



THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA
Landings Administrative Complex
1980 Landings Blvd.
3:00 PM

September 17, 2024 Board Meeting

Call to Order

Flag Salute

1. **FLAG SALUTE**

Description

Flag Salute: RHS

Student Representative: Sara Blake

Gap Analysis:

Previous Outcomes:

Expected Outcomes:

Strategic Plan Goal:

Recommendation:

Contact:

Financial Impact:

Special Presentations/Moments of Pride

2. **SPECIAL PRESENTATIONS**

Description

Recognize Carl Reynolds Law - Support of Sarasota County Schools

School Showcase: Venice High School

Gap Analysis:

Previous Outcomes:

Expected Outcomes:

Strategic Plan Goal:

Recommendation:

Contact:

Financial Impact:

Superintendents Report

Hearing of Citizens - Agenda

Approval of Consent Agenda

3. APPROVAL OF CONSENT AGENDA

Description

Gap Analysis:

Previous Outcomes:

Expected Outcomes:

Strategic Plan Goal:

Recommendation:

That the Consent Agenda be approved as presented.

Contact:

Financial Impact:

Consent Agenda

Approval of Minutes

4. APPROVAL OF MINUTES

Description

Gap Analysis:

Previous Outcomes:

Expected Outcomes:

Strategic Plan Goal:

Recommendation:

That the minutes be approved as presented.

Contact:

Financial Impact:

Approval of Instructional/Classified Personnel Report

5. APPROVAL OF INSTRUCTIONAL/CLASSIFIED PERSONNEL REPORT

Description

The Human Resources Instructional/Classified Personnel Report has been added to the agenda item for approval.

Gap Analysis:

Previous Outcomes:

Expected Outcomes:

Strategic Plan Goal:

Recommendation:

That the Human Resources Instructional/Classified Personnel Report be approved as presented.

Contact:

AL HARAYDA al.harayda@sarasotacountyschools.net

ASHLEY ROMADKA ashley.romadka@sarasotacountyschools.net

MICHAEL KEMP michael.kemp@sarasotacountyschools.net

Financial Impact:

General Items

6. APPROVAL OF THE EMPLOYEE GROUP BENEFIT INSURANCE RATES & FEES EFFECTIVE 1/1/2025

Description

2025 Group Medical Insurance Rates

The 2025 Employee Group Medical Insurance rates will increase due to claims experience and medical trend. The rate increase will be 9.7%.

There will be no plan design changes.

The pharmacy program will continue to be with Express Scripts.

Please see the attachment with the new medical rates.

2025 Group Vision Rates

The vision insurance is through Humana at the current rate for 2025 and is guaranteed until December 31, 2025.

2025 Dental Insurance Rates and Group Administrator Fees

The 2025 Dental insurance rates will increase due to claims experience and trend (inflation). The rate increase will be 3.1%. There are no enhancements to the table of allowance.

The third-party administrator of the dental program is Delta Dental. The contract renewed in 2020 and continues through December 2025. The rate remains at \$2.91 per employee per month.

2025 Flexible Spending Fees

The Flexible Spending fees will remain at their current rate guarantees until December 31, 2025.

2025 Group Life and Long-Term Disability Rates

The 2025 Employee Group Life Insurance and the 2025 Group Long Term Disability are both through The Standard Insurance Company. The Standard was awarded the RFP in May 2021. The contract provides for a 3-year contract with two additional one-year renewal periods through December 2025. The rates will remain unchanged from 2024.

Gap Analysis:

Previous medical and dental premium rates reflected an operating loss due to claims experience and trend.

Previous Outcomes:

N/A

Expected Outcomes:

Revenues will be in line with medical trend and claims experience to help mitigate an operating loss.

Strategic Plan Goal:

Pillar 3 - Every Employee Valued

Priority 1 - Recruit, Recognize, and Retain

Recommendation:

That the Employee Group Benefit Insurance Rates and Fees be approved as presented.

Contact:

LYNN PETERSON lynn.peterson@sarasotacountyschools.net

ASHLEY ROMADKA ashley.romadka@sarasotacountyschools.net

MICHAEL KEMP michael.kemp@sarasotacountyschools.net

Financial Impact:

Estimated funding shortfall for the 2025 calendar year of \$7.1 million. Medical benefits and deductions will be increased by 9.7% beginning

December, 2024 to offset this shortfall and will be funded from various funding sources.

7. APPROVAL OF THE PROFESSIONAL LEARNING CATALOG 24-25 SCHOOL YEAR

Description

FL DOE Rule 6A-5.071 was modified in February 2024. It directs school districts to amend (if necessary), review, and submit an updated professional learning catalog as specified here:

(3) Submission, Amendment, and Review Criteria by School Districts.

(a) By September 1 of each year, the school district shall update the catalog, based on the results of the review conducted pursuant to paragraph (3)(d) of this rule, and the district school board shall approve the catalog pursuant to the criteria and procedures in subsections (2) and (3) of this rule.

(b) By October 1 of each year, the school district shall submit a letter to the Commissioner verifying that the district school board has approved the catalog and the catalog meets the criteria in subsection (2) of this rule.

(c) A component developed or modified after the annual approval of the catalog shall be approved as an amendment by the district school board and meet the criteria in subsection (2) of this rule.

(d) Annually, the school district shall conduct a review of the previous year's catalog program operations that results in a determination of its effectiveness in the educational setting as measured by changes in educator practice and student outcomes and use this information to make decisions about which components to continue, modify, or eliminate.

Gap Analysis:

The Professional Learning Catalog is a catalog of courses (components) that has been approved by the Sarasota County School Board and the Florida Department of Education for use by teachers, administrators, and non-instructional personnel.

Components focus on student achievement and school improvement by addressing direct instructional needs and/or knowledge, attitudes, skills, aspirations, and behaviors to support continuous improvement. The catalog consists of components that encompass the foundation for most of the professional development that takes place in Sarasota County Public Schools. Each component specifies a maximum number of In-service Points that can be awarded to participants upon successful completion of coursework. One (1) in-service point is equivalent to one

(1) clock hour of participation in training and professional development activities.

All courses are built upon components and include specific objectives to meet the designated goal(s). Inservice points are determined based on the number and complexity of the objectives to be taught. Courses designed from these components are listed in the Professional Learning System.

Previous Outcomes:

The current Professional Learning Catalog was approved by Board Action on September 19, 2023.

Expected Outcomes:

The revised Professional Learning Catalog was reviewed by the Florida Department of Education on August 22, 2024 and made the recommendation to proceed with the school board approval process so that we may meet the statutory deadline of October 1, 2024. Once approved, the District will submit the required letter to the Commissioner to ensure compliance with Rule 6A-5.071.

Strategic Plan Goal:

Pillar 3 - Every Employee Valued

Priority 3 - Elevate Employee Development

Recommendation:

That the revised Professional Learning Catalog be approved as presented.

Contact:

DAVID JONES david.jones@sarasotacountyschools.net

RACHAEL O'DEA rachael.o'dea@sarasotacountyschools.net

Financial Impact:

N/A

Agreement/Contracts

8. APPROVAL OF THE AMENDED AND RESTATED AGREEMENT BETWEEN THE UNIVERSITY OF WEST FLORIDA AND THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA

Description

The amended and restated agreement will allow students pursuing education and social work degrees at University of West Florida to complete classroom observations, field experiences and final clinical teaching and social work internships, related to their classroom

instruction and degree path, with the Sarasota County Schools.

Gap Analysis:

Sarasota County Schools is amending the affiliation agreement with University of West Florida to include social work internships.

A partnership with the University of West Florida will allow us to provide clinical experiences to their students and provide us with the opportunity to “grow our own” educators through the different degree programs available at University of West Florida.

Previous Outcomes:

We currently have affiliation agreements with 19 institutions of higher learning and hosted twenty clinical/final internships and 54 Field Experience/Observations from 12 of these institutions during the Spring of 2024 semester.

Expected Outcomes:

An amended and restated agreement with University of West Florida will broaden the partnership we have with this institution of higher learning, therefore increasing the pool of highly qualified applicants for vacant teaching positions.

Strategic Plan Goal:

Pillar 3 - Every Employee Valued

Priority 1 - Recruit, Recognize, and Retain

Priority 4 - Implement Innovative Staffing Practices

Recommendation:

That the amended and restated agreement between University of West Florida and School Board of Sarasota County, Florida be approved as presented.

Contact:

SETH GARDNER seth.gardner@sarasotacountyschools.net

DANIELLE SCHWIED danielle.schwied@sarasotacountyschools.net

ASHLEY ROMADKA ashley.romadka@sarasotacountyschools.net

MICHAEL KEMP michael.kemp@sarasotacountyschools.net

Financial Impact:

N/A

9. APPROVAL OF THE CONTRACT AGREEMENT BETWEEN POSITIVE BEHAVIOR SUPPORT CORP. AND THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA

Description

Positive Behavior Support Corp. is an agency committed to the principles of Positive Behavior Support (an approach based on principles of applied behavior analysis - ABA) with staff that are highly qualified and certified as Board Certified Behavior Analyst (BCBA) and Registered Behavior Technician (RBT). A short-term contract has been approved by the cabinet level for a contract with a Board-Certified Behavior Analyst (BCBA) and Registered Behavior Techs (RBT) to support with intensive behavior needs across the district to support the vacancies for district needs from 8/12/24 through 10/3/24. The level of expertise supports with the development and implementation of Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP), in addition to training, guiding and coaching teams with the fidelity of the implementation of the interventions.

Gap Analysis:

The positions have had consistent 2-year vacancies for the 3 positions.

The Positive Behavior Supports Corp (PBS) Contracted Rates are the following:

- BCBA– \$80/hour
- RBT- \$40/hour

Financial Yearly Amount:

Current Job Vacancies with Benefits equals the amount of: \$215,975

The cost of 35 hours/week for the 3 positions at contracted rate: \$208,320

Gap Analysis:

This is a cost savings of \$7,655. In addition, the specialized service providers can receive reimbursement for the district through the Medicaid billing platform for services rendered.

Previous Outcomes:

ESE Program Specialist, Board Certified Behavior Analyst preferred, and behavior technician (SSP7) positions have been consistently difficult to recruit and retain with highly qualified candidates to support intensive behaviors at schools from the district level. These positions continue to remain vacant.

A short-term contract was initiated starting August 12, 2024, through October 3, 2024 for \$44,800 to support the vacancy needs.

Expected Outcomes:

The ESE Program Specialist, BCBA preferred, and 2 district behavior

technician positions will be filled with consistent contracted staff that are highly qualified from the Positive Behavior Supports Corps. The ESE Program Specialist, BCBA preferred will be contracted with a BCBA and the behavior technicians will be contracted with Registered Behavior Technicians. The highly skilled staff will provide needed support for schools and students for intensive behavior interventions.

Strategic Plan Goal:

Pillar 1 - Every Student Achieves

Priority 3 - Embrace Strong Instruction

Pillar 2 - Every Student Supported

Priority 1 - Design Strong Student Supports

Priority 2 - Respond to Student Needs

Priority 4 - Build Student-Centered Relationships

Recommendation:

That the contract agreement between Positive Behavior Supports Corp. and the School Board of Sarasota County, Florida be approved as presented.

Contact:

HEATHER WASSERMAN

heather.wasserman@sarasotacountyschools.net

KIRK HUTCHINSON kirk.hutchinson@sarasotacountyschools.net

RACHAEL O'DEA rachael.o'dea@sarasotacountyschools.net

Financial Impact:

Not to exceed: \$170,000.00

Funding Source: General Fund

10. APPROVAL OF THE AMENDED AGREEMENT BETWEEN THE SCHOOLHOUSE LINK/ SAFE CHILDREN COALITION AND THE SCHOOL BOARD OF SARASOTA COUNTY, FL TO SUPPORT HOMELESS EDUCATION SERVICES FOR HOMELESS CHILDREN AND YOUTH

Description

The Interagency Agreement delineates the relationship and responsibilities shared between the Schoolhouse Link / Safe Children Coalition and the School Board of Sarasota County, Florida to provide services for homeless children and youth and families throughout Sarasota County. This agreement been amended to include an increase of \$39,600 to address needs for our homeless students including preparing back to school supplies for serving homeless students and families, McKinney-Vento Registrar training, and case management of over 125 homeless families and 20 unaccompanied homeless youth (provided by 4 FT employees). As well as assistance with

transfer of homeless students to post-secondary programs.

Gap Analysis:

The increase to the Safe Children's Coalition/School House Link contract will enable our provider remuneration to our homeless children and youth partner for services rendered to Sarasota County students in transition. July 1, 2024, Schoolhouse Link provide service to SCH students between July 1, 2024, and September 30, 2024, pending approval of the contract. Services include Services include preparing back to school supplies for serving homeless students and families, McKinney-Vento Registrar training, and case management of over 125 homeless families and 20 unaccompanied homeless youth (provided by 4 FT employees). As well as assistance with transfer of homeless students to post-secondary programs.

Previous Outcomes:

The Interagency Agreement between Schoolhouse Link / Safe Children Coalition, Inc., and The School Board of Sarasota County has been in effect since July 1, 2010. Over 350 families are served and supported annually. This contract was Board approved on August 20, 2024.

Expected Outcomes:

This partnership enables staff to support and serve homeless students and families to:

- enroll and attend school no matter where they live or how long they have lived there
- have access to the same public education provided to housed children
- enroll in schools and attend classes while required documentation is being gathered
- receive free lunch
- maintain stability at the school of origin through transportation

Strategic Plan Goal:

Pillar 2 - Every Student Supported

Priority 2 - Respond to Student Needs

Recommendation:

That the Interagency Agreement between Schoolhouse Link / Safe Children Coalition and the School Board of Sarasota County, be approved as amended.

Contact:

DEBRA GIACOLONE debra.giacolone@sarasotacountyschools.net

KIRK HUTCHINSON kirk.hutchinson@sarasotacountyschools.net

RACHAEL O'DEA rachael.o'dea@sarasotacountyschools.net

Financial Impact:

Increase of \$39,600 from \$118,000 to \$157,600

Funding Source: Federal Grant - Title IX (ARP)

Materials Management

11. APPROVAL TO PURCHASE MATERIALS AND/OR SERVICES FROM VENDORS UNDER CONTRACT WITH A LEAD AGENCY THAT UTILIZED A COMPETITIVE PROCESS FOR FLOORING MATERIALS, WITH RELATED SUPPLIES AND SERVICES

Description

The Purchasing Department has researched and reviewed the competitive solicitations that are available for these purchases and has determined that the use of the attached contracts for the purpose cited presents the best value and/or is in the best interest of the School Board.

Gap Analysis:

Flooring - carpet, LVT, tile, rubber, etc., is budgeted on a 10-year life-cycle. Replacement is needed to ensure a healthy, safe environment is provided for students and staff.

Previous Outcomes:

Facilities visited several factories, listened to many presentations, in order to select the best product for our schools. We have been using the selected product for 15 plus years and are pleased with the results.

Expected Outcomes:

We will provide a long lasting and easy to maintain product that will be installed yearly throughout the district.

Strategic Plan Goal:

Pillar 4 - Every School Equipped

Priority 2 - Create High Quality Infrastructure

Recommendation:

That the cooperative contracts awarded to Shaw Industries, Inc., and Tarkett USA Inc., for the anticipated purchase of materials and/or services be approved as presented.

Contact:

JODY DUMAS jody.dumas@sarasotacountyschools.net

MICHAEL KEMP michael.kemp@sarasotacountyschools.net

Financial Impact:

Not to exceed: \$4,000,000.00

Funding Source: Capital and Operating Funds

12. APPROVAL TO PURCHASE MATERIALS AND/OR SERVICES FROM VENDORS UNDER COOPERATIVE CONTRACT WITH A LEAD AGENCY THAT UTILIZED A COMPETITIVE PROCESS FOR FOOD SERVICE EQUIPMENT, PARTS, INSTALLATION, AND SUPPLIES

Description

The Purchasing Department has researched and reviewed the competitive solicitations that are available for these purchases and has determined that the use of the attached contracts for the purpose cited presents the best value and/or is in the best interest of the School Board.

Gap Analysis:

Parts Town and Strategic Equipment provides industry standard, high quality equipment from multiple manufacturers currently used in restaurants, hotels, and commercial kitchens.

Previous Outcomes:

In 2023-2024 we purchased kitchen equipment for CTE Culinary kitchens at Sarasota High School and Suncoast Technical College (Sarasota).

Expected Outcomes:

Students in CTE Culinary programs will gain hands-on experiences and training on industry standard equipment, appliances, and tools used in today's current hospitality industry. In 2024-2025 we plan to update equipment in the CTE Culinary kitchens at Venice High School and Suncoast Technical College (North Port).

Strategic Plan Goal:

Pillar 1 - Every Student Achieves

Priority 4 - Equip Students for Life

Recommendation:

That the cooperative contracts awarded to Strategic Equipment and Parts Town, for the anticipated purchase of materials and/or services be approved as presented.

Contact:

TRIPP JENNINGS, tripp.jennings@sarasotacountyschools.net

RON DIPILLO, ron.dipillo@sarasotacountyschools.net

RACHAEL O'DEA rachael.o'dea@sarasotacountyschools.net

Financial Impact:

Not to exceed: \$150,000.00

Funding Source: Capital funds

13. APPROVAL TO PURCHASE MATERIALS AND/OR SERVICES FROM VENDORS UNDER CONTRACT WITH A LEAD AGENCY THAT UTILIZED A COMPETITIVE PROCESS FOR FOOD PRODUCTS FOR CULINARY PROGRAMS

Description

The Purchasing Department has researched and reviewed the competitive solicitations that are available for these purchases and has determined that the use of the attached contracts for the purpose cited presents the best value and/or is in the best interest of the School Board.

Gap Analysis:

Sysco provides fresh, safely transported food products with competitive pricing and flexible delivery options.

Previous Outcomes:

In 2023-2024 we purchased food for CTE Culinary programs through other vendors. Through price comparisons, we see that Sysco can often provide a quality product with convenient delivery at a competitive or better price.

Expected Outcomes:

Students in CTE Culinary programs will gain hands-on experiences and training on industry standard equipment, appliances, and tools with quality food used in today's current hospitality industry.

Strategic Plan Goal:

Pillar 1 - Every Student Achieves

Priority 4 - Equip Students for Life

Recommendation:

That the cooperative contracts awarded to SYSCO and SYSCO Food SVC W Coast FLA Inc for the anticipated purchase of materials and/or services be approved as presented.

Contact:

TRIPP JENNINGS tripp.jennings@sarasotacountyschools.net

RON DIPILLO ron.dipillo@sarasotacountyschools.net

RACHAEL O'DEA rachael.o'dea@sarasotacountyschools.net

Financial Impact:

Not to exceed: \$100,000.00

Funding Source: General Fund - CAPE Industry Certification bonus FTE funds

14. APPROVAL TO INCREASE PURCHASING LIMIT FOR THE ANTICIPATED PURCHASE OF MATERIALS AND/OR SERVICES (PER THE ATTACHED LIST) FROM VENDORS UNDER CONTRACT WITH A COOPERATIVE WITH A LEAD AGENCY THAT UTILIZED A COMPETITIVE PROCESS FOR HVAC EQUIPMENT, INSTALLATION, SERVICES AND RELATED PRODUCTS

Description

The Purchasing Department has researched and reviewed the competitive solicitations that are available for these purchases and has determined that the use of the attached contracts for the purpose cited presents the best value and/or is in the best interest of the School Board.

Gap Analysis:

This bid allows the district to purchase equipment and services directly from the manufacturer of the equipment.

Previous Outcomes:

The Board has approved previous requests of this nature.

Expected Outcomes:

The Board approved the request as presented.

Strategic Plan Goal:

Pillar 4 - Every School Equipped

Priority 2 - Create High Quality Infrastructure

Recommendation:

That the cooperative contracts awarded to Daikin Applied for the anticipated purchase of materials and/or services be approved as presented.

Contact:

JODY DUMAS jody.dumas@sarasotacountyschools.net

MICHAEL KEMP michael.kemp@sarasotacountyschools.net

Financial Impact:

Not to exceed: \$750,000.00

Funding Source: Capital Funds

15. APPROVAL TO INCREASE PURCHASING LIMIT FOR THE ANTICIPATED

PURCHASE OF MATERIALS AND/OR SERVICES (PER THE ATTACHED LIST) FROM VENDORS UNDER CONTRACT WITH A COOPERATIVE WITH A LEAD AGENCY THAT UTILIZED A COMPETITIVE PROCESS FOR HVAC PRODUCTS, INSTALLATION, LABOR BASED SOLUTIONS AND RELATED PRODUCTS AND SERVICES

Description

The Purchasing Department has researched and reviewed the competitive solicitations that are available for these purchases and has determined that the use of the attached contracts for the purpose cited presents the best value and/or is in the best interest of the School Board.

Gap Analysis:

This bid allows the district to purchase equipment and services directly from the manufacturer of the equipment.

Previous Outcomes:

The Board has approved previous requests of this nature.

Expected Outcomes:

That the Board approve as requested.

Strategic Plan Goal:

Pillar 4 - Every School Equipped

Priority 2 - Create High Quality Infrastructure

Recommendation:

That the cooperative contracts awarded to Trane, Inc. for the anticipated purchase of materials and/or services be approved as presented.

Contact:

JODY DUMAS jody.dumas@sarasotacountyschools.net

MICHAEL KEMP michael.kemp@sarasotacountyschools.net

Financial Impact:

Not to exceed: \$2,500,000.00

Funding Source: Capital Funds

16. APPROVAL TO PURCHASE MATERIALS AND/OR SERVICES FROM VENDORS UNDER CONTRACT WITH A FEDERAL, STATE, OR MUNICIPAL GOVERNMENT, OR A COOPERATIVE WITH A LEAD AGENCY THAT UTILIZED A COMPETITIVE PROCESS FOR CONTRACTED SERVICES/STAFFING FOR EXCEPTIONAL STUDENT EDUCATION & STUDENT SERVICES

Description

The Purchasing Department has researched and reviewed the competitive solicitations that are available for these purchases and has determined that the use of the attached contracts for the purpose cited presents the best value and/or is in the best interest of the School Board.

Gap Analysis:

AB Staffing will be able to assist the District with temporary staffing for positions that have been vacant since May 2024. Currently there are 13 positions unfilled. 1- School Psychologist, 3-Elementary School Counselor, 3-High School Counselors, 1- Registered Nurse, 4- Licensed Practical Nurses, and 1-Cerified Nursing Assistants.

Previous Outcomes:

The District has posted these jobs numerous times and have been unsuccessful at filling these positions.

Expected Outcomes:

With the approval of AB Staffing the District will be able to meet the needs of the students.

Strategic Plan Goal:

Pillar 2 - Every Student Supported
Priority 1 - Design Strong Student Support

Recommendation:

That the attached contracts awarded to AB Staffing, Inc., for the anticipated purchase of materials and/or services be approved as presented.

Contact:

DEBRA GIACOLONE debra.giacolone@sarasotacountyschools.net
KIRK HUTCHINSON kirk.hutchinson@Sarasotacountyschools.net
RACHAEL O'DEA rachael.o'dea@sarasotacountyschools.net

Financial Impact:

Not to Exceed: \$750,000.00
Funding Source: General -salary dollars converted to contracted dollars when vacancy is filled with a contractor.

Facilities

17. APPROVAL OF THE DELETION OF THE SHED #96-211 LOCATED AT PHILLIPPI SHORES ELEMENTARY

Description

The specified shed has been inspected by the Facilities Services and

Construction Services staff and is deemed beyond economical to maintain or renovate. Therefore, it is requested the shed be deleted and demolished to be replaced.

Gap Analysis:

This Board action item provides documentation and description of district-owned property that is recommended for demolition and deletion from Florida Inventory of School Houses (FISH) records. It also identifies any items that require replacement.

Previous Outcomes:

Approvals to delete district-owned property can be necessitated by damage from storms such as hurricanes or high wind events; however, most commonly they are presented due to the item outliving its useful life and being more costly to repair and/or bring up to current code.

Expected Outcomes:

Upon approval by the Board, staff will work to have the item removed and if required, replaced accordingly, which will provide for safer and more secure facilities.

Strategic Plan Goal:

Pillar 4 - Every School Equipped

Priority 2 - Create High Quality Infrastructure

Recommendation:

That the deletion of shed #96-211 located at Phillippi Shores Elementary from F.I.S.H inventory be approved as presented.

Contact:

JODY DUMAS jody.dumas@sarasotacountyschools.net

MICHAEL KEMP michael.kemp@sarasotacountyschools.net

Financial Impact:

\$3,500 - No financial outlay

18. APPROVAL OF THE DELETION OF THE PORTABLE #99-413 LOCATED AT VENICE HIGH SCHOOL

Description

The specified portable has been inspected by the Facilities Services and Construction Services staff and is deemed beyond economical to maintain or renovate. Therefore, it is requested the portable be deleted and demolished.

Gap Analysis:

This Board action item provides documentation and description of

district-owned property that is recommended for demolition and deletion from Florida Inventory of School Houses (FISH) records. It also identifies any items that require replacement.

Previous Outcomes:

Approvals to delete district-owned property can be necessitated by damage from storms such as hurricanes or high wind events; however, most commonly they are presented due to the item outliving its useful life and being more costly to repair and/or bring up to current code.

Expected Outcomes:

Upon approval by the Board, staff will work to have the item removed and if required, replaced accordingly, which will provide for safer and more secure facilities.

Strategic Plan Goal:

Pillar 4 - Every School Equipped

Priority 2 - Create High Quality Infrastructure

Recommendation:

That the deletion of portable #99-413 located at Venice High School from F.I.S.H inventory be approved as presented.

Contact:

JODY DUMAS jody.dumas@sarasotacountyschools.net

MICHAEL KEMP michael.kemp@sarasotacountyschools.net

Financial Impact:

\$16,000.00 - no financial outlay

19. APPROVAL AND/OR RATIFICATION OF FACILITIES SERVICES' CHANGE ORDER

Description

Facilities Services' change order is summarized on the enclosure for ease of review. This change order reflects a decrease of (\$1,630,120.00) in gross contract dollars.

Gap Analysis:

Change orders are utilized on facilities contracts to adjust the original contract amount for various circumstances. These may include adjustments for an increase or decrease in project scope, adjustments needed to close a contract and return unspent project funds to the district, or for removing the purchase of large items from a contract so the district can purchase these items directly from vendors to save sales tax. The attached documents detail the associated change orders for this item on multiple projects.

Previous Outcomes:

Change orders reflect construction project progress and occur normally as a result of conditions on the facilities project and district staff managing the costs associated with each project, including deductive change orders to allow the district to save sales tax.

Expected Outcomes:

This system has resulted in significant, ongoing savings and allows district staff to continue to maximize these benefits, especially as the construction market becomes more competitive.

Strategic Plan Goal:

Pillar 4 - Every School Equipped

Priority 2 - Create High Quality Infrastructure

Recommendation:

That the Facilities Services' change order be approved and/or ratified as presented.

Contact:

JODY DUMAS jody.dumas@sarasotacountyschools.net

MICHAEL KEMP michael.kemp@sarasotacountyschools.net

Financial Impact:

(\$1,630,120.00)

Construction

20. APPROVAL OF UPDATE #4 TO THE 2024 ANNUAL CERTIFICATION OF PROFESSIONALS FOR CONSTRUCTION RELATED SERVICES

Description

The recommended professionals have submitted request for annual certification by the School Board to provide professional and/or consulting services for Sarasota County Schools projects. These submissions are in accordance with School Board Policy 7.71 and 7.71a. The initial list was Board approved on 1/16/2024, Item #19. The newly added firms are identified in the enclosure at the end of the initial list. Upon Board approval, the pertinent data from these submissions will be incorporated to the existing list.

Gap Analysis:

The Professional Services Selection Committee (PSSC), in accordance with School Board Policy 7.71 and 7.71a, certifies that these firms are qualified to submit proposals for advertised projects/consulting services.

Previous Outcomes:

Approval of the qualified professionals on this annual certification list allows the PSSC to proceed with selection of firms to perform work for the district.

Expected Outcomes:

Firms on the approved, qualified list represents high quality, experienced firms who are eligible to compete for district projects. The firms added to the list is included in the overall list and outlined in the last page of the attachment.

Strategic Plan Goal:

Pillar 4 - Every School Equipped

Priority 2 - Create High Quality Infrastructure

Recommendation:

That update #4 to the 2024 annual certification of qualified professionals for construction related services be approved as presented.

Contact:

JANE DREGER jane.dreger@sarasotacountyschools.net

JODY DUMAS jody.dumas@sarasotacountyschools.net

MICHAEL KEMP michael.kemp@sarasotacountyschools.net

Financial Impact:

N/A

21. APPROVAL OF THE SARASOTA COUNTY PUE AGREEMENT FOR THE SKYE RANCH SCHOOL PROJECT (PERMANENT UTILITY EASEMENT)

Description

As part of the K-8 School at Clark and Lorraine Road Project, Sarasota County requires a Non-Exclusive Permanent Utility Easement from the School Board for the purpose of constructing, installing, maintaining, operating, repairing and replacing water distribution system facilities, sewerage collection system facilities, and reclaimed water distribution system facilities and equipment located at the school site.

Gap Analysis:

This easement allows Sarasota County to have access to service their equipment on our site. This area is limited to portions of the site on which their equipment and infrastructure are located.

Previous Outcomes:

Since the district cannot service this equipment, easements are the preferred mechanism to permit Sarasota County to work on district property.

Expected Outcomes:

Allowing Sarasota County access easements to service their equipment allows them to maintain and service facilities to school sites efficiently and effectively.

Strategic Plan Goal:

Pillar 4 - Every School Equipped

Priority 2 - Create High Quality Infrastructure

Recommendation:

That the Sarasota County Non-Exclusive Permanent Utility Easement for the K-8 School at Clark and Lorraine Road Project be approved as presented.

Contact:

JANE DREGER jane.dreger@sarasotacountyschools.net

JODY DUMAS jody.dumas@sarasotacountyschools.net

MICHAEL KEMP michael.kemp@sarasotacountyschools.net

Financial Impact:

N/A

22. APPROVAL OF THE SARASOTA COUNTY LIFT STATION EASEMENT AGREEMENT FOR THE SKYE RANCH SCHOOL PROJECT (EXCLUSIVE PERMANENT LIFT STATION EASEMENT)

Description

As part of the K-8 School at Clark and Lorraine Road Project, Sarasota County requires an Exclusive Permanent Lift Station Easement from the School Board for the purpose of fencing, construction and maintaining a sewer pipeline lift station located at the school site.

