PARRISH CLASSICAL PREPARATORY ACADEMY

Name of Person Completing Assessment: Final Evaluation Date: 6.23.2025

Title: Compiled by Dr. Valerie Moore Hyer, Coordinator, Charter Schools

Signature: *Dr. Valerie Moore Hyer*

I. Educational Plan

The education plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.

1. Mission, Guiding Principles and Purpose

The Mission, Guiding Principles and Purpose section should indicate what the school intends to do, for whom and to what degree.

Statutory References:
s. 1002.33(2)

Evaluation Criteria:
A response that meets the standard will present:

- A clear and compelling mission and vision statement that defines the guiding principles and values of the school.
- Adequate references to evidence that the application fulfills the statutory guiding principles and purposes for charter schools. (Note: the substance of each addressed principle and purpose will be evaluated within appropriate application sections.)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths
PCPA's mission is concise and aligned to both their data driven curriculum and key classical education tenets. (p.2) The mission notes that data will drive instruction and the selection of curriculum. (p. 3)
Concerns and Additional Questions
The application lacks specificity on how the tenets of Classical Education will be integrated into daily instruction. (pp. 1,2) The Executive Summary states the charter will open in 26-27 with 641 students, however the calculations for budget (Attachment X) purposes use 710 students. (pp. 1, 572) *Note Questions (1, 3) from the Capacity Interview were responded to resolving Sponsor additional questions.

2. Target Population and Student Body

The Target Population and Student Body section should describe the anticipated target population of the school and explain how the school will be organized by grade structure, class size and total student enrollment over the term of the school's charter.

Statutory Reference(s):

s. 1002.33(10)

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the students the charter school intends to serve including any target populations in accordance with Florida law.
- Alignment of the targeted student body with the overall mission of the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☒	☐

Strengths

CUSA used ESRI data for market analysis and enrollment projections. (p.7)

PCPA will serve Manatee County students in the vicinity of Parrish but open to all students in the county and Florida eligible for school choice. (p.6)

The targeted population is in alignment with the community and other school demographics, p. 5.

The application will comply with Florida Statutes and class size compliance. (p.7)

Concerns and Additional Questions

PCPA plans to open in the vicinity of Parrish in Manatee County, but an exact site has not yet been established. (p. 6)

In this section, there is no clear alignment between the targeted student body with the overall *mission* of the school. (evaluation criteria, pp.5- 8)

The proposed capacity of school may exceed projected growth, in the immediate area, with new district schools opening, and other schools planned to open by other entities. Table 2.1 does not take into consideration new schools opening in 2025-2027 school years. (pp. 5,8)

In Table 2.2, the number of students does not match the Executive Summary (641 vs 710). (pp. 3, 7, 572)

*Note
Questions (2, 7) from the Capacity Interview were responded to but did not completely resolve Sponsor questions. The applicant did not align the target population with the mission of the school as required in Evaluation Criteria above.

3. Educational Program Design

The Educational Program Design section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Statutory Reference(s):
s. 1002.33(7)(a)2.

Evaluation Criteria:
A response that meets the standard will present an educational program design that:

- An educational program design that:
  - Is clear and coherent;
  - Is based on effective, experience or research-based educational practices and teaching methods, and high standards for student learning;
  - Aligns with the school's mission and responds to the needs of the school's target population, and
  - Is likely lead to improved student performance for the school's target population.
- A proposed daily school schedule and annual calendar that complies with statutory requirements for annual number of instructional minutes/days and aligns with priorities and practices described in the educational program design.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths

The applicant has scheduled uninterrupted 90 minute ELA block with additional instruction for reading interventions during the Success Block. (p. 33)

Description of the use of Marzano's structure of "school-level, teacher-level, and student-level factors" creates a comprehensive approach to an educational program. (pp. 16-18)

The applicant meets requirements for the following: class size; K-5 PE requirements; 6-8 PE requirements of 1/2 semester yearly; ELA K-5 requirements of 150 min weekly. (p.22)

CSUSA Education Model will serve as the foundation for program design and instructional delivery guide. (p.9) This education model focuses on effective delivery

of a Guaranteed and Viable Curriculum (GVC) that facilitates student mastery. (p.10)

PCPA will implement the Trivium and key tenets of classical education along with the established data driven CUSA model. (p.9)

PLCs will focus on scholar-centered and data-driven focus, especially targeting small groups. (p.12)

Success Block will be offered to address interventions, remediation and enrich scholars who are above grade level. (p.15)

Personalized learning plans will be created not just to target academics, but acquisition of the Beacons of Virtue. (p.15) Sample shared on Addendum FF (p.639-640)

A sample daily schedule is available for all grade levels and the annual calendar (p. 19, Attachment B-pp.145-147)

Concerns and Additional Questions

The Classical Trivium model is defined, but integration into the education program is not specific. (p.9)

The application does not define specific instructional strategies for advanced classical students. (p.9)

CUSA proposes to use its education framework and key tenet of classical education. This hybrid classical model may not be apparent to families looking for a true or fully classical model. (pp. 9-11)

For parents withdrawing students during the school year, the withdrawal form needs to be completed and signed by the custodial parents. (p.253)

*Note
Question (3) from the Capacity Interview was responded to resolving Sponsor questions and concerns over integration of Classical tenets with the CUSA GVC.

4. Curriculum Plan

The Curriculum Plan section should explain not only *what* the school will teach but also *how* and *why*.

Statutory Reference(s):
s. 1002.33(6)(a)2.; s. 1002.33(6)(a)4.; s. 1002.33(7)(a)2.; s.1002.33(7)(a)4.

A response that meets the standard will present a curriculum plan that:

- Provides a clear and coherent framework for teaching and learning;
- Is research-based;
- Is well-aligned with the school's mission and educational philosophy;
- Provides an emphasis on reading;
- Will enable students to attain Florida standards and receive a year's worth of learning for each year enrolled; and
- Will be appropriate for students below, at, and above grade level.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☒	☐

Strengths

The Guaranteed and Viable Curriculum is aligned with Understanding by Design, or targeted instruction based on backwards planning. (p.21)

The applicant indicates the use of Marzano strategies, which are research based. (p. 28)

The Comprehensive Core Reading Program includes all six areas of reading. The school will use CKLA to meet all areas of reading instruction in K-5 p.33. Teachers will provide additional instruction for student below grade level during Success Block. (p. 33)

The document in attachments (p. 233) indicates appropriate use of interventions for reading.

The application shares the Reading Plan (Attachment D-p.208), which lists all the programs to be used during Reading and Reading Interventions. The Reading Plan also provides a breakdown of what will be taking place for the students that are below, at and above-grade level.

Course Recovery is to be offered by PCPA. (p.39)

Concerns and Additional Questions

There is a heavy dependence on the ESP for curriculum professional development and roll out. The traditional CUSA curriculum is explained, but classical literature is supplemental. (p. 23)

The narrative indicates that middle grades students need to earn 4 credits in math. Per Florida Student Progression, middle grades students must earn 3 'credits' in math in grades 6-8. (p.25)

There is no mention of Middle School courses for Math or a proposed daily schedule. (best practice, p. 25)

The application indicates that in addition to the required high school Social Studies courses, they will also offer more courses to satisfy student interest. The list includes some of the required courses, but there is no comprehensive list of the courses required for graduation. (Florida Statute 1003.4282, p. 28)

History requirements and credits for graduation include World History (1); American History (1), Government (.5), Economics (.5) for a total of 3 credits.
Courses such as Psychology, Political Science, etc, are not required history courses, but electives. Of note, the requirements listed on page 272 of attachment E are correct. (p. 28)

Electives constitute 7.5 credits, not 8 credits, as .5 credit in personal Financial Literacy is now required. No where does it mention the required 0.5 credit of Personal Financial Literacy and Money Management. Language regarding this does not appear in the narrative under any of the core areas. (Florida Statute 1003.4282; p.47)

Students must complete 1 credit in Performing or Fine Arts, and 1 credit in PE/Health.

The CUSA CERP is submitted for Attachment D rather than the required reading curriculum.

A separate reading curriculum for students above or below grade level is not specific, nor is it included, as required by FS 1002.33 (6)(a)(4); Attachment D).

The application indicates PCPA will be using Singapore's Math as the proposed core Math curriculum (p.24), then states (p.25) Savvas Envision will be used as the core Math for grades K-5. Grades 6-12 will use Savvas and Imagine Math to target deficiencies. Attachment C-P.146, shares scope and sequence for Singapore Math. Singapore Math is not directly aligned to B.E.S.T. Math standards. The core math curriculum needs to be identified consistently.

There are significant curricular inconsistencies across the application. This points to concern for the capacity of the applicant in curricular matters. (pp. 24-25)

The application refers to "NGSSS for Science" which is now the Florida State Academic Standards in Science. (p. 25)

The application notes NWEA for benchmark assessments, which is only guaranteed in 5th grade. There is no explanation of how progress monitoring will be conducted for other science classes at other grade levels. (p. 25)

There are no chemistry course offerings except for AP Chem. (p. 26)

The applicant refers to Florida Social Studies Next Generation Sunshine State Standards in K-12, which is now the Florida State Academic Standards for Social Studies. (p. 21)

The application indicates there is a Social Studies curriculum, but there is no specific information shared other than (p.27) HS is McGraw Hill; K-5 embedded in ELA; Middle school no curriculum is listed.

The application notes the Career Planning requirements and will be offering M/J US History with Career Planning to meet this requirement. The statute states, "The course must be Internet-based, customizable to each student, and include research-based assessments to assist students in determining educational and career options and goals. In addition, the course must result in a completed personalized academic and career plan for the student, which must use, when available, Florida's online career planning and work-based learning coordination system." (Statute 1003.4156) There is no language that addresses the instructional materials or the online nature of the completion of the career planning content. (Florida Statute 1003.4156, p. 27)

For data-chats and tracking student progress, there is no indication of what data will be used and how it will be communicated to students and families. (p. 28)

Table 5.3- honors, AP, AICE, IB, and dual enrollment "may satisfy this requirement." For the sake of clarity and continuity, include only the programs PCPA is planning to offer. (p. 47)

There is a lack of a summary of the curricular choices (e.g. textbooks) by core subject and the rationale for each.

There is no mention of Math Intervention and family communication on Progress Monitoring Plan per Rule 6A-6.0533 and F.S. 1008.25 (6).

There are some sections missing Per Rule 6A-6.053 from the Charter USA Reading Plan-Attachment D (p. 209)
-There is no mention of not employing the three-cueing system model.
-There is nothing about dyslexia-specific interventions.
-There is no mention of additional screenings for students demonstrating characteristics of dyslexia (The application only mentions dyslexia for teacher training.)
-No Evidence of Summer Camp for 3rd grade retained students

Attachment D does not include the Reading Curriculum. Per FS 1002.33 (6) (a) (4) a separate curriculum should be presented for students at, above and below grade level. Instead, the CERP is placed in that section. CERP is the "how" of teaching reading; Reading Curriculum is the "what" that is used to teach.

MTSS/RtI is not defined clearly. (p. 37)

Attachments were not listed correctly and information regarding required mathematics interventions for K-4 were not identified in the application.

*Note
Questions (6, 8, 11 ,16, 17) from the Capacity Interview regarding specific curricula, integration of classical tenets, reading, math, MTSS, Personal Finance, were responded to resolving Sponsor questions.
Questions (4, 5, 14, 15) regarding math deficiencies, and monitoring progress of students with specific reading deficiencies such as dyslexia, and lack of Classical Diploma were responded to but were not fully answered.

5. Student Performance, Assessment and Evaluation

The Student Performance, Assessment and Evaluation section should define what students attending the school should know and be able to do and reflect how the academic progress of individual students, cohorts over time, and the school as a whole will be measured.

Statutory Reference(s):
s. 1002.33(6)(a)3.; s.1002.33(7)(a)3.; s.1002.33(7)(a)4.; s.1002.33(7)(a)5.

Evaluation Criteria:
A response that meets the standard will present:

- An understanding of academic accountability provisions and goals mandated by the state.
- An indication that the applicant will hold high expectations for student academic performance.
- Measurable goals for student academic growth and improvement.
- Promotion standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation (if applicable).
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- A proposed assessment plan that is sufficient to determine whether students are making adequate progress.
- Evidence of a comprehensive and effective plan to use student achievement data to inform decisions about and adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.
- Acknowledgement of and general plan to meet FERPA requirements.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☒	☐

Strengths
Use of multiple assessments for progress monitoring measures, NWEA, FAST and

other tools (p. 52).

PCPA application states the school will comply with parental notification required for students demonstrating a substantial deficiency in reading. (p. 39, 254)

PCPA has a plan for goal setting for each elementary grade level (p. 40).

PCPA includes a reading intervention decision tree planning tool for students that will include universal screeners, interventions, and progress monitoring. This chart includes a data-driven decision making document that will guide teachers to interpret data. (p. 233-4)

F.S. 1008.25, which outlines 3rd grade retention, good cause, mid-year promotion, and summer reading camps is followed in application procedures. (p. 274-275)

Documentation in attachments (p. 233) indicates appropriate use of interventions for reading.

The application will use FAST and NWEA (K-2) as a form of progress monitoring. (p.42)

The application presented SMART Goals for the areas of Proficiency, Growth, Closing the Achievement Gap, and Florida A+ school grade. (p.43-44)

Professional Development to be offered in components of Classical Education and other models of instruction. (p. 638; Attachment FF)

FERPA requirements are acknowledged. (p.55)

Concerns and Additional Questions

The information on the Standard Diploma is old information. Changes in 2023-24 are not indicated clearly in the application narrative. (p. 47; 51)

Curriculum folders are largely electronic across the School District of Manatee County. How will PCPA work with electronic student records? (p. 55)

Formative assessment data is the target of Data-Driven focus in PLCs, but no mention of summative assessment is made. (p. 12)

“Students in grades 3–8 will be assessed using the Florida FAST Progress Monitoring assessments in ELA and math.” There is no mention of what instruments will be used for Science and Social Studies. (p. 40)

There is no mention of science and social studies end course state assessments. (p. 41-42)

Progress Monitoring Plan does not include requirements for identifying students with a substantial deficiency in mathematics as outlined in Florida Statute 1008.25 and Rule 6A-6.0533. Math plans are required for students in K-4 and federal law requires ongoing monitoring for students below level in all grades K-12. Information was not readily provided for these other grade levels or areas. (p. 52)

How will PCPA address students that are looking to receive a Classical Diploma?

*Note
Question (6) from the Capacity Interview regarding MTSS was fully answered.
Question (14) from the Capacity Interview regarding a Classical Diploma Option was responded to but not fully addressed.

6. Exceptional Students

The Exceptional Students section should demonstrate an understanding of the requirements of the school to serve all students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

Statutory Reference(s):
s. 1002.33(16)(a)3.

Evaluation Criteria:
A response that meets the standard will present:

- A clear description of the programs, strategies and supports the school will provide to students with disabilities that will ensure appropriate access for students with disabilities and that the school will not discriminate based on disability.
- A clear description of how the school will ensure students with disabilities will have an equal opportunity of being selected for enrollment.
- A comprehensive and compelling plan for appropriate identification of students with special needs to ensure they are served in the least restrictive environment possible, have appropriate access to the general education curriculum and schoolwide educational, extra-curricular, and culture-building activities in the same manner as non-disabled students, receive required and appropriate support services as outlined in their Individual Education Plans and 504 plans, and participate in standardized testing.
- An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student's unique needs through the IEP process.
- An appropriate plan for evaluating the school's effectiveness in serving exceptional students, including gifted.
- A realistic enrollment projection (SWD) and a staffing plan that aligns with the projections.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard

☒	☐	☐

Strengths

The school anticipates the average percentage of ESE students to be enrolled as the district sponsor. (p. 57)

During the pre-enrollment process, marketing materials will reflect that PCPA is a tuition-free charter school that serves all students, including exceptional education students. (p. 57)

School will implement MTSS to ensure academic programs meet the needs of all learners. (p. 58)

Projected ESE hiring numbers seem appropriate for year 1. (p. 60)

There is a thorough explanation of how gifted students will be identified and the establishment of EP's. (p. 60-61)

PCPA will follow all SDMC processes and procedures for determining student eligibility, as well as IEP development and placement decisions.

Gifted student plans will also follow SDMC guidelines and procedures.

PCPA will offer related services such as Speech, Language Therapy, and Occupational Therapy, which will be contracted out. (p. 58)

Concerns and Additional Questions

The staffing plan for ESE lacks specifics, as to how key roles will be filled. (p. 60)

The application indicates that the "school's continuum of services will fall within the full continuum of services provided by the district," but then later indicates that students who need a separate placement will be referred to the district. The statements appear contradictory and does not include offering the full continuum of services. (p. 57)

7. English Language Learners

The English Language Learners section should demonstrate an understanding of the requirements of the school to serve English Language Learner students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

Statutory Reference(s):
s. 1002.33(10)(f)

Evaluation Criteria:
A response that meets the standard will present:

- Demonstrated understanding of legal obligations regarding the education of English Language Learners.
- A comprehensive and compelling plan for educating English Language Learner students that reflect the full range of programs and services required to provide all students with a high-quality education.
- A clear plan for monitoring and evaluating the progress of ELL students, including exiting students from ELL services.
- Demonstrated capacity to meet the school's obligations under state and federal law regarding the education of English Language Learners.
- A realistic enrollment projection (ELL) and a staffing plan that aligns with the projections.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths
Follows Consent Decree and intends to protect ELL students from bias. (p. 62) The application shares their plan to identify, place, and monitor ELL students. (p. 62) PCPA will adhere to the accommodations required by the state and district. (p. 64) PCPA will provide mainstream/inclusion instruction. (p. 64) Instruction will be modified according to the student WIDA level and can-do descriptors. (p. 64) A realistic enrollment projection is available. The enrollment projections were based on trends of neighboring district and charter schools. (p. 62) The school will be following SDMC ELL plan. (p. 62) The school plans to have a Parent Leadership Council to help with communication of all stakeholders. (p. 63) The instruction model to be offered by the school will be mainstream/inclusion the first year and if needed it will adjust according to population needs. (p. 64)

Concerns and Additional Questions

ELL Coordinator will be a shared position (.5) in year 1 (p. 87, Staffing Plan).

Be sure to track number of ESOL students enrolled to ensure that either ESOL teachers or ESOL paraprofessionals are hired to support students.

8. School Culture and Discipline

The School Climate and Discipline section should describe the learning environment of the school and provide evidence that the school will ensure a safe environment conducive to learning.

Statutory Reference(s):
s. 1002.33(7)(a)7.; s. 1002.33(7)(a)11.

Evaluation Criteria:
A response that meets the standard will present:

- A planned school culture that is consistent with the school's mission and congruent with the student discipline policy.
- An approach to classroom management and student discipline that is consistent with the overall school culture and philosophy.
- Recognition of legal obligations and children's rights related to enforcing student discipline, suspension, and recommended expulsion, including the school's code of conduct, if available.
- Consideration of how the code of conduct will apply to students with special needs.
- Appropriate and clear roles of school administrators, teachers, staff, and the governing board regarding discipline policy implementation.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☒	☐

Strengths

Character Education is noted in the application. (p. 16)

School culture will be developed through participation in PLCs (Colligere), grade-level meetings, professional learning, mentoring, and participation in the Parent Teacher Committee. he development of the school culture will incorporate the five areas of Marzano's research for achieving a safe, orderly, and positive academic environment (p. 68)

PCPA has developed and outlined a schoolwide behavior plan which will establish clear guidelines and expectations for appropriate behavior on campus, school-sponsored events, promoting a safe and supportive learning environment. (p. 69)

Alignment of a selected PBIS model to align with the MTSS framework is appropriate (p. 70).

The school principal will lead the development of a schoolwide culture which involves all stakeholders. (p. 68)

The character development plan will target five behavioral competencies-Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. (p. 70)

The application discusses bullying, zero tolerance and the importance of reporting. (p.71)

The school plans to utilize SDMC Student Code of Conduct. (p. 72)

Concerns and Additional Questions

Discipline for Special Populations such as ESE, 504 is not specified. (p. 68-72)

Charter grievance policy is not outlined for parents (p. 72, Attachment G).

Character Development is outlined on page 70 and does not mention the Beacons of Virtue, rather, it discusses CASEL. (p. 70) Concern exists that there are too many programs presented rather than streamline choices based on the Classical Model. (p. 70)

No details were provided in the application regarding who would provide health services to students other than mentioning "nurse" on the organization chart on p. 451 of the application; however, on page 483 of the application, there is not a job description for a nurse but instead for a "School Health Aide."

The job responsibilities listed under the "School Health Aide" are duties that **u**nder Florida statute 1006.062 and the Florida Nurse Practice act (chapter 464, Florida Statues) cannot solely be the responsibility of an unlicensed assistive personnel or UAP.

Per statute 1014.06, the application lacks specific processes obtaining parental consent for students to receive health care services.

Implementation of the required Mental Health plan is mentioned, but nothing is noted in relation to the required 80% training. (p. 71; F.S.1006.041)

9. Supplemental Programming

The Supplemental Programming section should describe extra and co-curricular activities offered by the school. This section is optional.

Statutory Reference(s):
NA

Evaluation Criteria:
A response that meets the standard will present:

- A clear description of extra- and co-curricular activities that support, and do not detract from, the educational program.
- Evidence of an adequate funding source for extra- and co-curricular activities.
- Lack of supplemental programming may not be a basis for denial.

Strengths
The school will base supplemental programs on desires of community. (p. 73) The use of partnerships, budget, and stipends to fund supplemental programming was addressed. (p. 73)

Concerns and Additional Questions
There is no dedicated budget for supplemental activities. Potential student costs, especially those related to competitions, were not listed or how they would be inclusive of all students, regardless of ability to pay. (p. 73)

II. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be governed and managed. It should present a clear picture of the school's governance and management priorities, what responsibilities various groups and people will have, and how those groups will relate to one another.

10. Governance

The Governance section should describe how the policy-making and oversight function of the school will be structured and operate.

Statutory Reference(s):
s. 1002.33(7)(a)15.; s. 1002.33(9)

Evaluation Criteria:
A response that meets the standard will present:

- A governing board that is legally structured, or has a plan to organize in conformity with the laws of Florida.
- A clear description of the governing board's roles, powers, and duties that are consistent with overseeing the academic, organizational, and financial success of the school.
- Appropriate delineation between governance and school management roles.
- At least the core of the Governing Board is identified that has a wide range of knowledge and skills needed to oversee a charter school.
- A board structure (e.g. bylaws and policies concerning member selection, committees, meeting frequency) that supports sustainable and effective school governance.
- Evidence that applicant understands and intends to implement open meeting and records laws.
- Clear policy and plan for dealing with conflicts of interest.
- Appropriate and clear role for any advisory bodies or councils if included.
- An outline of a grievance process (or policy) that will simultaneously address parent or student concerns and preserve appropriate governance and management roles.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths
The Board structure meets legal compliance. (F.S. 1002.33(9); p.74) Clear description of governing board and and roles. (p. 77) A core governing board has been identified with a wide range of knowledge and experience (p. 77-78) The application states that it will follow open meeting schedules and posting requirements. (p. 76; F.S. 1002.33(9)) The application implements a code of ethics/conflict of interest policy in Attachment K. (p. 392) Procedures for addressing grievances and complaints from students and parents, and resolution of discriminatory practices have been established. (p. 82)

Concerns and Additional Questions
*Note Question (10) from the Capacity Interview was responded to answering a Governance scenario question.

11. Management and Staffing

The Management and Staffing section should describe how the day-to-day administration of the school's operations will be structured and fulfilled.

Statutory Reference(s):
s. 1002.33(7)(a)9.; s. 1002.33(7)(a)14.

Evaluation Criteria:
A response that meets the standard will present:

- An organizational chart or charts that clearly and appropriately delineate lines of authority and reporting.
- A management structure that includes clear delineation of roles and responsibilities for administering the day-to-day activities of the school.
- Identification of a highly-qualified school leader or a sound plan for the recruitment and selection of the school leader.
- A viable and adequate staffing plan.
- A sound plan for recruiting and retaining highly-qualified and appropriately-certified instructional staff.

Meet the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths

Job descriptions are included describing roles, responsibilities and qualifications. (p.86)

PCPA includes a plan for the teacher selection process to ensure teachers are highly qualified. (p. 89)

PCPA will monitor certification status of employees. (p. 90)

To maximize the number of certified teachers at the school and assist teachers in obtaining their certification, CSUSA has implemented the New Educator Prep Program and Florida Teachers of Tomorrow programs.(p. 90)

The application has a pre-organization chart, a governance level organization chart, a year one organizational chart and a five-year organization chart, presented in Attachment M. (pp. 440-444)

PCPA has a breakdown of job descriptions and qualifications including School Principal as well as Instructional and non-instructional staff, etc. (Attachments N; O; P)

The application presents the staff handbook offering details of policies, procedures, compensations, benefits and more. (pp. 499-545)

Concerns and Additional Questions

The staffing plan does not fully address staff attrition, and how the school will retain staff. The teacher credentialing and certification process is not fully explained. (p. 89)

There are positions mentioned in Table 11.1 that are not on the organizational charts and do not have a job description, specifically Other Support and Plant Operations-Hourly. (p. 87)

There is a job description for Instructional Specialist, but in Table 11.2 there is an Instructional Aide position listed. Are these one and the same? (p. 87)

Reading Intervention Teacher – Job Requirements: Reading Intervention teachers (especially those who provide tier 3 interventions) must be certified in Reading or have a Reading Endorsement on their current teaching certificate. FDOE requirement, Rule 6A-6.053, F.A.C. (p. 496)

The counselor position qualifications listed (p. 461) are not in line with state statute. The state no longer recognizes guidance counselors per State Board of Education Rule 6A-4.0181 and requires a master's degree in school counseling to obtain a school counseling certificate.

*Note
Question (18) from the Capacity Interview was responded to resolving Sponsor questions.

12. Human Resources and Employment

The Human Resources and Employment section should define the policies and procedures that frame the school's relationship with its staff.

Statutory Reference(s):
s. 1002.33(7)(a)14.; s. 1002.33(12)

Evaluation Criteria:
A response that meets the standard will present:

- A clear explanation of the relationship between employees and the school.
- Description of the school leader and teacher evaluation plans, or outline of such plans, which align with the Student Success Act as defined by state law.
- A compensation and benefits plan or outline of such a plan that is aligned with Florida's Student Success Act, and will attract and retain quality staff.
- Procedures that are likely to result in the hiring of highly-effective personnel.
- Policies and procedures that hold staff to high professional standards or a plan to develop such policies and procedures.
- An effective plan to address any leadership or staff turnover.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths

Teacher Evaluation has multiple components and aligns with statutory requirements (F.S. 1012.34; p. 91).

The application has addressed the required evaluation criteria in a clear, systematic, and detailed manner, including documents in the attachments.

All employees will be employees of Charter USA. (p. 91)

The application shares the initial compensation plan and a performance-based compensation plan, which discusses merit increases. (p. 92)

Attachment R contains employee handbook, which is reviewed during the NTI orientation and training. There are policies and procedures to hold staff to high professional standards.

The plan to deal with teacher turnover involves daily/permanent substitute teachers and hiring replacement leadership from within the CUSA network. (p. 95)

Concerns and Additional Questions

Strategies for reducing teacher and leadership turnover are minimal. (p. 93).

PCPA will work with the district to process fingerprinting and background checks. (P.94) The AHCA Clearinghouse is the new system to be used per DOE guidelines for fingerprints and background checks.

13. Professional Development

The Professional Development section should clearly describe the proposed expectations and opportunities for administrators, teachers, and other relevant personnel.

Statutory Reference(s):
NA

Evaluation Criteria:
A response that meets the standard will present:

- Professional development activities for administrators and instructional staff that align with the educational program and support continual professional growth as well as growth in responsibilities related to specific job descriptions.

Strengths

Uses Continuous Improvement Model (CIM) to inform Professional Development. (p.96)

PCPA will use DuFour's Professional Learning Community (PLC) model. (p. 12)

School will offer monthly professional development for teachers with sample agenda provided. (p. 219)

School will hire a curriculum specialist to help support reading. (p. 11)

Support team members will provide targeted support for instructional staff implementing ESE, RTI, and ESOL programming. (p. 97)

The school has a plan for measuring instructional professional development. (p. 97)

Table 13.1 and 13.2 shared the core components of professional development for administrators and instructional staff. (pp. 97-98)

Attachment FF provides a calendar of professional development for the school year. This also incorporates Classical Education training. (p. 638)

Concerns and Additional Questions
Training for non-instructional staff is not specific. (p. 96-98).

14. Student Recruitment and Enrollment

The Student Recruitment and Enrollment section should describe how the school will attract and enroll its student body.

Statutory Reference(s):
s. 1002.33(7)(a)7.; s. 1002.33.(7)(a)8.; s. 1002.33(10)

Evaluation Criteria:
A response that meets the standard will present:

- A student recruitment plan that will enable the school to attract its targeted population.
- An enrollment and admissions process that is open, fair, and in accordance with applicable law.
- A plan and process that will likely result in the school meeting its enrollment projections.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☒	☐

Strengths
The application complies with controlled open enrollment. (p.99, F.S. 1002.31) PCPA will be a school of choice for Manatee County and open to any eligible student

in Florida. (p. 99)

A wide range of recruitment techniques are described that align with the targeted population. (p. 100-101)

The application demonstrates a marketing and student recruitment plan. (p.99-101)

The application provides PCPA enrollment processes and procedures and enrollment preferences. (p. 102)

Table 14.1-Tentative enrollment schedule. (p. 103)

Concerns and Additional Questions

Enrollment contingency plans are not discussed. (pp. 99-103)

*Note
Questions (7, 13) from the Capacity Interview were responded to but the applicant did not know of SDMC plans for 5 new schools between 2025-2027. PCPA does not have a contingency plan if building construction is delayed.

15. Parent and Community Involvement

The Parent and Community Involvement section should provide a broad overview of the school's plans to encourage and support parental and community involvement.

Statutory Reference(s):
NA

Evaluation Criteria:
A response that meets the standard will present:

- A general conception of how parents will be involved with the school that aligns with the school's mission and provisions of the educational program. A detailed plan may be developed following approval.

Strengths

Parent Teacher Groups, school surveys and curriculum nights offer opportunities for parental engagement. (p.104-105)

Parents will be asked to volunteer a minimum of 20 hours per school year. (p. 104)

PCPA will have a parent representative to facilitate parental involvement. (p. 105)

Concerns and Additional Questions
Resolving parent disputes lacks clear steps. (p. 105) Minimum required parent volunteer hours between 20-30. This may not be practical for all families. and may not be enforceable. (p. 104)

III. Business Plan

The Business Plan should provide an understanding of how the charter operators intend to manage the school's finances. It should present a clear picture of the school's financial viability including the soundness of revenue projections; expenditure requirements; and how well the school's budget aligns with and supports effective implementation of the educational program.

16. Facilities

The Facilities section should provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs.

Statutory Reference(s):
s. 1002.33(7)(a)13.; s. 1002.33(18)

Evaluation Criteria:
If a facility is acquired, reviewers will look for:

- Evidence that the proposed facility complies with all applicable laws, regulations, and policies and can be ready for the school's opening OR a timeline to ensure the facility will be in compliance and ready by school's opening.
- A facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school has the necessary resources to fund the facilities plan.
- A reasonable back-up plan should the proposed facility plan fall through.

If a facility is not yet acquired, reviewers will look for:

- A realistic sense of facility needs.
- A plan and timeline for securing a facility that is appropriate and adequate for the school's program and targeted population.
- Reasonable projections of facility requirements.
- Evidence that the school has the necessary resources to fund the facilities plan.
- Adequate facilities budget based on demonstrated understanding of fair market costs.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☒	☐

Strengths
Construction is managed by CUSA, with extensive experience building schools. (p. 107)

The applicant narrates what appears to be a well thought out plan with proposed alternates for facilities acquisition.

The application plans for a newly constructed building which will meet all commercial and safe codes requirements. (p. 106)

There are two phases planned for construction, phase 1 will begin with grades K-7 and phase 2 will house grades 8-12. The construction plans discusses two, two story buildings, plus a large multipurpose room. (p. 106)

The charter plans on one of the following to be the source for financing of the construction; Developer finance, Third-party private investor financing; or tax-exempt bond. (p. 107)

Concerns and Additional Questions

The budget for the new multi-million-dollar facility is not detailed. (p. 106)

There are no cost guarantees from contractors or suppliers. (pp. 106-108)

Construction timelines may not consider unforeseen circumstances with land development, and other construction-related delays. (p. 108).

A potential site identified but not secured. (p. 106)

The applicants' proposed facilities cost model will need to be adjusted for today's construction market. Based on the number of students proposed, utilizing the multi-purpose area for a cafeteria in theory sounds like an adequate plan. However, this will create challenges for shared use as proper cleanup will take away from time available for area use. (p. 106)

*Note
Question (13) from the Capacity Interview was responded to resolving most of the Sponsor questions and concerns over construction costs and timeline. There is no current contingency plan for construction delays. A reasonable back up plan is required in the Evaluation Criteria.

17. Transportation

The Transportation section should describe how the school will address these services for its student body.

Statutory Reference(s):
s. 1002.33(20)

Evaluation Criteria:
A response that meets the standard will present:

- An outline of a reasonable transportation plan that serves all eligible students and will not be a barrier to access for students residing within a reasonable distance of the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths
It appears that PCPA will not provide transportation at this time. If in the future the school decides to offer transportation to students, then plans to enter a contract with a licensed vendor with the contract including qualified bus operators, personnel for bus monitoring, fuel, maintenance of vehicles and all required training/ compliance would be required. (p. 109) The application states that the vendor will furnish proof that it meets or exceeds all applicable rules and regulations governing student transportation (p. 109) If/when PCPA enters a contract with a vendor SDMC will conduct an audit of the vendor to ensure compliance with all local, state and federal laws. Appropriate requirements for determining ridership eligibility. (p. 109)

Concerns and Additional Questions
Transportation will not be provided in general. The application indicates the charter may be providing one bus for Special needs. There is no determination as to whether this will comply with IEP transportation needs and requirements of enrolling special needs students. (p. 109)

18. <u>Food Service</u>
The Food Service section should describe how the school will address these services for its student body.

Statutory Reference(s):
s. 1002.33(20)(a)1.

Evaluation Criteria:
A response that meets the standard will present:

- A food service plan that will serve all students and makes particular provisions for those students who may qualify for free or reduced price lunch.
- A food service plan that places an emphasis on quality, healthy foods.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths
The charter plans to participate in the National School Lunch Program. (p. 110) If partnering with the school district is not available, the school plans to pursue a contract with a Food Service Management Company through a formal procurement process. (p. 110) The school's board will select a person responsible for working with the National School Lunch Program paperwork and requirements, if partnering with the SDMC is not available. (p. 110) The application discusses the facility, the requirement of point of service station, point of sale system to track the meals, distribution of FPL applications, and eligibility. (p. 110)

Concerns and Additional Questions

19. <u>School Safety and Security</u>
The School Safety and Security section should provide a description of the school's plan to ensure the safety and security of its students and faculty.

Statutory Reference(s):
s. 1002.33(7)(a)11; s. 1002.33(16)(b)8, 12, and 14

Evaluation Criteria:
A response that meets the standard will present:

- A plan that reasonably ensures the safety of students and staff and the protection of the school facility and property. Note that a fully-developed plan will be completed after approval of the application.
- A description of how the school plans to comply with the requirement that at least one safe-school officer is present while school is in session.
- Procedures that clearly demonstrate a plan to respond to active assailant incidents.

- A description of how the school plans to train school staff to respond to active assailant incidents.
- A description of how the school will establish a team to assess and intervene with individuals whose behavior may post a threat to the safety of staff or students.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☒	☐

Strengths

SSO staffing plan includes back up of Guardian Program. (p. 111)

To comply with § 1006.12, F.S., PCPA will work to partner with the County Sheriff's Office and/or the local police department to arrange for a School Resource Officer (SRO) to be on campus during designated school hours. If the local Sheriff's Office and/or local police cannot provide an SRO, PCPA may partner with a security vendor that assists schools in staffing a Safe Schools Officer (SSO). (p. 111)

The application section for threat assessment is very detailed. It explains the FL Model process and procedures as described in state statute and manual.

The application states the school plans to establish an Emergency Management Plan.

The Tap App system will be used for Alyssa's alert system. (p. 112) The school will also incorporate Tap App student for anonymous reporting.

The applicant has developed Standardized Operating Procedures for active assailant/shooter incidents. (p. 113)

The applicant plans to establish a Threat Management Team. (p. 114-115)

The application discusses the preparedness activities, which include planning, training, drills, and evaluation. (p. 113)

PCPA application also describes how it will communicate with parents/guardians. (p. 117-118)

The school will have two individuals trained for SESIR. (p. 118)

Concerns and Additional Questions

PCPA does not identify how they will provide annual training on the active assailant response plan as required by FS 1007.07(6).