Gap Analysis:

This easement allows Sarasota County to have access to service their equipment on our site. This area is limited to portions of the site on which their equipment and infrastructure are located.

Previous Outcomes:

Since the district cannot service this equipment, easements are the preferred mechanism to permit Sarasota County to work on district property.

Expected Outcomes:

Allowing Sarasota County access easements to service their equipment allows them to maintain and service facilities to school sites efficiently and effectively.

Strategic Plan Goal:

Pillar 4 - Every School Equipped
Priority 2 - Create High Quality Infrastructure

Recommendation:

That the Sarasota County Exclusive Permanent Lift Station Easement for the K-8 School at Clark and Lorraine Road Project be approved as presented.

Contact:

JANE DREGER jane.dreger@sarasotacountyschools.net
JODY DUMAS jody.dumas@sarasotacountyschools.net
MICHAEL KEMP michael.kemp@sarasotacountyschools.net

Financial Impact:

N/A

23. APPROVAL OF THE PEOPLES GAS SYSTEM, INC. EASEMENT AGREEMENT FOR THE SKYE RANCH SCHOOL PROJECT (UNDERGROUND GAS LINE EASEMENT)

Description

As part of the K-8 School at Clark and Lorraine Road Project, Sarasota County requires an Easement from the School Board for the purpose of placing, constructing, operating, maintaining, repairing, replacing and removing from the underground gas line located at the school site.

Gap Analysis:

This easement allows Peoples Gas System, Inc. to have access to service their equipment on our site. This area is limited to portions of the site on which their equipment and infrastructure are located.

Previous Outcomes:

Since the district cannot service this equipment, easements are the preferred mechanism to permit Peoples Gas System, Inc. to work on district property.

Expected Outcomes:

Allowing Peoples Gas System, Inc. access easements to service their equipment allows them to maintain and service facilities to school sites efficiently and effectively.

Strategic Plan Goal:

Pillar 4 - Every School Equipped
Priority 2 - Create High Quality Infrastructure

Recommendation:

That the Peoples Gas System, Inc.'s Easement for the K-8 School at Clark

and Lorraine Road Project be approved as presented.
Contact:

JANE DREGER jane.dreger@sarasotacountyschools.net

JODY DUMAS jody.dumas@sarasotacountyschools.net

MICHAEL KEMP michael.kemp@sarasotacountyschools.net

Financial Impact:

N/A

24. APPROVAL AND/OR RATIFICATION OF CONSTRUCTION SERVICES' CHANGE ORDERS

Description

The Construction Services' change orders are summarized on the enclosure for ease of review. Included in these change orders is a (\$4,453,655.62) deduct for Direct Material Purchases and the corresponding (\$12,022.54) deduct for sales tax savings. These change orders result in an overall contract decrease of (\$4,465,678.16).

Gap Analysis:

Change orders are utilized on construction contracts to adjust the original contract amount for various circumstances. These may include adjustments for an increase or decrease in project scope, adjustments needed to close a contract and return unspent project funds to the district, or for removing the purchase of large items from a contract so the district can purchase these items directly from vendors to save sales tax. The attached documents detail the associated change orders for this item on multiple projects.

Previous Outcomes:

Change orders reflect construction project progress and occur normally as a result of conditions on the construction project and district staff managing the costs associated with each project, including deductive change orders to allow the district to save sales tax.

Expected Outcomes:

This system has resulted in significant, ongoing savings and allows district staff to continue to maximize these benefits, especially as the construction market becomes more competitive.

Strategic Plan Goal:

Pillar 4 Every School Equipped

Priority 2 Create High Quality Infrastructure

Recommendation:

That the Construction Services' change orders be approved and/or

ratified as presented.

Contact:

JANE DREGER jane.dreger@sarasotacountyschools.net

JODY DUMAS jody.dumas@sarasotacountyschools.net

MICHAEL KEMP michael.kemp@sarasotacountyschools.net

Financial Impact:

(\$4,465,678.16)

Funding: Capital

School Board Items

25. APPROVAL OF SUPERINTENDENT EVALUATION INSTRUMENT

Description

The evaluation of the Superintendent's performance remains a cornerstone in advancing the continuous improvement and effectiveness of our educational leadership. A well-established evaluation instrument offers a structured, objective, and transparent approach to assessing the Superintendent's contributions toward Sarasota County Schools' strategic goals. It serves to align expectations between the School Board and the Superintendent, nurturing a culture of accountability, recognition, and ongoing professional development. It is crucial to adopt a clearly defined instrument that accurately reflects the Superintendent's core competencies and responsibilities, ensuring strategic alignment with our educational objectives.

Gap Analysis:

The Board conducts evaluations as per the Superintendent's employment contract through the use of a comprehensive evaluation instrument with defined performance indicators closely aligned with district strategic goals.

Previous Outcomes:

Collaborative efforts between the School Board and the Superintendent have initiated discussions to enhance the evaluation instrument, fostering positive engagement and constructive feedback.

Expected Outcomes:

- Establishment of a clearly defined evaluation instrument mutually agreed upon by the School Board and the Superintendent.
- Enhanced clarity and alignment regarding performance expectations and strategic objectives.
- Improved feedback mechanisms facilitating continuous improvement and professional growth for the Superintendent.
- Strengthened accountability and transparency throughout the

evaluation process, bolstering overall educational leadership effectiveness.

Strategic Plan Goal:

Pillar 3 - Every Employee Valued

Priority 1 - Recruit, Recognize, and Retain

Recommendation:

That the Superintendent evaluation instrument, collaboratively developed and refined by the School Board and the Superintendent, be approved as presented.

Contact:

TERRY CONNOR terry.connor@sarasotacountyschools.net

Financial Impact:

N/A

New Business

26. APPROVAL OF H.B. 1473 REQUIRED QUARTER ONE SCHOOLS SAFETY AND SECURITY INSPECTION REPORT

Description

Pursuant to State Board Rules 6A-1.0018, and House Bill 1473 require the School Safety Specialist to Report on compliance of Sarasota County Schools to the Board of Directors and the Superintendent of Schools.

Gap Analysis:

Board acceptance of this request allows the Sarasota County School District to continue compliance with Rule 6A-1.0018 F.A.C. The Sarasota County Schools District was inspected by the Office of Safe Schools eighteen times during the 2023 – 2024 School Year. The Office of Safe Schools found all schools to be in compliance with all laws, and best practices.

Previous Outcomes:

Sarasota County Schools has been a leader in school safety preparedness and has compliant in all past inspections.

Expected Outcomes:

The submission and acceptance by the School Board and the Superintendent of our Quarter One Safety and Security Report. The Sarasota County School District will continue to strive to stay in compliance with all required safety and security regulations.

Strategic Plan Goal:

Pillar 4 - Every School Equipped
Priority 3 - Ensure Safe Schools & Classrooms

Recommendation:

That the Quarter One Safety and Security Report be approved as presented.

Contact:

JASON OVERBAY jason.overbay@sarasotacountyschools.net

JACOB RUIZ jacob.ruiz@sarasotacountyschools.net

MICHAEL KEMP michael.kemp@sarasotacountyschools.net

Financial Impact:

N/A

27. APPROVAL OF THE NEW JOB DESCRIPTION FOR MANAGER, SAFETY SECURITY TECHNOLOGY

Description

Safety and Security is requesting the addition of a manager to assist with management and support of new technology being installed in response to HB 1473 law requirements and increased security enhancements.

Gap Analysis:

The new manager position will help provide management and support of new security technology enhancements. Manager will be integral in assisting with deployment, project management and support of the new security enhancement technologies. Manager will also assist the Director with daily departmental operation of all security trades and technologies.

Previous Outcomes:

N/A

Expected Outcomes:

To ensure deployment of district security enhancements are on time. To ensure the new technologies are managed and supported properly. To assist the with daily departmental operation of all security trades assigned under the manager. This will increase the safety and security of our students and staff and provide safe learning environment.

Strategic Plan Goal:

Pillar 4 - Every School Equipped
Priority 3 - Ensure Safe Schools and Classrooms

Recommendation:

That the request for the new manager position to support district increased security enhancements and new HB 1473 laws be approved as

presented.
Contact:

SEAN O'KEEFE sean.o'keefe@sarasotacountyschools.net
MICHAEL KEMP michael.kemp@sarasotacountyschools.net

Financial Impact:

Fund Source: Operating Budget \$118,377

Hearing of Citizens - General

Board Members Comments/Assignments

Announcements/Comments

Adjournment



September 17, 2024 Board Meeting
Agenda Item 1.

Title

FLAG SALUTE

Description

Flag Salute: RHS

Student Representative: Sara Blake

Gap Analysis

Previous Outcomes

Expected Outcomes

Strategic Plan Goal

Recommendation

Contact Information

Financial Impact



**September 17, 2024 Board Meeting
Agenda Item 2.**

Title

SPECIAL PRESENTATIONS

Description

Recognize Carl Reynolds Law - Support of Sarasota County Schools

School Showcase: Venice High School

Gap Analysis

Previous Outcomes

Expected Outcomes

Strategic Plan Goal

Recommendation

Contact Information

Financial Impact



**September 17, 2024 Board Meeting
Agenda Item 3.**

Title

APPROVAL OF CONSENT AGENDA

Description

Gap Analysis

Previous Outcomes

Expected Outcomes

Strategic Plan Goal

Recommendation

That the Consent Agenda be approved as presented.

Contact Information

Financial Impact



**September 17, 2024 Board Meeting
Agenda Item 4.**

Title

APPROVAL OF MINUTES

Description

Gap Analysis

Previous Outcomes

Expected Outcomes

Strategic Plan Goal

Recommendation

That the minutes be approved as presented.

Contact Information

Financial Impact

ATTACHMENTS:

Description

090324 Board Meeting Minutes

Upload Date

9/9/2024

Type

Cover Memo



THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA
Landings Administrative Complex
1980 Landings Blvd.
6:00 PM

September 3, 2024 Board Meeting Minutes

Call to Order

The Vice Chair convened the September 3, 2025 Board Meeting at 6:00 p.m.

Present:

- Karen Rose, By Zoom
- Tim Enos, Vice Chair
- Tom Edwards
- Robyn Marinelli
- Bridget Ziegler

Flag Salute

Flag Salute: Riverview High School JROTC

Cadets:

- Sophia Bruno
- Tucker Schrock
- Dillon Wardell
- Donovan Trimble

Student Representative: Lauren Haggard, Riverview High School

1. ARTS AESTHETIC MOMENT

Description

Flag Salute / Student Rep - RHS

ARTS Aesthetic Moment: RHS Kiltie Band Trumpet Ensemble will perform the *Star Spangled Banner*

Gap Analysis:

Previous Outcomes:

Expected Outcomes:

Strategic Plan Goal:

Recommendation:

Contact:

Financial Impact:

The Riverview High School Kiltie Band Trumpet Ensemble performing the *Star Spangled Banner*.

Performers:

- Peyton Connor
- Bailey Fish
- Tais Gadar
- Cristian Gomez
- Landen Huchla
- Sumiko Jones
- Sean O'Toole
- Silas Powers

A moment of silence was dedicated to the Transportation employee, Joseph Dixon, who passed on August 23, 2024.

Special Presentations/Moments of Pride

2. SPECIAL PRESENTATIONS

Description

Awards from Air & Space Force Association and Florida West Coast Chapter Stem

Gap Analysis:

Previous Outcomes:

Expected Outcomes:

Strategic Plan Goal:

Recommendation:

Contact:

Financial Impact:

Dr. Sarah Burkett, introduced Mr. Michael Richardson, from the Air and Space Force Association to present awards to the following teacher and students:

Award Recipients:

- Mrs. Hali Flahavan, Pine View School Teacher - Air and Space Force Association *2024 Teacher of the Year*
- Aadi Bhensdadia, Pine View Student - Project was 'Utilizing 3D adaptive biomanufacturing to develop a biocompatible customizable and durable mechanical aortic bivalve'. Received a cash award and an opportunity to attend the summer camp at North Carolina State University College of Engineering.
- Xinyi Liu, Pine View Student - Project was 'a novel protein design approach to engineering and optimizing smaller fluorescent proteins'. Received a cash award and was the recipient of the Dr. Carl Luer Award.

Superintendents Report

Topics:

- Consent Agenda: Item #8 - Laurel Civic Association partnership / Item #9 - 22q2 Creamery
- Riverview High School Girls Swim Team ranked third in Nation
- Chloe DuBois named Florida's Outstanding Art Educator of the Year
- Virtual Paraprofessional Job Fair on September 4th
- In Tune! Podcast - School Menu Prices
- Coffee with Connor - September 19th at Shannon Staub Library
- Referendum Community Forum - September 10th at Pine View School

Hearing of Citizens - Agenda

This portion of the meeting can be viewed
at <https://www.youtube.com/watch?v=aCoeluZuzig> at the 37:10 marker.

Speakers:

- Christy Karwatt
- Bill Nease
- John Wilson

Approval of Consent Agenda

3. APPROVAL OF CONSENT AGENDA

Description

Gap Analysis:

Previous Outcomes:

Expected Outcomes:

Strategic Plan Goal:

Recommendation:

That the Consent Agenda be approved as presented.

Contact:

Financial Impact:

Motion: (Roll Call Vote)

That the amended Consent Agenda be approved as presented.

MOTION Passed

Vote Results:

Ayes: Edwards, Enos, Marinelli, Ziegler

Absent: Rose

Consent Agenda

Approval of Minutes

4. APPROVAL OF MINUTES

Description

Gap Analysis:

Previous Outcomes:

Expected Outcomes:

Strategic Plan Goal:

Recommendation:

That the minutes be approved as presented.

Contact:

Financial Impact:

Approval of Instructional/Classified Personnel Report

5. APPROVAL OF INSTRUCTIONAL/CLASSIFIED PERSONNEL REPORT

Description

The Human Resources Instructional/Classified Personnel Report has been added to the agenda item for approval.

Gap Analysis:

Previous Outcomes:

Expected Outcomes:

Strategic Plan Goal:

Recommendation:

That the Human Resources Instructional/Classified Personnel Report be approved as presented.

Contact:

AL HARAYDA al.harayda@sarasotacountyschools.net

ASHLEY ROMADKA ashley.romadka@sarasotacountyschools.net

MICHAEL KEMP michael.kemp@sarasotacountyschools.net

Financial Impact:

General Items

6. APPROVAL OF THE EXCEPTIONAL STUDENT EDUCATION POLICIES AND PROCEDURES (2023-2026)

Description

Section 1003.57(1)(b)1., Florida Statutes (F.S.), requires that district

school boards submit to the Florida Department of Education (FDOE) proposed procedures for the provision of special instruction and services for exceptional students once every three years. Approval of this document by FDOE is required by Rule 6A-6.03411, Florida Administrative Code (F.A.C.), for district's use of weighted cost factors under the Florida Education Finance Program (FEFP). This document also serves as the basis for the identification, evaluation, eligibility determination, and placement of students to receive exceptional education services, and is a component of the district's application for funds available under the Individuals with Disabilities Education Act (IDEA).

Gap Analysis:

The school district, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures and programs that are consistent with the state policies and procedures established under 34 C.F.R. §§ 300.101 through 300.163 and 300.165 through 300.174.

Previous Outcomes:

Sarasota County Schools has followed state compliance and submitted according to timelines set forth by the FLDOE. Previous submission window was 2020-2023.

Expected Outcomes:

The school district must submit the ESE P&P document in accordance with the timelines established in ss. 1003.57 and 1003.573, F.S., and Rule 6A-6.03411, F.A.C.

Strategic Plan Goal:

Pillar 2 - Every Student Supported
Priority 1 - Design Strong Student Supports

Recommendation:

That the ESE Policies and Procedures (2023-2026) be approved as presented.

Contact:

HEATHER WASSERMAN
heather.wasserman@sarasotacountyschools.net
KIRK HUTCHINSON kirk.hutchinson@sarasotacountyschools.net
RACHAEL O'DEA rachael.o'dea@sarasotacountyschools.net

Financial Impact:

N/A

7. APPROVAL OF THE PROPOSED SARASOTA COUNTY SCHOOLS (SCS) UNIFORM TESTING CALENDAR FOR THE 2024-2025 SCHOOL YEAR

Description

According to Section 1008.22(7)(d), Florida Statutes (FS), and State Board of Education rule 6A-1.094224, Florida Administrative Code (F.A.C.), each school district must complete the Uniform Test Calendar with district-required assessment information, publish the calendar to the district website, and provide it to the Florida Department of Education, Bureau of K-12 Assessment, by October 1 of each school year, beginning in 2016-2017.

Gap Analysis:

Per Florida Statute, students in Grades K-12 cannot spend more than 5 percent of instructional seat time minutes on testing. The proposed calendar meets this requirement.

Previous Outcomes:

The 2023-2024 SCS Uniform Testing Calendar was Board approved on 09/19/2023 and all grades tested under the 5 percent limit.

Expected Outcomes:

Adoption of the 2024-2025 SCS Uniform Testing Calendar and its submission to the Florida Department of Education via the district website by October 1, 2024.

Strategic Plan Goal:

Pillar 1 - Every Student Achieves

Priority 1 - Establish a Solid Foundation

Recommendation:

That the adoption of the 2024-2025 SCS Uniform Testing Calendar to ensure the district's compliance with Florida Statutes be approved as presented.

Contact:

DENISE CANTALUPO denise.cantalupo@sarasotacountyschools.net

RACHAEL O'DEA rachael.o'dea@sarasotacountyschools.net

Financial Impact:

NA

Agreement/Contracts

8. APPROVAL OF THE DATA SHARING AGREEMENT BETWEEN THE LAUREL CIVIC ASSOCIATION, INC. AND THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA

Description

The purpose of this agreement is to delineate the relationship and responsibilities of the Laurel Civic Association, Inc. and the School Board regarding the sharing of relevant student information and student data for students participating in the Laurel Civic Association's Youth Empowerment Programs, to wit: Afterschool Academic Program (AAP), Summer Reading and the Teen Empowerment. The AAP program is an afterschool program for students in grades K-12 that assists the students by reinforcing the material learned in class through homework assignments and overcoming academic challenges. This process is accomplished through staff, teachers and volunteers who are committed to academic excellence. The unique structure of the Laurel Civic Association allows students to interact with adults in a caring and supportive environment. All these practices have resulted in outcomes including measurable improvements in reading, consistent on-time grade advancement, and a 100% high school graduation rate. The Laurel Civic Association's overall goal is to have all students who attend become above-average students. The Laurel Civic Association's staff reviews student report cards and other performance data to monitor students' progress and to work with the student and parent to reinforce and support the student's academic success in school. This data sharing agreement will give us the ability to provide an even greater individualized focus on each student's strengths and deficiencies allowing us to monitor and measure a student's progress more effectively.

Gap Analysis:

The Laurel Civic Association, Inc.'s programs run through the school year and during the summer. In the summer, they provide a six-week reading program to increase reading skills and abilities for academically at-risk children ages 6-11. The Teen Empowerment Program is a seven-week life skills camp for teens ages 13-18 to explore educational, career, and training opportunities, which match their interests and aptitudes.

Previous Outcomes:

All the practices have resulted in outcomes including measurable improvements in reading, consistent on-time grade advancement and 100% high school graduation rate.

Expected Outcomes:

The overall goal of the Afterschool Academic Program is to have all

students who attend become above-average students.

Strategic Plan Goal:

Pillar 1 - Every Student Achieves

Priority 1 - Establish a Solid Foundation

Recommendation:

That the data sharing agreement between the Laurel Civic Association, Inc. and the School Board of Sarasota County, Florida be approved as presented.

Contact:

DENISE CANTALUPO denise.cantalupo@sarasotacountyschools.net

RACHAEL O'DEA rachael.o'dea@sarasotacountyschools.net

Financial Impact:

NA

9. APPROVAL OF VOCATIONAL INSTRUCTIONAL PROGRAM AGREEMENT BETWEEN 22Q2 CREAMERY LLC AND THE SCHOOL BOARD OF SARASOTA COUNTY, FL

Description

This agreement between 22Q2 Creamery LLC, and The School Board of Sarasota County, Florida, provides eligible students with disabilities with direct instruction in work skills in a job preparation training program.

Indicator 14 is monitored by the state: Participation in Post-secondary Settings | "Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school." (Sources: IDEA, 20 U.S.C. 1416 (a) (3) (A), Florida's State Performance Plan). The focus is to assist students with disabilities in preparing for life after high school, post-school outcomes include postsecondary education/training, employment, and independent living. For a student with an individual educational plan (IEP), Florida legislation requires planning to begin by age 12. It defines transition as "a coordinated set of activities" designed to promote movement from life as a student to life as an adult. Students with an IEP in high school and those enrolled in the Structured Work Deferral Program can gain hands-on work experiences in our community through partnerships with local businesses.

Gap Analysis:

Currently, 23 sites across the county are utilized by our students with the most significant disabilities to experience the world of work.

Previous Outcomes:

These work experience opportunities place the student in a genuine workplace and may include work sampling, job shadowing, internships, apprenticeships, and paid employment. Through these learning opportunities, students explore different career pathways and develop job skills through experience and teaching focused on their selected employment goals.

Expected Outcomes:

Students will gain hands-on work experience and develop foundational basic work skills in the food service, custodial, or customer service departments.

Students with an IEP in high school and those enrolled in the Structured Work Deferral Program can gain hands-on work experiences in our community through partnerships with local businesses.

Strategic Plan Goal:

Pillar 1 - Every Student Achieves

Priority 4 - Equip Students for Life

Recommendation:

That the Vocational Instructional Program Agreement between 22Q2 Creamery LLC and the School Board of Sarasota County, FL be approved as presented.

Contact:

HEATHER WASSERMAN

heather.wasserman@sarasotacountyschools.net

KIRK HUTCHINSON kirk.hutchinson@sarasotacountyschools.net

RACHAEL O'DEA rachael.o'dea@sarasotacountyschools.net

Financial Impact:

N/A

10. APPROVAL OF THE CONTRACT BETWEEN COMMUNITY HAVEN FOR ADULTS AND CHILDREN WITH DISABILITIES, INC., D/B/A SELBY PRESCHOOL AND THE SCHOOL BOARD OF SARASOTA COUNTY FOR THE PURPOSE OF EDUCATIONAL SERVICES FOR ELIGIBLE EXCEPTIONAL STUDENTS

Description

The Selby Preschool provides children, ages one through five, with a high-quality, early childhood education. Their educational classrooms are inclusive, meaning that typically developing children and children with special needs are taught together in the same setting. Selby's focus of connecting children of different backgrounds and abilities encourages empathy, as well as social and emotional skills that will benefit children throughout their entire lives. Each class is designed to meet the educational, therapeutic, and emotional needs of the student.

Gap Analysis:

Since 1975, federal law has required that children with disabilities have access to a free appropriate public education (FAPE) in the least restrictive environment (LRE). The newly reauthorized Individuals with Disabilities Education Improvement Act (IDEA 2004) continues to require school districts (also known as local education agencies, or LEAs) to provide FAPE and LRE to children with disabilities. The IDEA requires each state to develop a State Performance Plan (SPP) that includes measurable and rigorous targets to improve special education services. States use the targets in the SPP to analyze the performance of each LEA in the state and report annually to the public on performance. The targets are aligned with indicators within the plan. Indicator 6 of the SPP addresses educational settings for preschool children identified as having disabilities. While the School Board does provide Exceptional Student Education (ESE) preschool services for students ages 3-5, there are currently limited opportunities for participation in preschool programs for non-disabled peers within the district's preschool classrooms.

Previous Outcomes:

This is an annual contract based on the continued partnership with the Community Haven for Adults and Children with Disabilities Inc., D/B/A Selby Preschool to provide inclusive options for preschool students with disabilities.

Expected Outcomes:

Community Haven for Adults and Children with Disabilities Inc., D/B/A Selby Preschool will provide space for students to participate in the Least Restrictive Environment (LRE) and ensure the delivery of developmentally appropriate education services to Exceptional Student Education (ESE) students ages 3-5 in alignment with the Florida Early Learning Developmental Standards (FELDS) and the student's Individualized Education Plan (IEP).

Strategic Plan Goal:

Pillar 1 - Every Student Achieves

Priority 1 - Establish a Solid Foundation

Recommendation:

That the contract between Community Haven for Adults and Children with Disabilities Inc., D/B/A Selby Preschool and the School Board of Sarasota County, FL be approved as presented.

Contact:

TRACEY CARDENAS tracey.cardenas@sarasotacountyschools.net

KIRK HUTCHINSON kirk.hutchinson@sarasotacountyschools.net

RACHAEL O'DEA rachael.o'dea@sarasotacountyschools.net

Financial Impact:

Not to exceed \$84,434.00

Funding Source: General

11. APPROVAL OF THE CONTRACT BETWEEN EASTER SEALS SOUTHWEST FLORIDA, INC., D/B/A THE LILY SCHOOL, AND THE SCHOOL BOARD OF SARASOTA COUNTY FOR THE PURPOSE OF EDUCATIONAL SERVICES FOR ELIGIBLE EXCEPTIONAL STUDENTS

Description

Lily School for Child Development is a licensed, inclusive early childhood education program for children aged 6 weeks to 5 years old. Voluntary Pre-Kindergarten (VPK) enrollment is available to prepare children for academic success in kindergarten. Lily School's comprehensive educational teams include early childhood teachers, speech-language pathologists, occupational therapists, physical therapists, and registered behavior technicians, who provide therapies for children with identified needs. Lily Preschool is accredited by The National Accreditation Commission for Early Care and Education Programs.

Gap Analysis:

Since 1975, federal law has required that children with disabilities have access to a free appropriate public education (FAPE) in the least restrictive environment (LRE). The newly reauthorized Individuals with Disabilities Education Improvement Act (IDEA 2004) continues to require school districts (also known as local education agencies, or LEAs) to provide FAPE and LRE to children with disabilities. The IDEA requires each state to develop a State Performance Plan (SPP) that includes measurable and rigorous targets to improve special education services. States use the targets in the SPP to analyze the performance of each LEA in the state and report annually to the public on performance. The targets are aligned with indicators within the plan. Indicator 6 of the SPP

addresses educational settings for preschool children identified as having disabilities. While the School Board does provide Exceptional Student Education (ESE) preschool services for students ages 3-5, there are currently limited opportunities for participation in preschool programs for non-disabled peers within the district's preschool classrooms.

Previous Outcomes:

This is an annual contract based on the continued partnership with the Easter Seals of Southwest Florida, Inc., D/B/A Lily School for Child Development will continue to provide inclusive options for preschool students with disabilities.

Expected Outcomes:

Easter Seals of Southwest Florida, Inc., D/B/A Lily School for Child Development will provide space for students to participate in the Least Restrictive Environment (LRE) and ensure the delivery of developmentally appropriate education services to Exceptional Student Education (ESE) students ages 3-5 in alignment with the Florida Early Learning Developmental Standards (FELDS) and the student's Individualized Education Plan (IEP).

Strategic Plan Goal:

Pillar 1 - Every Student Achieves

Priority 1 - Establish a Solid Foundation

Recommendation:

That the contract between Easter Seals of Southwest Florida, Inc., D/B/A Lily School for Child Development the School Board of Sarasota County, FL be approved as presented.

Contact:

TRACEY CARDENAS tracey.cardenas@sarasotacountyschools.net

KIRK HUTCHINSON kirk.hutchinson@sarasotacountyschools.net

RACHAEL O'DEA rachael.o'dea@sarasotacountyschools.net

Financial Impact:

Not to exceed \$113,826

Funding Source: General Fund

12. APPROVAL OF THE CONTRACT BETWEEN THE FLORIDA CENTER FOR EARLY CHILDHOOD, INC., AND THE SCHOOL BOARD OF SARASOTA COUNTY FOR THE PURPOSE OF EDUCATIONAL SERVICES FOR ELIGIBLE EXCEPTIONAL STUDENTS

Description

Starfish Academy is the Florida Center's nationally accredited early childhood education program. With locations in Sarasota and North Port, Starfish Academy is uniquely positioned to offer our community's youngest children a high-quality education and a wide array of onsite speech/language, occupational therapy, and mental health services.

Gap Analysis:

Since 1975, federal law has required that children with disabilities have access to a free appropriate public education (FAPE) in the least restrictive environment (LRE). The newly reauthorized Individuals with Disabilities Education Improvement Act (IDEA 2004) continues to require school districts (also known as local education agencies, or LEAs) to provide FAPE and LRE to children with disabilities. The IDEA requires each state to develop a State Performance Plan (SPP) that includes measurable and rigorous targets to improve special education services. States use the targets in the SPP to analyze the performance of each LEA in the state and report annually to the public on performance. The targets are aligned with indicators within the plan. Indicator 6 of the SPP addresses educational settings for preschool children identified as having disabilities. While the School Board does provide Exceptional Student Education (ESE) preschool services for students ages 3-5, there are currently limited opportunities for participation in preschool programs for non-disabled peers within the district's preschool classrooms.

Previous Outcomes:

This is an annual contract based on the continued partnership with The Florida Center for Early Childhood Education to provide inclusive options for preschool students with disabilities.

Expected Outcomes:

The Florida Center for Early Childhood Education, Inc., will ensure the delivery of developmentally appropriate education services in a Least Restrictive Environment (LRE) to Exceptional Student Education (ESE) students ages 3-5 in alignment with the Florida Early Learning Developmental Standards (FELDS) and the student's Individualized Education Plan (IEP).

Strategic Plan Goal:

Pillar 1 - Every Student Achieves

Priority 1 - Establish a Solid Foundation

Recommendation:

That the contract between The Florida Center for Early Childhood Education, Inc., and the School Board of Sarasota County, FL be approved

as presented.

Contact:

TRACEY CARDENAS tracey.cardenas@sarasotacountyschools.net

KIRK HUTCHINSON kirk.hutchinson@sarasotacountyschools.net

RACHAEL O'DEA rachael.o'dea@sarasotacountyschools.net

Financial Impact:

Not to exceed \$289,311.00

Funding Source: General Fund

13. APPROVAL OF THE AGREEMENT BETWEEN BOYS & GIRLS CLUBS OF SARASOTA AND DESOTO COUNTIES, INC. AND THE SCHOOL BOARD OF SARASOTA COUNTY, FL

Description

This agreement provides training and opportunities for Sarasota County high school students to develop leadership skills.

Gap Analysis:

The Boys & Girls Clubs of Sarasota and Desoto Counties, Inc. provides training programs for students interested in developing leadership skills.

Previous Outcomes:

In the past, the Superintendent's Student Advisory Council has engaged with the Superintendent and district administrators in suggesting changes to district policy. This occurs at a yearly forum with the students.