The application should only reference the state statute as it pertains to guardian

training, rather than specific training models.

Establish a schedule to test the functionality and coverage capacity of all emergency communication systems to determine if adequate signal strength is available in all areas of the school campus. The last paragraph on (p. 112) should also reference this statute. (F.S. 1006.07(4)(5)(e))

All incidents related to school safety and discipline, and all disciplinary action required to be reported, will be immediately reported in the SESIR system in a timely manner consistent with ss 1006.08(9) F.S.- Schools are required to input SESIR incidents in the SDMC student information system which is then sent to FLDOE. (p. 118)

Under subsection C: the following are suggested edits to the narrative:

- (p. 114) 1st paragraph should read "CLPS will also provide access to training for staff to respond to a wide variety of threats."
- (p. 114) 2nd paragraph, remove the word digital in the first sentence.
- 4th paragraph, (last paragraph p. 115) remove the first sentence. Also 2nd sentence "in" should be changed to "is".
- Delete 2nd to last bullet in narrative. (p. 117)

20. Budget

The Budget section should provide financial projections for the school over the term of its charter.

Statutory Reference(s):
s. 1002.33(6)(a)5.; s. 1002.33(6)(b)2.

Evaluation Criteria:
A response that meets the standard will present:

- Budgetary projections that are consistent with and support all key aspects of the application, including the school's mission, educational program, staffing plan, and facility.
- A realistic assessment of projected sources of revenue and expenses that ensure the financial viability of the school.
- A sound plan to adjust the budget should revenues not materialize as planned.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☒	☐

Strengths
Contingency budgets are provided for 90% and 75%. (p.120; p. 576-578)

Budget estimations are reasonable and include areas of staffing that are being covered by contracts: Food Service, Security, Custodial (Excel spreadsheets for attachments W, X, Y).

All salaries are accounted for in accordance with the provided staffing plan (p. 87, attachments W, X, Y).

An operating budget has been shared in Attachment X (p. 571) with the Revenue worksheet on Attachment W. (p. 568)

Concerns and Additional Questions

There is a lack of alignment between the programmatic goals and budgeted line items (Attachment X) – for example curriculum materials specific to classical education.

The five-year forecast identifies a negative fund balance for the first 3 years of operation. (p. 575) These are not audited financials but provided to support strength of a possible charter. Florida Statute Title XIV, Chapter 218, Section 218.39 (5)(b) states in part: A fund balance deficit in total or a deficit for that portion of a fund balance not classified as restricted, committed or non-spendable, or a total or unrestricted net assets deficit, as reported on the fund financial statements of entities required to report under governmental financial reporting standards or on the basic financial statements of entities required to report under not-for-profit financial reporting standards.

The per student allocation calculation does not take in account the management fee, therefore increasing the per student allocation. This fee is directly related to the FTE payment amount and should be included in total FTE amount. The applicant listed the management fee as a separate line item on the financials. The budget overstated the per student allocation used in calculations of the financials, therefore overstating the revenue yearly.

Pages 569-line 15 and 571-line23. Page 574 Fee to Authorizer.
Example for year one is:

FTE total per application	$5,902,695	Students 710	Per student	$8,650.00
FTE total correction	$5,794,576	Students 710	Per student	$8,487.83

The applicant uses the district average for the ESE students, not the charter's average without sufficient evidence to support use of the higher rate. The budget has two ESE coordinators and teachers to support the 135 ESE students budgeted. (p.5, 87, 573)

Estimated worksheet number of FTE does not equal the projected amount. Example

Program Total number of FTE's adds up 709 (p. 567), however the total shows 710.

The Executive summary identifies year one FTE as 641 and budgeted FTE has 710. (p. 3, 7, 572)

Referendum funding is not guaranteed beyond the 28/29 school year. (p. 573)

Revenues/Expenses are subject to change based on results of legislative session running beyond the May 2nd date. Second calc charter school revenue template was used which shorted the school revenues; not a material amount to make a significant impact on budget or expenses at this point.

*Note
Questions (9, 12) from the Capacity Interview were responded to resolving Sponsor questions regarding the CUSA Management fee. The applicant's response included that they maintain the receivable on CUSA books, but not on the prospective charter financials.

21. Financial Management and Oversight

The Financial Management and Oversight section should describe how the school's finances will be managed and who will be responsible for the protection of student and financial records.

Statutory Reference(s):
s. 1002.33(6)(a)5.; s. 1002.33(7)(a)9.; s. 1002.33(7)(a)11.

Evaluation Criteria:
A response that meets the standard will present:

- A clear description of how the school's finances will be managed, including who (or what contracted entity) will manage the finances. Such plan should contain strong internal controls to ensure appropriate fiscal management and ability to comply with all financial reporting requirements.
- A plan for the governing board to regularly exercise oversight over and take accountability for all financial operations of the school.
- Provisions for an annual financial audit.
- Appropriate public transparency of school financial health.
- Appropriate plan to securely store financial records.
- A plan to obtain appropriate and reasonable insurance coverage.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths
CUSA will manage the day-to-day financials and will ensure an annual audit is conducted by an independent CPA firm. (p. 121).

The application has a plan for the governing board to regularly exercise oversight over and take accountability for all financial operations of the school.

Concerns and Additional Questions

Overdependence on CUSA for the charter is not considered. The charter is completely reliant on the ESP and Governing Board in all financial matters. (p.121-125)

SWCF will retain control of school financials. (p. 121)

22. Start-Up Plan

The Start-Up Plan should provide a clear roadmap of the steps and strategies that will be employed to prepare the school to be ready to serve its students well on the first day of operation.

Statutory Reference(s):
s. 1002.33(7)(a)16.
Evaluation Criteria:
A response that meets the standard will present an action plan that:

- Provides a thoughtful and realistic implementation plan that covers major operational items and provides flexibility for addressing unanticipated events.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☒	☐

Strengths

The timeline is inclusive start to finish. (p.126)

Concerns and Additional Questions

Contingency plans for delays are not detailed. The timeline for building from permit to opening seems short - less than one year. (p. 127)

Board engagement in the process of start-up is not specified. (p. 126-127)

The application does not have any provision if school does not have the certification of occupancy within 15 days of the first day of school. (p. 126)

*Note
Question (13) from the Capacity Interview was responded to resolving most of the Sponsor questions and concerns over construction costs and timeline. CUSA does

not have a contingency plan at this time.

Addendum

Addendum A: Replications

The Replications section should identify the school to be replicated and provide evidence that the model has been successful in raising student achievement, while also describing the capacity of the organization to operate an additional school.

Statutory Reference(s):
s. 1002.33(6)

Evaluation Criteria:
A response that meets the standard will present an action plan that:

- Evidence that school or model to be replicated demonstrates academic, organizational, and financial success.
- A clear, compelling vision for what is being replicated in terms of essential components of the educational program.
- A convincing rationale for how the school or model to be replicated will successfully serve the proposed target student population.
- A strong justification for changing key components of the original school or model in the proposed school. Such justification should include why the changes will better suit the targeted student population and whether the model is still similar enough to the existing model that comparable successful outcomes are likely.
- Evidence that the applicant group has a sound plan for developing the capacity to replicate an existing school including adequate financial and human resources.

- If applicable, evidence of successful past replications or lessons learned from unsuccessful attempts at replication that will increase the probability that this replication will be successful.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☐	☐

Strengths
N/A this is not a replication.

Concerns and Additional Questions
N/A this is not a replication.

Addendum A1: High-Performing Replications

The High-Performing Replications section should identify the school to be replicated and provide evidence that the proposed school meets the statutory requirements of being a substantially similar model of a school that has been designated as a High-Performing Charter School and is being established and operated by an organization or individuals that were significantly involved in the operation of the school being replicated.

Statutory Reference(s):
s. 1002.331

Evaluation Criteria:
A response that meets the standard will present an action plan that:

- Evidence that the applicant's school and the school to be replicated (if different) are designated by the Commissioner of Education as a High-Performing Charter School.
- Evidence that the proposed school will be substantially similar to the high-performing school that is being replicated. Reviewers should base this determination on the response to this question as well applicant's proposed educational, organization, and business plans as described throughout the application.
- Evidence that the organization or individuals involved in the establishment and operation of the proposed school are significantly involved in the operation of the high-performing school that is being replicated.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☐	☐

Strengths
N/A

Concerns and Additional Questions
N/A

Addendum B: Education Service Providers

The ESP section should provide a rationale for contracting with the ESP, evidence of ESP success in operating high-quality charter schools, the capacity of the ESP to successfully operate this school, and evidence that the governing board and ESP are able to operate free from conflicts of interest.

Statutory Reference(s):
s. 1002.33(6)(a)

Evaluation Criteria:
A response that meets the standard will present an action plan that:

- A clear explanation of the reasons for contracting with an education service provider and how and why the ESP was selected and a description of the due diligence employed to assess the capacity of the ESP.
- Sufficient evidence of the ESP's previous academic, organizational, and financial success and capacity for future success that make it more likely than not that it will be successful with the proposed school.
- Evidence of the ESP's organizational capacity to manage an additional school or schools as determined by its growth plan.
- A comprehensive list (Form IEPC-MIA) of all schools affiliated with the ESP and ensuing performance data used to support the selection of the ESP (past and current).
- Evidence of success working with similar populations to the target population. If there are deficiencies or lack of experience working with the target populations, then reviewers will look for a sufficient explanation of programmatic adjustments that will be made to ensure success with any new school(s).
- A clear delineation of the roles and responsibilities and decision-making authority of the school's governing board and the ESP, structured to ensure a clearly defined arm's-length, performance-based relationship that is free from conflicts of interest. This includes evidence that the school's governing board has a clear plan for holding the ESP accountable for negotiated performance.
- A clear delineation of the term of the management agreement, the conditions, grounds and procedures by which the agreement may be renewed and terminated, and a plan for continued operation of the school in the event of termination.
- A draft of the proposed contract with all key terms included.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths

CUSA has multiple schools across 3 states and has demonstrated success in opening charter schools. (pp. 131-142)

Concerns and Additional Questions

Contract Draft is included and allows for 15% of revenues for the ESP personnel management, procurement, vendor management, Education Intellectual property and curriculum costs, finance and accounting services, support center overhead and fee. (p. 634)

Applicant History Worksheets (Form IEPC-M1A)
The Applicant History Worksheets should provide information regarding the track record of the applicant, the applicant's governing board, and if applicable, the applicant's ESP with regard to the operation of other charter schools. The sponsor should review the entire portfolio of charter schools of the foregoing entities when evaluating performance. The academic and financial performance of the portfolio should be considered in the decision to approve or deny the application.

Statutory Reference(s):
s. 1002.33(6)(a)

Evaluation Criteria:
A sponsor should review the portfolio of schools operated by the applicant group, governing board, or ESP to determine if the academic and financial performance demonstrates the capacity to operate a high-quality charter school.

Strengths

Very detailed, lists schools across multiple states. (pp. 600-615)

*Note
Questions (1,19) from the Capacity Interview were responded to highlighting the desire to open PCPA in the 27-28 academic year and noting current CUSA schools successfully in operation in Manatee County.

Concerns and Additional Questions

AGENDA ITEM NO. 12.4

School Board of Manatee County
July 22, 2025 - 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 2025-2026 (General Fund) -updated 7/21/2025

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 millages and tentative budget for fiscal year 2025-2026. To comply with the Statute, the Superintendent requests Board approval to publish the required advertisements. The advertisements are scheduled to run July 25, 2025. 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 2025-26.

C. Stated in dollars: (1) last year's initially proposed tax levy, (2) reductions due to value adjustment board and other assessment changes, (3) the actual property tax levy, (4) this year's proposed tax levy.

D. A listing of the projects that will be funded with the Capital Improvement Tax Levy.

E. A summary of budgets proposed for each fund.

F. The date and time of the Public Hearing on the Tentative Budget, which will be held July 29, 2025 at 5:30 pm.

Items A, B, and C will be completed after the tax roll has been finalized by the Property Appraiser, and the Florida Department of Education has certified the Required Local Effort millage. The presented budgets, along with the other remaining District governmental fund budgets, are still in the development stage. Over the next week in preparation for the required advertisements, the preliminary budgets will be adjusted for the certified Required Local Effort millage that will be received no later than July 19 from the Florida Department of Education.

~~The notices are not available for review at time of publication and will be added at the earliest availability.~~ The attachments were added for review on July 21, 2025 due to the release of the certified Required Local Effort millage by the Florida DOE on July 19, 2025.

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

Ready To Grow | Goal 5
Continue our secure financial position, utilize referendum millage funds effectively, and modernize and enhance our current schools to meet our school community needs, including building vibrant, new schools

Recommendation

The Superintendent recommends approval to advertise a Notice of Public Hearing to Adopt Tentative Millages and Tentative Budget for Fiscal Year 2025-2026.

Financial Impact

The cost to implement this agenda item is estimated at $1,647.76 and is included in the Business Services proposed budget for 2025-2026.

Contact
Submitting Department: Business Services
Initiated By: Rachel Sellers, Deputy Superintendent of Business Services

Attachments:
Tentative Budget Summary - 2025-2026 for TRIM- added 7/21/2025
Notice of Tax For School Capital - 2025-2026-added 7/21/2025
Notice of Budget Hearing - 2025-2026-added 7/21/2025

BUDGET SUMMARY

THE PROPOSED OPERATING BUDGET EXPENDITURES OF THE SCHOOL BOARD OF MANATEE COUNTY, FLORIDA ARE 3.4 PERCENT MORE THAN LAST YEAR'S TOTAL OPERATING EXPENDITURES

FISCAL YEAR 2025-2026

PROPOSED MILLAGE LEVIES (SUBJECT TO 10-MILL CAP):

Required Local Effort (including Prior Period Funding Adjustment Millage)	3.0560	Discretionary Operating	0.7480	**NOT SUBJECT TO 10-MILL CAP**	
				Operating or Capital Not to Exceed 2 Years	0.0000
Local Capital Improvement (Capital Outlay)	1.5000	Additional Millage Not to Exceed 4 years	1.0000		
Discretionary Capital Improvement	0.0000	(Operating)		Debt Service	0.0000
				Total Millage	**6.3040**

ESTIMATED REVENUES:	GENERAL FUND	SPECIAL REVENUE	DEBT SERVICE	CAPITAL PROJECTS	INTERNAL SERVICE FUNDS	TRUST AND AGENCY FUND	TOTAL ALL FUNDS
Federal sources	2,181,000	55,240,251	1,005,960	-	-	268,000	**58,695,211**
State sources	197,141,345	298,286	348,050	15,520,658	-	-	**213,308,339**
Local sources	400,638,323	7,244,164	400,000	212,692,515	63,759,000	585,525	**685,319,527**
TOTAL SOURCES	**599,960,668**	**62,782,701**	**1,754,010**	**228,213,173**	**63,759,000**	**853,525**	**957,323,077**
Transfers In	25,825,794	-	44,991,371	-	-	-	**70,817,165**
Nonrevenue Sources	-	-	-	170,000,000	-	-	**170,000,000**
Fund Balances/Net Position	120,470,079	10,946,231	14,913,453	358,827,694	15,762,503	1,769,379	**522,689,339**
TOTAL REVENUES, TRANSFERS AND FUND BALANCES/NET POSITION	**746,256,541**	**73,728,932**	**61,658,834**	**757,040,867**	**79,521,503**	**2,622,904**	**1,720,829,581**
APPROPRIATIONS/EXPENDITURES							
Instruction	455,340,131	24,335,194	-	-	-	2,576,419	**482,251,744**
Pupil Personnel Services	26,024,295	-	-	-	-	1,141	**26,025,436**
Instructional Media Services	5,351,393	-	-	-	-	-	**5,351,393**
Instructional and Curriculum Development Services	10,426,105	-	-	-	-	-	**10,426,105**
Instructional Staff Training Services	3,699,217	-	-	-	-	-	**3,699,217**
Instructional Technology	-	-	-	-	-	-	**-**
Board of Education	1,309,344	-	-	-	-	-	**1,309,344**
General Administration	4,158,945	-	-	-	-	16,193	**4,175,138**
School Administration	43,466,277	-	-	-	-	-	**43,466,277**
Facilities Acquisition and Construction	9,156,757	-	-	632,219,330	-	-	**641,376,087**
Fiscal Services	4,147,155	-	-	-	-	-	**4,147,155**
Food Services		41,095,821	-	-	-	-	**41,095,821**
Central Services	17,842,824	-	-	-	66,445,324	5,184	**84,293,332**
Pupil Transportation Services	24,541,636	-	-	-	-	-	**24,541,636**
Operation of Plant	49,129,729	-	-	-	-	1,753	**49,131,482**
Maintenance of Plant	12,510,598	-	-	-	-	-	**12,510,598**
Administrative Technology Services	8,979,570	-	-	-	-	-	**8,979,570**
Community Services	7,424,250	-	-	-	-	22,214	**7,446,464**
Debt Services	822,650	-	46,345,381	-	-	-	**47,168,031**
TOTAL APPROPRIATIONS/EXPENDITURES	**684,330,876**	**65,431,015**	**46,345,381**	**632,219,330**	**66,445,324**	**2,622,904**	**1,497,394,830**
Transfers Out	-	-	-	70,817,165	-	-	**70,817,165**
Fund Balances/Net Position	61,925,665	8,297,917	15,313,453	54,004,372	13,076,179	-	**152,617,586**
TOTAL APPROPRIATED EXPENDITURES TRANSFERS, RESERVES & BALANCES	**746,256,541**	**73,728,932**	**61,658,834**	**757,040,867**	**79,521,503**	**2,622,904**	**1,720,829,581**

The tentative, adopted, and/or final budgets are on file in the office of the above mentioned taxing authority as a public record.

NOTICE OF TAX FOR SCHOOL CAPITAL OUTLAY

The School District of Manatee County, Florida, will soon consider a measure to continue to impose a 1.5 mill property tax for the capital outlay projects listed herein.

This tax is in addition to the school board's proposed tax of 4.804 mills for operating expenses and is proposed solely at the discretion of the school board.

****THE PROPOSED COMBINED SCHOOL BOARD TAX INCREASE FOR BOTH OPERATING EXPENSES AND CAPITAL OUTLAY IS SHOWN IN THE ADJACENT NOTICE.**

The capital outlay tax will generate approximately $115,855,677 to be used for the following projects:

CONSTRUCTION AND REMODELING

High School Field Upgrades
Palmetto High School Renovations
School Support Center Renovations
Southeast High School Science Building Construction
Transportation School Bus Hubs
ADA Compliance – All Schools
Construction and Remodeling – County Wide
Facilities Project Management

MAINTENANCE, RENOVATION, AND REPAIR

Reimbursement of maintenance, renovation, and repairs paid through the General Fund as permitted by Florida Statute

Classroom Remodeling/Renovations
Computer Networking Schools/Ancillary Facilities
Electrical and Plumbing Fixtures
Fencing
Floors
HVAC Systems /EMS Upgrades
Intercom System
Interior Finishes
Interior/Exterior Painting
Landscaping/Site work/Drainage/Irrigation Systems
Maintenance County Wide
Outdoor Lighting
Parking Lot and Walkways
Playground Equipment/Outdoor Athletic Facilities
Repair Existing Equipment
Replace Carpet/Floor Tile
Roofing or Roof Replacement
Routine Maintenance of Facilities
Safety (SREF) Requirements
Security Systems Replacement
Set-up/Breakdown/Relocation of 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 29, 2025 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.

NOTICE OF BUDGET HEARING

The School District of Manatee County, Florida, will soon consider a budget for fiscal year 2025-2026.

A public hearing to make a DECISION on the budget AND TAXES will be held on:

July 29, 2025
5:30 p.m.
at
215 Manatee Avenue West, Bradenton, FL
in the Board Room of the School Administration Building

AGENDA ITEM NO. 13.1

School Board of Manatee County
July 22, 2025 - Regular Board Meeting and Public Hearing

Title
Approval of Audit Committee Charter Revision to Change the Number of Members

Executive Summary
Board Member Kennedy brought proposed changes of the Audit Committee Charter to the School Board at a prior meeting.

This revision changes the number of members of the Audit Committee from seven (7) members to a range of three (3) to seven (7) members.

A red-line draft of the proposed revision to the Audit Committee Charter is attached hereto for review.

Contact
Submitting Department: School Board

Attachments:
Audit Committee Charter Revisions - REDLINE
Audit Committee Charter - 2024

AUDIT COMMITTEE CHARTER
School District of Manatee County, Florida
Revised ~~September 10, 2024~~ July 22, 2025

MISSION

The mission of the Audit Committee is to assist the Manatee County School Board ("School Board") in providing oversight of the internal and external audit functions (See Sales Surtax for additional mission). The Audit Committee will advise the School Board in the following areas: review the scope and plan of the external and internal audits; recommend the continuation of services of the internal and external auditors ; review corrective action plans and necessary improvements based on audit findings and recommendations received from internal and external auditors ; and assist to maintain open communications between the selected auditors, the School Board and the District's financial management. As part of its mission the Audit Committee may review non confidential reports from cybersecurity and information technology consultants hired by the School District.

The Audit Committee is not charged with any fiscal responsibilities of the School District and the School Board and the Superintendent retains the responsibility for the District's financial condition and for decision-making in all matters of policy and operation. The Audit Committee is not responsible for the outcome of internal and external audits. Additionally, the Audit Committee is not responsible for any consequences associated with fraudulent activities that may be uncovered during internal and external audits or in the course of otherwork completed. The Audit Committee members will not conduct "fieldwork" or other types of auditing, legal or accounting reviews or procedures.

COMPOSITION OF COMMITTEE

The Audit Committee members are volunteers who will be appointed by the School Board. The Audit Committee members must be independent and not employees of the Manatee County School District or employees of the appointed internal and external CPA firms or otherwise have a continuing conflict of interest with the School District. Committee membersmust be residents of Manatee County and be a CPA (active or retired) or had employment experience in school district financial operations. The Committee will consist of three (3) to seven (7) members. The terms of the members will coincide with the School District's fiscal year ended June 30. All terms will be for three (3) years, and Committee members may be appointed to serve consecutive terms. Should a vacancy occur on the Committee, the School Board may appoint a replacement to fill the vacancy for the remainder of the vacant term. Anyone interested in filling a vacancy will be interviewed by the Chairperson of the Audit Committee and the School Board Liaison to the Audit Committee prior to being presented to the School Board for appointment.

Committee members are subject to the Florida Sunshine Laws, and members will be required to attend an informative training session about the Florida Sunshine Laws within areasonable time after their initial appointment to the Committee. Audit Committee members may be removed from the Audit Committee by the School Board for any of the following reasons: resignation by the

member; lack of attendance (miss 3 consecutive meetings without communication with the Audit Committee Chair); violation of the independence rules,Audit Committee Charter, and/or the Florida Sunshine Laws; or for any reason as determinedby the School Board.

ADMINISTRATIVE

The Audit Committee will meet as the need arises, and will report to the School Board after each meeting. A majority of the Committee membership shall constitute a quorum. All decisions shall be made by a majority of a quorum present at a meeting. The Audit Committee will select the Chair and Vice Chair annually.

The School Board will provide such administrative support as is necessary for the Audit Committee to perform its assigned tasks. Requests for information, outside of regularly scheduled audits, shall be approved by a majority of the Audit Committee. Once approved, the Chair of the Audit Committee shall communicate that request in writing to the Board Staff Internal Auditor (BSIA). The BSIA shall communicate that request to the School Board Liaisonfor approval. Committee members will be assigned a School District email account that mustbe used for all Committee mailings, and may not be used for personal mailings.

The Audit Committee's meeting agendas and minutes of the meetings will be provided to the School District's Agency Clerk for posting on the School District's website. Audit Committee meetings will include time for Public Comment, and the Audit Committee will follow the public comment operating procedures established by the School Board for School Board meetings.

Periodically, the Audit Committee will review the Audit Committee Charter and submit any recommended changes to the School Board for approval.

EXTERNAL AUDIT SERVICES

The Audit Committee will meet with the external auditors after interim fieldwork to discuss risk assessment, audit scope and any known potential reporting problems or issues. After the completion of the audit fieldwork, the Audit Committee will meet with the external auditors to discuss drafts of the audited financial statements, reports on internal control and complianceand management letter comments prior to presentation to the Board and issuance. The Audit Committee will report to the School Board on acceptance of the audit and related reports and review any corrective action plans developed by the District’s staff. The Audit Committee will evaluate the work of the external auditors and make a recommendation to the School Board to continue their services for the remainder of any contract term or to terminate their contract.

The Audit Committee will review and make a recommendation on whether the School Board should approve any proposed non-audit services by the District’s external auditor.

INTERNAL AUDIT SERVICES

The internal audit function may include both in-house internal auditor(s) and a contracted internal audit firm.

The Audit Committee will review the results of internal audit activities, reports and significant recommendations and findings as needed. The Audit Committee will report periodically to the School Board on such matters. The Audit Committee will review the long-range and annual internal audit plans to ensure that high risk areas and key control activities are periodically evaluated and tested. The Audit Committee may also make recommendations to the School Board for internal auditors to perform special studies or investigations based on identified risk assessments and areas needed for improvement.

The Audit Committee will evaluate the work of the internal auditors (in-house internal auditors and contracted internal audit firm) and make a recommendation to the School Board to continue their services for the remainder of any contract term or to terminate their contract.

INFORMATION TECHNOLOGY CYBERSECURITY

The Audit Committee may receive reports from information technology cybersecurity consultants and District staff. These reports will not include specific information that could compromise the security of the physical and/or virtual information technology of the District.

The Audit Committee may make recommendations to the School Board for information technology cybersecurity consultants to perform special studies or investigations based on identified risk assessments and areas needed for improvement.

The Audit Committee will evaluate the work of the information technology cybersecurity consultants and can make a recommendation to the School Board whether to continue their services or to not renew their contract.

MISSION - SALES SURTAX

An additional mission of the Audit Committee is to perform the procedures listed in School Board Resolutions 2016-03 and 2016-10. On November 8, 2016, the voters of Manatee County approved the extension of the existing school one-half cent sales surtax for capital outlay for educational facilities for fifteen additional years, from January 1, 2018, to ending onDecember 31, 2032. The above Resolutions charged the Audit Committee with review of thecollection and proper use of the funds raised through the extension of the sales surtax.

AUDITOR SELECTION COMMITTEE

(1) Overview
The Audit Committee shall have a subcommittee known as the Auditor Selection Committee whose purpose is to comply with the Auditor selection procedures required in Florida Statute 218.391, as same may be amended over time. The School Board may appoint a member of the Citizens Financial Oversite Committee (CFOC) to the Auditor Selection Committee. Only members of the Audit committee, a member from the CFOC appointed by the school Board, and one School Board member may serve on this subcommittee. All members of the Audit Committee may serve on the subcommittee if they desire, but are not required, and the minimum size of the subcommittee shall be no less than two members of the Audit Committee and one member from the School Board. The School Board member shall serve as the chair of the committee. A majority of the committee shall serve as a quorum.
While the primary purpose of the Auditor Selection Committee is to assist the School Board in selecting an auditor to conduct the annual financial audit required in Section 218.39; the committee upon request of the School Board, may also assist in selecting other auditors or auditing services being considered by the School Board.
The subcommittee is subject to all sunshine and public records laws and the public may not be excluded from the committee's proceedings.

(2) The Auditor Selection Committee shall:
(a) Establish factors to use for the evaluation of audit services to be provided by a certified public accounting firm duly licensed under chapter 473 and qualified to conduct audits in accordance with government auditing standards as adopted by the Florida Board of Accountancy. Such factors shall include, but are not limited to, ability of personnel, experience, ability to furnish the required services, and such other factors as may be determined by the committee to be applicable to its particular requirements.

(b) Publicly announce requests for proposals. Public announcements must include, at a minimum, a brief description of the audit and indicate how interested firms can apply for consideration.

(c) Provide interested firms with a request for proposal. The request for proposal shall include information on how proposals are to be evaluated and such other information the committee determines is necessary for the firm to prepare a proposal.

(d) Evaluate proposals provided by qualified firms. If compensation is one of the factors established pursuant to paragraph (a), it shall not be the sole or predominant factor used to evaluate proposals.

(e) Rank and recommend in order of preference no fewer than three firms deemed to be the most highly qualified to perform the required services after considering the factors established pursuant to paragraph (a). If fewer than three firms respond to the request for proposal, the committee shall recommend such firms as it deems to be the most highly qualified.

(f) Perform any other actions as required under Florida law.

AUDIT COMMITTEE CHARTER
School District of Manatee County, Florida
Revised September 10, 2024

MISSION

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member; lack of attendance (miss 3 consecutive meetings without communication with the Audit Committee Chair); violation of the independence rules,Audit Committee Charter, and/or the Florida Sunshine Laws; or for any reason as determinedby the School Board.

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Periodically, the Audit Committee will review the Audit Committee Charter and submit any recommended changes to the School Board for approval.

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The Audit Committee will review and make a recommendation on whether the School Board should approve any proposed non-audit services by the District’s external auditor.

INTERNAL AUDIT SERVICES

The internal audit function may include both in-house internal auditor(s) and a contracted internal audit firm.

The Audit Committee will review the results of internal audit activities, reports and significant recommendations and findings as needed. The Audit Committee will report periodically to the School Board on such matters. The Audit Committee will review the long-range and annual internal audit plans to ensure that high risk areas and key control activities are periodically evaluated and tested. The Audit Committee may also make recommendations to the School Board for internal auditors to perform special studies or investigations based on identified risk assessments and areas needed for improvement.

The Audit Committee will evaluate the work of the internal auditors (in-house internal auditors and contracted internal audit firm) and make a recommendation to the School Board to continue their services for the remainder of any contract term or to terminate their contract.

INFORMATION TECHNOLOGY CYBERSECURITY

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The Audit Committee may make recommendations to the School Board for information technology cybersecurity consultants to perform special studies or investigations based on identified risk assessments and areas needed for improvement.

The Audit Committee will evaluate the work of the information technology cybersecurity consultants and can make a recommendation to the School Board whether to continue their services or to not renew their contract.

MISSION - SALES SURTAX

An additional mission of the Audit Committee is to perform the procedures listed in School Board Resolutions 2016-03 and 2016-10. On November 8, 2016, the voters of Manatee County approved the extension of the existing school one-half cent sales surtax for capital outlay for educational facilities for fifteen additional years, from January 1, 2018, to ending onDecember 31, 2032. The above Resolutions charged the Audit Committee with review of thecollection and proper use of the funds raised through the extension of the sales surtax.

AUDITOR SELECTION COMMITTEE

(1) Overview
The Audit Committee shall have a subcommittee known as the Auditor Selection Committee whose purpose is to comply with the Auditor selection procedures required in Florida Statute 218.391, as same may be amended over time. The School Board may appoint a member of the Citizens Financial Oversite Committee (CFOC) to the Auditor Selection Committee. Only members of the Audit committee, a member from the CFOC appointed by the school Board, and one School Board member may serve on this subcommittee. All members of the Audit Committee may serve on the subcommittee if they desire, but are not required, and the minimum size of the subcommittee shall be no less than two members of the Audit Committee and one member from the School Board. The School Board member shall serve as the chair of the committee. A majority of the committee shall serve as a quorum.
While the primary purpose of the Auditor Selection Committee is to assist the School Board in selecting an auditor to conduct the annual financial audit required in Section 218.39; the committee upon request of the School Board, may also assist in selecting other auditors or auditing services being considered by the School Board.
The subcommittee is subject to all sunshine and public records laws and the public may not be excluded from the committee's proceedings.

(2) The Auditor Selection Committee shall:
(a) Establish factors to use for the evaluation of audit services to be provided by a certified public accounting firm duly licensed under chapter 473 and qualified to conduct audits in accordance with government auditing standards as adopted by the Florida Board of Accountancy. Such factors shall include, but are not limited to, ability of personnel, experience, ability to furnish the required services, and such other factors as may be determined by the committee to be applicable to its particular requirements.

(b) Publicly announce requests for proposals. Public announcements must include, at a minimum, a brief description of the audit and indicate how interested firms can apply for consideration.

(c) Provide interested firms with a request for proposal. The request for proposal shall include information on how proposals are to be evaluated and such other information the committee determines is necessary for the firm to prepare a proposal.

(d) Evaluate proposals provided by qualified firms. If compensation is one of the factors established pursuant to paragraph (a), it shall not be the sole or predominant factor used to evaluate proposals.

(e) Rank and recommend in order of preference no fewer than three firms deemed to be the most highly qualified to perform the required services after considering the factors established pursuant to paragraph (a). If fewer than three firms respond to the request for proposal, the committee shall recommend such firms as it deems to be the most highly qualified.

(f) Perform any other actions as required under Florida law.

AGENDA ITEM NO. 13.2

School Board of Manatee County
July 22, 2025 - Regular Board Meeting and Public Hearing
Action Item

Title
Discussion and Decision Regarding Board and District Travel

Executive Summary
The School Board will hold a discussion regarding the limitations of Board travel during the District wide moratorium on travel.

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 Board will discuss and provide guidance regarding travel for Board Members.

Financial Impact
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Contact
Initiating Department: School Board

AGENDA ITEM NO. 14.1

School Board of Manatee County
July 22, 2025 - Regular Board Meeting and Public Hearing

Title
Year-to-Date Financial Statements Through May 31, 2025 (No Financial Impact)

Executive Summary
Florida Administrative Code Rule 6A-1.008, requires the Superintendent to submit a financial statement to the Board at least monthly.

General Fund - Revenues exceeded expenditures and transfers by approximately $7.1 million through the month of May. Revenues have increased 4.5% and expenditures increased 8.3% over May 2024.

The beginning unassigned fund balance as of July 1, 2024, was $49.2 million. The District's unassigned fund balance is projected to be a positive $66.9 million by June 30, 2025.

Food Service Fund - Expenditures exceeded revenues by $495,167 through the month of May, resulting in an ending fund balance of $12.1 million at the end of May 2025. Expenditures exceeded revenues due to the hurricanes in September and October. There was a loss of approximately $1.2 million in revenue for seven less school days and power loss that resulted in approximately $300,000 in food that was disposed of due to spoilage.

Internal Service Funds - Revenues exceeded expenses by approximately $5.3 million through the month of May 2025.

- Health Insurance Fund - Revenues exceeded expenditures by approximately $3.3 million through the month of May, resulting in an ending net position of $16.7 million at the end of May 2025.
- Workers' Compensation Fund - Revenues exceeded expenditures by approximately $2.0 million through the month of May, resulting in an ending net position of $4.0 million at the end of May 2025. Expenditures are in line with prior year claims and amounts budgeted through May 2025.