Expected Outcomes:

Some of the ideas from the students are often implemented in the school district.

Strategic Plan Goal:

Pillar 1 - Every Student Achieves

Priority 4 - Equip Students for Life

Recommendation:

That the agreement between the Boys & Girls Clubs of Sarasota and DeSoto Counties, Inc. and the School Board of Sarasota County, FL be approved as presented.

Contact:

MEGAN GREEN megan.green@sarasotacountyschools.net

RACHAEL O'DEA rachael.o'dea@sarasotacountyschools.net

Financial Impact:

N/A

Materials Management

14. APPROVAL OF CLASSIFICATION OF INOPERABLE EQUIPMENT AND FURNITURE AS PROPERTY TO BE DELETED

Description

Pursuant to School board Policy 7.75 - Obsolete, uneconomical or inefficient surplus property which serves no useful purpose may be disposed of in accordance with state law and regulations. Prior to disposal, reasonable attempts should be made to salvage all or part of any item of property for school use. When it is no longer practical that property be retained, the property shall be offered for sale by auction to the public at large or otherwise disposed of pursuant to Florida law including donation to other governmental bodies or private nonprofit agencies. Disposal of surplus property purchased with Federal funds shall be undertaken in accordance with Federal procedures. Any remaining surplus property may be declared unusable and disposed of in a reasonable, environmentally sound manner.

Gap Analysis:

General Accepted Accounting Principles require that obsolete or unusable equipment be removed from records.

Previous Outcomes:

This information is presented on a monthly basis.

Expected Outcomes:

The board approves the disposal of inoperable equipment and furniture as property to be deleted.

Strategic Plan Goal:

Pillar 4 - Every School Equipped

Priority 1 - Maintain Sustainable Financial Practices

Recommendation:

That the classification of equipment and furniture, as property to be deleted, in an amount of \$2,262.11, be approved as presented.

Contact:

TRACY BRIZENDINE tracy.brizendine@sarasotacountyschools.net

BONNIE PENNER bonnie.penner@sarasotacountyschools.net

Financial Impact:

\$2,262.11

No financial outlay

15. APPROVAL TO RE-AWARD BID #24-0317 FOR GENERATOR INSPECTION, MAINTENANCE, AND REPAIR SERVICES

Description

Bids to provide 'Generator Inspection, Maintenance, and Repair Services' were received from seven vendors on April 25, 2024. The bid was awarded on May 21, 2024 to Dynamic Power and ACF Standby Systems. ACF Standby Systems could not comply with the service/response time parameters and withdrew their bid. It is requested that all items awarded to ACF Standby Systems be re-awarded to Accurate Power & Technology. This bid is for a period of one year with an option to renew for two additional one-year periods.

Gap Analysis:

A contract is needed to furnish all supervision, equipment, vehicles, fuel, and materials as required to provide complete service and maintenance to standby generators as well as semi-annual inspections.

Previous Outcomes:

This contract will be utilized by facilities for generator service, repairs, and inspections.

Expected Outcomes:

Generators are a critical need and this contract will ensure service and inspections on a regular basis to ensure that the generators are in working order when needed.

Strategic Plan Goal:

Pillar 4 - Every School Equipped

Priority 2 - Create High Quality Infrastructure

Recommendation:

That the bid for 'Generator Inspection, Maintenance, and Repair Services' be re-awarded to Dynamic Power & Accurate Power & Technology in an amount not to exceed \$250,000.00, be approved as presented.

Contact:

JODY DUMAS jody.dumas@sarasotacountyschools.net

MICHAEL KEMP michael.kemp@sarasotacountyschools.net

Financial Impact:

Not to exceed: \$250,000.00

Funding Source: General Funds

16. APPROVAL TO PURCHASE MATERIALS AND/OR SERVICES FROM VENDORS UNDER CONTRACT WITH A FEDERAL, STATE, OR MUNICIPAL GOVERNMENT, OR A COOPERATIVE WITH A LEAD AGENCY THAT UTILIZED A COMPETITIVE PROCESS FOR COMMERCIAL FOOD SERVICE EQUIPMENT, SMALL WARES, AND SUPPLIES

Description

The Purchasing Department has researched and reviewed the competitive solicitations that are available for these purchases and has determined that the use of the attached contracts for the purpose cited presents the best value and/or is in the best interest of the School Board.

Gap Analysis:

This cooperative contract will allow for competitive quotes on kitchen equipment for our Career & Technical Education (CTE) Culinary Arts kitchens and labs. To provide industry-standard, high-quality equipment from multiple manufacturers currently used in restaurants, hotels, and commercial kitchens.

Previous Outcomes:

In 2023-2024, we purchased kitchen equipment for CTE Culinary kitchens at Venice High School and Suncoast Technical College.

Expected Outcomes:

Students in CTE Culinary programs will gain hands-on experiences and training on industry-standard equipment, appliances, and tools used in today's current hospitality industry. In 2024-2025 we plan to update equipment in the CTE Culinary kitchens in our high school programs, and Suncoast Technical College.

Strategic Plan Goal:

Pillar 1 - Every Student Achieves

Priority 4 - Equip Students for Life

Recommendation:

That the cooperative contracts awarded to Trimark Strategic and Stafford-Smith, Inc for the anticipated purchase of materials and/or services be approved as presented.

Contact:

RON DIPILLO ron.dipillo@sarasotacountyschools.net

RACHAEL O'DEA rachael.o'dea@sarasotacountyschools.net

Financial Impact:

Not to exceed: \$150,000.00

Funding Source: Perkins Grant, Individual school's CAPE Funds, and/or PIPELINE Grant

17. APPROVAL TO AWARD BID #25-0347 FOR LAWN EQUIPMENT PARTS & REPAIR SERVICE

Description

On July 17, 2024, Procurement in conjunction with the facilities department, issued a bid for Lawn Equipment Parts & Repair Service. Bids to provide 'Lawn Equipment Parts & Repair Service' were received from three vendors on August 6, 2024. The bids of EFE, Inc., Preferred Turf Equipment Inc., and Wesco Turf, Inc. were the best low bids meeting the advertised specifications based on a sealed scenario. This bid is for a period of one year with an option to renew for two additional one-year periods.

Gap Analysis:

This contract allows the district to purchase parts for repairs. It also allows contracting out of repair jobs. Without this contract repairs on district equipment would not be possible.

Previous Outcomes:

Approved as submitted.

Expected Outcomes:

The Board will approve the award of the bid for parts and services as presented.

Strategic Plan Goal:

Pillar 4 - Every School Equipped

Priority 2 - Create High Quality Infrastructure

Recommendation:

That the bids of EFE, Inc., Preferred Turf Equipment Inc, and Wesco Turf, Inc., for 'Lawn Equipment Parts & Repair Service' in an amount not to exceed \$125,000.00 be approved as presented.

Contact:

JODY DUMAS jody.dumas@sarasotacountyschools.net

MICHAEL KEMP michael.kemp@sarasotacountyschools.net

Financial Impact:

Not to exceed: \$125,000.00

Funding Source: General Fund

18. APPROVAL TO AWARD BID #25-0115 FOR FENCE INSTALLATION AND REPAIR SERVICES

Description

On August 5, 2024, Procurement in conjunction with the Facilities Department, issued a bid for "Fence Installation and Repair Services". Bids to provide 'Fence Installation and Repair Services' were received from five vendors on August 7, 2024. The bids of Stewart Tennis Courts & Fencing, Inc., Ballfer Service Corp., and Bodi and Associates, Inc., were the best low bids meeting the advertised specifications based on a sealed scenario. This bid is for a period of one year with an option to renew for two additional one-year periods.

Gap Analysis:

Sarasota County Schools requires vendors for the provision of fencing materials and services.

Previous Outcomes:

Agreements for the materials and services have been successfully implemented in the previous years.

Expected Outcomes:

Upon approval, the awarded vendor (s) are to supply the required goods per the terms and conditions listed in the competitive solicitation. The awarded vendors are identified above.

Strategic Plan Goal:

Pillar 4 - Every School Equipped

Priority 2 - Create High Quality Infrastructure

Recommendation:

That the bids of Stewart Tennis Courts & Fencing, Inc., Ballfer Service Corp., and Bodi and Associates, Inc., for 'Fence Installation and Repair Services' in an amount not to exceed \$2,000,000.00 be approved as presented.

Contact:

JODY DUMAS jody.dumas@sarasotacountyschools.net

MICHAEL KEMP michael.kemp@sarasotacountyschools.net

Financial Impact:

Not to exceed: \$2,000,000.00

Funding Source: General and Capital Funds

Construction

19. APPROVAL TO EXTEND THE TWO (2) ENVIRONMENTAL CONSULTING SERVICES CONTRACTS FOR AN ADDITIONAL ONE (1) YEAR PERIOD

Description

The two (2) individual contracts for environmental consulting services, under the terms of individual non-exclusive three (3) year period, with an estimated cost of \$100,000, were Board approved on 9/15/2020 (Item #28). On 8/15/2023 (Item #24), the Board approved to extend these contracts for one (1) year period at mutually agreed rates and conditions, with an estimated cost of \$50,000. Staff is recommending extending these contracts for a final one (1) year period, through 9/14/2025, at mutually agreed rates and conditions. There are available funds to cover these contracts for the additional one (1) year extension.

Gap Analysis:

Environmental consulting services are used by both the construction services and facilities services teams to perform testing and analysis of soil and water at sites owned by Sarasota County School District. These services are critical to completion of projects across the district.

Previous Outcomes:

The approval of these contracts has allowed for the proper planning, analysis, and execution of projects on all School Board owned properties.

Expected Outcomes:

The approved contractors will participate in any upcoming projects for the next calendar year where environmental consulting services work is needed.

Strategic Plan Goal:

Pillar 4 - Every School Equipped

Priority 2 - Create High Quality Infrastructure

Recommendation:

That the additional one (1) year extension of the environmental consulting services continuing services contracts, at mutually agreed rates

and conditions, be approved as presented.

Contact:

JANE DREGER jane.dreger@sarasotacountyschools.net
JODY DUMAS jody.dumas@sarasotacountyschools.net
MICHAEL KEMP michael.kemp@sarasotacountyschools.net

Financial Impact:

N/A

20. APPROVAL TO EXTEND THE TWO (2) LAND SURVEYING CONSULTING SERVICES CONTRACTS FOR AN ADDITIONAL ONE (1) PERIOD

Description

The two (2) individual contracts for land surveying consulting services, under terms of individual non-exclusive three (3) year period, with an estimated cost of \$200,000, were Board approved on 9/15/2020 (Item #29). On 8/15/2023, (Item #29), the Board approved to extend these contracts for an additional one (1) year period at mutually agreed rates and conditions, with an estimated cost of \$100,000 for this additional one (1) year period. Staff is recommending extending these consulting services contracts for a final one (1) period, through 9/14/2025, at mutually agreed rates and conditions. There are available funds to cover these contracts for the one (1) year extension period.

Gap Analysis:

Land surveying consulting services are used by both construction services and facilities services teams to perform boundary, topographical, tree, specialty survey required district-wide at sited owned by Sarasota County School District.

Previous Outcomes:

The approval of these contracts has allowed for proper planning, analysis, and execution of projects on all School Board owned properties.

Expected Outcomes:

The approved firms will participate in any upcoming projects for the next calendar year where land surveying consulting services work is needed.

Strategic Plan Goal:

Pillar 4 - Every School Equipped
Priority 2 - Create High Quality Infrastructure

Recommendation:

That the one (1) year extension of the land surveying consulting services contracts, at mutually agreed rates and conditions, be approved as presented.

Contact:

JANE DREGER jane.dreger@sarasotacountyschools.net

JODY DUMAS jody.dumas@sarasotacountyschools.net

MICHAEL KEMP michael.kemp@sarasotacountyschools.net

Financial Impact:

N/A

Finance

21. APPROVAL OF THE FINAL BUDGET AMENDMENT FOR FISCAL YEAR
ENDING JUNE 30, 2024

Description

The 2023-2024 fiscal year budgets were adopted on September 18, 2023. Budgets within funds are amended as necessary and submitted to the Board for approval in the form of budget amendments; the adopted budget was amended on February 20, 2024. The budget amendments by fund detail the changes from the amended budget and are based upon the actual operations for the 2023-2024 fiscal year. The ending fund balances are the difference between anticipated revenue and expenditures.

Gap Analysis:

The budget amendments/financials are a picture into the fiscal health of our school system. These documents compare the original approved budget versus the current activity. These records provide the information and data needed for monitoring our efficiency and performance as a district.

Previous Outcomes:

The budget amendments approved by the Board on February 20, 2024, for all funds, were based upon financial information for revenues and the expenditures through December 31, 2023.

Expected Outcomes:

The budget may be amended by the Board prior to the due date of the annual financial report.

Strategic Plan Goal:

Pillar 4 - Every School Equipped
Priority 1 - Maintain Sustainable Financial Practices

Recommendation:

That the fiscal year 2023-2024 amendments for fiscal year ending June 30, 2024 be approved as presented.

Contact:

CHRISTA CURTNER christa.curtner@sarasotacountyschools.net
BONNIE PENNER bonnie.penner@sarasotacountyschools.net

Financial Impact:

N/A

22. APPROVAL OF THE ANNUAL FINANCIAL REPORT FOR FISCAL YEAR ENDING JUNE 30, 2024

Description

Annually, the Financial Statements in the format provided by the Florida Department of Education, are required to be submitted by September 11. Submitted for approval is the Annual Financial Report for the fiscal year ended June 30, 2024. The Financial Statements are currently being audited and will be brought back to the Board for approval in the Annual Comprehensive Financial Report format with the results of the audit.

Gap Analysis:

The presentation of the AFR promotes transparency and provides the Board and community with the results of operations for the 2023 -2024 fiscal year.

Previous Outcomes:

The Annual Financial Report is the final year-end culmination of the monthly reports as have been presented and approved throughout the 2023 - 2024 fiscal year.

Expected Outcomes:

The approval of the Annual Financial Report will allow compliance with the requirement of State Board of Education Rule 6A-1.0071(3.).

Strategic Plan Goal:

Pillar 4 - Every School Equipped
Priority 1 - Maintain Sustainable Financial Practices

Recommendation:

That the Annual Financial Report for the fiscal year ending June 30, 2024 be approved as presented.

Contact:

VALERIE MAGGI valerie.maggi@sarasotacountyschools.net

BONNIE PENNER bonnie.penner@sarasotacountyschools.net

Financial Impact:

N/A

School Board Items

23. REQUEST TO SCHEDULE PRIVATE MEETING CONCERNING SETTLEMENT NEGOTIATIONS AND/OR STRATEGY SESSIONS RELATED TO LITIGATION EXPENDITURES IN RE: BARBARA BENSON V. SARASOTA COUNTY SCHOOL BOARD/RISK MANAGEMENT, WORKER'S COMPENSATION CASE NO: 01-009963EBG, PURSUANT TO FLORIDA STATUTE SECTION 286.011(8) ON SEPTEMBER 17, 2024

Description

Outside worker's compensation legal counsel in this pending tort litigation seeks direction, guidance, and advice from the Board. Florida Statute 286.011 expressly permits such a meeting to occur in private so long as the procedures in the statute are followed.

If authorized by the Board, this meeting will be held at a time to be determined on September 17, 2024. If this private meeting is authorized by the Board, formal notice of the private meeting will be made in the manner outlined by the statute prior to it. If authorized by the Board, the topic discussed at this private meeting will solely be settlement negotiations and strategy sessions related to litigation expenditures in regard to Barbara Benson v. Sarasota County School Board/Risk Management, Worker's Compensation Case No: 01-009963EBG. The only participants at the private meeting will be the attorneys for the School Board, the Superintendent, and the Board members.

The meeting is required to be initiated in a public manner in the School Board chambers at 1980 Landings Blvd. Upon commencing this public portion of the meeting, the Board chair shall announce its commencement, the estimated length of the private meeting, and the private meeting's participants. The public portion will then be suspended, and the meeting participants will reconvene and complete the substantive portion of the meeting in private. The private portion of the

meeting will be transcribed by a certified court reporter and the entire meeting will occur on the record. The transcript will become public record following the culmination of the case. When the private portion of the meeting concludes, the meeting will formally close thereafter in a public setting with the Board chair announcing its termination on the record in the School Board meeting chambers located at 1980 Landings Blvd.

Gap Analysis:

Previous Outcomes:

Expected Outcomes:

Strategic Plan Goal:

Recommendation:

To move to authorize a litigation strategy session regarding Barbara Benson v. Sarasota County School Board/Risk Management, Worker's Compensation Case No: 01-009963EBG, pursuant to Florida Statute section 286.011(8) to be held on September 17, 2024 at a time to be determined in order to conduct the private meeting.

Contact:

LYNN PETERSON lynn.peterson@sarasotacountyschools.net
PATRICK DUGGAN pduggan@shumaker.com

Financial Impact:

24. APPROVAL TO ADVERTISE REVISED BOARD POLICIES

Description

Approval of request to advertise the following Board policies for future adoption:

- Policy 3.90 - Charter Schools
- Policy 4.24 - Artificial Intelligence *New Policy
- Policy 7.102 - Debt Management
- Policy 7.71 - Selection Policy for Professional Construction Related Services
- Policy 7.771 - Capital Assets
- Policy 9.75 - Community Service

Gap Analysis:

We are seeking authorization to advertise policies as part of the rulemaking process for a minimum of 28 days. Once this time period passes the policies will be brought back before the Board for formal

adoption. The proposed policies were discussed at the School Board Workshop on August 21, 2024 with no objection to any of the language by Board members. The attached policies are drafts of those policies to be published in a notice of proposed rule.

Per F.S. 120.54, a notice of proposed rule is required to be published for Board policy changes. In accordance with our Interlocal Agreement with Sarasota County, approved by our Board on October 17, 2023 and the Sarasota County Board of County Commissioners on November 14, 2023, our notices for each policy will be published on the County's Publicly Accessible website, with a link on our District website.

After the expiration of the required 28-day advertisement period, the Board will be asked to formally adopt the new and revised policies at a subsequent Regular Board Meeting.

Previous Outcomes:

These policies were discussed at the August 21, 2024 School Board Workshop. Policy 4.24 is a new policy, but each of the others has been previously adopted by the Board.

Expected Outcomes:

Approval to advertise these revised Board Policies will allow required public notices to be posted. Upon formal adoption of these policies after the required 28-day advertisement period and a final Board vote, appropriate corresponding updates will be made to district procedures and manuals to align daily operations with the Board policy.

Strategic Plan Goal:

Pillar 1 - Every Student Achieves

Priority 3 - Embrace Strong Instruction

Priority 4 - Equip Students for Life

Pillar 2 - Every Student Supported

Priority 2 - Respond to Student Needs

Priority 3 - Provide Enriching Learning Experiences

Pillar 3 - Every Employee Valued

Priority 3 - Elevate Employee Development

Pillar 4 - Every School Equipped

Priority 1 - Maintain Sustainable Financial Practices

Priority 2 - Create High Quality Infrastructure

Priority 4 - Align Technology in Support of Learning

Recommendation:

That the request to advertise the revised Board Policies be approved as presented:

- Policy 3.90 - Charter Schools
- Policy 4.24 - Artificial Intelligence
- Policy 7.102 - Debt Management
- Policy 7.71 - Selection Policy for Professional Construction Related Services
- Policy 7.771 - Capital Assets
- Policy 9.75 - Community Service

Contact:

CHRIS PARENTEAU chris.parenteau@sarasotacountyschools.net

CRAIG MANIGLIA craig.maniglia@sarasotacountyschools.net

MICHAEL KEMP michael.kemp@sarasotacountyschools.net

Financial Impact:

N/A

New Business

25. APPROVAL OF THE SARASOTA COUNTY SCHOOLS 2025 LEGISLATIVE PRIORITIES

Description

The District's legislative priorities are established each year by the Board, Superintendent, and staff. The issues included on this platform guide our advocacy efforts through all levels of government.

At the August 21, 2024 Board Workshop, the Board discussed issues to include in the 2025 Legislative Priorities. Within each of the topics recommended for inclusion, there are recommended actions we will advocate for with legislators to help us achieve the goals within the Strategic Plan.

Gap Analysis:

These legislative priorities will be the foundation of our advocacy efforts with legislators.

Previous Outcomes:

During the 2024 Legislative Session, many of the items included in our Legislative Priorities were addressed by the State Legislature. This

included increases to the FEFP and BSA, for school safety and mental health, increased VPK reimbursement rates, and many deregulation items.

Expected Outcomes:

Once approved, we will work with our lobbyist to outline a plan to begin discussing each of these items with legislators prior to the start of Committee meetings in January.

Strategic Plan Goal:

Pillar 1 - Every Student Achieves

Pillar 2 - Every Student Supported

Pillar 3 - Every Employee Valued

Pillar 4 - Every School Equipped

Pillar 5 - Every Community Engaged

Priority - All Priorities under each Pillar

Recommendation:

That the 2025 Legislative Priorities be approved as presented.

Contact:

CHRIS PARENTEAU chris.parenteau@sarasotacountyschools.net

CRAIG MANIGLIA craig.maniglia@sarasotacountyschools.net

MICHAEL KEMP michael.kemp@sarasotacountyschools.net

Financial Impact:

N/A

Motion: (Voice Vote)

That the 2025 Legislative Priorities be approved as presented.

MOTION Passed

Vote Results:

Ayes: Edwards, Enos, Marinelli, Rose, Ziegler

26. APPROVAL OF THE NAME AND MASCOT FOR THE K-8 SCHOOL AT CLARK AND LORRAINE RD

Description

In accordance with Policy 8.55, the school Principal has convened a workgroup to recommend a name and mascot for the new K-8 school under construction at Clark and Lorraine Rd. The committee has recommended the school be named the "Skye Ranch School" and the

mascot be the "Storm."

Gap Analysis:

Approval of this item allows the construction and design team to finalize items related to school name and mascot.

Previous Outcomes:

The Board has approved previous recommendations for naming of Facilities in accordance with Policy 8.55.

Expected Outcomes:

The Board approves the item as presented.

Strategic Plan Goal:

Pillar 4 - Every School Equipped

Priority 2 - Create High Quality Infrastructure

Recommendation:

That the recommendation of the naming committee for the school be named the "Skye Ranch School" be approved as presented.

Contact:

JAMIE HANNON jamie.hannon@sarasotacountyschools.net

MICHAEL KEMP michael.kemp@sarasotacountyschools.net

Financial Impact:

N/A

Motion: (Voice Vote)

That the recommendation of the naming committee for the school be named the "Skye Ranch School" be approved as presented.

MOTION Passed

Vote Results:

Ayes: Edwards, Enos, Marinelli, Rose, Ziegler

Hearing of Citizens - General

This portion of the meeting can be viewed at <https://www.youtube.com/watch?v=aCoeluZuzig> at the 50:50 marker.

Speakers:

- Mike Weddle
- Ron Springman
- John Wilson

- Bill Nease
- India Miller

Board Members Comments/Assignments

Topics:

- Afterschool Programs
- Laurel Civic Center Afterschool Program
- Food Menu Podcast
- Monitor Social Media
- Charter Schools
- Consent Agenda Items #8 and #9
- Compliments to Student Representative, Lauren Haggard

Announcements/Comments

The next Work Session is scheduled for Tuesday, September 17th followed by a Board Meeting at 3:00pm.

The Public Hearing to Adopt Final Millage and Budget Meeting is scheduled for 5:15pm.

Adjournment

The Vice Chair adjourned the Regular Board Meeting at 7:07 p.m.

We certify that the foregoing minutes are a true account of the Regular Board Meeting held on September 3, 2024 and approved at the Regular Board Meeting on September 17, 2024.

Terrence Connor, Secretary

Timothy Enos, Vice Chair



September 17, 2024 Board Meeting
Agenda Item 5.

Title

APPROVAL OF INSTRUCTIONAL/CLASSIFIED PERSONNEL REPORT

Description

The Human Resources Instructional/Classified Personnel Report has been added to the agenda item for approval.

Gap Analysis

Previous Outcomes

Expected Outcomes

Strategic Plan Goal

Recommendation

That the Human Resources Instructional/Classified Personnel Report be approved as presented.

Contact Information

AL HARAYDA al.harayda@sarasotacountyschools.net

ASHLEY ROMADKA ashley.romadka@sarasotacountyschools.net

MICHAEL KEMP michael.kemp@sarasotacountyschools.net

Financial Impact

ATTACHMENTS:

Description	Upload Date	Type
Board - September 17, 2024 (Regular)	9/10/2024	Cover Memo
Board - September 17, 2024 (Addendum)	9/13/2024	Cover Memo

Superintendent's Personnel Report

Item #:

Board Date: September 17, 2024

Status: Regular

Name	Current Assignment	New Assignment	Explanation	Effective Date
Appointment - 2425FY				
Arcan, Sarah		Triad Teacher, Science, Senior High (perf pay)	Replacement for: Claudia Leonard	August 27, 2024
Carpenter, Kayla		Brookside Middle ESE Aide (SSP05)	Replacement for: Cristina Gonzalez	August 29, 2024
Dent, Mary		Booker High Teacher, Science, Senior High (perf pay)	Replacement for: Michelle Gatz	August 22, 2024
Floyd III, James		Transportation Department Bus Driver (SSP11)	Replacement for: Jesse Kelley	September 9, 2024
French, Patricia		Englewood Elementary Cafeteria Aide (SSP01) (4 hrs)	Replacement for: Susan Emond	September 4, 2024
Grissell, Drew		Pine View School Counselor, Except Educ School (perf pay)	Within budget allocation	August 26, 2024
Habibovic, Jasmin		Oak Park School Separate Day School CNA/Student Care Assistant (SSP09)	Within budget allocation	August 22, 2024
Helmuth, Amy		Sarasota High Secretary, School (SSP06)	Replacement for: Kristin Westlund	September 5, 2024
Johnson, Anna		Brookside Middle Nurse, Licensed Practical (SSP10)	Replacement for: Amy Turner	September 3, 2024
Leko, Karen		Oak Park School Clerk/Receptionist (SSP05)	Replacement for: Weston Trandem	September 9, 2024
Lozano Moreno, Darwin		Gocio Elementary Para Aide III, ESOL Elem (SSP07)	Replacement for: Sydney Harms	September 11, 2024
Luke, Hayden		Pine View School Para Aide I K-5 (SSP01)	Replacement for: Alexis McLaughlin	September 9, 2024
Mayer, Allan		Transportation Department Bus Driver in training (SSP06)	Replacement for: Richard Canham	September 9, 2024
Parenteau, Meagan		Deputy Superintendent - Chief Academic Officer Supervisor, ESOL (GRP E)	Replacement for: Jamie Rodriguez	September 3, 2024

Superintendent's Personnel Report

Item #:

Board Date: September 17, 2024

Status: Regular

Name	Current Assignment	New Assignment	Explanation	Effective Date
Appointment - 2425FY				
Registe, Jahnisha		Tuttle Elementary ESE Paraprofessional Aide (SSP07)	Replacement for: Tauheedah Crenshaw	September 16, 2024
Sibindi, Mawana		Oak Park School Separate Day School ESE Paraprofessional (SSP09)	Within budget allocation	September 9, 2024
St. Cyr, Paige		Heron Creek Middle ESE Paraprofessional Cluster Aide (SSP07)	Replacement for: Tatiana Solarte Sanchez	September 9, 2024
Steinberg, Jill		Laurel Nokomis School Teacher Aide, Pre-K ESE (SSP07)	Replacement for: Caitlin Horvath	September 5, 2024
Tramell, Alexis		North Port High Para Aide III - ESOL High (SSP07)	Replacement for: Viktoriia Lezhanina	September 9, 2024
Trandem, Weston		Instructional Materials & Library Services Bookkeeper, Ins Media Services (SSP10)	Replacement for: Michaelynn Magac	September 4, 2024
Walsh, Nereida		Oak Park School Teacher, ESE Varying Except. (perf pay)	Replacement for: Lynn Loughlin-Haynes	August 23, 2024
Warren, Terry		Tuttle Elementary Teacher, Title I, Elementary (perf pay)	Replacement for: Kyle Conner	August 29, 2024
White, Teresa		Lamarque Elementary Teacher Aide, Pre-K ESE (SSP07)	Within budget allocation	September 4, 2024
Appointment - 2425FY Out-of-Field				
Anders, Patricia		Phillippi Shores Elementary Teacher, Autistic (Out-of-Field ESOL End.) (perf pay)	Replacement for: Ashley Light	August 30, 2024
Atkins, Dumaka		Wilkinson Elementary Teacher, Behavior Support Cluster (Out-of-Field ESOL End.) (perf pay)	Replacement for: Veronica Clark	September 5, 2024

Superintendent's Personnel Report

Item #:

Board Date: September 17, 2024

Status: Regular

Name	Current Assignment	New Assignment	Explanation	Effective Date
Appointment - 2425FY Out-of-Field				
Coffey, Kelli		Garden Elementary Teacher, Kindergarten (Out-of-Field ESOL End.) (perf pay)	Within budget allocation	September 3, 2024
Kazbour, Alexander		Sarasota High Teacher, Mathematics, SH (Out-of-Field Mathematics 6-12) (perf pay)	Replacement for: Robert Holley	September 9, 2024
Lopez, Nicole		Alta Vista Elementary Teacher, Grade 4 (Out-of-Field ESOL End.) (perf pay)	Replacement for: Lucy Dafoulas	September 3, 2024
Stanley, Melissa		Oak Park School Teacher, ESE Varying Except. (Out-of-Field ESOL End.) (perf pay)	Replacement for: Tonya Duckworth	August 30, 2024
Begin Active Status/Return to Duty - 2425FY				
Beese, Robert	Facilities Services (Venice Elementary) 12 Month Custodian		Returning to duty from leave	September 3, 2024
Consul, Lindsay	Laurel Nokomis School Teacher, Kindergarten		Returning to duty from leave	September 3, 2024
Myers, Morgan	Tuttle Elementary Teacher, Grade 3		Returning to duty from leave	August 26, 2024
Severo, Haydesa	Facilities Services (Taylor Ranch) 12 Month Custodian		Returning to duty from leave	July 22, 2024
Valenzuela, Carmen	North Port High ESE Paraprofessional Cluster Aide		Returning to duty from leave	September 3, 2024
Williams, Kimberly	Venice Elementary Teacher, Grade 3		Returning to duty from leave	August 23, 2024
Change of Status/Transfer - 2425FY				
Anderson, Laura	Taylor Ranch Elementary ESOL Liaison - 10 Month (perf pay)	Office of Accountability and Choice Program Specialist - 10 Month (modified perf pay)	Within budget allocation	August 28, 2024
Behringer, Lucas	North Port High Assistant Principal Senior High 220 (AP salary range)	ESE Services Director, Excep Student Educ 240 (GRP C)	Replacement for: Dustin Coleman	September 3, 2024