Contact
Submitting Department: Finance
Initiated By: Cathy Miley, Director of Finance

Attachments:
Financial Statements - May 2025

The School District of Manatee County

Year to Date Financial Report
through the
Period Ending May 31, 2025

(Unaudited)

School District of Manatee County, Florida
Balance Sheet (Unaudited)
May 31, 2025

	General Fund	Debt Service Funds	Capital Projects Funds	Food Service Fund	Other Special Revenue Funds *	Internal Service Funds	Trust & Agency Funds	Total May 2025	Total May 2024
Assets									
Current Assets									
Cash	141,843,811	15,236,322	377,533,092	24,934,291	-	37,943,560	1,740,746	599,231,821	552,520,423
Taxes Receivable	-	-	-	-	-	-	-	-	-
Accounts Receivable	3,157,427	-	-	24,847	1,284	34,171	83,038	3,300,767	3,333,169
Due From/(To)	19,070,962	(391,777)	-	(16,187,730)	(2,491,455)	-		-	-
Inventory	569,962	-	-	650,337		-	-	1,220,299	1,161,857
Investments		33,736	-	-	-	-	-	33,736	39,723
Other Current Assets									
Deposits Receivable	-	-	-		-	-	-	-	-
Prepaid Expense	-	-	-	-	-	-	-	-	-
Due From Other Agencies	92,473	-	7,441,972	2,727,919	2,855,897	-	-	13,118,262	15,865,441
Total Assets	**164,734,635**	**14,878,282**	**384,975,064**	**12,149,663**	**365,726**	**37,977,731**	**1,823,783**	**616,904,885**	**572,920,613**
Liabilities									
Current Liabilities									
Salaries & Wages Payable	24,629,152	-	-	-	-	-	-	24,629,152	27,407,924
Payroll Deductions & WH	17,248,724	-	-	-	-	-	-	17,248,724	14,569,923
Accounts Payable	849,560	-	231,717	56,285	365,726	1,170,351	243	2,673,883	3,130,922
Construction Payable	-	-	1,243,166	-	-	-	-	1,243,166	1,378,930
Retainage Payable	-	-	-	-	-	-	-	-	-
Other Current Liabilities					-				
Matured Bond/Interest Payable	-	-	-	-	-	-	-	-	-
Accrued Interest Payable	-	-	-	-	-	-	-	-	-
Due To Other Agencies	-	-	-	-	-	-	-	-	-
Sales Tax Payable	8,383	-	-	-	-	-	-	8,383	16,757
Estimated Unpaid Claims	-	-	-	-	-	16,143,342	-	16,143,342	16,085,781
Long-Term Liabilities	-	-	-	-	-	-	-	-	-
Other Credits									
Section 1011.13 Loan	-	-	-	-	-	-	-	-	-
Unearned Revenue	2,204,984	-	-	-	-	-	86,311	2,291,295	(6,945)
Deferred Revenue	-	-	7,355,915	-	-	-	-	7,355,915	8,653,361
Total Liabilities	**44,940,803**	**-**	**8,830,798**	**56,285**	**365,726**	**17,313,693**	**86,555**	**71,593,860**	**71,236,654**
Fund Balances									
Revenues Over (Under) Expenditures	7,052,013	1,013,943	72,663,860	(495,167)	0	5,309,280	490,147	86,034,076	42,095,955
Nonspendable									
Inventories	517,798	-	-	650,116	-	-	-	1,167,914	1,222,006
Restricted									
State Required Carryover	9,077,460	-	-	-	-	-	-	9,077,460	3,482,193
Food Services	-	-	-	11,938,429	-	-	-	11,938,429	14,028,485
Debt Service	-	13,864,339	-	-	-	-	-	13,864,339	12,831,068
Capital Projects	-	-	303,480,407	-	-	-	-	303,480,407	330,630,793
Other Purposes	15,072,849	-	-	-	-	15,354,757	1,247,081	31,674,687	26,261,611
Assigned									
Encumbrances	1,534,954	-	-	-	-	-	-	1,534,954	1,821,549
School and Local Programs	2,156,312	-	-	-	-	-	-	2,156,312	7,707,250
Unassigned	84,382,446	-	-	-	-	-	-	84,382,446	61,603,049
Total Fund Balances	119,793,833	14,878,282	376,144,267	12,093,378	0	20,664,038	1,737,229	545,311,025	501,683,959
Total Liabilities & Fund Balances	**164,734,635**	**14,878,282**	**384,975,064**	**12,149,663**	**365,726**	**37,977,731**	**1,823,783**	**616,904,885**	**572,920,613**

*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, 2025

	General Fund	Debt Service Funds	Capital Projects Funds	Food Service Fund	Other Special Revenue Funds*	Internal Service Funds	Trust & Agency Funds	Total May 2025	Total May 2024
REVENUES									
Federal Direct	$ 659,842	$ 954,671	$ -	$ -	$ 2,894,020	$ -	$ 257,687	$ 4,766,219	4,624,125
Federal Through State	2,356,066	-	-	26,361,486	51,674,627	-	-	80,392,179	97,413,685
State	180,255,420	-	7,268,936	298,287	-	-	-	187,822,642	173,569,550
Local	383,933,654	552,553	194,299,268	7,021,350	-	61,630,332	616,153	648,053,310	624,225,098
Total Revenues	567,204,981	1,507,224	201,568,204	33,681,124	54,568,646	61,630,332	873,840	921,034,351	899,832,457
EXPENDITURES									
Instruction	378,611,195	-	-	-	32,220,197	-	369,264	411,200,657	393,693,193
Student Support Services	25,613,436	-	-	-	3,648,351	-	493	29,262,280	29,147,470
Instructional Media Services	5,650,373	-	-	-	-	-	1,190	5,651,563	5,560,462
Instruction & Curriculum Development	8,600,185	-	-	-	10,508,620	-	2,881	19,111,686	16,192,877
Instructional Staff Training Services	1,441,373	-	-	-	5,278,146	-	-	6,719,519	7,792,081
Instruction Related Technology	141	-	-	-	21,508	-	-	21,648	4,315
School Board	844,370	-	-	-	-	-	-	844,370	947,836
General Administration	3,207,038	-	-	-	2,145,625	-	2,125	5,354,788	5,460,464
School Administration	33,640,542	-	-	-	265,805	-	-	33,906,346	31,755,033
Facilities Acquisition & Construction	7,531,411	-	248,367,713	-	-	-	-	255,899,124	155,271,260
Fiscal Services	3,197,009	-	-	-	63,784	-	-	3,260,793	3,362,595
Food Services	-	-	-	34,165,695	-	-	-	34,165,695	33,884,071
Central Services	14,348,377	-	-	-	47,885	56,321,051	-	70,717,314	70,152,749
Student Transportation	19,223,788	-	-	-	164,927	-	7,740	19,396,455	17,808,545
Operation of Plant	45,794,830	-	-	-	192,436	-	-	45,987,266	43,225,605
Maintenance of Plant	9,986,606	-	-	-	-	-	-	9,986,606	9,362,675
Administrative Technology Services	9,783,379	-	-	-	-	-	-	9,783,379	7,473,845
Community Services	7,570,527	-	-	-	11,363	-	-	7,581,889	7,244,479
Debt Service	819,552	18,454,341	2,731,745	-	-	-	-	22,005,638	23,147,273
Total Expenditures	575,864,131	18,454,341	251,099,458	34,165,695	54,568,646	56,321,051	383,693	990,857,016	861,486,829
Excess (Deficiency) of Revenue Over (Under) Expenditures	(8,659,150)	(16,947,117)	(49,531,254)	(484,572)	0	5,309,280	490,147	(69,822,665)	38,345,628
Other Financing Sources (Uses)									
Other Financing Sources	-	-	155,855,501	1,240	-	-	-	155,856,741	3,750,327
Other Financing Uses	-	-	-	-	-	-	-	-	-
Transfers In	16,436,060	17,961,060	724,897	-	-	-	-	35,122,016	40,169,090
Transfers Out	(724,897)	-	(34,385,284)	(11,835)	-	-	-	(35,122,016)	(40,169,090)
Total Other Financing Sources (Uses)	15,711,163	17,961,060	122,195,114	(10,595)	-	-	-	155,856,741	3,750,327
Net Change in Fund Balance	7,052,013	1,013,943	72,663,860	(495,167)	0	5,309,280	490,147	86,034,076	42,095,955
Fund Balances, Beginning	112,741,820	13,864,339	303,480,407	12,588,545	-	15,354,757	1,247,081	459,276,949	459,588,004
Fund Balances, Ending	$ 119,793,833	$ 14,878,282	$ 376,144,267	$ 12,093,378	$ 0	$ 20,664,038	$ 1,737,229	$ 545,311,025	501,683,959

*Fund 49101 - School Internal Funds excluded, will be reported at fiscal year-end. Monthly reports on file with SDMC.

Expenditures by Function
All Funds

Instruction	41.50%
Facilities Acquisition & Construction	25.83%
Central Services	7.14%
Operation of Plant	4.64%
Food Services	3.45%
School Administration	3.42%
Student Support Services	2.95%
Debt Service	2.22%
Student Transportation	1.96%
Instruction & Curriculum Development	1.93%
Maintenance of Plant	1.01%
Administrative Technology Services	0.99%
Community Services	0.77%
Instructional Staff Training Services	0.68%
Instructional Media Services	0.57%
General Administration	0.54%
Fiscal Services	0.33%
School Board	0.09%
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, 2025

	Original Budget	Current Budget	YTD Actual	Variance with Current Budget Positive (Negative)	% of YTD Actual to Current Budget	YTD Actual May 2024
REVENUES						
Federal Direct:						
Reserve Officers Training Corps (ROTC)	$ 720,000	720,000	659,062	$ (60,938)	92%	630,451
Miscellaneous Federal Direct	3,584	2,171,396	780	(2,170,616)	0%	6,035
Total Federal Direct	723,584	2,891,396	659,842	(2,231,554)	23%	636,486
Federal Through State:						
Vocational Education Act	-	22,972	17,076	(5,896)	74%	16,006
Medicaid	905,000	946,015	844,575	(101,439)	89%	1,033,855
Individuals with Disabilities	115,000	277,053	255,800	(21,253)	92%	239,764
Educational Stabilization K-12	-	-	-	-		-
Educational Stabilization Workforce	-	-	-	-		45,016
Educational Stabilization VPK	-	-	-	-		-
Miscellaneous Federal Through State	-	1,288,615	1,238,615	(50,000)	96%	2,218,720
Total Federal Through State	1,020,000	2,534,654	2,356,066	(178,588)	93%	3,553,361
State:						
Florida Education Finance Program (FEFP)	118,431,370	126,519,010	114,667,708	(11,851,302)	91%	104,193,356
Workforce Development	10,347,179	10,347,179	9,484,904	(862,275)	92%	9,298,938
Workforce Education Performance Incentive	600,000	645,897	645,897	-	100%	700,228
CO&DS Withheld for Administrative Expenditures	31,200	31,200	-	(31,200)	0%	-
State License Tax	360,000	360,000	291,859	(68,141)	81%	294,496
Discretionary Lottery	-	-	-	-		-
Categorical Programs:						
Class Size Reduction Operating Funds	50,400,319	51,287,887	46,865,970	(4,421,917)	91%	45,621,818
Florida School Recognition Funds	-	3,176,777	3,176,777	-	100%	3,745,293
Voluntary Prekindergarten Program	2,256,570	2,328,925	2,328,925	-	100%	2,290,137
Other Miscellaneous State Revenue	51,520	3,729,785	2,793,379	(936,405)	75%	1,704,011
Total State	182,478,158	198,426,660	180,255,420	(18,171,240)	91%	167,848,278
Local:						
Required Local Effort & District Nonvoted Operating Discr	286,869,142	286,869,142	278,087,996	(8,781,146)	97%	265,895,909
District Voted Additional Operating Tax	75,511,751	75,511,751	72,078,587	(3,433,164)	95%	67,799,256
Lease Revenue	294,600	342,350	334,313	(8,037)	98%	295,287
Interest on Investments	11,000,000	12,786,687	12,635,066	(151,621)	99%	15,331,901
Student and Adult a la Carte	-	-	-	-		-
Catering/Specials	-	-	-	-		-
Net Increase (Decrease) in Fair Value	-	1,757	1,757	-	100%	67
Gifts, Grants and Bequests	-	2,518	2,518	-	100%	3,652
Vending Sales	-	-	-	-		-
Student Fees:						
Adult Gen Ed Course Fees	140,000	163,030	163,030	-	100%	124,905
Post Secondary Vocational Ed Course Fees	1,960,000	1,966,533	1,966,578	45	100%	2,965,581
Continuing Workforce Education Course Fees	135,000	91,491	91,491	-	100%	115,435
Capital Improvement Fees	184,000	229,301	229,301	-	100%	258,330
Post Secondary Lab Fees	1,300,000	1,568,326	1,568,326	-	100%	2,071,594
Lifelong Learning Fees	6,000	1,318	1,318	-	100%	2,179
GED Testing Fees	24,000	15,811	15,811	-	100%	11,898
Other Student Fees	215,400	1,039,446	1,039,446	-	100%	1,042,970
Other Fees:						
Preschool Program Fees	955,500	985,506	985,506	-	100%	1,057,909
School Age Child Care Fees	6,485,000	6,485,000	6,471,203	(13,797)	100%	6,437,830
Other Schools, Courses and Classes Fees	17,200	12,424	12,424	-	100%	17,052
Miscellaneous Local:						
Bus Fees	65,000	120,335	120,335	-	100%	94,625
Transportation Services Rendered for School Activities	35,000	24,831	24,831	-	100%	30,165
Sale of Junk	184,000	105,698	105,698	-	100%	171,404
Receipt of Federal Indirect Cost Rate	1,400,000	2,012,906	2,157,003	144,096	107%	2,594,275
Other Miscellaneous Local Sources	2,509,225	4,020,450	3,684,208	(336,242)	92%	2,813,098
Refund of Prior Year's Expenditures	-	-	7,543	7,543		6,933
Collections for Lost, Damaged and Sold Textbooks	-	2,269	2,269	-	100%	582
Receipt of Food Service Indirect Costs	2,000,000	2,146,916	2,147,098	182	100%	1,839,636
Total Local	391,290,818	396,505,794	383,933,654	(12,572,141)	97%	370,982,472
Total Revenues	575,512,560	600,358,504	567,204,981	(33,153,523)	94%	543,020,595
Expenditures (by Function)						
Current:						
Instruction	436,533,273	428,395,816	378,611,195	49,784,621	88%	352,297,119
Student Support Services	30,119,211	29,251,989	25,613,436	3,638,554	88%	21,299,478
Instructional Media Services	5,750,308	5,848,698	5,650,373	198,325	97%	5,505,209
Instruction & Curriculum Development Services	9,038,935	10,003,944	8,600,185	1,403,759	86%	7,775,401
Instructional Staff Training Services	2,017,134	2,286,288	1,441,373	844,915	63%	1,093,980
Instruction-Related Technology	147	147	141	7	95%	-
School Board	1,630,123	1,483,933	844,370	639,563	57%	946,836
General Administration	4,440,064	4,477,892	3,207,038	1,270,854	72%	2,858,203
School Administration	38,952,677	39,163,617	33,640,542	5,523,075	86%	31,356,311
Facilities Acquisition & Construction	9,185,506	11,905,631	7,531,411	4,374,220	63%	6,508,107
Fiscal Services	3,881,577	3,901,295	3,197,009	704,286	82%	3,157,785
Food Services	-	-	-	-		-
Central Services	16,646,461	17,323,406	14,348,377	2,975,029	83%	13,494,762
Student Transportation Services	21,243,010	22,657,256	19,223,788	3,433,468	85%	17,400,892
Operation of Plant	53,906,399	52,295,170	45,794,830	6,500,340	88%	42,507,813
Maintenance of Plant	12,340,728	12,783,796	9,986,606	2,797,190	78%	9,256,225
Administrative Technology Services	9,114,384	11,126,058	9,783,379	1,342,680	88%	7,153,805
Community Services	6,944,106	7,861,262	7,570,527	290,735	96%	7,227,275
Debt Service	655,377	822,552	819,552	3,000	100%	1,726,042
Total Expenditures	662,399,420	661,588,750	575,864,131	85,724,619	87%	531,565,241
Excess (Deficiency) of Revenues Over (Under) Expenditures	(86,886,860)	(61,230,246)	(8,659,150)	52,571,096		11,455,355
OTHER FINANCING SOURCES (USES)						
Other Loss Recovery	-	-	-	-		-
Transfers In:						
From Capital Project Funds	24,916,839	17,750,477	16,424,224	(1,326,252)	93%	19,328,008
From Special Revenue Funds	-	13,346	11,835	(1,511)	89%	1,314,596
Transfers Out:						
To Capital Project Funds	-	(875,508)	(724,897)	(150,611)	83%	-
To Internal Service Funds		-	-	-		-
Total Other Financing Sources (Uses)	24,916,839	16,888,315	15,711,163	(1,327,763)	93%	20,642,604
Net Change in Fund Balance	(61,970,021)	(44,341,931)	7,052,013	51,393,944		32,097,958
Fund Balance, Beginning	112,741,820	112,741,820	112,741,820	-		85,961,973
Nonspendable	517,798	517,798		-		-
Restricted	1,009,672	1,009,672		-		-
Assigned	-	-		-		-
Unassigned	49,244,329	66,872,418		-		
Fund Balance, Ending	$ 50,771,799	68,399,888	119,793,833	$ 51,393,944		118,059,932

Expenditures by Function
General Fund

Instruction	65.75%
Operation of Plant	7.95%
School Administration	5.84%
Student Support Services	4.45%
Student Transportation Services	3.34%
Central Services	2.49%
Maintenance of Plant	1.73%
Administrative Technology Services	1.70%
Instruction & Curriculum Development Services	1.49%
Community Services	1.31%
Facilities Acquisition & Construction	1.31%
Instructional Media Services	0.98%
General Administration	0.56%
Fiscal Services	0.56%
Instructional Staff Training Services	0.25%
School Board	0.15%
Debt Service	0.14%
Instruction-Related Technology	0.00%
Food Services	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, 2025

	Original Budget	Current Budget	YTD Actuals	Under (Over) Collected/ Expended	% of YTD Actual to Current Budget	YTD Actual May 2024
REVENUES						
Federal Direct:						
Miscellaneous Federal Direct	$ 1,005,960	$ 1,005,960	$ 954,671	$ (51,289)	95%	952,796
Total Federal Direct	1,005,960	1,005,960	954,671	(51,289)		952,796
State:						
CO&DS Withheld for Bonds	339,800	339,800	-	(339,800)	0%	-
SBE/COBI Bond Interest	-	-	-	-		-
Total State	339,800	339,800	-	(339,800)	0%	-
Local:						
Interest on Investments	275,000	559,976	559,976	-	100%	535,253
Net Increase (Decrease) in the Fair Value	-	(7,423)	(7,423)	-	100%	(34,676)
Total Local	275,000	552,553	552,553	-	100%	500,578
Total Revenues	1,620,760	1,898,313	1,507,224	(391,089)	79%	1,453,374
EXPENDITURES						
Current:						
Redemption of Principal	20,034,323	20,034,323	8,175,000	11,859,323	41%	7,785,000
Interest	15,289,128	15,289,128	10,266,381	5,022,746	67%	11,596,018
Dues and Fees	16,360	16,460	12,960	3,500	79%	13,584
Other Debt Service	-	-	-	-		-
Total Debt Service	35,339,811	35,339,911	18,454,341	16,885,570	52%	19,394,602
Total Expenditures	35,339,811	35,339,911	18,454,341	16,885,570	52%	19,394,602
Excess (Deficiency) of Revenues						
Over (Under) Expenditures	(33,719,051)	(33,441,597)	(16,947,117)	16,494,481		(17,941,228)
OTHER FINANCING SOURCES (USES)						
Transfers In:						
From Capital Project Funds	33,994,051	33,994,051	17,961,060	(16,032,991)	53%	18,926,486
Other Financing Sources						
Fair Value of Refunding Bonds	-	-	-	-		-
Premium on Refunding Bonds	-	-	-	-		-
Other Financing Sources	-	-	-	-		-
Total Transfers In & Other Financing Sources	33,994,051	33,994,051	17,961,060	(16,032,991)		18,926,486
Total Other Financing Sources (Uses)	33,994,051	33,994,051	17,961,060	(16,032,991)	53%	18,926,486
Net Change in Fund Balances	275,000	552,453	1,013,943	461,489		985,258
Fund Balances, Beginning	13,864,339	13,864,339	13,864,339	-		12,831,068
Fund Balances, Ending	$ 14,139,339	$ 14,416,792	$ 14,878,282	$ 461,489		13,816,327

School District of Manatee County, Florida
Statement of Revenues, Expenditures, and Changes in Fund Balance
Capital Project Funds
For Month Ended May 31, 2025

	Original Budget	Current Budget	YTD Actual	Under (Over) Collected/ Expended	% of YTD Actual to Current Budget	YTD Actual May 2024
REVENUES						
State:						
CO&DS Distributed	$ 1,712,268	$ 1,771,556	$ -	$ 1,771,556	0%	-
Interest on CO&DS	55,566	55,566	-	55,566	0%	-
Public Education Capital Outlay PECO	3,748,001	1,199,360	760,584	438,776	63%	78,404
Charter School Cap Outlay PECO	6,745,480	6,745,480	5,655,182	1,090,298	84%	4,745,971
Other Miscellaneous State Revenue	4,341,987	2,150,852	853,169	1,297,682	40%	587,032
Total State Sources	16,603,303	11,922,814	7,268,936	4,653,878	61%	5,411,406
Local:						
District Capital Taxes	113,267,626	113,267,626	109,673,641	3,593,986	97%	101,711,513
Local Sales Tax	53,756,695	53,756,695	42,524,851	11,231,844	79%	41,444,902
Interest on Investments	6,382,709	8,859,870	7,697,786	1,162,084	87%	11,252,733
Sale of Junk	-	20,893	20,893	-	100%	-
Other Miscellaneous Local Sources	79,875	79,875	73,619	6,256	92%	810,401
Impact Fees	32,650,000	36,650,000	34,301,596	2,348,404	94%	34,922,164
Refund of Prior Year Expense	-	6,883	6,883	-	100%	-
Total Local Sources	206,136,905	212,641,842	194,299,268	18,342,574	91%	190,141,713
Total Revenues	222,740,208	224,564,656	201,568,204	22,996,453	90%	195,553,119
EXPENDITURES						
Capital Outlay:						
Library Books	-	-	-	-		-
Audio Visual Materials	-	-	-	-		-
Buildings and Fixed Equipment	364,905,398	341,327,148	181,393,585	159,933,564	53%	94,629,713
Furniture, Fixtures, and Equipment	16,324,706	28,054,648	18,501,878	9,552,770	66%	15,044,663
School Buses	2,691,705	2,689,980	906,573	1,783,407	34%	694,418
Motor Vehicles	634,686	1,045,175	1,045,175	-	100%	1,407,102
Land	5,000,000	2,334,544	2,334,370	174	100%	249,640
Improvements Other Than Buildings	6,212,701	7,902,788	1,695,521	6,207,268	21%	4,564,466
Remodeling and Renovation	79,024,468	81,818,485	33,396,775	48,421,710	41%	25,440,991
Computer Software	4,112,187	4,139,282	3,903,309	235,973	94%	3,618,726
Total Capital Outlay	478,905,851	469,312,050	243,177,185	226,134,865	52%	145,649,719
Other Expenses:						
Charter School Capital Outlay 1.5 M	5,329,781	5,190,528	5,190,528	-	100%	2,132,158
Charter School Capital Outlay Sales Tax	201,761	291,258	-	291,258	0%	967,275
Total Other Expenses	5,531,542	5,481,786	5,190,528	291,258		3,099,433
Debt Service:						
Redemption of Principal	1,819,333	1,685,928	1,547,725	138,204	92%	1,957,980
Interest	-	136,498	125,258	11,241	92%	68,649
Dues and Fees	-	1,106,921	1,058,762	48,159	96%	-
Total Debt Service	1,819,333	2,929,348	2,731,745	197,603	93%	2,026,629
Total Expenditures	486,256,726	477,723,184	251,099,458	226,623,726	53%	150,775,782
Excess (Deficiency) of Revenues Over (Under) Expenditures	(263,516,518)	(253,158,527)	(49,531,254)	203,627,273		44,777,337
OTHER FINANCING SOURCES (USES)						
Loans	-	-	-	-		-
Lease Agreements and SBITAs	401,797	2,196,322	2,196,322	-		3,750,327
Insurance Loss Recovery	-	2,583,695	2,583,695	-	100%	-
Certificates of Participation Issued	140,000,000	135,940,000	135,940,000	-	100%	-
Premiums on Certificates of Participation Issued	-	15,135,484	15,135,484	-		-
Proceeds of Lease-Purchase Agreements	-	-	-	-		-
Transfers In:						
From General Fund	-	875,508	724,897	150,611	83%	-
Transfers Out:						
To General Fund	(24,916,840)	(17,750,477)	(16,424,224)	(1,326,252)	93%	(19,328,008)
To Debt Service	(33,994,051)	(33,994,051)	(17,961,060)	(16,032,991)	53%	(18,926,486)
Total Transfers	(58,910,890)	(51,744,527)	(34,385,284)	(17,359,243)		(38,254,494)
Total Other Financing Sources (Uses)	81,490,906	104,986,482	122,195,114	17,208,632	116%	(34,504,167)
Net Change in Fund Balances	(182,025,611)	(148,172,046)	72,663,860	220,835,905		10,273,170
Fund Balances, Beginning	303,480,407	303,480,407	303,480,407	-		330,630,793
Fund Balances, Ending	$ 121,454,796	$ 155,308,362	$ 376,144,267	$ 220,835,905		340,903,963

Expenditures by Object
Capital Projects Funds

New Construction	74.59%
Remodeling and Renovation	13.73%
Furniture, Fixtures, and Equipment	7.61%
Computer Software	1.61%
Land	0.96%
Improvements Other Than Buildings	0.70%
Motor Vehicles	0.43%
School Buses	0.37%
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, 2025

	Original Budget	Current Budget	YTD Actual	Under (Over) Collected/ Expended	% of YTD Actual to Current Budget	YTD Actual May 2024
REVENUES						
Federal Through State:						
Fresh Fruit & Vegetables	$ -	$ -	56,031	$ (56,031)		-
School Lunch Reimbursement	18,026,000	18,200,000	18,121,118	78,882	100%	16,878,517
School Breakfast Reimbursement	6,814,900	6,381,400	6,777,457	(396,057)	106%	6,289,210
After-School Snack Reimbursement	135,725	152,725	178,660	(25,935)	117%	115,530
Child Care Food Program	1,262,525	1,262,525	1,120,715	141,810	89%	1,179,476
USDA Donated Commodities	2,213,190	2,213,190	-	2,213,190	0%	-
Cash n Lieu of Donated	80,000	80,000	75,915	4,085	95%	82,001
Summer Food Service Program	-	-	-	-		-
Other Food Service Revenue	-	37,250	31,590	5,660	85%	1,229,451
Total Federal Through State	28,532,340	28,327,090	26,361,486	1,965,604	93%	25,774,185
State:						
School Breakfast Supplement	150,000	150,000	142,608	7,392	95%	145,085
School Lunch Supplement	170,000	170,000	155,679	14,321	92%	164,781
Other Miscellaneous State	-	-	-	-		-
Total State	320,000	320,000	298,287	21,713	93%	309,866
Local:						
Interest on Investments	420,000	420,000	433,133	(13,133)	103%	590,423
Student Lunches	4,400,000	4,400,000	4,025,422	374,578	91%	3,833,813
Student Breakfasts	-	-	-	-		1
Adult Breakfast/Lunch	190,000	190,000	107,546	82,454	57%	133,287
Student/Adult Ala Carte	2,400,000	2,400,000	2,257,150	142,850	94%	2,303,952
Catering/Special	46,000	49,550	46,423	3,127	94%	30,503
Other Food Sales	-	-	-	-		132
Vending Sales	-	-	-	-		-
Cash Over/(Short)	-	-	(460)	460		(733)
Sale of Junk	-	-	1,989	(1,989)		-
Other Miscellaneous Local Sources	150,000	150,000	150,149	(149)	100%	153,826
Refund of Prior Year Expense	-	-	-	-		-
Total Local	7,606,000	7,609,550	7,021,350	588,200	92%	7,045,203
Total Revenues	36,458,340	36,256,640	33,681,124	2,575,516	93%	33,129,254
EXPENDITURES						
Current:						
Salaries	9,602,000	9,653,417	9,097,338	556,079	94%	8,885,300
Employee Benefits	3,701,161	3,974,829	3,974,810	19	100%	3,612,032
Purchased Services	865,243	866,669	432,135	434,534	50%	563,778
Energy Services	650,000	650,000	495,250	154,750	76%	556,942
Materials and Supplies	20,481,050	21,976,849	17,753,021	4,223,827	81%	17,708,689
Capital Outlay	940,000	1,048,466	253,097	795,369	24%	399,135
Other Expenses	1,821,000	2,288,918	2,160,044	128,874	94%	1,852,265
Total Food Service	38,060,454	40,459,148	34,165,695	6,293,452	84%	33,578,141
Total Expenditures	38,060,454	40,459,148	34,165,695	6,293,452	84%	33,578,141
Excess (Deficiency) of Revenues Over (Under) Expenditures	(1,602,114)	(4,202,508)	(484,572)	(3,717,936)		(448,887)
OTHER FINANCING SOURCES (USES)						
Other Loss Recovery	-	1,240	1,240	-	100%	-
Transfers Out:						
To General Fund	-	(13,346)	(11,835)	(1,511)	89%	-
	-	-	-	-		-
Total Other Financing Sources (Uses)	-	(12,106)	(10,595)	(1,511)		-
Net Change in Fund Balance	(1,602,114)	(4,214,614)	(495,167)	(3,719,447)		(448,887)
Fund Balance, Beginning	12,588,545	12,588,545	12,588,545	-		14,607,124
Fund Balance, Ending	$ 10,986,431	$ 8,373,931	12,093,378	$ (3,719,447)		14,158,237

Expenditures by Object
Food Service Funds

Materials and Supplies	51.96%
Salaries	26.63%
Employee Benefits	11.63%
Other Expenses	6.32%
Energy Services	1.45%
Purchased Services	1.26%
Capital Outlay	0.74%
	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, 2025

	Original Budget	Current Budget	YTD Actual	Under (Over) Collected/ Expended	% of YTD Actual to Current Budget	YTD Actual May 2024
REVENUES						
Federal Direct:						
Other Federal Direct	$ -	$ -	$ -	$ -		-
Pell	-	2,716,025	2,619,871	96,154	96%	1,976,781
Miscellaneous Federal Direct	-	305,994	274,149	31,845	90%	823,884
Total Federal Direct	-	3,022,019	2,894,020	127,999	96%	2,800,665
Federal Through State:						
Career and Technical Education	-	1,048,842	720,304	328,538	69%	684,004
Teacher/Principal Training & Recruiting	2,256,044	2,433,472	1,646,557	786,915	68%	1,527,029
Adult Migrant Education	-	237,195	269,655	(32,460)	114%	255,247
Eng Lit and Civics Education	-	117,283	109,763	7,520	94%	90,478
Individuals with Disabilities Education Act	19,190,477	20,014,473	14,785,692	5,228,781	74%	11,406,052
Elementary and Secondary Education Act Title I	13,503,107	18,352,796	15,474,764	2,878,032	84%	13,612,153
Language Instruction Title III	-	1,153,884	999,965	153,918	87%	1,019,758
Adult General Education	-	742,252	723,732	18,520	98%	608,645
21st Century Schools - Title IV	-	1,375,870	1,082,123	293,747	79%	1,090,272
Educational Stabilization Funds - K-12	-	-	14,902,291	(14,902,291)		37,147,866
Educational Stabilization Funds - Workforce		-	(529)	529		182,967
Educational Stabilization Funds - VPK		-	-	-		86,748
Other Federal Through State	-	2,076,692	960,310	1,116,382	46%	374,921
Total Federal Through State	34,949,628	47,552,758	51,674,627	(4,121,868)	109%	68,086,139
Total Revenues	34,949,628	50,574,777	54,568,646	(3,993,869)	108%	70,886,804
EXPENDITURES						
Current:						
Instruction	16,943,101	26,544,314	32,220,197	(5,675,883)	121%	40,672,189
Student Support Services	1,188,789	3,666,157	3,648,351	17,806	100%	7,839,570
Instructional Media Services	-	-	-	-		52,000
Instruction and Curriculum Development Services	10,700,171	12,419,319	10,508,620	1,910,700	85%	8,416,544
Instructional Staff Training Services	4,626,843	5,435,576	5,278,146	157,429	97%	6,698,101
Board	-	-	-	-		1,000
Instruction Related Technology	2,456	23,468	21,508	1,960	92%	4,315
General Administration	1,347,066	1,761,661	2,145,625	(383,964)	122%	2,602,041
School Administration	-	428,324	265,805	162,519	62%	398,722
Facility Acquisition & Construction	-	-	-	-		14,000
Fiscal Services	-	(88,892)	63,784	(152,676)	-72%	204,810
Food Services	-	(3,716)	-	(3,716)	0%	305,930
Central Services	77,000	(34,492)	47,885	(82,378)	-139%	193,843
Student Transportation Services	64,203	337,419	164,927	172,491	49%	407,654
Operation of Plant	-	78,063	192,436	(114,372)	247%	717,793
Maintenance of Plant	-	-	-	-		106,451
Admin Technology Services	-	(1,578)	-	(1,578)	0%	320,040
Community Services	-	9,155	11,363	(2,208)	124%	17,205
Total Expenditures	34,949,628	50,574,777	54,568,646	(3,993,869)	108%	68,972,208
Excess (Deficiency) of Revenues						
Over (Under) Expenditures	(0)	-	0	(0)		1,914,596
OTHER FINANCING SOURCES (USES)						
Transfers Out:						
To General Fund	-	-	-	-		(1,314,596)
To Internal Service Fund	-	-	-	-		(600,000)
Total Other Financing Sources (Uses)	-	-	-	-		(1,914,596)
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	59.05%
Instruction and Curriculum Development Services	19.26%
Instructional Staff Training Services	9.67%
Student Support Services	6.69%
General Administration	3.93%
School Administration	0.49%
Operation of Plant	0.35%
Student Transportation Services	0.30%
Fiscal Services	0.12%
Central Services	0.09%
Instruction Related Technology	0.04%
Community Service	0.02%
Instructional Media Services	0.00%
Board	0.00%
Facility Acquisition & Construction	0.00%
Food Services	0.00%
Maintenance of Plant	0.00%
Admin Technology Services	0.00%
	100.00%

School District of Manatee County, Florida
Statement of Revenues, Expenditures, and Changes in Fund Balance
Internal Service Funds - Health
For Month Ended May 31, 2025

	Original Budget	Current Budget	YTD Actual	Under (Over) Collected/ Expended	% of YTD Actual to Current Budget	YTD Actual May 2024
REVENUES						
Operating Revenues:						
Premium - Employer	$ 43,648,050	$ 43,648,050	$ 42,190,841	$ 1,457,209	97%	37,012,683
Premium - Employee	14,016,875	14,016,875	13,462,699	554,176	96%	12,378,396
Premium - Retiree	1,350,000	1,350,000	1,081,208	268,792	80%	1,189,903
Premium - Leave/COBRA	390,000	390,000	353,175	36,825	91%	339,389
Miscellaneous Local Revenue	-	-	-	-		-
Refund of Prior Year Expenditure	-	(120,984)	(120,984)	-	100%	-
Total Operating Revenues	59,404,925	59,283,941	56,966,939	2,317,002	96%	50,920,372
Total Revenues	59,404,925	59,283,941	56,966,939	2,317,002	96%	50,920,372
EXPENDITURES						
Operating Expenditures:						
Salaries	576,357	576,495	539,915	36,580	94%	544,782
Employee Benefits	553,471	388,280	327,270	61,010	84%	335,161
Purchased Services	3,037,433	4,275,315	2,916,000	1,359,314	68%	2,967,189
Materials and Supplies	2,500	3,700	3,531	169	95%	2,641
Capital Outlay	-	-	-	-		-
Other Expenses:						
Dues and Fees	22,506	42,288	42,288	-	100%	21,970
Subs for ATD	-	-	-	-		-
Claims Expense - Health	46,675,594	45,684,468	40,553,490	5,130,978	89%	40,090,743
Claims Expense - Prescriptions	10,901,000	12,934,212	11,499,859	1,434,353	89%	10,478,230
E&O Claims	-	-	-	-		-
Claims Refunds - Health	-	(1,232,693)	(1,232,693)	-	100%	-
Claims Refunds - Prescriptions	-	(1,004,406)	(1,004,406)	-	100%	(1,057,186)
Total Other Expenses	57,599,100	56,423,869	49,858,538	6,565,331	88%	49,533,756
.						
Total Expenditures	61,768,861	61,667,659	53,645,255	8,022,404	87%	53,383,529
Operating Income (Loss)	(2,363,936)	(2,383,718)	3,321,685	5,705,403		(2,463,157)
Transfers In:						
From General Fund	-	-	-			-
From Special Revenue	-	-	-	-		600,000
Total Transfers		-	-			600,000
Change in Net Position	(2,363,936)	(2,383,718)	3,321,685	5,705,403		(1,863,157)
Net Position, Beginning	13,363,719	13,363,719	13,363,719	-		12,870,340
Net Position, Ending	$ 10,999,783	$ 10,980,001	16,685,404	5,705,403		11,007,183

Expenditures by Object
Internal Service Funds
Health Insurance

Operating Expenditures:		
Other Expenses	92.94% *	
Purchased Services	5.44%	
Salaries	1.01%	
Employee Benefits	0.61%	
Materials and Supplies	0.01%	
Capital Outlay	0.00%	
		100.00%
*Other Expenses :		
Claims Expense - Health	81.34%	
Claims Expense - Prescriptions	23.06%	
Dues and Fees	0.08%	
E&O Claims	0.00%	
Subs for ATD	0.00%	
Claims Refunds - Prescriptions	-2.01%	
Claims Refunds - Health	-2.47%	
		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, 2025

	Original Budget	Current Budget	YTD Actual	Under (Over) Collected/ Expended	% of YTD Actual to Current Budget	YTD Actual May 2024
REVENUES						
Operating Revenues:						
Premium - Employer	$ 4,600,000	$ 4,663,393	$ 4,663,393	$ -	100%	3,828,151
Total Operating Revenues	4,600,000	4,663,393	4,663,393	-	100%	3,828,151
Total Revenues	4,600,000	4,663,393	4,663,393	-	100%	3,828,151
EXPENDITURES						
Operating Expenditures:						
Salaries	184,035	184,035	176,342	7,693	96%	171,818
Employee Benefits	72,896	106,830	89,229	17,600	84%	87,020
Purchased Services	-	-	-	-		-
Other Expenses:						
Dues and Fees	388,293	388,173	282,324	105,848	73%	216,205
Claims Expense - Workers' Comp	3,560,212	3,637,049	2,175,159	1,461,890	60%	2,707,559
Claims Refund	-	(47,258)	(47,258)	-	100%	(101,986)
Total Other Expenses	3,948,505	3,977,964	2,410,225	1,567,738	61%	2,821,778
Total Expenditures	4,205,435	4,268,828	2,675,797	1,593,031	63%	3,080,616
Operating Income (Loss)	394,565	394,565	1,987,596	1,593,031		747,535
Change in Net Position	394,565	394,565	1,987,596	1,593,031		747,535
Net Position, Beginning	1,611,743	1,991,038	1,991,038	-		1,565,045
Net Position, Ending	$ 2,006,308	$ 2,385,603	$ 3,978,634	$ 1,593,031		2,312,581