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Name	Current Assignment	New Assignment	Explanation	Effective Date
Change of Status/Transfer - 2425FY				
Chlebowski, Rita	Transportation Department Bus Driver (7 hrs)	Transportation Department Bus Driver (8 hrs)	Within budget allocation	September 4, 2024
Clearwaters, Daurice	Transportation Department Bus Aide/Bus Attendant (7 hrs)	Transportation Department Bus Aide/Bus Attendant (8 hrs)	Within budget allocation	August 16, 2024
Colon, Angela	Transportation Department Bus Driver (5 hrs)	Transportation Department Bus Driver (6 hrs)	Within budget allocation	September 9, 2024
Conaway, Lori	Transportation Department Bus Driver (7 hrs)	Transportation Department Bus Driver (8 hrs)	Within budget allocation	August 29, 2024
Edmond, Lisa	Alta Vista Elementary Cafeteria Aide (SSP01) (4 hrs)	Sarasota Middle Food Service Assistant I (SSP02) (5 hrs)	Replacement for: Padenna Halverson	September 3, 2024
Goffinet, Daniel	Human Resources Department Temporarily Unassigned, Classified (SSP07)	Oak Park School Separate Day School ESE Paraprofessional (SSP09)	Within budget allocation	August 19, 2024
Grinstead JR, Thomas	Transportation Department Bus Driver (SSP11) (7 hrs)	Transportation Department Bus Aide/Bus Attendant (SSP06) (8 hrs)	Replacement for: David Ferraro	August 12, 2024
Grinstead JR, Thomas	Transportation Department Bus Aide/Bus Attendant (8 hrs)	Transportation Department Bus Aide/Bus Attendant (7 hrs)	Within budget allocation	August 12, 2024
Grinstead, Kimberly	Transportation Department Bus Aide/Bus Attendant (7 hrs)	Transportation Department Bus Aide/Bus Attendant (8 hrs)	Within budget allocation	September 4, 2024
Gross, Rebecca	Transportation Department Bus Driver (7 hrs)	Transportation Department Bus Driver (8 hrs)	Within budget allocation	August 14, 2024
Lloyd, Aerion	Transportation Department Bus Aide/Bus Attendant (5 hrs)	Transportation Department Bus Aide/Bus Attendant (6 hrs)	Within budget allocation	August 12, 2024
Long, Jody	Oak Park School ESE Instructional Facilitator	Oak Park School Teacher, ESE Varying Except.	Replacement for: Brittany Hagan	August 30, 2024
Lorenzo, Trina	Transportation Department Bus Aide/Bus Attendant (5 hrs)	Transportation Department Bus Aide/Bus Attendant (6 hrs)	Within budget allocation	September 9, 2024

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Change of Status/Transfer - 2425FY				
Lott, Laura	Transportation Department Bus Aide/Bus Attendant (7 hrs)	Transportation Department Bus Aide/Bus Attendant (8 hrs)	Within budget allocation	September 4, 2024
McBride, Heather	Oak Park School Separate Day School ESE Paraprofessional (SSP09)	Riverview High Transition/Employment Trainer (SSP07)	Replacement for: Stacy Hausherr	September 3, 2024
Molinares, Jenny	Booker High Registrar 240 (SSP08)	Gocio Elementary Para Aide III, ESOL Elem 196 (SSP07)	Within budget allocation	September 23, 2024
Mullins, Benjamin	Transportation Department Bus Driver (7 hrs)	Transportation Department Bus Driver (8 hrs)	Within budget allocation	August 16, 2024
Nodarse, Vicente	Transportation Department Bus Driver (7 hrs)	Transportation Department Bus Driver (8 hrs)	Within budget allocation	September 4, 2024
Parish, Shavone	Transportation Department Bus Driver (7 hrs)	Transportation Department Bus Driver (8 hrs)	Within budget allocation	August 28, 2024
Salib, Ereni	Bay Haven School of Basics Plus Teacher, Kindergarten	Laurel Nokomis School Teacher, Grade 2	Replacement for: Kimalee Rowley	September 3, 2024
Scott-Dunda, Jessica	Atwater Elementary Teacher, Computer Educ - Elem	Deputy Superintendent - Chief Academic Officer Competitive Grant Specialist (GRP H)	Within budget allocation	August 29, 2024
Skinner, Richard	Transportation Department Bus Driver (5 hrs)	Transportation Department Bus Driver (6 hrs)	Within budget allocation	August 12, 2024
Valenzuela, Carmen	North Port High ESE Paraprofessional Cluster Aide 196 (SSP07)	Pupil Support SVCS-ESE DIV Certified OT Assistant 186 (SSP10)	Replacement for: Alecia Gerra	September 3, 2024
Walls-Leverett, Beverly	Transportation Department Bus Driver (7 hrs)	Transportation Department Bus Driver (8 hrs)	Within budget allocation	August 23, 2024
Change of Status/Transfer - 2425FY Out-of-Field				
Ciano, Kathryn	Sarasota High Teacher, ESOL High	Sarasota High Teacher, ESOL High (Out-of-Field English 6-12)	Detail: Out-of Field	August 5, 2024

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Change of Status/Transfer - 2425FY Out-of-Field				
Epstein, Olivia	Sarasota Middle Teacher, Gifted	Sarasota Middle Teacher, Gifted (Out-of-Field Gifted Endorsement)	Detail: Out-of Field	August 5, 2024
Myers, Emily	Tuttle Elementary Teacher, Kindergarten	Tuttle Elementary Teacher, Grade 1 (Out-of-Field ESOL End.)	Detail: Out-of Field	August 23, 2024
Orban, Livia	Ashton Elementary Teacher, ESE Varying Except.	Ashton Elementary Teacher, ESE Varying Except. (Out-of-Field Elem Ed K-6)	Detail: Out-of Field	August 5, 2024
Smith, Ledera	Emma E. Booker Elementary Teacher, PK - VE/GenEd	Emma E. Booker Elementary Teacher, Kindergarten (Out-of-Field ESOL End.)	Detail: Out-of Field	September 12, 2024
Change of Status/Transfer - 2425FY Reorganization				
Clayton, Dawn	Chief of High Schools Director, Academic Intervention Programs	Chief of Student Services/ESE Director, Academic Intervention Programs	Within budget allocation	July 8, 2024
Goldsmith, Patricia	Chief of High Schools Secretary, Instr/Cur 11 Month	Chief of Student Services/ESE Secretary, Instr/Cur 11 Month	Within budget allocation	July 15, 2024
Change of Status/Transfer - 2425FY Staffing Results				
Haycook, Elisabeth	Tatum Ridge Elementary ESE Aide	Lakeview Elementary ESE Aide	Within budget allocation	September 3, 2024
Killion, Lindsey	Glenallen Elementary Teacher, Kindergarten	Englewood Elementary Teacher, Grade 2	Within budget allocation	September 3, 2024
Lastorino, Melissa	Venice Middle ESE Aide	Taylor Ranch Elementary ESE Aide	Within budget allocation	September 3, 2024
Mastropietro, Julie	Fruitville Elementary Teacher, Kindergarten	Southside Elementary Teacher, ESE Resource	Within budget allocation	September 3, 2024
Nilsen, Leticia	Tatum Ridge Elementary ESE Aide	Lakeview Elementary ESE Aide	Within budget allocation	September 3, 2024
Oliver, Christopher	Garden Elementary ESE Paraprofessional Cluster Aide	Venice Elementary ESE Paraprofessional Aide	Within budget allocation	September 4, 2024
Sutton, Amy	Tatum Ridge Elementary ESE Aide	Lakeview Elementary ESE Aide	Within budget allocation	September 3, 2024

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Extra Duty Days - 2425FY				
Cabrera, Eileen	Pine View School ESE Instructional Facilitator		Detail: ESE Instructional Facilitator District Trainings 9 Days (9.5 hrs) 3 Days (9 hrs)	July 15, 2024
Haddad, Shannon	Ashton Elementary ESE Instructional Facilitator		Detail: ESE Instructional Facilitator Duties 15 Days (7.5 hrs)	July 15, 2024
Kahler, Jeffrey	Suncoast Polytechnical High Teacher, Social Studies, SH		Detail: Hospital homebound instruction 30595 32 Days (2 hrs) and Planning 16 Days (1 hr)	August 12, 2024
McCombie, Kristin	Pine View School ESE Instructional Facilitator		Detail: ESE Instructional Facilitator District Trainings 9 Days (9.5 hrs) 3 Days (9 hrs)	July 15, 2024
Nelson, Shannon	Sarasota High ESE Instructional Facilitator		Detail: Hospital Homebound Instruction 31 Days (2 hrs) and Planning 31 Days (.5 hrs)	August 12, 2024
Ruscoe, Serenity	Oak Park School Data Coach Test Coordinator 6-12		Detail: Scheduling and course building 10 Days (7.5 hrs)	July 12, 2024
Leave - 2425FY				
Annetta, Emmie	Financial Services Accountant, Payroll		Medical August 8, 2024 - September 30, 2024	
Bocock, Michelle	Phillippi Shores Elementary Counselor, Elem School		Birth of Child/Adoption/Foster Care August 20, 2024 - October 18, 2024	
Dacey, Bryan	Venice High Teacher, Technology Education		Birth of Child/Adoption/Foster Care October 30, 2024 - December 13, 2024	
Kreger, Teresa	Gulf Gate Elementary Teacher, Grade 4		Personal September 9, 2024 - May 30, 2025	
Lynn, Ashley	Ashton Elementary Teacher, Grade 4		Medical (Relative) August 12, 2024 - May 30, 2025	
Mastroianni, Heidi	Bay Haven School of Basics Plus ESE Aide		Medical August 13, 2024 - November 25, 2024	
Mills, Tania	Laurel Nokomis School ESE Paraprofessional Aide		Personal September 3, 2024 - May 30, 2025	

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Leave - 2425FY				
Sanderson, Ericca	Fruitville Elementary Teacher, Autistic		Medical September 9, 2024 - October 21, 2024	
Skelton, Elizabeth	North Port High Secretary, School		Medical October 4, 2024 - November 22, 2024	
Williams, Kimberly	Venice Elementary Teacher, Grade 3		Medical August 5, 2024 - August 19, 2024	
Leave - 2425FY (Currently on LOA)				
Dell, Patricia	Brentwood Elementary ESE Paraprofessional Cluster Aide		Medical Relative (extension) August 14, 2024 - February 11, 2025	
Hallman, Rachel	Garden Elementary Teacher, Grade 1		Medical (extension) September 9, 2024 - October 25, 2024	
Resignation - 2425FY				
Auricchio, Catherine	Gocio Elementary ESE Paraprofessional Aide		Taking a job in education in Florida	September 13, 2024
Azouz, Margaret	Oak Park School Separate Day School ESE Paraprofessional		Personal	September 6, 2024
Bruno, Anyssa	Tatum Ridge Elementary ESE Behavior Intervention Coach K-12		Taking a job in education in Florida	August 30, 2024
DePriest, Jessica	Instructional Materials & Library Services Lib/Med Spec-Dist		Taking a job in education outside of Florida	September 16, 2024
Ford, Katherine	McIntosh Middle Teacher, ESE Varying Except.		Personal	September 20, 2024
Haner, Brenda	North Port High Food Service Assistant II		Personal	September 6, 2024
Lawrence, Dean	Riverview High School Resource Officer, 12 Month		Personal	September 13, 2024
Lenard, Rachel	Venice High Teacher, ESE Resource		Taking a job in education in Florida	September 13, 2024
Lopez, Nicole	Southside Elementary Para Aide III, PE Elem		Taking a job in a different bargaining unit	September 2, 2024

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Resignation - 2425FY				
Lozano Moreno, Darwin	Booker High Teacher, Foreign Lang, Senior		Taking a job in a different bargaining unit	September 10, 2024
Merrill, Kearstin	Gulf Gate Elementary ESE Paraprofessional Aide		Personal	August 28, 2024
Rivera, Rosa	Sarasota Middle Library/Media Aide		Personal	September 20, 2024
Stanley, Melissa	Oak Park School Separate Day School ESE Paraprofessional		Taking a job in a different bargaining unit	August 29, 2024
Taylor, Morgan	Sarasota High Counselor, Senior High School		Moving away from the area	December 20, 2024
Walsh, Nereida	Oak Park School ESE Paraprofessional Aide		Taking a job in a different bargaining unit	August 22, 2024
Retirement - 2425FY				
Alder, Mariola	Venice High Bookkeeper, High School, 12 Month		Years of Service: 18	October 2, 2024
Pritchard, Leslie	Venice Middle ESE Aide		Years of Service: 15	September 6, 2024
Van Horn, Michelle	Lakeview Elementary Library/Media Aide		Years of Service: 6	September 10, 2024
Retirement - 2425FY DROP Program - Pending FRS Approval				
Martello, Tarra	Brentwood Elementary Teacher, Title I, Elementary		Years of Service: 38	July 31, 2032
Otis, Susan	Gulf Gate Elementary Teacher, Grade 1		Years of Service: 38	July 31, 2032
Retirement - 2425FY DROP Program-(Correction)				
Mignano, Lillian	Booker High Clerk, School		Change DROP termination effective date from: June 30, 2032 to September 3, 2024	
Schenke, Kim	Laurel Nokomis School STEM Teacher		Change DROP termination effective date from: June 30, 2025 to May 31, 2026	
Substitute/Contracted Services - While on Leave - 2425FY				
Bensen, Olesya	Venice Elementary Teacher, Science, Senior High			August 19, 2024

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Substitute/Contracted Services - While on Leave - 2425FY				
Drew, Erica	Human Resources Department Temporarily Unassigned, Instructional			September 3, 2024
Kreger, Teresa	Gulf Gate Elementary Teacher, Grade 4			September 9, 2024
Termination - 2425FY				
Azcorra Alamo, Debora	Facilities Services (Riverview HS) 12 Month Custodian		Detail: Absence without leave	September 18, 2024
Jaramillo, Adriana	Facilities Services (Oak Park) 12 Month Custodian		Detail: Absence without leave	September 18, 2024
Transfer of Sick Days/Hours - 2324FY				
Ramon, Ricky	Booker High Teacher, Technology Education		Detail: Transfer 4 Days to Lindsay Rowe	February 20, 2024
Schunk, Corinne	Wilkinson Elementary Cook, Food Service		Detail: Transfer 5 Days to Katie Schunk	April 8, 2024
Transfer of Sick Days/Hours - 2425FY				
Maniglia, Craig	Communications & Community Relations Director, Communications		Detail: Transfer 9 Days to Leslie Maniglia	August 20, 2024

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Name	Current Assignment	New Assignment	Explanation	Effective Date
Appointment - 2425FY				
Aievoli, Hannah		Tuttle Elementary Teacher, Kindergarten (perf pay)	Replacement for: Olivia Lemke	September 9, 2024
Burner, Michael		Food & Nutrition Services Floating Manager-FNS (SSP02- FM5)	Replacement for: Laura Love	September 16, 2024
Costanza, Amanda		Glenallen Elementary Food Service Assistant I (SSP02)	Replacement for: Hannah Ociesa	September 5, 2024
Duff, Cassandra		Lakeview Elementary Teacher, Autistic (perf pay)	Within budget allocation	August 29, 2024
Garcia Hoyos, Lorena		North Port High Food Service Assistant I (SSP02)	Replacement for: Gillian Rendon	September 11, 2024
Gonzalez, Eddna		Transportation Department Bus Driver in training (SSP06)	Replacement for: Susan Ralston	September 11, 2024
Groves, Michele		Career & Technical Education Program Manager, College Career Life Readiness (GRP F)	Replacement for: Amy Earl	September 11, 2024
Hanna, Deidre		Cranberry Elementary Teacher, Autistic (perf pay)	Within budget allocation	September 9, 2024
Howell, Shavion		Booker High Para Aide III, In School Susp (SSP07)	Replacement for: Derrick Timmons	September 16, 2024
Kreimont, Noah		Transportation Department Bus Aide/Bus Attendant (SSP06)	Replacement for: Shanice Cherry	September 16, 2024
Lifton, Lawrence		Oak Park School Separate Day School ESE Paraprofessional (SSP09)	Within budget allocation	September 16, 2024
Linehan, Cari		Pine View School Registrar Assistant/Admin. Asst. II (SSP06)	Replacement for: Cheryl Germinerio	September 6, 2024
Nunnally, Elizabeth		Oak Park School Separate Day School ESE Paraprofessional (SSP09)	Within budget allocation	September 17, 2024

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Appointment - 2425FY				
Overholt, Jenna		Cranberry Elementary Teacher Aide, Pre-K ESE (SSP07)	Within budget allocation	September 16, 2024
Pinkney, Charles		Safety & Security/School Police School Resource Officer (SRO)	Within budget allocation	September 23, 2024
Ritz, Nereida		Pupil Support Services-ESE Div Occupational Therapist (perf pay)	Replacement for: Lauren Hutt	September 11, 2024
Tirado-Concepcion, Jerardin		Booker High Campus Security Aide (SSP07)	Replacement for: Zack Beetham	September 9, 2024
Trevino, Eloy		Sarasota High Campus Security Aide (SSP07)	Within budget allocation	September 10, 2024
Ziegler, Bin		Pine View School Food Service Assistant I (SSP02)	Replacement for: Christopher Cruz	September 5, 2024
Appointment - 2425FY Out-of-Field				
Tortolano, Bianca		McIntosh Middle Teacher, Language Arts, Mid/Jr (Out-of-Field ESOL End.) (perf pay)	Replacement for: Katherine Hunt	September 10, 2024
Begin Active Status/Return to Duty - 2425FY				
Davis, Scarlett	Gocio Elementary Teacher, Grade 2		Returning to duty from leave	September 19, 2024
Pyatt, Daniela	Atwater Elementary Teacher, Grade 3		Returning to duty from leave	September 3, 2024
Tress, Jennifer	Gocio Elementary Teacher, PK - VE/GenEd		Returning to duty from leave	September 23, 2024
Wheeler JR, Randy	Atwater Elementary School Resource Officer		Returning to duty from leave	September 3, 2024
Change of Status/Transfer - 2425FY				
Aker, Kristina	Sarasota High School (SSP06) Secretary,	Riverview High Bookkeeper Assistant (SSP05)	Replacement for: Weston Trandem	September 18, 2024
Burrell, Bill	Laurel Nokomis School Campus Security Aide 196 (SSP07) (7.5 hrs)	Safety & Security/School Police School Safety Officer 240 (SSP11-MT1) (8 hrs)	Within budget allocation	August 29, 2024

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Change of Status/Transfer - 2425FY				
Deschaine, Ann-Marie	Transportation Department Bus Driver (6 hrs)	Transportation Department Bus Driver (7 hrs)	Within budget allocation	August 29, 2024
Flores, Doris	Lamarque Elementary Floating Manager-FNS (SSP02-FM5)	Food & Nutrition Services Specialist/Mgr Food Srv 12 Mo (GRP-F)	Replacement for: Tracy Marchese	September 11, 2024
Haycook, Elisabeth	Tatum Ridge Elementary Aide (SSP05)	Tatum Ridge Elementary Para Aide III, ESOL Elem (SSP07)	Replacement for: Kateryna Svarovska	September 9, 2024
Hooper, Betsy	Deputy Superintendent - Chief Academic Officer Federal Programs Budget Specialist (GRP H)	Deputy Superintendent - Chief Academic Officer Admin. Assistant III/Bookkeeper (SSP09)	Returning from a temporary position	September 9, 2024
Kottler, John	Pine View School Para Aide I K-5 186 (SSP01) (7 hrs)	Pine View School Campus Security Aide 196 (SSP07) (7.5 hrs)	Within budget allocation	August 30, 2024
McHenry, Andrea	Fruitville Elementary Nurse, Licensed Practical	Gulf Gate Elementary Nurse, Licensed Practical	Replacement for: Lynda Chapin	September 30, 2024
Nilsen, Leticia	Tatum Ridge Elementary Aide (SSP05)	Tatum Ridge Elementary ESE Paraprofessional Cluster Aide (SSP07)	Replacement for: Christopher Clayton	September 9, 2024
Postma, Michael	Transportation Department Bus Driver (7 hrs)	Transportation Department Bus Driver (8 hrs)	Within budget allocation	September 9, 2024
Rivera, Jenny	Transportation Department Bus Aide/Bus Attendant (6 hrs)	Transportation Department Bus Aide/Bus Attendant (7 hrs)	Within budget allocation	August 27, 2024
Roldan, Gerard	Transportation Department Bus Driver (6 hrs)	Transportation Department Bus Driver (7 hrs)	Within budget allocation	August 27, 2024
Steele III, Parry	Transportation Department Bus Driver (5 hrs)	Transportation Department Bus Driver (6 hrs)	Within budget allocation	August 26, 2024
Sutton, Amy	Tatum Ridge Elementary Aide (SSP05)	Tatum Ridge Elementary ESE Paraprofessional Cluster Aide (SSP07)	Replacement for: A Jopson	September 9, 2024
Ventura Chavez, Esther	Oak Park School ESE Paraprofessional Aide (SSP07)	Oak Park School Separate Day School ESE Paraprofessional (SSP09)	Within budget allocation	September 9, 2024

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Change of Status/Transfer - 2425FY				
Wolf, Jennifer	Transportation Department Bus Aide/Bus Attendant (5 hrs)	Transportation Department Bus Aide/Bus Attendant (6 hrs)	Within budget allocation	August 26, 2024
Worrell, Enrico	Transportation Department Bus Driver (SSP11)	Transportation Department Bus Aide/Bus Attendant (SSP06)	Within budget allocation	August 12, 2024
Change of Status/Transfer - 2425FY Out-of-Field				
Epstein, Olivia	Sarasota Middle Teacher, Gifted	Sarasota Middle Teacher, Gifted (Out-of-Field ESOL End.)	Detail: Out-of Field	August 5, 2024
Change of Status/Transfer - 2425FY Reorganization				
Cardenas, Tracey	ESE Services Director, Preschool	Early Learning Director, Preschool	Within budget allocation	July 8, 2024
Change of Status/Transfer - 2425FY Staffing Results - Correction				
Sutton, Amy	Tatum Ridge Elementary ESE Aide	McIntosh Middle ESE Aide	Within budget allocation	September 3, 2024
Extra Duty Days - 2425FY				
Anderson, Sarah	ESE Services ESE Program Facilitator		Detail: Program progress monitoring and contract deliverables 32 Days (3 hrs)	August 5, 2024
Ard, Danielle	Southside Elementary ESE Instructional Facilitator		Detail: Additional ESE Instructional Facilitator duty days 15 Days (7.5 hrs)	July 15, 2024
Barrett, Brian	Sarasota High Teacher, ESE Resource		Detail: Planning for Pre-ETS program 14 Days (3 hrs) Pre-ETS program implementation 32 Days (4.25 hrs)	July 8, 2024
Carroll, Jennifer	Sarasota High Teacher, Science, Senior High		Detail: Pre-ETS program implementation 32 Days (4.25 hrs)	August 5, 2024
Luke, Amber	North Port High Teacher, Access Point Cluster		Detail: Planning for Pre-ETS program 14 Days (3 hrs) Pre-ETS program implementation 32 Days (4.25 hrs)	July 8, 2024

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Extra Duty Days - 2425FY				
Quinn, Eileen	Venice High Teacher, ESE Resource		Detail: Planning for Pre-ETS program 14 Days (3 hrs) Pre-ETS program implementation 32 Days (4.25 hrs)	July 8, 2024
Smith, Kirstin	Atwater Elementary ESE Instructional Facilitator		Detail: ESE Instructional Facilitator Trainings 7 Days (9.5 hrs), 3 days (9.0 hrs) and 2 Days (7.5 hrs)	July 15, 2024
Leave - 2425FY				
Bartoe, McKenzie	Woodland Middle Teacher, Grade 6		Birth of Child/Adoption/Foster Care September 9, 2024 - December 3, 2024	
Davis, Kimberley	Booker High Registrar, 12 Month		Medical September 16, 2024 - October 4, 2024	
Floryjanski, Maryjo	Sarasota High Teacher, Art-SH		Medical (Relative) September 3, 2024 - December 3, 2024	
Grotz, Amy	Lamarque Elementary Teacher, Drama Elem.		Medical (Relative) September 10, 2024 - December 9, 2024	
Knight, Kathryn	North Port High ESE Paraprofessional Aide		Birth of Child/Adoption/Foster Care December 16, 2024 - February 17, 2025	
Mabie, Tiffany	Lamarque Elementary Teacher, Pre-K VE		Medical August 19, 2024 - September 9, 2024	
Miles, Kimberly	Lakeview Elementary Teacher, Music, Elem		Medical (Relative) August 30, 2024 - September 6, 2024	
Rodriguez, Angela	Toledo Blade Elementary ESE Paraprofessional Aide		Medical September 26, 2024 - December 20, 2024	
Stebbins, Michelle	Transportation Department Bus Driver		Medical August 28, 2024 - October 28, 2024	
Teigen, Amy	Suncoast Technical College Bookkeeper, Multi Grade - 12 Month		Personal September 23, 2024 - June 30, 2025	
Walters, Brooke	Sarasota High Teacher, Foreign Lang, Senior		Medical August 29, 2024 - November 28, 2024	

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Name	Current Assignment	New Assignment	Explanation	Effective Date
Leave - 2425FY (Currently on LOA)				
Crace, Maria	Englewood Elementary	Food Service Assistant II	Medical (extension) October 1, 2024 - October 30, 2024	
Rhodes, Deirdre	Lamarque Elementary	ESE Paraprofessional Cluster Aide	Medical Relative (extension) September 16, 2024 - September 20, 2024	
Leave - 2425FY Correction				
Catena, Alexandra	Riverview High	Teacher, Language Arts, SH	Birth of Child/Adoption/Foster Care September 10, 2024 - December 3, 2024	
Wolf, Jennifer	Transportation Department	Bus Aide/Bus Attendant	Personal September 3, 2024 - May 28, 2025	
Resignation - 2425FY				
Alumbaugh, Sara	Human Resources Department	Temporarily Unassigned, Instructional	Detail: Conclusion of Employment	September 10, 2024
Drummond, Fiona	Riverview High	Nurse, Licensed Practical	Personal	September 27, 2024
Lumb, Morgan	Booker High	Career Advisor	Personal	September 13, 2024
Robie, Lauren	Toledo Blade Elementary	Teacher, Grade 1	Personal	September 16, 2024
Serov, Alla	McIntosh Middle	Food Service Assistant I	Personal	September 18, 2024
Shuck, Lona	Southside Elementary	ESE Aide	Personal	September 9, 2024
West, Taylor	North Port High	Teacher, Mathematics, SH	Detail: Conclusion of Employment	September 13, 2024
Wheat, Daniel	Gocio Elementary	Teacher, Grade 4	Moving away from the area	September 22, 2024
Yung, Quiana	Oak Park School	Clinic Attendant/Health Aide	Personal	September 13, 2024
Resignation - 2425FY (Currently on LOA)				
Nadeau, Jeanne	Lakeview Elementary	Cafeteria Aide	Personal	September 11, 2024

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Name	Current Assignment	New Assignment	Explanation	Effective Date
Retirement - 2425FY				
Carpenter, Cheryl	Venice Elementary Food Service Assistant I		Detail: 5 Years of Service	September 13, 2024
Samuels, Kirk	Facilities Services (Ashton) Head Custodian		Years of Service: 4	August 30, 2024
Retirement - 2425FY DROP Program - Pending FRS Approval				
Pinto, Jose	Transportation Department Bus Driver		Years of Service: 32	August 31, 2032
Wallace, Lisa	Transportation Department Bus Driver		Years of Service: 34	August 31, 2032
Watson-Alexander, Dawn	Facilities Services (Booker Middle) Head Custodian		Years of Service: 38	August 31, 2032
Substitute/Contracted Services - While on Leave - 2425FY				
Kiner, Justin	Sarasota Middle Teacher, Gifted			September 13, 2024
Transfer of Sick Days/Hours - 2425FY				
Villagomez, Maria	Pine View School Food Service Assistant I		Detail: Transfer 4 Days to Maria Crace	August 13, 2024



September 17, 2024 Board Meeting
Agenda Item 6.

Title

APPROVAL OF THE EMPLOYEE GROUP BENEFIT INSURANCE RATES & FEES EFFECTIVE 1/1/2025

Description

2025 Group Medical Insurance Rates

The 2025 Employee Group Medical Insurance rates will increase due to claims experience and medical trend. The rate increase will be 9.7%. There will be no plan design changes. The pharmacy program will continue to be with Express Scripts. Please see the attachment with the new medical rates.

2025 Group Vision Rates

The vision insurance is through Humana at the current rate for 2025 and is guaranteed until December 31, 2025.

2025 Dental Insurance Rates and Group Administrator Fees

The 2025 Dental insurance rates will increase due to claims experience and trend (inflation). The rate increase will be 3.1%. There are no enhancements to the table of allowance.

The third-party administrator of the dental program is Delta Dental. The contract renewed in 2020 and continues through December 2025. The rate remains at \$2.91 per employee per month.

2025 Flexible Spending Fees

The Flexible Spending fees will remain at their current rate guarantees until December 31, 2025.

2025 Group Life and Long-Term Disability Rates

The 2025 Employee Group Life Insurance and the 2025 Group Long Term Disability are both through The Standard Insurance Company. The Standard was awarded the RFP in May 2021. The contract provides for a 3-year contract with two additional one-year renewal periods through December 2025. The rates will remain unchanged from 2024.

Gap Analysis

Previous medical and dental premium rates reflected an operating loss due to claims experience and trend.

Previous Outcomes

N/A

Expected Outcomes

Revenues will be in line with medical trend and claims experience to help mitigate an operating loss.

Strategic Plan Goal

Pillar 3 - Every Employee Valued
Priority 1 - Recruit, Recognize, and Retain

Recommendation

That the Employee Group Benefit Insurance Rates and Fees be approved as presented.

Contact Information

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Financial Impact

Estimated funding shortfall for the 2025 calendar year of \$7.1 million. Medical benefits and deductions will be increased by 9.7% beginning December, 2024 to offset this shortfall and will be funded from various funding sources.

ATTACHMENTS:

Description	Upload Date	Type
2025 Medical Premium Rates	8/30/2024	Cover Memo
2025 Benefit Rates	8/30/2024	Cover Memo



**School Board of Sarasota County
2025 Premiums and Contributions (Monthly)**

	Active Employees								2025 Retiree Contributions	2025 COBRA Contributions (w/o 2% Admin Fee)
	Standard Rates				Surcharge Rates					
	2025 Premium Monthly Rates	2025 Employee Contributions	2025 SBSC Subsidy % of Mthly Rate	Employee Contribution as % of Mthly Rate	2025 Employee Contributions	2025 SBSC Subsidy % of Mthly Rate	Employee Contribution as % of Mthly Rate	2025 Retiree Contributions		
<u>HIGH HMO 55</u>										
Single Only	\$942.45	\$0.00	\$942.45	0.0%	\$94.25	\$848.20	10.0%	\$942.45	\$942.45	
Single + Spouse	\$1,960.13	\$1,017.68	\$942.45	51.9%	\$1,111.93	\$848.20	56.7%	\$1,960.13	\$1,960.13	
Single + Children	\$1,782.52	\$840.07	\$942.45	47.1%	\$934.32	\$848.20	52.4%	\$1,782.52	\$1,782.52	
Single + Family	\$2,731.87	\$1,789.42	\$942.45	65.5%	\$1,883.67	\$848.20	69.0%	\$2,731.87	\$2,731.87	
<u>HIGH PPO 702</u>										
Single Only	\$1,170.73	\$0.00	\$1,170.73	0.0%	\$117.07	\$1,053.66	10.0%	\$1,170.73	\$1,170.73	
Single + Spouse	\$2,433.25	\$1,262.52	\$1,170.73	51.9%	\$1,379.59	\$1,053.66	56.7%	\$2,433.25	\$2,433.25	
Single + Children	\$2,212.08	\$1,041.35	\$1,170.73	47.1%	\$1,158.42	\$1,053.66	52.4%	\$2,212.08	\$2,212.08	
Single + Family	\$3,391.37	\$2,220.64	\$1,170.73	65.5%	\$2,337.71	\$1,053.66	68.9%	\$3,391.37	\$3,391.37	
<u>LOW HMO 60</u>										
Single Only	\$872.82	\$0.00	\$872.82	0.0%	\$87.28	\$785.54	10.0%	\$872.82	\$872.82	
Single + Spouse	\$1,815.47	\$873.02	\$942.45	48.1%	\$967.27	\$848.20	53.3%	\$1,815.47	\$1,815.47	
Single + Children	\$1,650.83	\$708.38	\$942.45	42.9%	\$802.63	\$848.20	48.6%	\$1,650.83	\$1,650.83	
Single + Family	\$2,530.16	\$1,587.71	\$942.45	62.8%	\$1,681.96	\$848.20	66.5%	\$2,530.16	\$2,530.16	
<u>LOW PPO 727</u>										
Single Only	\$655.94	\$0.00	\$655.94	0.0%	\$0.00	\$655.94	0.0%	\$655.94	\$655.94	
Single + Spouse	\$1,363.26	\$420.81	\$942.45	30.9%	\$515.06	\$848.20	37.8%	\$1,363.26	\$1,363.26	
Single + Children	\$1,239.37	\$296.92	\$942.45	24.0%	\$391.17	\$848.20	31.6%	\$1,239.37	\$1,239.37	
Single + Family	\$1,900.07	\$957.62	\$942.45	50.4%	\$1,051.87	\$848.20	55.4%	\$1,900.07	\$1,900.07	

Applied 2025 Rate Action	9.7%
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School Board of Sarasota County, FL

2025 Employee Benefits			
Employee Benefit	Company	Rate/Fee/Benefit	Change
Medical	Florida Blue		9.7% Increase
Dental	Delta Dental	\$24.48 per month Employee Only \$50.60 per month Employee +1 \$84.22 per month Employee + 2 or more	3.1% Increase
Vision	Humana	\$4.44 per month Employee Only / \$14.44 per month Employee +1 or more	No Change
Life	The Standard	\$0.075 per \$1,000 of Coverage	No Change
Long Term Disability	The Standard	\$0.253 per \$100 of Monthly Payroll	No Change
Flexible Spending	Discovery Benefits	\$3.90 Per Employee Per Month	No Change



September 17, 2024 Board Meeting Agenda Item 7.

Title

APPROVAL OF THE PROFESSIONAL LEARNING CATALOG 24-25 SCHOOL YEAR

Description

FL DOE Rule 6A-5.071 was modified in February 2024. It directs school districts to amend (if necessary), review, and submit an updated professional learning catalog as specified here:

(3) Submission, Amendment, and Review Criteria by School Districts.

(a) By September 1 of each year, the school district shall update the catalog, based on the results of the review conducted pursuant to paragraph (3)(d) of this rule, and the district school board shall approve the catalog pursuant to the criteria and procedures in subsections (2) and (3) of this rule.

(b) By October 1 of each year, the school district shall submit a letter to the Commissioner verifying that the district school board has approved the catalog and the catalog meets the criteria in subsection (2) of this rule.

(c) A component developed or modified after the annual approval of the catalog shall be approved as an amendment by the district school board and meet the criteria in subsection (2) of this rule.

(d) Annually, the school district shall conduct a review of the previous year's catalog program operations that results in a determination of its effectiveness in the educational setting as measured by changes in educator practice and student outcomes and use this information to make decisions about which components to continue, modify, or eliminate.

Gap Analysis

The Professional Learning Catalog is a catalog of courses (components) that has been approved by the Sarasota County School Board and the Florida Department of Education for use by teachers, administrators, and non-instructional personnel.

Components focus on student achievement and school improvement by addressing direct instructional needs and/or knowledge, attitudes, skills, aspirations, and behaviors to support continuous improvement. The catalog consists of components that encompass the foundation for most of the professional development that takes place in Sarasota County

Public Schools. Each component specifies a maximum number of In-service Points that can be awarded to participants upon successful completion of coursework. One (1) in-service point is equivalent to one (1) clock hour of participation in training and professional development activities.

All courses are built upon components and include specific objectives to meet the designated goal(s). Inservice points are determined based on the number and complexity of the objectives to be taught. Courses designed from these components are listed in the Professional Learning System.

Previous Outcomes

The current Professional Learning Catalog was approved by Board Action on September 19, 2023.

Expected Outcomes

The revised Professional Learning Catalog was reviewed by the Florida Department of Education on August 22, 2024 and made the recommendation to proceed with the school board approval process so that we may meet the statutory deadline of October 1, 2024. Once approved, the District will submit the required letter to the Commissioner to ensure compliance with Rule 6A-5.071.

Strategic Plan Goal

Pillar 3 - Every Employee Valued
Priority 3 - Elevate Employee Development

Recommendation

That the revised Professional Learning Catalog be approved as presented.

Contact Information

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Financial Impact

N/A

ATTACHMENTS:

Description	Upload Date	Type
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**The School Board of Sarasota County, Florida
Professional Learning Catalog**

**The School Board of
Sarasota County, Florida
Professional Learning Catalog**

August 2024





The School Board of Sarasota County, Florida Professional Learning Catalog

The Professional Learning Catalog (PLC) is a catalog of courses (components) that has been approved by the Sarasota County School Board and the Florida Department of Education for use by teachers, administrators, and non-instructional personnel.

Components focus on student achievement and school improvement by addressing direct instructional needs and/or knowledge, attitudes, skills, aspirations, and behaviors to support continuous improvement. The catalog consists of components that encompass the foundation for most of the professional development that takes place in Sarasota County Public Schools. Each component specifies a maximum number of In-service Points that can be awarded to participants upon successful completion of coursework. One (1) in-service point is equivalent to one (1) clock hour of participation in training and professional development activities.

All courses are built upon components and include specific objectives to meet the designated goal(s). Inservice points are determined based on the number and complexity of the objectives to be taught. Courses designed from these components are listed in the Professional Learning System.

All Professional Learning components will be reviewed annually and updated as needed. At each annual adoption of the Professional Learning Catalog, components no longer needed or not in alignment with current state or district purposes and priorities may be deleted from the PLC.

The purpose of 'Banking' is to allow teachers to use in-service points to renew their certificates in the future if they do not need the points during the validity period in which they are earned. SWD, ESOL, and Reading points are the only points that can currently be banked per FLDOE guidelines.



The School Board of Sarasota County, Florida Professional Learning Catalog

The following is a listing of the component numbers in the 2022-23 Professional Learning Catalog:

Component Name	Type	Component Number
Subject Content		
Arts Instruction	General	1000001
Career/Tech Education	General	1002001
Foreign Language	General	1004001
Health Education	General	1005001
Interdisciplinary / Cross Content	General	1007001
Curriculum Development	General	1007002
Language Arts	General	1008001
Mathematics	General	1009001
Physical Education	General	1011001
Reading Training	Reading (Bankable)	1013001
REESOL	General	1013008
NGCAR-PD Academy	General	1013009
NGCAR-PD Practicum	General	1013010
Science	General	1015001
STEM	General	1015002
Social Studies	General	1016001
Writing	General	1017001
Differentiated Reading Instruction	Reading/SWD (Bankable)	1105016
Differentiated Reading Instruction for Students	Reading/SWD (Bankable)	1105017
Adult/Community Education	General	1301001
Multi-Cultural Education	General	1412001
ESOL Empowering Administrators	ESOL (Bankable)	1704001
ESOL Empowering Counselors	ESOL (Bankable)	1704002
ESOL Empowering Teachers	ESOL (Bankable)	1704003
ESOL Training	ESOL (Bankable)	1705002
Pre-Kindergarten	General	2012001
Instructional Methodology/Faculty Development		
ESE Instructional Support (ESE 20 Hour)	SWD (Bankable)	2100006
Differentiated Instruction - SIOP & Trans-D	SWD (Bankable)	2100007
Understanding Poverty - Ruby Payne	SWD (Bankable)	2100008
MTSS (RTI/PBS)	SWD (Bankable)	2100009



The School Board of Sarasota County, Florida Professional Learning Catalog

Increasing Outcomes for All Pre-K Children in Exceptional Student Education Programs	SWD (Bankable)	2100011
Gifted Training General	General	2106006
Clinical Education	General	2406001
Instructional Strategies	General	2408001
Alternative Certification Program (ACT)	General	2408002
Classroom Visitation	General	2408003
Unspecified Training	General	2408005
Cooperative Learning	General	2408007
Coaching, Instructional	General	2408008
Structured Literacy through a Multi-Sensory Approach	General	2408009
Lesson Design	General	2408014
Induction Program - SCIP	General	2409001
National Board Certification	General	2416001
Family/Community Involvement	General	2600001
Technology Integration/Digital Learning Support		
Computer Applications I - for classified staff	General	3003001
Instructional Technology: ACTIV Technology	General	3003005
Instructional Technology: Digital Literacy I	General	3003006
Instructional Technology: Instructional Learning Systems	General	3003007
ESE Assistive Technology	SWD (Bankable)	3100001
Technology to Support Reading Comprehension	SWD (Bankable)	3100004
Technology for the Various Classroom	SWD (Bankable)	3100003
Assessment and Data Analysis/Problem Solving		
Assessment/Data Analysis	General	4401001
Assessment /Differentiated	SWD (Bankable)	4102003
Classroom Management		
Behavior Management	SWD (Bankable)	5101003
Classroom Management	SWD (Bankable)	5101004
School Safety/Safe Learning Environment/School Culture		
ESE CPI	SWD (Bankable)	6101001
ESE Team	SWD (Bankable)	6101002
Health Procedures, CPR, First Aid	General	6414001
Safe and Orderly Schools	General	6511001
Campus Security	General	6511002
Management/Leadership/Planning		
NeXt Generation High Schools	General	7007001



The School Board of Sarasota County, Florida Professional Learning Catalog

Human Relations, Communications Skills, Customer Service	General	7406001
Administrative and Leadership Training	General	7513001
General Support		
Transition	SWD (Bankable)	8100002
ESE Procedural/Legal Requirements	General	8103001
ESE Awareness (Not ESE 20 Hour)	General	8103002
Instructional Media Services	General	8407001
Student Services (Guidance, Psychologists, Social Workers, Health Service)	General	8420001
Food Services	General	8505001
General Support Services	General	8506001
Grant Writing	General	8506002
Substitute Teacher Training	General	8506003
Transfer Credit	General	8506004
University Credit	General	8506005
New Employee Orientation	General	8506006
Classified Professional Development	General	8506007
Schools of Excellence - School Year 2017-2018	General	8506008
Plant Operation and Maintenance	General	8510001
School Improvement	General	8512001
High School Accreditation, IB, AP	General	8512002
Instructional Materials Adoption	General	8514002
School Advisory Council	General	8514003
Transportation Services	General	8515001
Schools of Excellence - School Year 2018-2019	General	8521001
Reading Endorsement Program		
Reading Endorsement Competency 1 Language	Reading (Bankable)	1013006
Reading Endorsement Competency 2 for PD	Reading (Bankable)	1013002
Reading Endorsement Competency 3 Assessment	Reading (Bankable)	1013003
Reading Endorsement Competency 4 DI	SWD & Reading (Bankable)	1105015
Reading Endorsement Competency 5 Practicum	Reading (Bankable)	1013005
Athletic Coaching Endorsement Program		
Coaching, Theory	Coaching	1011002
Coaching, Sports Specific	Coaching	1011003
Coaching, Sports Medicine	Coaching	1011004
Autism Spectrum Disorder Endorsement Program		



The School Board of Sarasota County, Florida Professional Learning Catalog

Autism Endorsement: Nature, Needs, and Assessment with Field Experience	SWD (Bankable)	1100001
Autism Endorsement: Behavior Management and Positive Behavioral Support with Field Experience	SWD (Bankable)	1101001
Autism Endorsement: Assistive Technology and Alternative/Augmentative Communication with Field Experience	SWD (Bankable)	3100002
ESOL Endorsement Program		
ESOL Endorse - Methods of Teaching	ESOL (Bankable)	1700001
ESOL Endorse - Testing and Evaluation	ESOL (Bankable)	1701001
ESOL Endorse - Applied Linguistics	ESOL (Bankable)	1702001
ESOL Endorse - Curriculum	ESOL (Bankable)	1703001
ESOL Endorse - Cross Culture	ESOL (Bankable)	1705001
Gifted Endorsement Program		
Gifted Endorse - Curriculum Development	Gifted	2106001
Gifted Endorse - Guidance and Counseling	Gifted	2106002
Gifted Endorse - Nature and Needs	Gifted	2106003
Gifted Endorse - Special Populations	Gifted	2106004
Gifted Endorse - Creativity for Gifted	Gifted	2106005



The School Board of Sarasota County, Florida Professional Learning Catalog

Administrative and Leadership Training

Component: 7-513-001

Maximum Points: 120

General Objective: The purpose of this component is to provide administrators with the opportunity to gain the necessary and appropriate tools to provide leadership for the scope and framework of the educational program, which includes the teaching and learning process, the supporting services, developmental activities, and resources base, and to perform their job roles and responsibilities.

Specific Objectives: Upon successful completion of one or more of the in-service training and professional development strategies listed, participants will:

- Develop strategies to select, develop or modify, and implement instructional and auxiliary programs to improve teaching-learning.
- Understand the district departments' roles and responsibilities, relationships with each other, and services provided to school sites.
- Ensure the use of appropriate instructional methods, classroom assessment strategies, and curriculum in classrooms.
- Identify best practices from research to evaluate current practice in schools/departments.
- Gain knowledge in curriculum theory, practice, trends, issues, and models.
- Align curriculum with student assessment.
- Select, analyze, and use a variety of student performance and achievement assessment tools.
- Involve teachers in the design, development, and management of curriculum.
- Establish plans for proper student conduct that implements disciplinary procedures and policies based on the Student Code of Conduct.
- Establish a safe learning environment plan.
- Understand and accommodate student growth and development needs for various populations.
- Utilize and coordinate with community organizations and agencies.
- Plan for a comprehensive program of student activities and a management system.
- Possess the skills to work with various groups of people.
- Plan, organize, and facilitate staff development programs that enhance faculty and staff effectiveness.
- Plan for program improvements based on data collection and analysis.
- Compare student performance to a standard and plan strategies for increasing student achievement.
- Procure, allocate, monitor, and evaluate fiscal, human, materials, and time resources.



The School Board of Sarasota County, Florida Professional Learning Catalog

- Establish and manage a program for the recruitment and selection of qualified personnel that reflects the needs and variety of the work location.
- Gain knowledge and demonstrate proficiency in the use of the State required and the district's personnel assessment instruments and procedures.
- Develop sound personnel evaluation and assessment practices to provide coaching and feedback of assistance on performance and accountability.
- Understand, establish, and manage student accounting and data management procedures.
- Understand the components within and ensure accurate reporting for the Florida Educational Finance Program.
- Coordinate the accuracy of the Management Information System.
- Design accountability systems for data collection and resource use.
- Develop and manage a school budget, including student activities.
- Design and administer materials and equipment purchasing and inventory system and ensure the security of the School Board property.
- Design a master schedule that utilizes the allocated resources.
- Coordinate maintenance functions plan safety and inspections.

Adult/Community Education

Component: 1-301-001

Maximum Points: 120

General Objective: This component aims to provide educators with the staff development opportunities to acquire and strengthen their knowledge and skills necessary to assist students access and succeed in academic and enrichment activities across the lifespan.

Specific Objectives: Upon successful completion of one or more of the in-service training and professional development strategies, participants will:

- Understand current research related to the concept of enrichment of life through learning in relation to student success in both the classroom and adult roles.
- Identify and develop enrichment of life through continuous lifelong learning activities and workforce education.
- Describe specific plans to implement data analysis and data-driven decision-making to plan future lifelong learning and workforce education activities.
- Understand the current state and federal legislation as it relates to district requirements, policies, and procedures pertinent to the delivery of lifelong learning and workforce education.
- Describe specific plans to implement federal and state mandates in the delivery of lifelong learning and workforce education in the district.



The School Board of Sarasota County, Florida Professional Learning Catalog

- Identify the knowledge and skills necessary to be successful in the workplace and in leisure time pursuits.
- Develop plans to implement strategies focused on customer service, which will enhance the district's opportunities for offering lifelong learning and workforce education.
- Develop strategies to infuse technology in lifelong learning and workforce instructional programs.
- Develop plans to implement the use of technology in lifelong learning and workforce education to maximize productivity and effectiveness.

Alternative Certification Program (ACT)

Component: 2-408-002

Maximum Points: 120

General Objective: To provide non-education degree teachers with specialized knowledge in the area of professional education. As a result of this program, it is anticipated that participating teachers will develop the necessary skills and competencies, enabling them to provide effective, quality instruction for all students.

Specific Objectives: Participants will:

- Understand effective procedures for the management of classroom and student behavior. This includes a 40-hour in-service course entitled: Essentials of the Florida Performance Measurement System.
- Identify successful strategies for the planning and evaluation of effective instruction in a variety of learning environments.
- Explore and implement the use of appropriate technology in the teaching and learning process.
- Understand and implement the use of assessment strategies, both traditional and alternative, to assist the learner's continuous development.
- Use effective communication techniques with students and all other stakeholders.
- Explore the use of teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socioeconomic background.
- Develop an understanding of learning and human development to provide a positive learning environment that supports all students' intellectual, personal, and social development. Includes an 18-hour ESOL endorsement for all participants with a K-12 certification area and a 60-hour endorsement for all participants who teach in a content area as required by the Department of Education (in addition to the 120-hours and reported separately).
- Demonstrate knowledge and understanding of the subject matter to include the planning and implementation of effective reading and writing concepts and



The School Board of Sarasota County, Florida Professional Learning Catalog

strategies to meet student needs. This consists of a 60-hour reading competency two entitled Foundations of Research-Based Practices as required by the Department of Education. The course will be delivered in an on-line format entitled: FOR-PD (in addition to the 120 hours and reported separately).

- Explore and adhere to the Code of Ethics and Principles of Professional Conduct of the education profession in the state of Florida.

Arts Instruction

Component: 1-000-001

Maximum Points: 120

General Objective: Activities will provide instruction to teachers in arts areas (dance, music, theater, and visual art) methodologies, arts history, criticism, aesthetics; performance/production; and various best practices for implementing arts education.

Specific Objectives: Participants will demonstrate

- Knowledge about one or more of the four art forms.
- An ability to perform or produce in one of the four art forms.
- An ability to relate the art form to another content area.
- Knowledge about how the art form (s) relate (s) to work or everyday life.

Assessment / Data Analysis

Component: 4-401-001

Maximum Points: 120

General Objective: To provide educators with the knowledge, skills, and competencies to effectively develop and use assessment strategies (traditional and alternate) to assist the continuous development of the learner.

Specific Objectives

- Diagnose students' individual learning needs and readiness to learn.
- Plan appropriate intervention strategies.
- Use multiple perspectives to diagnose student behavior problems, devise solutions, and identify students exhibiting potentially disruptive behavior and offer alternative strategies.
- Assess individual and group performance to design instruction that meets students' current needs in the cognitive, social, emotional, and physical domains.
- Employ performance-based assessment approaches to determine students' mastery/acquisition of specified outcomes.



The School Board of Sarasota County, Florida Professional Learning Catalog

- Assist students in maintaining portfolios of individual work and progress toward performance outcomes.
- Modify instruction based upon assessed student performance.
- Guide self-assessment by students and assist them in devising personal plans for reaching the next performance level.
- Maintain observational and anecdotal records to monitor students' development.
- Select, administer, and interpret various informal and standardized instruments to assess students' academic performance and social behavior.
- Review assessment data about individual students to determine their entry-level skills, deficiencies, academic progress, and personal strengths to modify instruction-based assessment.
- Communicate individual student progress knowledgeable and responsible based upon appropriate indicators to all stakeholders.
- Develop short- and long-term personal and professional goals relating to assessment.

Autism Endorsement: Behavior Management and Positive Behavioral Support with Field Experience

Component: 1-101-001

Maximum Points: 80

General Objective: The purpose of this component is to enable the participant to develop and implement positive behavior support plans and design behavior management techniques for students with Autism Spectrum Disorder (ASD). As a result of the completion of this in-service activity, the participant will use strategies appropriate for students with ASD.

Specific Objectives: Upon successful completion of one or more of the in-service training and professional development strategies, participants will:

- Demonstrate understanding of person-centered planning and Functional Assessment of Behavior (FAB).
- Identify and evaluate the functions of behavior. Collect data using a variety of assessment tools utilized in a functional assessment of behavior (FAB).
- Explain how a behavioral excess or deficit can be the reason for inappropriate behavior.
- Recognize how behavior can be inappropriate due to the setting or context.
- Cite and describe how self-stimulatory behaviors can be used to avoid or to get something.



The School Board of Sarasota County, Florida Professional Learning Catalog

- Differentiate between Antecedent Behavior Consequence (ABC) observations that are observable from those that are not observable.
- Compare/contrast the Problem Behavior Questionnaire and the Motivational Assessment in terms of their value in helping students with ASD.
- Design strategies for developing comprehensive behavioral intervention plans.
- Write individualized behavioral goals and benchmarks.
- Identify alternative behavioral management techniques to be used in a variety of settings.
- List and describe the key components of a Student Profile that can affect an individual Behavior Intervention Plan (BIP).
- Formulate interventions based on the functions of behavior rather than overt behavior.
- Identify two academic supports that can reduce problematic behaviors in students with ASD.
- Describe the cautions to keep in mind when utilizing sensory strategies as consequences rather than positive behavioral supports (PBS).
- List and describe the five possible areas associated with sensory issues for a student with ASD.
- Demonstrate understanding of core deficits (communication and social) to behavior.
- Identify categories of interventions and how these interventions interrelate with each other; Functional Communication, Social Stories/ Comic Strip Conversations, Social Skills Training.
- Summarize how social and sensory stressors might be missed in a behavioral observation.

Autism Endorsement: Assistive Technology and Alternative/Augmentative Communication with Field Experience

Component: 3-100-002

Maximum Points: 80

General Objective: This component is designed to enable the participant to research, examine, and implement assistive and instructional technology as well as alternative/augmentative communication systems and literacy for students with Autism Spectrum Disorders (ASD). Upon successful completion of this in-service activity, the participant will be able to use strategies appropriate for students with ASD in the classroom

Specific Objectives:

- Demonstrate an understanding of the communication characteristics and deficits of students with ASD.



The School Board of Sarasota County, Florida Professional Learning Catalog

- Design strategies for alternative methods of communication and learning.
- Examine different alternative/augmentative communication systems used in working with students with ASD.
- Explore a variety of visual and object-based systems used to promote communication and language development.
- Understand the difference between choice systems and communication systems.
- Identify appropriate instructional technologies that can be used to assist students with ASD of differing abilities.
- Design supports and interventions for activities of daily living and organization, appropriate to student's age and developmental level.
- Demonstrate understanding of the range of no-tech and low-tech AT supports and the application of those supports in the classroom.
- Demonstrate understanding of different interventions for communication.
- Identify opportunities where students can interact in natural situations using natural cues and consequences.
- Understand the use of immediate and consistent feedback to encourage a student's communication attempt.
- Identify the individual communication needs of students with ASD based on assessment.
- Identify and describe various communication assessment tools used with students with ASD.
- Develop a classroom plan that integrates the use of alternative/augmentative communication and assistive/instructional technology into the curriculum.
- Individualize the communication systems used to meet the specific needs of students.
- Understand the interdependence of experience, cognitive, social/emotional, motor ability and skills, language development, and skills.

Autism Endorsement: Nature, Needs, and Assessment with Field Experience

Component: 1-100-001

Maximum Points: 80

General Objective: This course is designed to enable the participant to identify characteristics associated with Autism Spectrum Disorders (ASD), to understand current trends and methodologies used in the instruction of these students, and to become familiar with current formal and informal assessments used in diagnosis, instructional planning, and data collection.

Specific Objectives:



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- Identify the different disorders within the Pervasive Developmental Disorders Spectrum.
- Differentiate the disorders based on the different characteristics associated with each disorder.
- Describe common characteristics within the autism spectrum.
- Compare and contrast the characteristics of high-functioning autism and Asperger's Disorder.
- Recognize the need for psychological assessment to determine eligibility for autism based on key indicators found in behavioral observations, anecdotal records, academic needs, and social communication functioning.
- Identify eligibility criteria for Autism in the state of Florida.
- Identify diagnostic criteria for autism from the Diagnostic and Statistical Manual of Mental Disorders-IV Text Revision (DSM-IV TR).
- Identify diagnostic criteria for Asperger's Disorder (DSM-IV TR).
- Identify additional diagnostic criteria for other disorders under the Pervasive Developmental Disorders Spectrum (DSM-IV TR).
- Compare and contrast the state's eligibility criteria for autism with the DSM-IV TR's criteria.
- Understand the challenges that IEP team members have when determining appropriate placements for students meeting eligibility criteria for autism and for profoundly mentally handicapped.
- Understand the challenges that IEP team members have to address when determining an appropriate placement and services needed for students with autism and emotional comorbidity.
- Identify current evaluation instruments used in the diagnosis of autism.
- Analyze the pros and cons of 3 evaluation instruments used in the diagnosis of autism.
- Describe the importance of parental input in the diagnosis of autism.
- Describe the importance that sensory issues play in maladaptive behaviors exhibited by many students.
- List and describe several assessment instruments currently used by M-DCPS psychologists in determining an intelligence quotient (IQ) for students.
- Understand the pros and cons of utilizing IQs as a measurement of an ASD student's potential.
- Describe ways to determine a student's learning style as measured by several assessments.
- Identify several formal and informal tests utilized by psychologists and teachers to determine academic levels of functioning.
- Differentiate between state assessments and assessments used for instructional planning.
- Differentiate between standardized and non-standardized assessments.
- Develop an informal reading and math inventory.
- Administer several reading and math assessments.



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- Determine an ASD student's priority educational needs based on specific assessments and behavioral observations.
- Develop an individual educational plan (IEP) goals and benchmarks based on formal and informal assessments of students with ASD.
- Identify the criteria utilized by the IEP team to determine exemption from state assessment participation.
- Identify at least two locally approved alternate assessments that can be used with ASD students.
- Determine which alternate assessments are appropriate for different functioning levels of students with ASD.
- Identify social and behavioral supports needed for successful inclusion in general education settings for ASD students.
- Describe and evaluate current trends and methodologies used in educating students with ASD.
- List reasons for structuring the classroom environment for students with ASD.
- Describe how to physically structure a self-contained autistic classroom.
- Describe several types of environmental structures and visual systems used in classrooms of students with autism and how these structures and systems are used to meet individual student's needs.
- Describe physical and visual strategies that can be used to accommodate a student with ASD in a general education classroom.
- Categorize the different types of visual schedules used based on a student's educational and cognitive abilities.
- Differentiate between work systems used with high functioning/Asperger's students and those used with ASD students in self-contained classrooms.
- Identify the principles and components of a discrete trial.
- Describe the difference between discrete trial, applied behavior analysis, and structured teaching.
- Identify and distinguish between a variety of curricula and methodologies used to provide instruction for students with ASD.

Behavior Management

Component:5-101-013

Maximum Points: 120

General Objective: To provide staff with knowledge, skills, and competencies for designing individualized behavioral intervention plans, for preventing and/or effectively intervening with crisis behavior, and for implementing procedures for whole-class behavior management. This will secure a safe learning environment for all students.



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All courses within this component can be used to satisfy a portion (or all) of the 20-hour ESE requirement for Florida teacher recertification (SB1108).

Specific Objectives: To demonstrate knowledge on one or more of the following programs or topics:

- Managing student behavior.
- Intervention strategies
- Positive behavior support.
- Functional behavior assessment.

Campus Security

Component: 6-511-002

Maximum Points: 120

General Objective: Train security monitors in campus safety and security procedures.

Specific Objectives:

- Verbal de-escalation techniques
- Identify and address gang culture
- 1st Aid, CPR
- Crisis Response
- Communication, Radio Usage
- Identify and address School Crime

Career / Tech Education

Component: 1-002-001

Maximum Points: 120

General Objective: The purpose of this component is to provide teachers with knowledge and skills in the area of career education

Specific Objectives: Participants will become familiar with

- Community interaction in daily business activities
- Curriculum improvement.
- Instructional strategies
- Equipment training
- Innovative programs/activities for possible implementation
- Sponsor/advisor roles and responsibilities for student club activities



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Classified Professional Development

Component: 8-506-007

Maximum Points: 120

General Objective: These classes are offered to District classified staff on various topics to increase professional skills.