Expenditures by Object
Internal Service Funds
Workers Compensation

Claims Expense - Workers Compensation	81.29%	
Dues and Fees	10.55%	
Salaries	6.59%	
Employee Benefits	3.33%	
Purchased Services	0.00%	
Claims Refund - Workers Compensation	-1.77%	
		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, 2025

	Original Budget	Current Budget	YTD Actual	Under (Over) Collected/ Expended	% of YTD Actual to Current Budget	YTD Actual May 2024
REVENUES						
Miscellaneous Federal Direct:						
Federal Direct	$ 229,161	$ 243,076	$ 257,687	$ (14,611)	106%	234,178
Total Federal Direct	229,161	243,076	257,687	(14,611)	106%	234,178
Local:						
Gifts, Grants, & Bequests	-	44,633	29,922	14,711	67%	22,087
Financial Aid Fees	260,000	458,605	458,605	-	100%	475,494
Other Student Fees	-	-	-	-		-
Other Miscellaneous Local Sources	320,124	127,626	127,626	-	100%	309,029
Total Local	580,124	630,864	616,153	14,711	98%	806,610
Total Revenues	809,285	873,940	873,840	100	100%	1,040,788
EXPENDITURES						
Instruction	2,005,374	2,060,007	369,264	1,690,743	18%	723,885
Student Support Services	1,580	5,540	493	5,047	9%	8,422
Instructional & Curriculum Dev	25,428	10,189	2,881	7,308	28%	931
Instructional Staff Training	-	-	-	-		-
General Administration	13,839	18,318	2,125	16,193	12%	220
Food Service	-	100	-	100	0%	-
Central Services	6,374	6,374	1,190	5,184	19%	3,253
Student Transportation	-	7,740	7,740	-	100%	-
Operation of Plant	270	1,753	-	1,753	0%	-
Admin. Technology Services	-	-	-	-		-
Community Services	3,500	11,000	-	11,000	0%	-
Total Expenditures	2,056,365	2,121,021	383,693	1,737,328	18%	736,711
Change in Net Position	(1,247,081)	(1,247,081)	490,147	1,737,228		304,077
Net Position, Beginning	1,247,081	1,247,081	1,247,081	-		1,121,660
Net Position, Ending	$ 0	$ 0	$ 1,737,229	$ 1,737,228		1,425,737

Expenditures by Function
Trust and Agency Funds

Instruction	96.24%	
Student Transportation	2.02%	
Instructional & Curriculum Dev	0.75%	
General Administration	0.55%	
Central Services	0.31%	
Student Support Services	0.13%	
Instructional Staff Training	0.00%	
Food Service	0.00%	
Operation of Plant	0.00%	
Admin. Technology Services	0.00%	
Community Services	0.00%	
		100.00%

AGENDA ITEM NO. 14.2

School Board of Manatee County
July 22, 2025 - Regular Board Meeting and Public Hearing

Title
Year-to-Date Charter School Financial Statement Summary Through May 31, 2025

Executive Summary
Unaudited year-to-date financial statements of the Charter Schools are submitted to the District each month or quarter, depending on each school's reporting requirements. These reports are filed in the District's administrative offices and are available upon request.

The District reviews and summarizes the financial statements; however, cannot certify as to their accuracy. The summary data is provided for information only purposes. Each charter school's Board is responsible for the accuracy of the monthly financial statements submitted to the District.

Note: Annual financial audits are conducted by independent CPAs for each Charter school following the fiscal year end.

Contact
Submitting Department: Business Services
Initiated By: Catherine Miley Hayden, Director of Finance

Attachments:
2024-2025 Charter Schools Finance Report Summary - Consolidated

School District of Manatee County
Summary of Charter School Financial Reports
Fiscal Year 2024-25

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY
2101 - Manatee School for the Arts & Sciences (2,4)	**School Letter Grade: 2019 C; 2021 none; 2022 C; 2023 C; 2024 D**										
Fund Balance July 1, 2024	**$ 1,182,990.00**	**$ 1,182,990.00**	**$ 1,182,990.00**	**$ 1,095,089.00**	**$ 1,095,089.00**	**$ 1,095,089.00**	**$ 1,095,089.00**	**$ 1,095,089.00**	**$ 1,095,089.00**	**$ 1,095,089.00**	**$ 1,095,089.00**
Revenue	85,054.00	215,600.00	326,311.00	476,168.00	599,930.00	713,194.00	909,799.00	1,013,362.00	1,097,911.00	1,032,509.00	1,127,653.00
Expense	(31,503.00)	(155,365.00)	(283,044.00)	(397,170.00)	(490,564.00)	(621,971.00)	(736,260.00)	(839,364.00)	(927,985.00)	(893,266.00)	(998,469.00)
Transfers											
Fund Balance, Ending	**$ 1,236,541.00**	**$ 1,243,225.00**	**$ 1,226,257.00**	**$ 1,174,087.00**	**$ 1,204,455.00**	**$ 1,186,312.00**	**$ 1,268,628.00**	**$ 1,269,087.00**	**$ 1,265,015.00**	**$ 1,234,332.00**	**$ 1,224,273.00**
Unrestricted/Unassigned General Fund Balance	$ 24,445.00	$ 31,159.00	$ 27,827.00	$ (61,091.00)	$ (57,049.00)	$ 146,613.00	$ 98,867.00	$ 114,839.00	$ 111,202.00	$ 113,232.00	$ 114,820.00
2102 - Team Success* (2)	**School Letter Grade: 2019 A; 2021 None; 2022 B; 2023 B; 2024 C**										
Fund Balance July 1, 2024			**$ 3,471,538.00**			**$ 3,471,538.00**			**$ 3,471,538.00**		
Revenue			3,598,004.00			$ 7,325,599.00			11,760,486.00		
Expense			(4,239,741.00)			(8,099,081.00)			(11,636,974.00)		
Transfers			(481,120.00)			(525,572.00)			(795,894.00)		
Fund Balance, Ending			**$ 2,348,681.00**			**$ 2,172,484.00**			**$ 2,799,156.00**		
Unrestricted/Unassigned General Fund Balance			$ 2,180,412.00			$ 2,004,572.00			$ 2,492,343.00		
2104 - Manatee School for the Arts (2)	**School Letter Grade: 2019 B; 2021 None; 2022 B; 2023 B; 2024 B**										
Fund Balance July 1, 2024	**$ 10,765,785.00**	**$ 10,765,785.00**	**$ 6,118,877.00**	**$ 6,118,877.00**	**$ 6,118,877.00**	**$ 6,118,877.00**	**$ 6,118,877.00**	**$ 6,118,877.00**	**$ 6,118,877.00**	**$ 6,118,877.00**	**$ 6,118,877.00**
Revenue	1,757,360.00	3,934,801.00	5,917,344.00	8,104,970.00	10,586,812.00	12,676,568.00	15,266,476.00	$ 16,648,607.00	17,984,762.00	20,591,376.00	20,729,277.00
Expense	(1,618,107.00)	(3,216,446.00)	(4,560,432.00)	(5,934,974.00)	(7,732,637.00)	(9,571,420.00)	(11,703,257.00)	(13,270,697.00)	(15,008,327.00)	(16,826,089.00)	(18,440,730.00)
Transfers		(292,421.00)									
Fund Balance, Ending	**$ 10,905,038.00**	**$ 11,191,719.00**	**$ 7,475,789.00**	**$ 8,288,873.00**	**$ 8,973,052.00**	**$ 9,224,025.00**	**$ 9,682,096.00**	**$ 9,496,787.00**	**$ 9,095,312.00**	**$ 9,884,164.00**	**$ 8,407,424.00**
Unrestricted/Unassigned General Fund Balance	$ 10,309,386.00	$ 10,893,893.00	$ 7,475,789.00	$ 8,288,873.00	$ 8,973,052.00	$ 8,955,934.00	$ 8,866,651.00	$ 9,052,252.00	$ 6,570,225.00	$ 6,191,973.00	$ 4,721,679.00
2120 - Rowlett Middle Academy* (2)	**School Letter Grade: 2019 A; 2021 none; 2022 A; 2023 A; 2024 A**										
Fund Balance July 1, 2024			**$ 422,804.00**			**$ 422,804.00**			**$ 422,804.00**		
Revenue			1,747,298.52			3,639,430.11			5,923,547.00		
Expense			(1,923,121.98)			(3,479,677.17)			(5,378,252.74)		
Transfers			(130,521.17)			(318,460.88)			(429,703.83)		
Fund Balance, Ending	**$ -**	**$ -**	**$ 116,459.37**	**$ -**	**$ -**	**$ 264,096.06**			**$ 538,394.43**		
Unrestricted/Unassigned General Fund Balance			$ 60,809.98			$ 215,360.37			$ 489,658.74		
2121 - Manatee Charter School (2)	**School Letter Grade: 2019 C; 2021 C; 2022 C; 2023 C; 2024 C**										
Fund Balance July 1, 2024	**$ 203,748.62**	**$ 203,748.62**	**$ 203,748.62**	**$ 203,748.62**	**$ 203,748.62**	**$ 203,748.62**	**$ 203,748.62**	**$ 203,748.62**	**$ 203,748.62**	**$ 203,748.62**	**$ 203,748.62**
Revenue	502,133.71	1,015,816.42	1,542,977.94	2,079,461.40	2,615,669.12	3,154,052.22	4,009,773.26	4,508,627.80	5,009,566.20	5,511,227.67	6,098,566.59
Expense	(179,487.51)	(591,717.92)	(960,934.87)	(1,824,940.86)	(2,287,721.02)	(2,778,803.51)	(3,306,536.84)	(3,844,741.04)	(4,379,106.63)	(4,750,272.04)	(5,196,549.02)
Transfers	(89,673.96)	(179,347.92)	(269,021.88)	(29,802.67)	(119,476.63)	(190,960.84)	(280,620.22)	(386,524.31)	(476,183.69)	(565,843.07)	(655,502.45)
Fund Balance, Ending	**$ 436,720.86**	**$ 448,499.20**	**$ 516,769.81**	**$ 428,466.49**	**$ 412,220.09**	**$ 388,036.49**	**$ 626,364.82**	**$ 481,111.07**	**$ 358,024.50**	**$ 398,861.18**	**$ 450,263.74**
Unrestricted/Unassigned General Fund Balance	$ 362,874.62	$ 386,528.80	456,149.41	$ 362,137.55	$ 351,599.69	$327,416.09	$565,744.42	$416,642.92	$289,519.67	$264,566.78	$38,382.84
2122 - Oasis Middle School (2)	**School Letter Grade: 2019 B; 2021 none; 2022 A; 2023 A; 2024 B**										
Fund Balance July 1, 2024	**$ (146,230.00)**	**$ (146,230.00)**	**$ (146,231.00)**	**$ (278,739.00)**	**$ (278,739.00)**	**$ (278,739.00)**	**$ (278,739.00)**	**$ (278,739.00)**	**$ (278,739.00)**	**$ (278,739.00)**	**$ (278,738.00)**
Revenue	59,260.00	178,717.00	247,261.00	307,869.00	393,934.00	457,619.00	529,306.00	570,677.00	647,169.00	726,361.00	771,959.00
Expense	(41,921.00)	(105,746.00)	(168,720.00)	(227,349.00)	(281,690.00)	(340,550.00)	(397,638.00)	(458,186.00)	(522,786.00)	(578,653.00)	(642,182.00)
Transfers											
Fund Balance, Ending	**$ (128,891.00)**	**$ (73,259.00)**	**$ (67,690.00)**	**$ (198,219.00)**	**$ (166,495.00)**	**$ (161,670.00)**	**$ (147,071.00)**	**$ (166,248.00)**	**$ (154,356.00)**	**$ (131,031.00)**	**$ (148,961.00)**
Unrestricted/Unassigned General Fund Balance	$ (128,891.00)	$ (73,259.00)	$ (67,689.00)	$ (198,218.00)	$ (166,495.00)	$ (161,670.00)	$ (147,071.00)	$ (166,247.00)	$ (154,357.00)	$ (131,031.00)	$ (148,961.00)
2123 - Imagine Charter - North Manatee (2)	**School Letter Grade: 2019 C; 2021 B; 2022 C; 2023 B; 2024 C**										
Fund Balance July 1, 2024	**$ 716,217.00**	**$ 716,217.00**	**$ 182,916.00**	**$ 182,916.00**	**$ 182,916.00**	**$ 182,916.00**	**$ 182,916.00**	**$ 182,916.00**	**$ 182,916.00**	**$ 182,916.00**	**$ 182,916.00**
Revenue	598,373.00	1,377,855.00	2,160,099.00	2,681,972.00	3,306,320.00	4,274,264.00	4,940,639.00	5,838,945.00	5,730,048.00	6,355,428.00	6,906,649.00
Expense	(632,835.00)	(1,463,851.00)	(2,209,084.00)	(2,983,634.00)	(3,575,769.00)	(4,273,767.00)	(4,937,392.00)	(5,679,800.00)	(6,152,534.00)	(6,725,604.00)	(7,376,096.00)
Transfers									789,981.00	904,536.00	1,060,183.00
Fund Balance, Ending	**$ 681,755.00**	**$ 630,221.00**	**$ 133,931.00**	**$ (118,746.00)**	**$ (86,533.00)**	**$ 183,413.00**	**$ 186,163.00**	**$ 342,061.00**	**$ 550,411.00**	**$ 717,276.00**	**$ 773,652.00**
Unrestricted/Unassigned General Fund Balance	$ 681,755.00	$ 630,221.00	$ 133,931.00	$ (118,746.00)	$ (86,533.00)	$ 183,413.00	$ 186,163.00	$ 342,061.00	$ 550,411.00	$ 717,276.00	$ 773,652.00
2124 - Imagine Charter- Lakewood Ranch (2, 4)	**School Letter Grade: 2019 B; 2021 none; 2022 C; 2023 B; 2024 C**										
Fund Balance July 1, 2024	**$ 367,344.00**	**$ 367,344.00**	**$ 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	453,087.00	744,319.00	1,523,818.00	1,806,702.00	2,308,201.00	3,073,340.00	3,539,299.00	4,068,017.00	3,843,635.00	4,314,422.00	4,798,892.00
Expense	(557,449.00)	(865,765.00)	(1,537,398.00)	(2,035,283.00)	(2,563,027.00)	(3,070,768.00)	(3,529,679.00)	(4,057,025.00)	(3,843,634.00)	(4,314,422.00)	(4,798,892.00)
Transfers											
Fund Balance, Ending	**$ 262,982.00**	**$ 245,898.00**	**$ (10,859.00)**	**$ (225,860.00)**	**$ (252,105.00)**	**$ 5,293.00**	**$ 12,341.00**	**$ 13,713.00**	**$ 2,722.00**	**$ 2,721.00**	**$ 2,721.00**
Unrestricted/Unassigned General Fund Balance	$ 190,033.00	$ 245,898.00	$ (10,859.00)	$ (225,860.00)	$ (252,105.00)	$ 5,293.00	$ 12,341.00	$ 13,714.00	$ 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**										
Fund Balance July 1, 2024			**$ 1,896,687.00**			**$ 1,896,687.00**			**$ 1,896,687.00**		
Revenue			1,108,230.91			2,389,805.07			3,497,762.25		
Expense			(1,010,676.65)			(2,058,578.38)			(3,038,794.85)		
Transfers											
Fund Balance, Ending			**$ 1,994,241.26**			**$ 2,227,913.69**			**$ 2,355,654.40**		
Unrestricted/Unassigned General Fund Balance			$ 1,994,241.26			$ 2,227,913.69			$ 2,355,654.40		

School District of Manatee County
Summary of Charter School Financial Reports
Fiscal Year 2024-25