Specific Objectives:

- Topics include:
- Customer Satisfaction and Public Relations
- Tools for Bookkeepers and Secretaries
- Dealing with Difficult People
- A Question of Ethics
- ESE Essentials for Paraprofessionals

Classroom Management

Component: 5-101-004

Maximum Points: 120

General Objective: To provide staff with knowledge, skills, and competencies for organizing and managing an effectively run classroom that supports all students' academic success.

All courses within this component can be used to satisfy a portion (or all) of the 20-hour ESE requirement for Florida teacher recertification (SB1108).

Specific Objectives:

- Demonstrate knowledge on one or more of the following areas:
- Managing an effective classroom.
- The physical layout of the classroom.
- The role of positive student-teacher relationships.
- The importance of presence and with-it-ness.
- Procedures and routines.
- Rules, consequences, and rewards.
- Expectations.
- Harry Wong, First Days of School.
- Fred Jones, Tools for Teaching.
- Research-based approaches to managing student behavior in a proactive, positive manner through CHAMPS and/or Discipline in the Secondary Classroom.



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Classroom Visitation

Component: 2-408-003

Maximum Points: 120

General Objective: To observe another classroom, then implement observed best practices within the teacher's own classroom.

Specific Objectives:

- Describe at least three (3) instructional techniques observed during the visitation.
- Develop an implementation plan for incorporating an instructional technique observed.
- Identify three (3) ideas that can be used to implement the technique in the classroom.

Clinical Education

Component: 2-406-001

Maximum Points: 120

General Objective: To train educators to participate in the formative evaluation process of teachers.

Specific Objectives:

- Be able to select the appropriate observation instrument to observe a classroom teacher on specified teaching behaviors.
- Be able to model the correct steps in pre/post conferencing a teacher.
- Be able to write a professional development plan that lists appropriate activities for the level of orientation of the teacher.
- Be able to list the critical steps in monitoring a teacher's progress.

Coaching Instructional

Component: 2-408-008

Maximum Points: 120

General Objective: This component provides participants the skills and knowledge to serve as coaches to facilitate and guide content-focused professional learning for the classroom teacher.



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Specific Objectives:

- Build instructional and leadership capacity by applying what is known about adult learning and change theory.
- Increase student engagement, improve student achievement and build teacher capacity in schools.
- Support the systemic improvement efforts of the school district.
- Address inequities in opportunities for teacher and student learning by providing differentiated, targeted support.
- Facilitate professional learning that supports district-wide initiatives

Coaching, Sports Medicine

Component:1-011-004

Maximum Points: 60

General Objective: To acquire additional knowledge and skills in care and prevention of athletic injury, whereas the participant will be able to deal with injury detection, treatment, prevention, rehabilitation, reconditioning, and counseling.

Specific Objectives:

- Demonstrate thorough knowledge of athletic nutrition and the ability to advise athletes concerning nutrition.
- Identify the skills needed to recognize athletic injury.
- Display abilities in the selection of appropriate athletic injury treatment modalities.
- Identify appropriate first aid in emergency planning and care procedures.
- Cardiopulmonary resuscitation and related activities.
- Unconscious athlete treatment and care.
- Care of suspected head, neck, and spine injured athletes.
- Consideration of other life-threatening circumstances.
- Distinguish the acceptable selection and usage of rehabilitation and reconditioning techniques.
- Demonstrate an understanding of athletic injury counseling methodology.
- Show evidence of knowledge of and application for playing conditions and for athletic facilities in order to facilitate injury prevention and enhance athletic performance.
- Selection of appropriate athletic uniforms.
- Protective equipment.
- Sanitary maintenance of the foregoing.
- Identify accepted methods for the conduct of in-service training.
- Demonstrate an understanding of athletic injury reporting systems.
- Identify major characteristics of illegal substance use problems; recommend/refer identified athletes appropriate.



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- Demonstrate knowledge of appropriate health-related policies and procedures.
- Parental medical consent.
- Establish policy/guidelines regarding the health of athletes.
- Referral procedures.
- Medical examinations.
- Knowledge of the role/importance of athletic trainer.
- On-call physician.
- Maintain currency in the field.
- Exhibit a basic understanding of anatomy and physiology as related to sports medicine.
- State the importance of a knowledge of sports medicine as a lifelong activity.

Coaching, Sport Specific

Component:1-011-003

Maximum Points: 60

General Objective: To acquire additional knowledge, methods, trends, and skill application in the coaching of a selected interscholastic sport.

Specific Objectives:

- Identify the importance of a selected interscholastic sport as a lifelong activity.
- State the importance of a selected interscholastic sport as a part of our culture.
- Identify the rules and terminology used in a selected interscholastic sport.
- Identify the strategies of a team and/or individual play in a selected interscholastic sport.
- Identify the strategies of individual position play in a selected interscholastic sport.
- Exhibit knowledge of safety practices necessary to participate in a selected interscholastic sport.
- State the physical fitness value derived from participation in selected interscholastic sports.
- Identify the skills necessary to participate in selected interscholastic sports.
- State the social skills derived from participation in selected interscholastic sports.
- Identify positive sportsmanship techniques in participating in selected interscholastic sports.
- Identify new methods and techniques for more effective coaching in selected interscholastic sports.
- Identify innovative methods of organizing and administering a selected interscholastic sport.
- Identify national, state, local policy revisions that will affect the administering of a selected interscholastic sport.



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- Exhibit a basic understanding and knowledge of sports medicine as it pertains to selected interscholastic sports.
- Exhibit a basic understanding in the recognition, treatment, and evaluation of athletic injuries in selected interscholastic sports.

Coaching, Theory

Component: 1-011-002

Maximum Points: 60

General Objective: To acquire additional knowledge, methods, skill application that will improve coaching effectiveness.

Specific Objectives:

- Demonstrate knowledge in the following areas:
 - Legal aspects.
 - Human growth and development.
 - Psycho-social development.
 - Bio-physiological foundations.
 - Sports management.
 - Instruction.

Computer Applications for Classified Staff

Component: 3-003-001

Maximum Points: 120

General Objective: The participant will become familiar with computer literacy skills and will develop skills necessary to use a computer as a tool for writing; as an educator's skill to teach students; and for personal use. The participants will also become familiar with various methods of using the computer as an instructional tool, including but not limited to word processing, grade reporting, test generating, and CAI.

Specific Objectives:

- Utilize a wide range of instructional technologies such as CD-ROM, Interactive Video, and the Internet to enhance the subject matter.
- Utilize appropriate technologies to enhance staff productivity, e.g., create and maintain databases to monitor student and staff records and create a multimedia presentation.
- Work with the media specialist/liason/curriculum specialist available at the site to collaborate on technology issues.
- Identify and describe strategies for teaching technology applications.



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- Develop alternative methods of assessing technology applications.

Cooperative Learning

Component: 2-408-007

Maximum Points: 120

General Objective: Activities in this training will increase student engagement by teaching and practicing structures, introducing the theory of cooperative learning, and identifying the difference between cooperative learning and group work.

Specific Objectives:

- Participants will learn teambuilding structures to implement in their classrooms.
- Participants will learn class building structures to implement in their classrooms.
- Participants will learn thinking skills structures to implement in their classrooms.
- Participants will learn the four basic principles of cooperative learning: the difference between cooperative learning and group work.
- Participants will be able to form mixed ability teams among their students.

Curriculum Development

Component: 1-007-002

Maximum Points: 120

General Objective: This component aims to provide teachers and staff with knowledge and skill in planning and to develop the curriculum.

Specific Objectives: Participants will:

- Demonstrate knowledge of current research and learning.
- Develop curriculum standards.
- Design an integrated curriculum model.
- Establish benchmarks.
- Develop an action plan to implement the curriculum.
- Design a curriculum evaluation plan.
- Review curriculum evaluations and make appropriate curriculum modifications.



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Differentiated Instruction

Component: 2-100-007

Maximum Points: 120

General Objective: Research supports that student achievement benefits from teacher attention to students' learning patterns. The focus will include the philosophy, techniques, and strategies necessary to differentiate instruction to meet all students' varying needs. Teachers will learn the components necessary to plan a differentiated lesson.

All courses within this component can be used to satisfy a portion (or all) of the 20-hour ESE requirement for Florida teacher recertification (SB1108).

Specific Objectives: Participants will:

- Know the many levels and approaches to differentiate instruction and choose a starting place for their classroom.
- Understand that by differentiating the curriculum, all students succeed.
- Have implemented differentiated instruction at some level and create a plan to build upon the initial implementation.

Differentiated Reading Instruction

Component: 1-105-016

Maximum Points: 120

General Objective: Differentiation by adapting reading instruction to meet the specific learning needs of an individual or group of students. It means meeting all learners' varying needs through differentiated instructional ideas incorporated into lessons. learning styles and utilizing a variety of modalities in order to reach all learners.

All courses within this component can be used to satisfy a portion (or all) of the 20-hour ESE requirement for Florida teacher recertification (SB1108).

Specific Objectives: Participants will:

- Understand the varied instructional approaches and methods to differentiate reading instruction in relation to individual various students
- Provide instruction for all students based on assessment data.
- Use of formative and summative assessment data to guide differentiated instruction
- Understanding use of explicit, systematic, and sequential approaches to reading instruction
- Set goals to include developing phonemic awareness, and implementing multisensory intervention strategies



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- Apply differentiated strategies to reading designed to help students learn a range of skills including, phonics, comprehension, fluency, word prediction, and story prediction.
- Understand that by differentiating the curriculum, all students succeed.
- Implement differentiated instruction at some level and create a plan to build upon the initial implementation.

Differentiated Reading Instruction

Component: 1-105-017

Maximum Points: 60

General Objective: The focus of this module will be to provide an opportunity for participants to acquire a broad knowledge of students from differing profiles in order to understand and apply research-based instructional practices by differentiating process, product, and context. Teachers will engage in the systematic problem-solving process. Developed by the Florida DOE (BESE) as a combined group and online learning experience, this module is designed to provide a professional development opportunity for educators working with students experiencing reading difficulties, especially those with significant and persistent difficulties including students with identified disabilities or students who are English Language Learners. This component is intended to be completed in its entirety. No partial credit will be granted.

Specific Objectives: Participants will be able to:

- Understand the importance of scientific research-based instruction and evidence-based practices by reviewing the history of reading instruction.
- Review current scientific research-based instruction and evidence-based practices for differentiating instruction to meet individual learning needs.
- Identify Florida initiatives and resources for teaching reading effectively.
- Compare stages of language and reading development of different age groups.
- Understand the rationale for differentiating instruction by considering variables that impact student achievement.
- Identify alterable and instructionally relevant variables, such as language proficiency, readiness for what is being taught, background knowledge, learning preferences, and interests that should be considered to meet individual learning needs.
- Examine research on why reading failure is unnecessary.
- Apply the guidelines of differentiated instruction in order to ensure that students are developing the reading skills necessary to comprehend increasingly complex text.
- Identify strategies and activities that support development of a responsive learning environment addressing the needs of individual learners, including but not limited to, students with persistent or significant reading difficulties, students learning English as a second language, and students with identified disabilities.
- Understand that careful analysis of assessment data must be used to meaningfully differentiate instruction and monitor student reading progress.
- Review purposes, types, and models of reading assessment.



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- Describe features of Florida's reading assessment plan for elementary and secondary students.
- Apply instructional design principles and teacher delivery methods to provide meaningful differentiated instruction that is multisensory in nature and provided with increasing levels of explicitness, intensity, and duration.
- Activate background knowledge regarding phonological awareness.
- Clarify the relationship between phonological awareness, phonemic awareness, and skilled reading.
- Review the supporting research regarding phonological awareness.
- Discuss phonological awareness difficulties.
- Extend and apply knowledge of systematic instructional design principles and intensive teacher delivery methods to provide differentiated and explicit instruction in phonological awareness.
- Understand the goal of phonics instruction and the important role it plays in reading instruction.
- Review the research evidence-based practices for effective phonics instruction.
- Define the role of decodable text in beginning reading instruction.
- Apply the guidelines of differentiated instruction to phonics instruction to meet individual learning needs.
- Apply instructional design principles and teacher delivery methods to increase the explicitness, intensity and duration of phonics instruction to meet individual learning needs.
- Examine curriculum materials, to determine appropriateness for meeting individual learning needs, by using the guidelines for differentiating instruction and the instructional design principles that increase the explicitness and intensity of instruction.
- Define fluency.
- Determine the reasons why students are dysfluent.
- Examine the connection between proficient reading and reading fluency.
- Learn how to differentiate assessment and instruction of reading fluency for students experiencing reading difficulties.
- Understand the importance of vocabulary instruction and the role it plays in the reading process.
- Review research and evidence-based practices for effective oral language development and vocabulary instruction.
- Examine the continuum of vocabulary strategies and the relationship to levels of word knowledge.
- Understand how to choose words for instruction.
- Define academic vocabulary and understand its relationship to comprehending increasingly complex text.
- Identify the components of an effective vocabulary lesson.
- Apply the guidelines for differentiating instruction, instructional design principles, and teacher delivery methods to vocabulary instruction in order to meet individual learning needs.



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- Define reading comprehension.
- List the skills, knowledge, and attitudes that are required for comprehending text.
- Recognize student behavior that may interfere with accurate text comprehension.
- Discuss the relationship between other areas of reading and the ability to comprehend increasingly complex text.
- Identify the behaviors of successful readers.
- Clarify how to differentiate comprehension instruction for students, including but not limited to students with persistent and significant reading difficulties, students learning English as a second language, and students with disabilities.
- Understand how close analytical reading can develop a student's higher order thinking and ability to think critically in order to independently comprehend challenging text.
- Contrast the difference between accommodation and instruction.
- Implement instructional practices for writing in order to develop students' comprehension of text.
- Plan comprehension instruction to meet individual learning needs by using evidence-based practices, the guidelines for effective differentiation, instructional design principles to increase explicitness, and teacher delivery methods to increase intensity.
- Plan instruction with the understanding that the goal of all reading instruction is for each learner to independently comprehend challenging text.

Engaging Learners through Informed Assessment

Component: 4-102-003

Maximum Points: 20

General Objective:

Participants will learn and apply each step of the formative assessment process to increase student achievement. Participants will develop skills for using data-based decision making to be responsive to each student's needs.

Specific Objectives: Upon successful completion of one or more of the in-service training and professional development strategies, participants will:

- Describe the relationship between the guidelines of differentiated instruction and the formative assessment process.
- Explain each step of the formative assessment process.
- Clarify the relationship of the formative assessment process to Florida's multi-tiered system of student supports (MTSS) that encompasses the Problem-Solving Process and Response to Intervention (PS-RtI) Framework.



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- List purposes of each component of assessment (pre-, formative, and summative).
- Clarify the learning goals for lessons and units and determine the learning progression and connect them to the standards.
- Develop and communicate learning goals in student-friendly language.
- Align formative assessment tasks to specific learning goals.
- Select and use different types and sources of evidence of student learning to assess for understanding.
- Make instructional adjustments as a result of gathering and analyzing formative assessment information.
- Provide students with meaningful feedback for self-assessment and goal setting.
- Provide feedback to students in such a manner that students will develop a growth mindset.

ESE Assistive Technology (ESE 20 Hour)

Component: 3-100-001

Maximum Points: 120

General Objective: To provide staff with knowledge, skills, and competencies for implementing technology in the classroom that would enhance the skills and improve the quality of instruction of ESE teachers.

All courses within this component can be used to satisfy a portion (or all) of the 20-hour ESE requirement for Florida teacher recertification (SB1108).

Specific Objectives: To demonstrate knowledge on one or more of the following programs or topics:

- Computerized IEP.
- Strategies and interventions.
- Low-tech devices.
- The teacher made materials.
- Higher-level assistive devices.
- Programming.
- Use of software/overlays.

ESE Awareness (Not ESE 20 Hour)

Component: 8103002

Maximum Points: 120



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General Objective: Provide a general overview of the characteristics of specific disabilities or provide testing or tracking procedures.

These courses do not fulfill the 20-hour ESE requirement for Florida teacher recertification (SB1108).

Specific Objectives: Participants will gain awareness of causes and characteristics attributed to diagnosed disabilities, i.e., dyslexia, ASD, Asperger’s Syndrome, ADHD, etc....

Includes any ESE content training which does not address strategies that benefit the instruction of students with disabilities.

ESE CPI (ESE 20 Hour)

Component: 6-101-001
Points: 120

Maximum

General Objective: The CPI training (verbal de-escalation training) provides staff members with a basic understanding of crisis development and techniques for appropriate responses to ensure an effective and safe learning environment for all students.

All courses within this component can be used to satisfy a portion (or all) of the 20-hour ESE requirement for Florida teacher recertification (SB1108).

Specific Objectives:

- Identify useful nonverbal techniques in the prevention of acting out behavior.
- Develop verbal techniques to be implemented when de-escalation of verbal acting out is necessary.
- Provide for the best care and welfare for individuals in your school.
- Building therapeutic post-intervention techniques after acting out behavior has occurred to help the individual cope with crises.

ESE Instructional Support (ESE 20 Hour)

Component: 2-100-006

Maximum Points: 120



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General Objective: Courses will offer instructional support for Students with Disabilities (SWD). These can be behavioral or academic but must provide strategies for teachers to support the success of SWD. All courses within this component can be used to satisfy a portion (or all) of the 20-hour ESE requirement for Florida teacher recertification (SB1108).

Specific Objectives: Participants will

- learn specific strategies to support the academic or behavioral success of SWD.
- Develop, modify, and implement a variety of curricular strategies as appropriate for various learners.
- Identify and implement various strategies for restructuring services provided for various learners that support and promote inclusive education and shared effective practices.
- Demonstrate competency in the application of technology to meet the needs of various learners.

ESE Procedural / Legal Requirements (Not ESE 20 Hour)

Component: 8-103-001

Maximum Points: 120

General Objective: To provide staff with knowledge, skills, and competencies for implementing federal and state procedural/legal related to Exceptional Student Education.

These courses do not fulfill the 20-hour ESE requirement for Florida teacher recertification (SB1108).

Specific Objectives:

- ESE Liaison training
- IEP/goal training
- IDEA
- FADE
- Eligibility/Placement
- Matrix
- Gifted/EP
- ESY
- Procedural safeguards
- Transition
- Accommodations/Modifications
- Re-evaluation
- Legal Issues



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ESE TEAM ((Techniques For Effective Aggression Management) (ESE 20 Hour)

Component: 6-101-002

Maximum Points: 120

General Objective: The TEAM (Techniques for Effective Aggression Management) training provides staff members with a basic understanding of personal safety and student control procedures to ensure an effective and safe learning environment for all students.

All courses within this component can be used to satisfy a portion (or all) of the 20-hour ESE requirement for Florida teacher recertification (SB1108).

Specific Objectives:

- Respond safely to assaultive behavior.
- Assist in the control of aggression.
- Use appropriate least restrictive control techniques.

ESOL Empowering Administrators

Component: 1-704-001

Maximum Points: 60

General Objective: This online workshop provides instruction to meet the ESOL training requirements for School Administrators.

Requirements for Non-School Administrators

In accordance with the Consent Decree in the League of United Latin American Citizens et al. v. the State Board of Education, 1990, all administrators are required to receive training in terms of the Consent Decree, the educational needs of limited English proficient students, and cross-cultural issues. It is important to note that the Consent Decree does not require a specific number of in-service credit hours/points for non-school administrators.

Requirements for School Administrators

In accordance with the September 2003 Modifications to the Consent Decree, school administrators are required to obtain 60 in-service hours/points in English for Speakers of Other Languages (ESOL). All previous ESOL in-service training may be used to



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satisfy the sixty (60) hours of in-service requirement if mastery of four standards is demonstrated.

The following standards and competencies were developed by a team of state and district level experts as guidance to school districts. District-developed in-service training programs are required to ensure that, at a minimum, school administrators demonstrate mastery of these standards and competencies.

ESOL Standards: The competencies are aligned to the following four ESOL Standards for School Administrators:

Standard A. Establish a system that is welcoming and accessible to all LEP students and their families, as well as in compliance with federal and state regulations and the Consent Decree.

Standard B. Establish a system in which the school site appropriately identifies the needs of LEP students, ensures their proper placement, and accurately assesses the progress of English language acquisition and academic achievement of every LEP student within the school.

Standard C. Establish and monitor school site and staff procedures to ensure that LEP students enjoy equal access to available programs and comprehensible instruction.

Standard D. Properly evaluate student progress and be able to identify and implement system improvements.

Specific Objectives: Given involvement in the program, the participant will:

- Demonstrate knowledge of the background of the Consent Decree in the League of United Latin American Citizens et al. v. The State Board of Education, 1990, including knowledge of related legislation and litigation (e.g., No Child Left Behind Act, Lau v. Nichols, Plyler v. DOE).
- Demonstrate sensitivity to multicultural and various student populations; - in the U.S., the state of Florida, the local school district, and the individual school.
- Demonstrate knowledge of the state and federal requirements of the language proficiency and academic assessment of LEP students to ensure compliance.
- Demonstrate knowledge of the legal requirements of a student's LEP plan.
- Demonstrate knowledge of available, necessary, and appropriate instructional materials and resources that will facilitate comprehensible instruction for all LEP students.
- Demonstrate outreach efforts to connect LEP students and their families to school personnel and community members that will facilitate accessibility to resources and services available to them within the school and the community.



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- Demonstrate knowledge of the administrator's role and responsibility as the instructional leader of the school and participant in the school based LEP Committee.
- Demonstrate knowledge of methods of disaggregating and analyzing data on the achievement of all subgroups, including students with limited English proficiency.
- Demonstrate the ability to evaluate classroom teachers to ensure the use of appropriate ESOL instructional strategies in the instruction of LEP students in the core subject areas.
- Demonstrate the ability to evaluate classroom teachers to ensure the use of appropriate native language (home language) instructional strategies in the instruction of LEP students in the core subject areas.
- Demonstrate knowledge and sensitivity to student populations; create a positive and supportive environment to accommodate the various backgrounds of students.
- Demonstrate the ability to recognize major differences and similarities among various cultural groups in the U.S., in Florida, and in the local community; provide leadership and support to students, parents, school personnel, and community members on these differences and similarities.
- Demonstrate the ability to update staff, students, and parents on pertinent changes in educational legislation, rules, and policies that may potentially impact LEP students and their families.
- Demonstrate the ability to implement the Continuous Improvement Model or other proven models for improving the academic achievement of all low-performing students.
- Demonstrate knowledge of the district's LEP plan, which indicates the chosen model(s) of delivery of services to LEP students.
- Demonstrate knowledge of cross-cultural awareness and understanding of the major cultural groups represented in the local school district, and at the individual schools, in order to meet the needs of LEP students within the context of a multicultural student population.
- Demonstrate the ability to function as a facilitator in the school, actively applying accepted principles and strategies for affecting change.
- Demonstrate knowledge of the indicators for student identification and participation in gifted programs regardless of English language proficiency, and of the program policies that must be in place in order to actively promote and sustain the participation of LEP students in advanced placement courses.
- Demonstrate the ability to communicate with students, families, and the community to assess the relevance of the curriculum and adequacy of student progress toward standards.
- Demonstrate the ability to assess whether instructional personnel has applied the knowledge and skills learned as a result of completing required ESOL in-service training in the classroom.



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- Demonstrate knowledge of second language acquisition (applied linguistic) theory and its applicability to the instructional process.
- Demonstrate knowledge of current trends in research practice in order to implement and evaluate instructional programs for LEP students to ensure they are scientifically based.
- Demonstrate knowledge of the indicators of learning disabilities, especially hearing and language impairment, compared to the process by which students acquire a second language.
- Demonstrate knowledge and ability to implement formal and informal methods of assessment/evaluation of LEP students, including measurement of language, literacy, and academic content meta-cognition.

ESOL Empowering Counselors

Component: 1-704-002

Maximum Points: 60

General Objective: This program is designed to enable guidance counselors to increase their effectiveness in schools regarding LEP students by developing a cross-cultural awareness of the cultural groups within Florida's school.

Standard A the Guidance Counselor will demonstrate effective counseling skills that focus on promoting limited English proficient students.

Specific Objectives:

- Session One
 - Demonstrate an understand of the requirements of the 1990 ESOL Consent Agreement regarding the appropriate roles and responsibilities of school guidance counselors, including knowledge of related litigation and legislation
 - Demonstrate an ability to counsel LEP students and their families regarding their rights under state and federal laws and regulations.
 - Demonstrate an ability to interpret school-community demographics and understand how the data affects counselors and the school's responsibilities.
- Session Two
 - Demonstrate an ability to recognize the cultural characteristic of LEP students, including their language proficiency, aptitudes, intelligence, interests, and achievements, and to provide counseling services to them.
 - Demonstrate an ability to assist LEP students and their families in dealing with cultural adjustments that could hinder educational development.



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- Demonstrate an ability to work with the school and district staff, and related community representatives to assist LEP students and their families.
- Session Three
 - Demonstrate an ability to provide assistance and training to support the school staff in responding to LEP students' developmental needs.
 - Demonstrate an ability to assist LEP students to gain admittance to special programs, including gifted, vocational, advanced placement, and career exploration.
 - Demonstrate an ability to assist in implementing the District LEP Plan, function as a member of the school LEP Committee, and develop LEP Student Plans.

Standard B the Guidance Counselor will demonstrate the ability to recognize LEP students' cultural differences and instructional needs and counsel them to fulfill their academic potential.

- Session Four
 - Demonstrate an ability to recognize various, multicultural student populations and recognize cultural differences and similarities among various groups in the U.S., Florida, and the school community.
 - Demonstrate the ability to implement strategies for using school, community, and home resources to enhance the LEP student's emotional well-being, school adjustment, and academic performance.
 - Demonstrate an ability to work with the school and district staff to ensure the appropriate placement of LEP students with or without student records.
- Session Five
 - Demonstrate an ability to evaluate "out-of-country" student records to ensure appropriate placement of LEP students.
 - Demonstrate an ability to identify linguistic and cultural bias and the effects of race, gender, and socioeconomic status on assessment results.
 - Demonstrate an ability to assist LEP students and their families to find the school and community-based services that may help meet their academic needs.
- Session Six
 - Demonstrate an ability to plan multicultural activities that will sensitize students to a diversity of cultures.

Standard C the Guidance Counselor will demonstrate the ability to collect and analyze data to deliver counseling services to develop positive changes in LEP students.



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- Demonstrate an ability to use formal and informal assessment methods, including measurements of language, literacy, and academic content that can be used with LEP students
- Demonstrate an ability to interpret test scores for the school staff, parents, and LEP students.

- Session Seven
 - Demonstrate an ability to disaggregate and analyze data on subgroups' achievement within the school, including LEP students.
 - Demonstrate an ability to recognize the indicators of learning disabilities compared to the process by which students acquire a second language.
 - Demonstrate an ability to recognize the difference between language proficiency and content-based academic knowledge.

- Session Eight
 - Demonstrate an ability to identify the effects of race, gender, age, and socioeconomic status on LEP student performance and assessment results.
 - Demonstrate an understanding of second language acquisition (applied linguistics) theory and its applicability to the instructional process.
 - Demonstrate an ability to communicate to the school staff, LEP students, and their parent's student progress toward the school district's curriculum and the Florida Department of Education Standards.

Standard D The Guidance Counselor shall demonstrate the ability to integrate postsecondary and career development guidance and counseling in the fulfillment of limited English proficient students' academic success.

- Session Nine
 - Demonstrate the ability to assist LEP students in their transition from middle school and high school while emphasizing the importance of education on their future opportunities.
 - Demonstrate an ability to counsel LEP students about their options and procedures for admission to colleges and career or vocational institutions to pursue their postsecondary desires.
 - Demonstrate an ability to assist LEP students in their decision-making process by evaluating information about postsecondary education and other career alternatives.

- Session Ten
 - Demonstrate an ability to LEP students to interpret data and forms for admission and financial aid in the postsecondary admissions process and to help them prepare the necessary documentation.



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- Demonstrate an ability to use available technology and internet services to support LEP students in their postsecondary decision-making process.
- Demonstrate the ability to use historical admission patterns and trends to assist LEP students in measuring the appropriateness of their applications to particular colleges, careers, or vocational institutions to pursue their postsecondary desires.

ESOL Empowering Teachers

Component: 1-704-003

Maximum Points: 60

Empowering ESOL Teachers is a survey-type course that covers the content of the five ESOL endorsement courses. This course is designed to help school-based personnel varietydetermine the appropriateness of instruction and learning opportunities for LEP students. It is designed to prepare professional educators with the knowledge and skills to help these students succeed.

General Objective: The purpose of this course is to assist teachers in developing attitudes, skills, and knowledge which will enable them to identify students who are limited English proficient (LEP) and to provide and justify effective instruction for LEP students. Upon completion of this component, participants will be able to modify the curriculum and offer instruction and evaluation compatible with multiple student languages.

Specific Objectives:

- Recognize the need to provide services for LEP students and relevant training.
- Demonstrate an awareness of the extent to which culture permeates every aspect of our being; thinking, feeling, valuing, and interacting with others.
- Distinguish between visible surface characteristics of culture and the many subtle, invisible manifestations of the culture known as deep culture.
- Examine in-depth, and become familiar with, characteristics of one's own culture and how this influences our interactions with and expectations for students.
- Recognize the states of cultural adaptation for newcomers to any culture and demonstrate awareness of the behavioral characteristics associated with each stage of adjustment and often appear as classroom problems.
- Become aware of the wide variances within any given cultural group and how to use cultural information without depending upon stereotypes and preconceived ideas concerning cultural characteristics.
- Understand and accept the influence that home, school, and community relationships have on students' academic achievement and school adjustment.
- Utilize student and parent background characteristics to promote effective parental involvement.



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- Develop strategies and activities that promote parent, school, and community relationships with the classroom.
- Develop appropriate and positive expectations for students' progress in language learning according to the processes of first and second acquisition, cognitive development, and age of the learner.
- Plan instructional activities that are appropriate to the stage of language acquisition of the student.
- Adapt classroom activities and procedures to maximize second language acquisition and learning, taking into account similarities and differences between first and second language acquisition.
- Assess students' oral language output in the classroom by using a structured observation instrument correctly.
- Develop instructional activities that are appropriate to students' oral language competence.
- Understand the process of literacy development and be able to identify various stages of literacy.
- Describe the similarities in the processes of language acquisition and literacy development.
- Identify and understand the many uses of language and literacy and the importance of early exposure to the complete range of language uses.
- Recognize opportunities for promoting literacy across a broad range of uses, utilize those opportunities, and design and implement appropriate literacy activities.
- Utilize instructional approaches and techniques that integrate language and curricular content learning.
- Analyze and utilize strategies that combine language and thinking skills related to the content of the curriculum.
- Develop a lesson plan within a thematic unit using strategies designed to teach language and content simultaneously.
- Develop strategies that infuse multicultural information throughout the curriculum.
- Understand the role and function of assessment in the education of limited English proficient students.
- Identify types of tests and select those appropriate for language minority students and the particular testing goals.
- Analyze various assessment instruments that effectively monitor ESOL students' mastery of academic material.
- Develop content-area assessment instruments that effectively monitor ESOL students; mastery of academic material.
- Use a variety of alternative assessment techniques appropriate for monitoring ESOL students' progress.
- Identify the kinds of information necessary for adequate analysis of any learning problems encountered by ESOL students and suggest appropriate instructional changes.