	JUL	AUG	SEP	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**										
Fund Balance July 1, 2024			**$ 2,734,464.00**			**$ 2,734,464.00**			**$ 2,734,464.00**		
Revenue			1,071,470.00			2,285,990.00			$ 3,469,555.00		
Expense			(653,548.00)			(1,803,292.00)			(3,212,190.00)		
Transfers											
Fund Balance, Ending			**$ 3,152,386.00**			**$ 3,217,162.00**			**$ 2,991,829.00**		
Unrestricted/Unassigned General Fund Balance			$ 3,152,386.00			$ 3,217,162.00			$ 2,991,829.00		
2161 - Visible Men Academy (2)	**School Letter Grade: 2019 B; 2021 none; 2022 F; 2023 C; 2024 C**										
Fund Balance July 1, 2024	**$ 182,837.13**	**$ 182,837.13**	**$ 537,782.13**	**$ 537,782.13**	**$ 537,782.13**	**$ 537,782.13**	**$ 537,782.13**	**$ 537,782.13**	**$ 537,782.13**	**$ 537,782.13**	**$ 537,782.13**
Revenue	85,008.52	176,834.82	605,446.26	678,341.80	781,034.40	1,075,875.96	1,171,495.53	1,493,762.03	1,646,078.81	2,048,284.97	2,125,778.96
Expense	(144,367.48)	(301,939.69)	(771,603.87)	(1,199,954.10)	(1,340,558.89)	(1,532,812.55)	(1,724,292.30)	(1,955,544.90)	(2,112,731.76)	(2,336,975.43)	(2,504,931.53)
Transfers		7,408.00	11,029.00	7,418.00	18,218.00	21,831.00	48,845.00	50,311.00	51,778.00	53,245.00	54,710.00
Fund Balance, Ending	**$ 123,478.17**	**$ 65,140.26**	**$ 382,653.52**	**$ 23,587.83**	**$ (3,524.36)**	**$ 102,676.54**	**$ 33,830.36**	**$ 126,310.26**	**$ 122,907.18**	**$ 302,336.67**	**$ 213,339.56**
Unrestricted/Unassigned General Fund Balance	$ 104,183.85	$ 45,845.94	$ 357,359.20	$ (1,706.49)	$ (28,818.68)	$ 60,897.22	$ (7,948.96)	$ 84,530.94	$ 81,127.86	$ 260,557.35	$ 213,339.56
2171 - Rowlett Academy for Arts - Elementary* (2)	**School Letter Grade: 2019 A; 2021 A; 2022 B; 2023 B; 2024 B**										
Fund Balance July 1, 2024			**$ 2,117,523.00**			**$ 2,117,523.00**			**$ 2,117,523.00**		
Revenue			2,401,184.60			5,628,933.64			8,184,922.14		
Expense			(2,595,486.78)			(5,047,359.47)			(7,441,437.80)		
Transfers			(247,257.42)			(385,458.64)			(490,769.57)		
Fund Balance, Ending			**$ 1,675,963.40**			**$ 2,313,638.53**			**$ 2,370,237.77**		
Unrestricted/Unassigned General Fund Balance			$ 1,608,024.28			$ 2,245,699.41			$ 2,302,298.65		
2181 - Parrish Charter Academy (2)	**School Letter Grade: 2021 B; 2022 C; 2023 C; 2024 C**										
Fund Balance July 1, 2024	**$ 2,687,729.00**	**$ 2,687,729.00**	**$ 2,687,729.00**	**$ 2,687,729.00**	**$ 2,687,729.00**	**$ 2,687,729.00**	**$ 2,687,729.00**	**$ 2,687,729.00**	**$ 2,687,729.00**	**$ 2,687,729.00**	**$ 2,687,729.00**
Revenue	697,832.00	1,423,281.00	2,201,498.00	3,064,305.00	3,967,109.00	4,718,822.00	5,473,599.00	6,310,639.00	7,143,856.00	7,984,752.00	8,934,536.00
Expense	(964,973.00)	(1,652,104.00)	(2,643,072.00)	(3,406,824.00)	(4,063,578.00)	(4,761,136.00)	(5,583,345.00)	(6,334,819.00)	(7,270,176.00)	(7,978,678.00)	(8,682,552.00)
Transfers	41.00	422,108.00	372,027.00	230,313.00	137,101.00	56,647.00	433,713.00	242,024.00	149,381.00	33,671.00	(64,697.00)
Fund Balance, Ending	**$ 2,420,629.00**	**$ 2,881,014.00**	**$ 2,618,182.00**	**$ 2,575,523.00**	**$ 2,728,361.00**	**$ 2,702,062.00**	**$ 3,011,696.00**	**$ 2,905,573.00**	**$ 2,710,790.00**	**$ 2,727,474.00**	**$ 2,875,016.00**
Unrestricted/Unassigned General Fund Balance	$ 1,454,823.00	$ 2,881,014.00	$ 2,613,183.00	$ 2,570,522.00	$ 2,723,361.00	$ 2,697,063.00	$ 3,006,696.00	$ 2,900,574.00	$ 2,705,790.00	$ 2,722,474.00	$ 2,870,016.00
2182 - Lakewood Ranch Prep Academy (2) Open 22-23	**School Letter Grade: 2023 A; 2024 A**										
Fund Balance July 1, 2024	**$ 370,824.39**	**$ 370,824.39**	**$ 509,530.00**	**$ 509,530.00**	**$ 509,530.00**	**$ 509,530.00**			**$ 509,530.00**		
Revenue	947,490.17	2,451,418.64	3,784,665.73	5,282,215.18	7,113,408.46	8,735,310.10			12,808,619.25		
Expense	(565,224.50)	(1,612,538.38)	(2,670,370.66)	(3,771,125.49)	(5,205,524.15)	(5,999,460.94)			(9,145,616.50)		
Transfers	(378,179.62)	(756,359.23)	(1,190,383.84)	(1,587,178.46)	(1,983,973.08)	(2,380,767.70)			(3,545,038.65)		
Fund Balance, Ending	**$ 374,910.44**	**$ 453,345.42**	**$ 433,441.23**	**$ 433,441.23**	**$ 433,441.23**	**$ 864,611.46**			**$ 627,494.10**		
Unrestricted/Unassigned General Fund Balance	$ 17,606.74	$0.00	$0.00	$ 433,441.23	$0.00	**$ 431,161.23**			**$ 139,103.94**		
2192 Hola! At MSA (2, 4) Open 23-24	**School Letter Grade: 2024 C**										
Fund Balance July 1, 2024	**$ 9,396.00**	**$ 9,396.00**	**$ (930,510.00)**	**$ (930,510.00)**	**$ (930,510.00)**	**$ (930,510.00)**	**$ (930,510.00)**	**$ (930,510.00)**	**$ (930,510.00)**	**$ (930,510.00)**	**$ (930,510.00)**
Revenue	344,606.00	768,847.00	1,205,357.00	2,509,992.00	2,959,167.00	4,246,936.00	3,828,851.00	4,279,814.00	4,925,327.00	5,264,575.00	6,291,116.00
Expense	(317,501.00)	(721,069.00)	(1,188,025.00)	(1,570,060.00)	(1,963,398.00)	(2,352,960.00)	(2,732,264.00)	(3,006,352.00)	(3,697,170.00)	(3,920,724.00)	(4,508,228.00)
Transfers											
Fund Balance, Ending	**$ 36,501.00**	**$ 57,174.00**	**$ (913,178.00)**	**$ 9,422.00**	**$ 65,259.00**	**$ 963,466.00**	**$ 166,077.00**	**$ 342,952.00**	**$ 297,647.00**	**$ 413,341.00**	**$ 852,378.00**
Unrestricted/Unassigned General Fund Balance	$ 21,515.00	$ 50,775.00	$ (913,178.00)	$ 9,422.00	$ 65,259.00	$ 963,466.00	$ 166,077.00	$ 342,952.00	$ 297,647.00	$ 397,514.00	$ 836,551.00
2191 ALS dba Bradenton Bay Charter Open 24-25	**School Letter Grade:**										
Fund Balance July 1, 2024	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
Revenue	78,853.00	315,299.00	444,031.00	579,145.00	691,082.00	800,373.00	953,332.00	1,113,963.00	1,289,324.00	1,441,457.00	1,639,624.00
Expense	(76,487.00)	(227,890.00)	(340,511.00)	(485,397.00)	(660,034.00)	(775,406.00)	(932,888.00)	(1,111,822.00)	(1,274,435.00)	(1,434,159.00)	(1,625,232.00)
Transfers		(185,216.00)	(185,216.00)	(280,770.00)							
Fund Balance, Ending	**$ 2,366.00**	**$ (97,807.00)**	**$ (81,696.00)**	**$ (187,022.00)**	**$ 31,048.00**	**$ 24,967.00**	**$ 20,444.00**	**$ 2,141.00**	**$ 14,889.00**	**$ 7,298.00**	**$ 14,392.00**
Unrestricted/Unassigned General Fund Balance	$ 2,366.00	$ (97,807.00)	$ (81,696.00)	$ (187,022.00)	$ 31,048.00	$ 24,967.00	$ 20,444.00	$ 2,141.00	$ 14,889.00	$ 7,298.00	$ 14,392.00

***Quarterly Reports/High Performing**

(1)Adjusted Charter school beginning fund balance to properly reflect the unaudited beginning fund balance as of 7/1/2024.
(2) Adjusted Charter school beginning fund balance to properly reflect the Audited Ending fund balance 6/30/24.
(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.

AGENDA ITEM NO. 14.3

School Board of Manatee County
July 22, 2025 - Regular Board Meeting and Public Hearing
Action Item

Title
Lakewood Ranch Prep Charter Public Charter Schools Program (CSP) Grant Project Application Amendment

Executive Summary
The Florida Department of Education administers the Charter Schools Program (CSP) Planning and Implementation grant through a request for proposals (RFP) process each year. The purpose of this grant is to provide financial assistance for the planning, program design, and initial implementation of charter schools. Lakewood Ranch Preparatory Academy is a charter school that opened in Manatee County August 10, 2022, to students wishing to participate in a K-12 program focusing on Wellness, Innovation, Science and Health (WISH). At this time, Lakewood Ranch Prep serves approximately 1250 students. New charters in the state of Florida are eligible to apply for the CSP start up grant available through the FDOE. The FDOE is responsible for the grant approval, compliance and monitoring. The district's role is the release of funds to the charter school upon receipt of reimbursement documentation.

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
INFORMATION ONLY (No Board Action Required)

Financial Impact
There is no financial impact.

Contact
Submitting Department: District Support Services
Initiated by: Dr. Valerie Moore Hyer

Attachments:
CSP LRPA 150 Board Signature -signed
LRPA_DOE_Budget

FLORIDA DEPARTMENT OF EDUCATION
PROJECT AMENDMENT REQUEST

Please return to:	**A) Agency Name:**	**DOE USE ONLY**
Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0735	Lakewood Ranch Charter Academy 5550 White Eagle Blvd Bradenton, FL 34211	Date Received
B) Program Name: 2023-2026 Public Charter Schools Program (CSP) Grant CSP ID 2023-106 **TAPS Number:** 24C091		**Project Number (DOE Assigned)** **410-2981F-4C102**

C) Amendment Type	**D) Amendment Request Contact Information**	
☐ Program X☐ Budget **Amendment Number:** _____	Contact Name: Ken Haiko	Telephone Numbers: **Office: 954-977-0240**
	Mailing Address: 6278 North Federal Highway Suite 384 Fort Lauderdale, FL 33308	E-mail Addresses: Kenh618@aol.com

E) Required Signature and Certification

I, Kevin Chapman, Interim Superintendent, School District of Manatee County, and Ken Haiko,LWR Prep Governing Board Chair, as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application amendment are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited. Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application amendment.

Signature of Agency Head	Title	Date
	Kevin Chapman, Interim Superintendent, SDMC	
Ken Haiko	Ken Haiko, Governing Board Chair	6.10.25
Signature of Agency Head	Title	Date

F) Narrative

Original grant award was increased by $40,000, therefore a budget amendment increase is being requested for the additional funding increase.

Instructions for Completion of DOE 150
Project Amendment Request

A. Enter Agency Name

B. Enter Program Name and TAPS number as listed on the original Project Award Notification.

C. Enter Amendment Type – Refer to Project Application and Amendment Procedures for Federal and State Programs (Green Book) for definitions of Program and Budget amendments.

D. Enter Amendment Request Contact Information for the person who is responsible for the project.

E. Complete Required Signature. **Note:** Application amendments signed by officials other than the Superintendent, or President/Chairman of the Board, must have a letter of authorization to sign on the behalf of said official, attached to the DOE 150 when the application amendment is submitted.

F. Provide sufficient narrative to describe and justify the type of amendment being requested. Narrative should include the purpose of the amendment and description of the amended services or budget changes – i.e. changes in scope or objectives, changes in deliverables or work tasks and how these changes affect the original application. Any budget change will require details on the increase/decrease and how the change affects the original application.

Attach Budget Amendment Narrative Form (DOE 151) if this amendment requires budget changes.

FLORIDA DEPARTMENT OF EDUCATION
BUDGET AMENDMENT NARRATIVE FORM

A) Lakewood Ranch Prepatory Academy
District/Agency Name

B) /
Project Number/TAPS Number

C) 1
Amendment Number

D) Total Project Amount Currently Approved

E) Total Project Amount resulting from this Budget Amendment

F) Line Item Description **Additional Funds ($40,000.00) Budget**

Function	Object	Account Title and Narrative	FTE	Amount Increase	Amount Decrease
5100	641	FitRev - (gym equipment, shipping/handling/installation)		$ 29,999.38	
5100	510	Supplies - office		$ 6,640.22	
5100	649	Supplies - scienticfic calculators		$ 3,360.40	
			Total	**$ 40,000.00**	**$ -**

DOE 151
Revised January 2017

Richard Corcoran, Commissioner

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

AGENDA ITEM NO. 14.4

School Board of Manatee County
July 22, 2025 - Regular Board Meeting and Public Hearing
Action Item

Title
Hola! Elementary at MSA Charter Public Charter Schools Program (CSP) Grant Project Application Amendment

Executive Summary
The Florida Department of Education administers the Charter Schools Program (CSP) Planning and Implementation grant through a request for proposals (RFP) process each year. The purpose of this grant is to provide financial assistance for the planning, program design, and initial implementation of charter schools. Hola! Elementary at MSA is a charter school that opened in Manatee County in August 10, 2023, to students wishing to participate in a Dual Language, Arts Infused K-5 elementary program. At this time, Hola! serves approximately 528 students New charters in the state of Florida are eligible to apply for the CSP start up grant available through the FDOE. The FDOE is responsible for the grant approval, compliance and monitoring. The district's role is the release of funds to the charter school upon receipt of reimbursement documentation.

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
INFORMATION ONLY (No Board Action Required)

Financial Impact
There is no financial impact.

Contact

Submitting Department: District Support Services

Initiated by: Dr. Valerie M. Hyer

Attachments:
2192_HOLA_CSP_Budget_Amendment-signed

FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION

Please return to:	A) Program Name:	DOE USE ONLY
Florida Department of Education Office of Grants Management via ShareFile only. https://fldoe.sharefile.com/Authentication/Login	2023-2026 Public Charter Schools Program (CSP) Grant **TAPS NUMBER: 24C100**	Date Received

B) Name and Address of Eligible Applicant:	Project Number (DOE Assigned)
¡HOLA! Elementary @ MSA **1419 10th Street East, Palmetto, FL 34221**	**410-2981F-4C101**

C) Total Funds Requested:	D) Applicant Contact & Business Information	
$ 363,922	Contact Name: **Dr. Rubylinda Zickafoose** Fiscal Contact Name: **Tim McMurray**	Telephone Numbers: School: 941-842-4652 Zickafoose Cell: 941-812-0488 McMurray Cell: 941-744-7798
DOE USE ONLY **Total Approved Project:** $	Mailing Address: 1419 10th Street East Palmetto, FL 34221	E-mail Addresses: dr.z@hola-elementary.org tmcmurray@msaschool.org
	Physical/Facility Address: 1419 US 301 Street N. Palmetto, FL 34221	UEI number: FEIN number: *65-0829459*

CERTIFICATION

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

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

E)			
Kevin Chapman (Jun 12, 2025 08:15 EDT)	**Interim Superintendent of MCSD**	06/12/2025
Signature of Agency Head	Title	Date
X Signature of Charter Head David R. Kraner	**¡HOLA!, Chairman of the Board**	June 9, 2025
	Title	Date

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

FLORIDA DEPARTMENT OF EDUCATION
BUDGET AMENDMENT NARRATIVE FORM

A) Manatee County/HOLA Elementay@ MSA
District/Agency Name

B) 410-2981F **4C101**
Project Number/TAPS Number

C) 1
Amendment Number

D) Total Project Amount Currently Approved

$860,000

E) Total Project Amount resulting from this Budget Amendmen

$363,922

F) Line Item Description

Function	Object	Account Title and Narrative	FTE	Amount Increase	Amount Decrease
5100	520	Basic (FEFP) - Textbooks		$ 22,500.00	
5100	641	Basic (FEFP) - Classroom Furniture		$ 39,640.00	
5100	642	Basic (FEFP) - Non-Capitalized Furniture, Fixtures, & Equipment (FF&E)		$ 11,000.00	
5100	644	Basic (FEFP) - Non-Capitalized, Computer Hardware		$ 145,300.00	
6200	610	Instructional Media Service - Capitlalized Outlay - Library books		$ 40,000.00	
6200	642	Instructional Media Service - Non-Capitalized - Furniture, Fixtures, & Equipment (FF&E)		$ 6,000.00	
6200	692	Instructional Media Service - Non-Capitalized - Computer Software		$ 2,000.00	
7000	642	General Support Services - Non-Capitalized - Furniture, Fixtures, & Equipment		$ 94,482.00	
7300	644	School Administration - Non-Capitalized - Computer Hardware		$ 3,000.00	
			Total	**$ 363,922.00**	**$ -**

DOE 151
Revised July 2022

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

CLEAR ALL DATA

Enter the Total Grant Award in Cell H1 ----------> 363,922			Enter Projected # of Students and
Enter School Name Below	CSP ID	YEAR 2: # of Students	YEAR 2: # of Teachers/Classrooms
¡HOLA! Elementary @ MSA	2023-006	481	*37*

				YEAR 1	
Function	**Object**	**Description**	**Cost Per Item**	**Quantity**	**Total Cost Year 2**
5100	520	Bilingual Libraries to support the dual language program and implement the SoR (Science or Reading).	$ 1,500.00	15	$ 22,500.00
5100	641	Classroom bookshelves to support classroom environment functionality.	$ 800.00	35	$ 28,000.00
5100	641	Backpack hooks to be used on a daily basis to organize student materials and allow for more room in classrooms. -Primary (Grades K and 3)	$ 205.00	20	$ 4,100.00
5100	641	Backpack hooks to be used on a daily basis to organize student materials and allow for more room in classrooms. - Intermediate (Grades 4 and 5)	$ 290.00	26	$ 7,540.00
5100	642	Ceramic Kiln to support our Arts-Infused Visual Arts class and other grade levels in implementing arts-infused lessons.	$ 3,000.00	1	$ 3,000.00
5100	642	Classroom Interactive boards to support instruction in all content areas to be used with intermediate students.	$ 2,000.00	5	$ 8,000.00
5100	644	Student computers to support classroom instruction and state assessment requirements.	$ 300.00	310	$ 93,000.00
5100	644	Classroom Level Technology: Learning tablets. These tablets will support primary classroom instruction and state assessment needs.	$ 300.00	150	$ 45,000.00
5100	644	STEM Robotics sets to support the learning of Coding and Science Standards.	$ 200.00	18	$ 3,600.00
5100	644	Printers (3D) support our Digital Arts class and other grade levels in implementing arts-infused lessons.	$ 600.00	2	$ 1,200.00
5100	644	Charging Carts to student devices (laptops).	$ 500.00	5	$ 2,500.00
6200	610	Inquiry Center (Library) Collection to support both English and Spanish readers. These books will be checked out by students on a daily basis to support reading at school and home.	$ 40,000.00	1	$ 40,000.00
6200	642	Library Book Machine to support school-wide reading through positive reinforcement and the PBIS system.	$ 6,000.00	1	$ 6,000.00
6200	692	Library Circulation Software to support library checkout system and collections management.	$ 2,000.00	1	$ 2,000.00

7000	642	Multipurpose covered play area to support the health and safety of our students while we adhere to the current physical education and recess needs.	$ 25,000.00	1	$ 25,000.00
7000	642	Play structure to support the health and safety of our students while we adhere to the current physical education and recess needs.	$ 69,482.00	1	$ 69,482.00
7300	644	Laptops for Administration	$ 1,000.00	3	$ 3,000.00
		TOTAL:			$ 363,922.00
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