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- Conceptually integrate all sections of the course and note how they fit together or complement each other.
- Decide which techniques are appropriate with which students work toward course goals.
- Justify those decisions based on information from various domains.
- Carry out those decisions with participants' students.

Sample Activities: (Including proposed follow-up, work/school site application):

Participants will engage in readings, activities, and feedback to help them master the identified competencies.

- Readings.
- Activities for each reading.
- Classroom/work area application.
- Share and provide feedback for others.

Evaluation Procedures:

- Participant Evaluation: Instructor observation; successful completion of all class assignments; product assessment; active class participation.
- Component Evaluation: Teachers will assure comprehensible instruction to LEP students at varying levels of English proficiency by adapting the curriculum, modifying assessments, incorporating effective ESOL strategies, and protecting students from the effects of miscommunication, which will result in improved student performance.
- Component Activity Evaluation: Participants will complete a general questionnaire regarding the perceived impact of the training on job performance and/or the classroom, school, or work setting.

ESOL Endorse - Applied Linguistics

Component: 1-702-001

Maximum Points: 60

This component is designed to enable participants to examine modern American English in light of current linguistic theories and to identify practical applications of these theories to the teaching of English to students of various ethnic and linguistic backgrounds.

General Objective:

- To acquire a greater understanding of the structure of English from a modern-day linguistic perspective.
- To analyze the structure of English to contrast with the language(s) of the target population in a given class.



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Specific Objectives: Upon successful completion of the component, participants will be able to:

- Demonstrate an understanding of the nature of language as a system for communication.
- Identify the subsystems the English language uses for communication.
- Explain the phonemic-graphemic (sound to symbol) relationship of English.
- Categorize basic concepts of phonology as they apply to language development. (e.g., stress, intonation, juncture, and pitch).

- Identify the significant features of the phonological systems that cause problems in understanding, speaking, reading, and writing English among LEP students of various language backgrounds.
- Identify the significant features of the grammatical/structural systems (morphological and syntactic) that interfere with understanding, speaking, reading, and writing English.
- Identify significant lexical features that interfere with understanding, speaking, reading, and writing English.
- Determine phonemic characteristics in a given work (e.g., consonants, blends, vowels, diphthongs).
- Show familiarity with a commonly used system of phonic transcription such as the International Phonetic Alphabet or Trager-Smith.
- Determine phonological characteristics that are meaningful/significant for LEP students in relation to their native language(s) such as voicing of consonants (rice/rise), intonation and rhythm/stress, and juncture.
- Identify word-order features of English that represent interferences for LEP students of various backgrounds.
- Show familiarity with morphological features of English that represent interferences for LEP students to various backgrounds.
- Show familiarity with lexical features of English that represent interferences for LEP students of various backgrounds such as misleading cognates and words with various social-cultural and contextual meanings.
- Recognize phono-graphemic differences.
- Identify structural patterns in a given word such as root words, affixes, and syllables.
- Show familiarity with compound word and noun adjunct structures in English.
- Apply principles of English morphology as they relate to language acquisition.
- Compare the characteristics of idiomatic expressions, slang, and standard American English.
- Determine the principles of morphological interference between English and other languages.
- Categorize/analyze the structure of English sentences.
- Recognize methods of grammatical analysis: traditional, structural, or contemporary.



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- Determine the principles of syntactic interference between English and other languages.
- Identify the principles, characteristics, and terminology of current first and second language acquisition theories.
- Compare language acquisition of different age groups, e.g., elementary, secondary, and adult.
- Differentiate language proficiencies relating to basic interpersonal communicative skills vs. cognitive academic language skills.
- Identify principles of contrastive and error analysis.
- Identify exceptionalities characteristic of LEP students such as gifted, SLD, EMR, and EMH.
- Apply ESOL instructional strategies for specific learning styles.
- Demonstrate the ability to contrast the English language and the language(s) of the various LEP language groups in a given ESOL class.
- Demonstrate the ability to identify potential linguistic interferences in a given text, such as reading lessons and content subject matter.
- Demonstrate the ability to overcome linguistic interferences in reading and content area materials.

Sample Activities: (Including proposed follow-up, work/school site application):
Participants will engage in readings, activities, and feedback to help them master the identified competencies.

- Readings.
- Activities for each reading.
- Classroom/work area application.
- Share and provide feedback for others.

Evaluation Procedures:

- Participant Evaluation: Instructor observation; successful completion of all class assignments; product assessment; active class participation.
- Component Evaluation: Teachers will assure comprehensible instruction to LEP students at varying levels of English proficiency by adapting the curriculum, modifying assessments, incorporating effective ESOL strategies, and protecting students from the effects of miscommunications, which will result in improved student performance.
- Component Activity Evaluation: Participants will complete a general questionnaire regarding the perceived impact of the training on job performance and/or classroom, school, or work setting.



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ESOL Endorse - Cross Culture

Component: 1-705-001

Maximum Points: 60

This component is designed to develop awareness and understanding of the major cultures represented by the state's different language minorities. It will provide insights that will enable participants to plan and implement curriculum, instruction, and assessment activities that will meet the special needs of limited English proficient students (LEP) who are speakers of other languages.

General Objective: To identify the major cultures represented by the LEP students in Florida public schools, K-12 and Adult, to develop better cross-cultural understanding among all groups and meet their special needs appropriately within the school and community setting.

Specific Objectives:

- Identify the major significant cultures represented by the LEP population in Florida.
- Describe significant (cultural) characteristics of the major cultural groups.
- Identify specific characteristics of the U.S. "American" cultures.
- Identify culture-specific non-verbal communications such as gestures, facial expressions, and eye contact, leading to misinterpretation in cross-cultural interactions.
- Compare/contrast different sociolinguistic language functions, such as formal and informal, age, and regional language expressions common in the U.S. among teenagers and occupational/professional groups, farmers, western cowboys, southern cotton, or sugar cane growers, etc.
- Distinguish true cultural characteristics from stereotypes.
- Compare and contrast the major features of U.S. culture with those of other cultures.
- Identify culture-specific non-verbal communications, such as gestures, facial expressions, and eye contact, that may lead to misinterpretations in cross-cultural interactions.
- Identify major differences in educational systems represented by target groups with a view to ascertain appropriate grade placement of students.
- Identify possible "problem" differences to be observed in academic/content areas because of differences in educational/academic background of literate students and their parents; e.g., division procedures in math and early introduction of cursive writing among Hispanic groups, differences in alphabets, eye-orientation in reading and writing, etc., among other European and Asian groups.
- Identify major attitudes of target group parents/community toward school, teachers, discipline, and education in general that may lead to misinterpretation by U.S. school personnel, e.g., failure to participate actively in PTSA.



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- Identify specific culturally different “school behaviors” of target groups that may lead to disciplinary action, ridicule, or other conflicts within U.S. school systems, e.g., Cuban girls’ refusal to shower in open showers after P.E. class; some deep-seated religious observances among various groups.
- Demonstrate the ability to identify cultural variations in the classroom and their influence on student behavior and attitudes.
- Give evidence of a working grasp of the culture of the population with which the teacher is to work.
- Demonstrate the ability to maximize student potential by using recent findings of educational/psychological research affecting student learning, such as differences in cognitive/learning styles and brain hemisphere dominance, which may also be culturally related.
- Identify teacher behaviors that indicate sensitivity to cultural and linguistic differences.
- Apply ethnolinguistic and cross-cultural knowledge to classroom management techniques.
- Identify strategies for facilitating articulation with the administration, content area teachers, parents, and the community.
- Demonstrate awareness of culturally determined behavior of target groups that are intimately related to variety in family structure and relations, life cycles, role models, decorum, discipline, religion, health, food, dress tradition.
- Demonstrate the ability to identify cultural bias in content area materials and possible impact on the target groups.
- Demonstrate the ability to identify cultural bias in assessment materials.
- Demonstrate the ability to bridge cultural bias in content materials without affecting its integrity.
- Demonstrate the ability to bridge cultural bias in assessment materials without affecting validity or reliability.
- Demonstrate the ability to plan cross-cultural activities that will sensitize students to a variety of cultures.
- Demonstrate the ability to accept and resolve culturally defensive/aggressive behavior on the part of the students.
- Demonstrate the ability to bridge cross-cultural gaps between students/parents and the school setting.
- Demonstrate the ability to enable students to acknowledge the existence of cultural differences and to make the necessary adjustment to function successfully in their new/second culture and within a multicultural setting.
- Demonstrate knowledge of culturally relevant facts related to the major cultures represented by the target group, such as important historical events and geographic features, literary, artistic, and musical accomplishments of their people.
- Demonstrate the ability to use cross-cultural awareness in designing instructional activities.



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- Demonstrate the ability to use cross-cultural awareness in designing criterion-references tests.

Sample Activities: (Including proposed follow-up, work/school site application): Participants will engage in readings, activities, and feedback to help them master the identified competencies.

- Readings.
- Activities for each reading.
- Classroom/work area application.
- Share and provide feedback for others.

Evaluation Procedures:

- Participant Evaluation: Instructor observation; successful completion of all class assignments; product assessment; active class participation.
- Component Evaluation: Teachers will assure comprehensible instruction to LEP students at varying levels of English proficiency by adapting the curriculum, modifying assessments, incorporating effective ESOL strategies, and protecting students from the effects of miscommunications, which will result in improved student performance.
- Component Activity Evaluation: Participants will complete a general questionnaire regarding the perceived impact of the training on job performance and/or classroom, school, or work setting.

ESOL Endorse - Curriculum

Component: 1-703-001

Maximum Points: 60

This 60-hour component focuses on applications of the theories, principles, and current research related to second language acquisition and instructional techniques and materials relevant to developing an ESOL curriculum.

General Objective:

- To improve and enhance the participants' knowledge of the ESOL curriculum.
- To improve and enhance the participants' knowledge of materials appropriate for use with LEP students.

Specific Objectives:

- Distinguish between ESOL and language arts curricula.
- Distinguish between Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) as it applies to the ESOL curriculum.
- Describe the pullout ESOL model.
- Describe the immersion ESOL model.



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- Describe the ESOL through the content area model.
- Identify other possible ESOL programmatic models.
- Identify aspects of the school curriculum not appropriate for use with LEP students.
- Adapt items from the school curriculum to cultural differences.
- Adapt items from the school curriculum to linguistic differences.
- Select appropriate ESOL content according to levels of proficiency in listening.
- Select appropriate ESOL content according to levels of proficiency in speaking.
- Select appropriate ESOL content according to levels of proficiency in reading.
- Select appropriate ESOL content according to levels of proficiency in writing.
- Select appropriate ESOL content according to levels of proficiency in culture.
- Identify content-specific vocabulary.
- Identify culture-specific features of content curricula.
- Develop an appropriate curriculum for ESOL at the elementary school level.
- Develop an appropriate curriculum for ESOL at the middle school level.
- Develop an appropriate curriculum for ESOL at the high school level.
- Identify characteristics unique to the evaluation of ESOL text.
- Identify criteria for the development of an ESOL entry test.
- Identify criteria for the development of an ESOL exit test.
- Identify criteria for the selection of state adopted ESOL curricular materials.
- Demonstrate the ability to evaluate and select appropriate ESOL instructional materials in elementary schools.
- Demonstrate the ability to evaluate and select appropriate instructional materials for ESOL in middle schools.
- Demonstrate the ability to evaluate and select appropriate instructional materials for ESOL in high schools.
- Identify characteristics to be considered when selecting printed media for ESOL classes.
- Identify potential linguistic and cultural biases in existing texts and materials.
- List examples of realia that are designed to teach LEP students.
- Describe the use of appropriate instructional equipment/materials for ESOL lessons, e.g., language masters, filmstrips, video cassettes, audio cassettes, and computers.
- Identify characteristics to be considered when selecting computer-assisted instructional materials for ESOL classes.

Sample Activities: (Including proposed follow-up work/school site application):
Participants will engage in readings, activities, and feedback to help them master the identified competencies.

- Readings.
- Activities for each reading.
- Classroom/work area application.



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- Share and provide feedback for others.

Evaluation Procedures:

- Participant Evaluation: Instructor observation; successful completion of all class assignments; product assessment; active class participation.
- Component Evaluation: Teachers will assure comprehensible instruction to LEP students at varying levels of English proficiency by adapting the curriculum, modifying assessments, incorporating effective ESOL strategies, and protecting students from the effects of miscommunications, which will result in improved student performance.
- Component Activity Evaluation: Participants will complete a general questionnaire regarding the perceived impact of the training on job performance and/or classroom, school, or work setting.

ESOL Endorse – Methods of Teaching

Component: 1-700-001

Maximum Points: 60

This component is designed to enable the participants to learn about second language philosophy, methodology, and contrastive analysis between teaching English to native speakers and English to Speakers of Other Languages.

General Objective: To enable participants to identify and apply major ESOL methodologies and approaches.

Specific Objectives:

- Distinguish between the acquisition of language arts skills in the English for Speakers of Other Languages and in the English program for native speakers.
- Match instructional approaches with language learning theories.
- Apply essential strategies for developing listening skills.
- Apply essential strategies for developing speaking skills.
- Apply essential strategies for developing reading skills.
- Apply essential strategies for developing writing skills.
- Recognize the contributions of major leaders in the field of ESOL methodology.
- Develop applications of the major ESOL methodologies and approaches in relation to the various needs of LEP students, e.g., language proficiency, age, interest level, and learning styles.
- Identify major methodologies and current trends in ESOL teaching.
- Identify the characteristics and applications of ESOL approaches.
- Develop applications of Total Physical Response for the beginning stages of ESOL learning.



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- Plan a Language Experience Approach lesson appropriate for LEP students.
 - Identify the features of natural/communicative approaches to teaching ESOL.
 - Identify characteristics of aural/oral approaches in developing listening, speaking, reading, and writing skills.
 - Demonstrate awareness of the central role of ESOL within the total school curriculum.
 - Identify cognitive approaches to second language learning.
 - Identify features and demonstrate applications of content-based ESOL approaches.
-
- Develop lesson plans demonstrating appropriate strategies for teaching reading, especially as related to the establishment of sound system correspondence in terms of patterns.
 - Identify features and demonstrate applications of content area reading instruction for LEP students.
 - Compare various instructional strategies used in ESOL classrooms with those used in regular English classrooms.
 - Apply multi-sensory ESOL strategies in relation to learning styles.
 - Demonstrate effective lesson planning by providing multi-level ESOL activities for various situations, such as individual, small group and whole group instruction, cooperative learning, and learning centers.
 - Plan lessons utilizing peer tutors, volunteers, or aides.
 - Demonstrate ability in classroom management including, flexible scheduling, appropriate room arrangement, and utilizing external resources.
 - Identify ESOL specific classroom management techniques for a multi-level class, e.g., choosing group leaders, arranging rooms according to teacher/student responsibilities, utilizing audiovisual materials, giving positive feedback, and using time wisely.
 - Determine strategies for content area teachers to use with LEP students.
 - Design activities that will prepare students in the ESOL program to make a smooth transition to the regular program.
 - Recognize major language education professional organizations.
 - Demonstrate knowledge of the historical development of ESOL.
 - Demonstrate knowledge of major professional publications related to ESOL.
 - Evaluate and select available instructional materials in terms of student needs, including age, language proficiency, cultural background, and learning styles.
 - Demonstrate the ability to use instructional materials appropriately.
 - Discriminate between a learning disability and limited language proficiency.
 - Develop lesson plans demonstrating appropriate strategies for ensuring a smooth transition from the ESOL reading program to regular English reading program.

Sample Activities: (Including proposed follow-up, work/school site application):



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Participants will engage in readings, activities, and feedback to help them master the identified competencies.

- Readings.
- Activities for each reading.
- Classroom/work area application.
- Share and provide feedback for others.

Evaluation Procedures:

- Participant Evaluation: Instructor observation; successful completion of all class assignments; product assessment; active class participation.
- Component Evaluation: Teachers will assure comprehensible instruction to LEP students at varying levels of English proficiency by adapting the curriculum, modifying assessments, incorporating effective ESOL strategies, and protecting students from the effects of miscommunications, which will result in improved student performance.
- Component Activity Evaluation: Participants will complete a general questionnaire regarding the perceived impact of the training on job performance and/or classroom, school, or work setting.

ESOL Endorse – Testing and Evaluation

Component: 1-701-001

Maximum Points: 60

This 60-hour component is designed to improve and enhance the participants' knowledge to select and develop instruments of evaluation suitable for use with students who demonstrate limited English proficiency.

General Objective:

- Demonstrate the ability to assess initial English language proficiency for placement and instruction.
- Identify and/or develop instruments to determine students' ability to function independently in regular classes for English speakers.

Specific Objectives:

- Identify suitable ESOL assessment instruments that assist in complying with the legal obligations of districts serving LEP students.
- Identify levels of English proficiency to place students appropriately for ESOL instruction.
- Identify tests of English proficiency to place students appropriately at the intermediate level of ESOL instruction.



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- Identify tests of English proficiency to place students appropriately at the advanced level of ESOL instruction.
- Identify tests of English proficiency to place students appropriately at the advanced level of ESOL instruction.
- Identify tests for evaluating attitudes towards U.S. culture and behavior appropriate to it.
- Adapt content area tests to ESOL levels appropriate to LEP students.
- Identify instruments to determine the ability of students to function independently in regular classes for English speakers.
- Identify available ESOL exit level tests.
- Identify cultural biases in commercial tests.
- Construct ESOL listening test items.
- Construct ESOL speaking test items.
- Construct ESOL reading test items.
- Construct ESOL writing test items.
- Construct ESOL test items to assess cultural knowledge.
- Identify the differences between norm-referenced tests.
- Identify criteria to select appropriate norm-referenced tests.
- Identify criteria to select appropriate criterion-referenced tests.
- Define the different kinds of validity in tests.
- Define reliability.
- Describe the use of test item analysis.
- Design appropriate proficiency tests to measure the progress of LEP students in ESOL classes.
- Design appropriate tests to measure the achievement of LEP students.
- Describe indicators of teacher self-evaluation of ESOL instruction.
- Interpret assessment data of LEP students as it relates to placement in ESOL.
- Interpret assessment data of LEP students as it relates to progress in ESOL.
- Identify necessary records and documents maintained for LEP students.

Sample Objectives: (Including proposed follow-up, work/school site application):
Participants will engage in readings, activities, and feedback to help them master the identified competencies.

- Readings.
- Activities for each reading.
- Classroom/work area application.
- Share and provide feedback for others.

Evaluation Procedures:

- Participant Evaluation: Instructor observation; successful completion of all class assignments; product assessment; active class participation.



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- **Component Evaluation:** Teachers will assure comprehensible instruction to LEP students at varying levels of English proficiency by adapting the curriculum, modifying assessments, incorporating effective ESOL strategies, and protecting students from the effects of miscommunications, which will result in improved student performance.
- **Component Activity Evaluation:** Participants will complete a general questionnaire regarding the perceived impact of the training on job performance and/or classroom, school, or work setting.

ESOL Training

Component: 1-705-002

Maximum Points: 120

General Objective: Increase and update knowledge based on the recent program, legal issues, and changes related to the teaching of LEP students and the commensurate responsibilities associated with that function.

Specific Objectives:

- Articulate the legal requirements for teaching LEP students, including entry and exit requirements.
- Articulate any recent legal changes.
- Describe and demonstrate appropriate lesson plans for LEP students.
- Demonstrate the completion of the limited-English proficient student plan.
- Explain the functions of the LEP committee and data worksheet elements.

Family / Community Involvement

Component: 2-600-001

Maximum Points: 120

General Objective: Provide participants with knowledge and skills to ensure family/community involvement with the Sarasota County School District.

Specific Objectives:

- To welcome parent and community involvement.
- Utilize best practices.
- Encourage greater participation with the larger community.



Food Services

Component: 8-505-001

Maximum Points: 120

General Objective: To provide Food Service employees with knowledge and skills in food management and preparation to serve attractive and nutritious meals to students in a clean, efficient, and friendly environment.

Specific Objectives: Upon successful completion of this activity, participants will be able to:

- Practice sanitation rules and regulations as they relate to foodservice operations.
- Demonstrate competencies in meal planning, preplanning, ordering, producing meals, managing personnel, and keeping records in accordance with procedures taught.
- Demonstrate the ability to incorporate school lunch program requirements in areas of meal patterns reimbursement and work schedules.
- Demonstrate the ability to follow meal patterns, adhere to sanitation policies, and complete employee work schedules.
- Demonstrate the ability to identify basic management principles and personnel management strategies.
- Define the roles and responsibilities of various school food service personnel.
- Increase understanding of the integration of school foodservice in the total educational program.
- Analyze the basic elements of nutrition as they relate to human growth and development.
- Increase competency in analyzing the physical, social, psychological, and cultural functions of food.
- Increase competency in the ability to list, define, and understand the components of the Dietary Guidelines and put them into practice.
- Increase competency in the ability to define terms for food preparation and purchasing.
- Demonstrate competency in the proper use and care of large and small food preparation and service equipment.
- Demonstrate increased competency in the knowledge of the nutrition requirements of the school breakfast and lunch programs.
- Demonstrate increased competency in employee relations and program promotion.



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Foreign Language

Component: 1-004-001

Maximum Points: 120

General Objective: This objective aims to provide teachers with the knowledge and skills necessary to demonstrate knowledge and understanding of the subject matter effectively.

Specific Objectives:

- Identify changes in laws, rules, regulations, and procedures governing the subject matter.
- Demonstrate an in-depth understanding of content and skills in the specific subject field.
- Communicate accurate knowledge of the subject matter in a language and style appropriate to the learner, regardless of cultural and linguistically various backgrounds.
- Use references, materials, strategies, and technologies of the subject field in a manner appropriate to the learner's developmental state.
- Identify and organize a breadth of subject matter knowledge to enable students to approach and inter-relate content from various perspectives, interests, and points of view.
- Demonstrate a breadth of subject matter knowledge to collaborate with colleagues from other subject fields in the integration of instruction.
- Demonstrate knowledge of current subject field methods, trends, and research that improve student performance.
- Demonstrate applications of the subject field knowledge to real-world situations and links to other disciplines.
- Demonstrate knowledge of district and state curriculum requirements and program of studies and required instruction of the specific subject field.
- Demonstrate progress toward short-and long-term professional goals relating to knowledge of the subject field.

General Support Services

Component: 8-506-001

Maximum Points: 120

General Objective: To provide participants with the knowledge, skills, and competencies necessary to improve student achievement, health, and safety effectively.

Specific Objectives:

- Apply the knowledge and skills gained to their job.



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- State at least three (3) ideas gained from the activity.
- Share the benefits gained with a colleague.

Gifted Endorsement – Creativity for Gifted

Component: 2-106-005

Maximum Points: 60

General Objective: To provide an overview of theory, research, practical strategies, and resources of creativity, emphasizing classroom applications.

Specific Objectives: Upon successful completion of this activity, participants will be able to:

- Explain at least four published definitions of creativity, formulate a personal definition of creativity, and understand four important factors contributing to creative productivity.
- Compare and contrast creativity with related topics including thinking skills, convergent and divergent thinking, problem-solving, decision-making, and describe the relationship between creativity and at least three conceptions of giftedness or talent.
- Explain the benefits and importance of creativity for students in modern schools.
- Identify and give examples of the basic ground rules for creativity, including deferred judgment and affirmative judgment.
- Identify and explain several obstacles to creativity, including both and internal blocks and external barriers.
- Explain at least four cognitive characteristics associated with creativity.
- Explain at least six personal style characteristics associated with creativity.
- Describe and apply brainstorming and idea.

Gifted Endorsement – Curriculum Development

Component: 2-106-001

Maximum Points: 60

General Objective: To provide an overview of planning, developing, implementing, and evaluating curriculum and instruction appropriate for students who are gifted.

Specific Objectives:

- Upon successful completion of this activity, participants will be able to:
- Demonstrate knowledge of the principles of differentiation for designing curriculum experiences appropriate for students who are gifted.



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- Compare and contrast models for teaching critical thinking, problem-solving, and decision-making skills.
- Demonstrate knowledge of the scope and sequence of the basic curriculum and teaching resources.
- Demonstrate knowledge of appropriate resource materials and curriculum for teaching students who are gifted.
- Demonstrate methods of curriculum compacting and pacing appropriate for the needs of students who are gifted.
- Demonstrate the use of community and volunteer resources as they pertain to the gifted program curriculum.
- Demonstrate the ability to develop an appropriate educational plan.
- Demonstrate the ability to organize the learning space to offer individual, small- and large-group contexts for learning.

Gifted Endorsement – Guidance and Counseling

Component: 2-106-002

Maximum Points: 60

General Objective: At the conclusion of this course, participants will be able to demonstrate knowledge and skills in guidance and counseling of students who are gifted to include motivation, self-image, intra, and interpersonal skills, career options, emotional and social needs, and communication strategies for teachers.

Specific Objectives:

- Select appropriate interventions and strategies that address self-motivation, understanding, coping with exceptionality, and creative productivity in students who are gifted.
- Demonstrate an understanding of the perceptions that can influence the self-concept and self-esteem of a student who is gifted.
- Demonstrate knowledge of the theories of self-esteem and self-concept as related to guidance and counseling students who are gifted.
- Recognize the dynamics of the interactive role of students who are gifted, with teachers, family members, and peers.
- Demonstrate the use of appropriate strategies for helping students who are gifted deal with stress.
- Demonstrate knowledge of group dynamics and methods of teaching social skills to students who are gifted.
- Demonstrate the ability to communicate and conference effectively with parents and teachers regarding an individual student's needs.
- Demonstrate the knowledge and facilitation of a variety of problem-solving and decision-making techniques appropriate for use by students who are gifted.



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- Identify appropriate career opportunities available for students who are gifted.
- Provide career guidance appropriate for meeting the needs of students who are gifted.
- Provide guidance and counseling to meet students' social and emotional needs, including students from special populations.
- Develop cooperative working relationships and teamwork with other disciplines, agencies, colleagues, and parents.

Gifted Endorsement – Nature and Needs

Component: 2-106-003

Maximum Points: 60

General Objective: At the conclusion of this module, participants will be able to demonstrate knowledge and skills in the identification of the nature and needs of students who are gifted to include student characteristics; cognitive, social, and emotional needs; history and current research; and identification and placement.

Specific Objectives:

- Identify the prevalence/incidence of giftedness in the school-age population.
- Identify and describe cognitive and affective behaviors indicating that a student should be tested for giftedness.
- Demonstrate awareness of the patterns of influence on giftedness, e.g., home, culture, self, and education.
- Demonstrate knowledge of normal and advanced (typical and atypical) child development.
- Identify concomitant problems and needs related to the characteristics of giftedness.
- Distinguish between characteristics of children with high academic aptitude and children with exceptional, creative, or social abilities.
- Compare and contrast the historical as well as current national and state definitions of gifted.
- Demonstrate knowledge of major historical and contemporary trends that have influenced gifted education.
- Identify and compare theories of intelligence, which pertain to gifted education.
- Identify laws that impact or have direct implications for gifted education programs.
- Identify and interpret research findings that impact gifted education.
- Identify emerging trends in the identification of students who may be gifted.
- Identify the methods to be used in securing the legal rights of students who are gifted.



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- Identify essential factors in rules and regulations for exceptional student education that pertain to gifted programs.
- Describe the major components of an educational program.
- Describe traditional assessment instruments used to identify students who are gifted.
- Define the advantages and disadvantages of each type of assessment instrument used to identify students who are gifted.
- Identify the teacher's role in the district procedural steps for identifying and placing students who are gifted in special programs.
- Interpret a student's assessment data using state identification criteria and recommend placement.
- Identify and define different types of placement models for providing services to students who are gifted.
- Analyze the factors involved in selecting program options along the continuum of services for students who are gifted.
- Demonstrate knowledge of alternative assessment techniques.

Gifted Endorsement – Special Populations of Gifted

Component: 2-106-004

Maximum Points: 60

General Objective: To demonstrate knowledge of the evolution of gifted education and the nature and needs of students from gifted, special populations.

Specific Objectives:

- Identify ways in which characteristics of rural living (e.g., sparse populations, poverty, non-urban experiences, and traditional rural values) influence the development and educational experiences of rural students who are gifted.
- Demonstrate and apply knowledge of the research on gender bias and ways in which students of different sexes are treated differently by parents, peers, and teachers.
- Identify and describe alternatives to break down the barriers that have prevented services for young gifted children.
- Identify characteristics and observe each special population of gifted students.
- Demonstrate knowledge and application of the interactive nature between characteristics of special populations of students who are gifted and the need for programming.
- Demonstrate the ability to fulfill the guidelines suggested in the state's procedures (Plan B) for identifying students from under-represented populations.



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- Demonstrate the understanding of the needs of gifted minorities, underachievers, disabled, handicapped, economically disadvantaged, and high gifted.

Gifted Training General

Component: 2-106-006

Maximum Points: 120

General Objective: The purpose of this objective is to provide teachers with the knowledge and skills necessary to effectively demonstrate knowledge and understanding of gifted instruction.

Specific Objectives: Upon successful completion of one or more of the in-service training and professional development strategies, participants will:

- Identify changes in laws, rules, regulations, and procedures governing the subject matter.
- Demonstrate an in-depth understanding of content and skills in the field of gifted education.
- Communicate accurate knowledge of the subject matter in a language and style appropriate to the learner, regardless of cultural and linguistically various backgrounds.
- Use references, materials strategies, and technologies of the subject field in a manner appropriate to the learner's developmental stage.
- Identify and organize a breadth of subject matter knowledge to enable students to approach and inter-relate content from various perspectives, interests, and points of view.
- Demonstrate a breadth of subject matter knowledge to collaborate with colleagues from other subject fields in the integration of instruction.
- Demonstrate knowledge of current subject field methods, trends, and research that improve student performance.
- Demonstrate applications of the subject field knowledge to real-world situations and links to other disciplines.
- Demonstrate knowledge of District and State curriculum requirements and program of studies, and required instruction (FSS 233.061) of the specific subject field.
- Demonstrate progress toward short-and long-term professional goals relating to knowledge of the subject field.



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Grant Writing

Component: 8-506-002

Maximum Points: 120

General Objective: Participants will learn how to develop a grant proposal.

Specific Objectives:

- Clarify the grant writing process.
- Help the seminar participant make the match between the seminar's participants and the contributors' priorities.
- Meet some of our contributors.
- Learn how technology can help the participant find their funding match.
- Identify grant writing terms.
- Program planning and proposal development.
- Identify appropriate funding.
- Identify how to track grants.
- Understand the process of writing a competitive proposal

Health Education

Component: 1-005-001

Maximum Points: 120

General Objective: This objective aims to provide teachers with the knowledge and skills necessary to effectively demonstrate knowledge and understanding of the subject matter.

Specific Objectives:

- Identify changes in laws, rules, regulations, and procedures governing the subject matter.
- Demonstrate an in-depth understanding of content and skills in the specific subject field.
- Communicate accurate knowledge of the subject matter in a language and style appropriate to the learner, regardless of cultural and linguistically various backgrounds.
- Use references, materials, strategies, and technologies of the subject field in a manner appropriate to the learner's developmental state.
- Identify and organize a breadth of subject matter knowledge to enable students to approach and inter-relate content from various perspectives, interests, and points of view.



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- Demonstrate a breadth of subject matter knowledge to collaborate with colleagues from other subject fields in the integration of instruction.
- Demonstrate knowledge of current subject field methods, trends, and research that improve student performance.
- Demonstrate applications of the subject field knowledge to real-world situations and links to other disciplines.
- Demonstrate knowledge of district and state curriculum requirements and program of studies and required instruction of the specific subject field.
- Demonstrate progress toward short-and long-term professional goals relating to knowledge of the subject field.

Health Procedures, First Aid, CPR

Component: 6-414-001

Maximum Points: 120

General Objective: The purpose of this component is to provide participants with the knowledge and basic procedures in first aid life-saving techniques, cardiopulmonary resuscitation, or specific health room medical procedures.

Specific Objectives: Upon successful completion of one or more of the in-service training and professional development strategies, the participants will:

- Recognize the symptoms of common emergencies requiring basic first aid treatment.
- Demonstrate skills and techniques in basic first aid treatment.
- Identify hazards in the home and workplace, as well as identifying and using specific appropriate self-protective procedures and personal protective equipment.
- Identify cardiac risk factors and describe how to reduce them.
- Recognize the signs and symptoms of respiratory arrest, cardiac arrest, and airway obstructions.
- Demonstrate skills and competencies in administering Cardiopulmonary Resuscitation as per the level of course taken community level or professional level.
- Demonstrate skills and competencies in the removal of airway obstructions in the choking victim.
- Demonstrate skills and competencies of Health Room medical procedures, such as Gastrostomy Tube Feedings, Glucose Monitoring, Medication Administration, Intermittent Catheterization, suctioning, and other disease-specific treatments.



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High School Accreditation, IB, AP

Component: 8-512-002

Maximum Points: 120

General Objective: The SACS School Improvement Process is a five-year continuous cycle that provides the school with the tools to conduct a comprehensive needs assessment, analyze the data associated with student performance, establish specific goals for student learning, and create meaningful action plans focused on improving student performance.

Specific Objectives: Participants will:

- Identify the students, school, and community the school serves.
- Develop the beliefs and mission of the school; basis for the school's existence.
- Complete a comprehensive needs assessment that focuses on areas that relate to student performance.
- Identify specific goals for student learning.
- Adopt a process that must support and enable the school to conduct a self-evaluation of the effectiveness of the instructional and organizational practices within the school.
- Develop and implement an action plan for improvement.
- Develop an action plan ensuring the capacity of the school to evaluate its progress and provide for accountability to its intended goals.
- Utilize a process that must provide for a peer review by representatives of the Commission on Secondary and Middle Schools.

Human Relations, Communications Skills, Customer Service

Component: 7-406-001

Maximum Points: 120

General Objective: This component aims to provide teachers and staff with the knowledge and skills necessary to use effective communication techniques with students and all other shareholders.

Specific Objectives:

- Demonstrate in-depth knowledge of effective communication skills.
- Communicate with all students in a positive and supportive manner, and challenge all students to meet high expectations.
- Promote excellence, establish positive interaction in the learning environment that uses incentives and consequences for students, and focus on learning rather than behavior.



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- Communicate effectively, in both verbal and nonverbal styles, with all students, including those with handicapping conditions and those of varying cultural and linguistic backgrounds
- Vary communication according to the nature and needs of individuals.
- Provide all students with opportunities to learn from each other.
- Maintain standards of mutually respectful interaction during individual work, cooperative learning, and whole-group activities.
- Motivate, encourage, and support individual and group inquiry.
- Encourage students' desire to receive and accept constructive feedback on their work and behavior.
- Communicate with colleagues, school and community, administrators, and parents, consistently and appropriately.
- Demonstrate progress toward short-and long-term professional goals relating to communication.

Increasing Outcomes for All Pre-K Children in Exceptional Student Education Programs

Component: 2-100-011

Maximum Points: 10

General Objective: Courses is designed as a ten-hour online learning experience. Participants are expected to complete segments of required reading included in each course unit, in addition to completing knowledge checks and reflection segments included in each unit. The participants will be provided with a variety of strategies and resources related to addressing needs of Pre-K children with delays and disabilities.

Specific Objectives: Participants will

- Using resources provided in the Florida Early Learning and Developmental Standards (FELDS) when developing activities and lessons.
- Sections of Individual Education Program (IEP) and use of information related to children's present levels of performance and goals.
- Evidence-based practices for developing classroom and program environments that provide for a wide range of individual needs.
- Processes related to measuring children's progress.
- Levels of support (universal, individualized, intensive) for developing strategies to address the needs of young children.

The content has been organized around seven topics:

- Overview of resources, supports, and evidence-based practices
- Levels of support and strategies for prompting
- Progress monitoring



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- Classroom essentials for evidence-based practices
- Strategies for supporting social development
- Strategies for supporting motor development
- Strategies for supporting language and communication

Induction Program – SCIP

Component: 2-409-001

Maximum Points: 120

General Objective: Demonstrate effectiveness in Accomplished Practices mandated by the Department of Education.

Specific Objectives:

- Write in a logical and understandable style with appropriate grammar and sentence structure.
- Read, comprehend, and interpret professional and other written materials.
- Comprehend and work with fundamental mathematical concepts.
- Recognize signs of severe emotional distress in students and apply techniques of crisis intervention with an emphasis on suicide prevention and positive emotional development.
- Recognize signs of alcohol and drug abuse in students and apply counseling techniques with an emphasis on intervention and prevention of future abuse.
- Recognize the physical and behavioral indicators of child abuse and neglect, know rights and responsibilities regarding reporting, know how to care for a child's needs after a report is made, and know recognition, intervention, and prevention strategies pertaining to child abuse and neglect, which can be related to children in a classroom setting in a non-threatening, positive manner.
- Comprehend patterns of physical, social, and academic development in students, including exceptional students in the regular classroom, and counsel these same students concerning their needs in these areas.
- Recognize and be aware of the instructional needs of exceptional students.
- Comprehend patterns of normal development in students and employ appropriate intervention strategies for disorders of development.
- Identify and comprehend the codes and stands of professional ethics, performance, and practices, the grounds for disciplinary action, and the procedures for resolving complaints filed, including appeal processes.
- Recognize and demonstrate awareness of the educational needs of a student who have limited proficiency in English and employ appropriate teaching strategies.
- Use appropriate technology in teaching and learning processes.
- Use assessment strategies to assist the continuous development of the learner.



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- Use teaching and learning strategies that consider each student's culture, learning styles, special needs, and socioeconomic background.
- Demonstrate knowledge and understanding of the subject matter aligned with the subject knowledge and skills specified in the student performance standards approved by the state board.

Instructional Materials Adoption

Component: 8-514-002

Maximum Points: 120

General Objective: To improve the instructional materials adoption process by providing council members with necessary competencies to make the process consistent with state statutes, State Board of rules, and accepted professional practices.

Specific Objectives:

- Describe the overall selection process for instructional materials.
- Answer questions about the legal requirements of the adoption process using
 - Florida Statutes as a reference to address the adoption process.
- Describe ways to organize & operate a district council to meet its responsibilities
- Describe the range of characteristics and features of any textbooks, which would result in a rating of high quality.
- List criteria for textbooks in a specific content area which are judged to be assessable and germane to the content area.
- Apply a list of criteria in his or her area of expertise to a set of textbooks and determine the degree to which the materials meet the criteria.
- Describe the importance of combining information from various sources to form a rating or ranking of instructional materials.
- Combine information taken from a given variety of sources to form a rating of the instructional materials.
- Describe the current changes in the subject area content and instructional methods, which have implications for the adoption of instructional materials.

Instructional Media Services

Component: 8-407-001

Maximum Points: 120

General Objective: Update Media Specialist skills in improving the school library media program.



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Specific Objectives:

- Participants will list and describe ways by which cooperation of school administrators may be solicited.
- Participants will be able to list the characteristics of quality school media programs.
- Participants will be able to describe the characteristics of organized and effective Media Specialists.

Instructional Strategies

Component: 2-408-001

Maximum Points: 120

General Objective: This objective aims to provide teachers with the knowledge and skills necessary to effectively demonstrate knowledge and understanding of various instructional strategies.

Specific Objectives: Participants will demonstrate knowledge and skill competencies in such instructional strategies as:

- Lesson Design
- Critical Thinking
- Cooperative Learning
- Madeline Hunter
- CORE Knowledge
- 4-MAT
- Block Scheduling
- Any other instructional strategy not already listed in the Master In-service Plan.

Instructional Technology: ACTIV Technology

Component: 3-003-005

Maximum Points: 120

General Objective: Through the use of ActivTechnologies, specifically ActivBoard and ActivStudio, teachers will enhance their technology integration skills in order to impact curricular content delivery and promote student engagement.

Specific Objectives:

- Participants will align curriculum instruction to district standards and define appropriate use of ActivBoard and ActivResources.



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- Participants will be able to recognize and describe the benefits of ActivTechnologies in lesson design and delivery
- Participants will demonstrate the ability to enhance a lesson using ActivTechnologies
- Demonstrate the ability to plan and design a lesson which integrates ActivTechnology

Instructional Technology: Digital Literacy I

Component: 3-003-006

Maximum Points: 120

General Objective: Activities will provide instruction to teachers in the use and integration of learning technologies into the daily curriculum. Demonstrations of researched-based best practices will assist teachers in the development of skill and awareness of district support technology resources.

Specific Objectives:

- Participants will align curriculum instruction to district standards and define appropriate use of learning technology
- Participants will be able to recognize and describe the benefits of learning technologies in lesson design and delivery
- Participants will demonstrate the ability to enhance a lesson using learning technologies
- Demonstrate increased personal proficiency in the use of district endorsed technology tools

Instructional Technology: Instructional Learning Systems

Component: 3-003-007

Maximum Points: 120

General Objective: Activities will provide instruction to teachers in the use and integration of district endorsed Instructional Learning Systems. The training focused on implementation and classroom follow-up will support participants in the best practice use, instructional support, and classroom follow-up designed to impact student achievement.

Specific Objectives:

- Participants will align student use to district standards and high academic needs of their school to effective use of the school's Instructional Learning System.



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- Participants will demonstrate skills needed to be able to retrieve timely student progress data from the Instructional Learning System
- Participants will demonstrate the ability to interact with the Instructional Learning System's management tool and individualize student instruction to address high-needs learning concerns for all participating students.
- Demonstrate increased personal proficiency in the development of classroom follow-up activities designed to address student needs as profiled by progress data available through daily reports accessed by the teacher.

Interdisciplinary / Cross Content

Component: 1-007-001

Maximum Points: 120

General Objective: This objective aims to provide teachers with the knowledge and skills necessary to effectively demonstrate knowledge and understanding of the subject matter.

Specific Objectives:

- Identify changes in laws, rules, regulations, and procedures governing the subject matter.
- Demonstrate an in-depth understanding of content and skills in the specific subject field.
- Communicate accurate knowledge of the subject matter in a language and style appropriate to the learner, regardless of cultural and linguistically various backgrounds.
- Use references, materials, strategies, and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
- Identify and organize a breadth of subject matter knowledge to enable students to approach and inter-relate content from various perspectives, interests, and points of view.
- Demonstrate a breadth of subject matter knowledge to collaborate with colleagues from other subject fields in the integration of instruction.
- Demonstrate knowledge of current subject field methods, trends, and research that improve student performance.
- Demonstrate applications of the subject field knowledge to real-world situations and links to other disciplines.
- Demonstrate knowledge of district and state curriculum requirements and program of studies and required instruction of the specific subject field.
- Demonstrate progress toward short-and long-term professional goals relating to knowledge of the subject field.



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Language Arts

Component: 1-008-001

Maximum Points: 120

General Objective: This objective aims to provide teachers with the knowledge and skills necessary to effectively demonstrate knowledge and understanding of the subject matter.

Specific Objectives:

- Identify changes in laws, rules, regulations, and procedures governing the subject matter.
- Demonstrate an in-depth understanding of content and skills in the specific subject field.
- Communicate accurate knowledge of the subject matter in a language and style appropriate to the learner, regardless of cultural and linguistically various backgrounds.
- Use references, materials, strategies, and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
- Identify and organize a breadth of subject matter knowledge to enable students to approach and inter-relate content from various perspectives, interests, and points of view.
- Demonstrate a breadth of subject matter knowledge to collaborate with colleagues from other subject fields in the integration of instruction.
- Demonstrate knowledge of current subject field methods, trends, and research that improve student performance.
- Demonstrate applications of the subject field knowledge to real-world situations and links to other disciplines.
- Demonstrate knowledge of district and state curriculum requirements and program of studies and required instruction of the specific subject field.
- Demonstrate progress toward short-and long-term professional goals relating to knowledge of the subject field.

Lesson Design

Component: 2-408-014

Maximum Points: 120

General Objective: Participants will learn the important parts of a lesson plan and be able to compose a lesson that includes all parts and transitions smoothly from one part to another.



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Specific Objectives:

- Identify the elements that comprise an effective lesson plan.
- Identify and use district and state curriculum standards for classroom lesson and unit planning.
- “Unpack” standards by describing and defining expected student performance or behaviors based on standards, benchmarks (goals), or grade-level expectations (objectives).
- Design and implement a classroom lesson plan using a standards-driven model.
- Incorporate various assessment tools matched to purposes, standards when designing and developing a lesson/unit.
- Use student assessment data for classroom decision-making.
- Refine lesson plans and assessments through peer coaching and feedback.
- Recognize the educational benefits of using rubrics in a Standards-Driven classroom.
- Describe the key characteristics and components of effective rubrics.
- Identify measurable objectives that incorporate higher levels of Bloom's taxonomy.

Mathematics

Component: 1-009-001

Maximum Points: 120

General Objective: This objective aims to provide teachers with the knowledge and skills necessary to effectively demonstrate knowledge and understanding of the subject matter.

Specific Objectives:

- Identify changes in laws, rules, regulations, and procedures governing the subject matter.
- Demonstrate an in-depth understanding of content and skills in the specific subject field.
- Communicate accurate knowledge of the subject matter in a language and style appropriate to the learner, regardless of cultural and linguistically various backgrounds.
- Use references, materials, strategies, and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
- Identify and organize a breadth of subject matter knowledge to enable students to approach and inter-relate content from various perspectives, interests, and points of view.
- Demonstrate a breadth of subject matter knowledge to collaborate with colleagues from other subject fields in the integration of instruction.



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- Demonstrate knowledge of current subject field methods, trends, and research that improve student performance.
- Demonstrate applications of the subject field knowledge to real-world situations and links to other disciplines.
- Demonstrate knowledge of district and state curriculum requirements and program of studies and required instruction of the specific subject field.
- Demonstrate progress toward short-and long-term professional goals relating to knowledge of the subject field.

MTSS (RTI/PBS)

Component: 2-100-009

Maximum Points: 120

General Objective: Participants will identify and interpret assessments, both formal and informal, used in the process of screening, eligibility, diagnosis, identification of relevant instructional content, and effectiveness of instruction.

All courses within this component can be used to satisfy a portion (or all) of the 20-hour ESE requirement for Florida teacher recertification (SB1108).

Specific Objectives:

- Analyze the legal and ethical issues pertaining to positive behavior management strategies and disciplinary actions.
- Identify data collection strategies to assess student behavior.
- Analyze individual and group data to select and evaluate proactive interventions that foster appropriate behavior.
- Identify and interpret the essential elements of a functional behavior assessment and a behavior intervention plan.
- Recognize the various concepts and models of positive behavior management.

Multi-Cultural Education

Component: 1-412-001

Maximum Points: 120

General Objective: To explore, research, and develop skills related to multicultural understanding and teaching strategies and enable participants to demonstrate



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knowledge and sensitivity toward the various student population in Sarasota County Schools.

Specific Objectives: Upon successful completion of this activity, participants will be able to:

- Utilize Multicultural Curriculum Guides (K-12), including goals, content, instructional strategies, and student achievement base on the history and culture of the various ethnic groups: Native Americans, African Americans, Hispanic, Caribbean, Asian, and Haitian.
- Utilize multicultural references, materials, strategies, and technologies, i.e., distance learning, Internet, etc., in a manner appropriate to the individual needs of the culturally and linguistically various learners.
- Integrate multicultural content throughout the curriculum.
- Apply knowledge of current multicultural issues and/or research that improves a student's performance.
- Apply conflict resolution interventions appropriate for various learners in the classroom.
- Network with the district's educators, parents, and communities' cultural and linguistic groups.
- Demonstrate knowledge, understand, and sensitivity of various cultural and linguistic groups.
- Develop partnerships with the business world to promote a successful transition from school to work in a various society.
- Develop multicultural activities and materials.
- Develop multicultural activities and materials.
- Assess students' and schools' ongoing processes of multicultural infusion throughout the different subject areas, i.e., respect for cultural variety, use of various assessment methods, incorporating multicultural content in daily lesson plans, etc.
- Utilize varied techniques, experiences, and knowledge of other cultures gained from active participation in the Summer Institute sessions.

National Board Certification

Component: 2-416-001

Maximum Points: 120

General Objective: NBPTS candidates will learn the competencies and skills necessary to complete the National Board Certifications process.

Specific Objectives: Upon successful completion of one or more of the in-service training and professional development strategies of this component, participants will:

- Become aware of the Florida Excellent Teaching Program legislation and its implications on teachers who become National Board Certified.



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- Become conversant concerning the National Board for Professional Teaching Standards process.
- Connect the National Board Certification process to the teaching and learning process resulting in significant student learning results.
- Identify the various field(s) of certification available.
- Identify and understand the standards within the candidate's area of certification.
- Understand the requirements within the portfolio and assessment process of the National Board Certification. Complete the process if candidacy is declared.
- Effectively videotape classes as required.
- Become aware of, and practice, the difference in descriptive, analytical, and reflective writing.
- Collaborate and network with candidates/mentors throughout their specific school, district, and/or region.
- Share successful techniques for completion of National Board candidacy.
- Reflect upon the information presented in sessions to implement.

New Employee Orientation

Component: 8-506-006

Maximum Points: 120

General Objective: This course is a mandatory introduction to the Sarasota County School District for all new employees within the first 60 days of employment.

Specific Objectives: An overview of:

- SCSB Vision, Mission and Values, Organizational Structure and Services, and Customer Service.
- Professional Responsibility, Ethics & Liability Laws
- NeXt Generation Learning
- Technology including ActivBoards
- Discrimination & Harassment Policy
- Employee HR Handbook
- Sarasota Classified Teachers Association (SC/TA)
- Payroll/FRS Retirement
- District Safety & Security
- Bloodborne Pathogens
- Employee Benefits



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NeXT Generation High Schools

Component: 7-007-001

Maximum Points: 120

General Objective: The work associated with this component will provide additional supports and structures outside the school day for transforming the five comprehensive high schools as they move to high performing small learning communities that serve all students. The work will target three separate but interrelated areas: SLC development and implementation, effective guidance practices, and increased support and outcomes for ESE students.

Specific Objectives:

- Participants will demonstrate knowledge about one or more of the three areas of work.
- Participants will demonstrate an ability to utilize data to inform practice.
- Participants will document new learning and applications.
- Participants will create a plan of work connected to their school-based positions, monitor that plan, and assess outcomes.

Next-Generation Content Area Reading Professional Development (NGCAR-PD) Academy

Component: 1-013-009

Maximum Points: 60

General Objective: NGCAR-PD is designed to prepare content area teachers to effectively deliver the reading intervention to students who score at Level 2 in reading on the FCAT and do not need reading instruction in decoding and text reading efficiency.

Specific Objectives:

- To provide information and research about reading in content areas
- To provide vocabulary and comprehension strategies that can be used in the content area classrooms



Next-Generation Content Area Reading Professional Development (NGCAR-PD) Practicum

Component: 1-013-010

Maximum Points: 30

General Objective: NGCAR-PD is designed to prepare content area teachers to effectively deliver the reading intervention to students who score at Level 2 in reading on the FCAT and do not need reading instruction in decoding and text reading efficiency.

Specific Objectives:

- To provide information and research about reading in content areas
- To provide vocabulary and comprehension strategies that can be used in the content area classrooms
- To complete a case study of a Level 2 reader who is utilizing the strategies

Physical Education

Component: 1-011-001

Maximum Points: 120

General Objective: This objective aims to provide teachers with the knowledge and skills necessary to effectively demonstrate knowledge and understanding of the subject matter.

Specific Objectives:

- Identify changes in laws, rules, regulations, and procedures governing the subject matter.
- Demonstrate an in-depth understanding of content and skills in the specific subject field.
- Communicate accurate knowledge of the subject matter in a language and style appropriate to the learner, regardless of cultural and linguistically various backgrounds.
- Use references, materials, strategies, and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
- Identify and organize a breadth of subject matter knowledge to enable students to approach and inter-relate content from various perspectives, interests, and points of view.
- Demonstrate a breadth of subject matter knowledge to collaborate with colleagues from other subject fields in the integration of instruction.
- Demonstrate knowledge of current subject field methods, trends, and research that improve student performance.



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- Demonstrate applications of the subject field knowledge to real-world situations and links to other disciplines.
- Demonstrate knowledge of district and state curriculum requirements and program of studies, and required instruction of the specific subject field.
- Demonstrate progress toward short-and long-term professional goals relating to knowledge of the subject field.

Plant Operation and Maintenance

Component: 8-510-001

Maximum Points: 120

General Objective: To provide maintenance and facilities service personnel with the knowledge, skills, and competencies necessary to effectively maintain a safe, sanitary, healthy, and clean environment.

Specific Objectives: Upon successful completion of this activity, participants will be able to:

- Articulate the vision and mission of the school or department and the district.
- Apply to school, district, state, and federal rules and regulations applicable to the individual's job responsibilities.
- Implement safety procedures in school operations.
- Implement appropriate sanitation and school housekeeping procedures, including floor and carpet care, into the daily work routine.
- Operate, maintain, and perform minor repairs of machinery related to the responsibilities of the position.
- Utilize minor and preventative maintenance procedures, including climate adjustments and energy conservation.
- Maintain grounds at the facility.
- Provide first aid procedures and CPR techniques when necessary.
- Demonstrate the proper use of chemicals.
- Communicate and interact effectively with students, teachers, administrators, parents, and other stakeholders.
- Perform the duties and responsibilities described in the individual's job description.

Pre-Kindergarten

Component: 2-012-001

Maximum Points: 120

General Objective: To provide educators with the knowledge, skills, and competencies necessary to use in the understanding of learning and human development to provide a



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positive learning environment that supports the intellectual, personal, and social development of all students.

Specific Objectives:

- Recognize the developmental level of each student as indicated by behaviors, writings, drawings, and other responses, etc.
- Stimulate student reflection on previously acquired knowledge and link new knowledge and ideas to already familiar ideas.
- Incorporate an extensive repertoire of activities, strategies, technologies, and materials to engage the learner and to accommodate different student learning needs, developmental levels, and experiential backgrounds.
- Implement appropriate provisions for individual students based on their learning needs and developmental levels.
- Develop instructional curriculum with attention to learning theory, subject matter structure, curriculum development, and student development.
- Present concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development.
- Develop short-and long-term personal and professional goals relating to human development and learning.

Reading Endorsement Competency 1 Language

Component: 1-013-006

Maximum Points: 60

General Objective: The purpose of this component is to provide the opportunity to develop substantive knowledge of language structure, function, and cognition for each of the five major components of the reading process. Upon successful completion of the component, participants will be able to: analyze and apply the basic concepts of phonology as they relate to language development; recognize and apply structural analysis as they relate to words; understand the role of fluency in reading development; apply principles of morphemic analysis; and understand the impact of different text structures on the construction of meaning.

The participants will demonstrate mastery at or above an 80% level of all required indicators as determined by pre/post-test or other valid measures and will complete any other assessment procedures required by the instructor as referenced in the matrix on page 5 of this document.

Specific Objectives:

- Phonemic Awareness



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- Identify and apply basic concepts of phonology as they relate to language development and reading performance (e.g., phonological processing, inventory of phonemes, phonemic awareness skills, phonemic analysis)
- Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language & dialect differences)
- Phonics
 - Identify structural patterns of words as they relate to reading development and reading performance (e.g., inventory of orthographic representations, syllable conventions; spellings of prefixes, root words, affixes)
 - Apply structural analysis to words (e.g., orthographic analysis, spelling morphologies, advanced phonics skills)
- Fluency
 - Identify the principles of reading fluency as they relate to reading development
 - Understands the role of reading fluency in the development of the reading process
- Vocabulary
 - Identify and apply principles of English morphology as they relate to language acquisition (e.g., identify meanings of morphemes, inflectional and derivational morphemes, morphemic analysis)
 - Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.)
- Comprehension
 - Identify principles of syntactic function as they relate to language acquisition and reading development (e.g., phrase structure, types of sentences, sentence manipulations)
 - Understands the impact of variations in the written language of different text structures on the construction of meaning
 - Identify cognitive task levels and the role of cognitive development in the construction of the meaning of a variety of texts (e.g., knowledge, comprehension, application, analysis, synthesis, evaluation)
 - Understands the transactive nature of the reading process in constructing meaning from a wide variety of texts and for a variety of purposes (e.g., text connections: within texts, across texts, from text to self, from text to world)
 - Integration of the major reading components.
 - Identify language characteristics related to informal language and cognitive academic language.
 - Identify language characteristics related to informal language and cognitive academic language.
 - Identify phonemic, semantic, and syntactic variability between English and other languages.



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- Understands the interdependence between each of the major reading components and their effect upon fluency in the reading process (e.g., reading rate: phonological processing and construction of meaning)
- Understands the interdependence between each of the major reading components and their effect upon comprehension (e.g., construction of meaning: vocabulary, fluency)
- Understands the impact of dialogue, writing to learn, and print environment upon reading development

Activities:

- Participants will be expected to apply knowledge from this component to classroom practice. The following activities may be independent or collaborative, and may include, but are not limited to:
- Complete a Classroom Communication Checklist on a student to identify underlying language concerns in listening, speaking, reading, writing.
- Review Curriculum Standards and identify underlying language skills needed to access Language Arts curriculum
- Identify phonemes in the English language.
- Model activities that address each level of phonemic awareness.
- Model prosody and intonation relative to meaning in oral and written language.
- Model lesson on teaching vocabulary.
- Review strategies for teaching vocabulary across grade levels.
- Identify strategies teachers can use to build vocabulary before, during, and after students read the text.
- Identify a variety of syntactical structures within a literary context.
- Identify effective strategies for word recognition and comprehension.
- Develop a language lesson incorporating levels of cognition.
- Review current literature on language and literacy.
- Identify explicit, systematic instructional plans for scaffolding development of cognition and comprehension skills.
- Identify and examine resources and practices that create a language-rich and print-rich environment.
- Select appropriate materials that address cultural and language differences.

Methods of Delivery:

- Lecture
- Demonstration
- Cooperative group activities
- Discussion
- Review and summary of professional journal articles

Evaluation Procedures:

- Pre/Post Test



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- Rubric/Checklist for Performance/Product Based Assessments
- Participant Portfolio

Reading Endorsement Competency 2 for-PD

Component: 1-013-002

Maximum Points: 60

General Objectives: Understand the principles of scientifically-based reading research in scaffolding each of the major components of the reading process toward student mastery. This course also satisfies Competency 2 of the 300 hour k-12 Reading Endorsement, prerequisite course for REESOL, and a prerequisite to CAR-PD.

Specific Objectives: Participants will identify the five areas of reading.

- Participants will identify comprehensive instructional plans that synchronize the major reading components (e.g., lesson plan, structural analysis, morphemic analysis, reciprocal teaching, rereading, etc.)
- Participants will identify an explicit, systemic plan for scaffolding content area vocabulary development and reading skills.
- Participants will identify resources and research-based practices that create both language-rich and print-rich proficiency.
- Participants will identify research-based guidelines and selection tools for choosing literature and expository text appropriate to students' interests and independent reading proficiency.

Reading Endorsement Competency 3 Assessment

Component: 1-013-003

Maximum Points: 60

General Objectives: In this component, teachers will gain an understanding of the role of assessment in identifying students' reading needs in the five important components of reading, guiding reading instruction, and evaluating progress. Teachers will learn to identify, administer, and interpret data gained from the assessments. Types of assessments will include screening, diagnosis, and progress monitoring assessments. Upon successfully completing the course, teachers will be able to choose and administer appropriate reading assessments, differentiate instruction, and monitor and evaluate student progress.

The participants will demonstrate mastery at or above an 80% level of all required indicators as determined by pre/post-test or other valid measures and will complete any



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other assessment procedures required by the instructor as referenced in the Matrix found on page 5 of this document.

Specific Objectives:

- Describe or recognize appropriate test formats and types of test items for assessing the major elements of reading growth: phonemic awareness, phonics, fluency, vocabulary, and reading comprehension
- Understands the role of assessment in planning instruction to meet student learning needs
- Interpret students' formal and informal test results.
- Identify measurement concepts and characteristics and use of norm-referenced and criterion-referenced tests.
- Understand the meaning of test reliability and validity, and describe major types of derived scores from standardized tests
- Demonstrate knowledge of the characteristics, administration, and interpretation of both quantitative and qualitative instructional assessments (including each of the following: screening, diagnosis, progress monitoring, and outcome measures).
- Analyze data to identify trends that indicate adequate progress in student reading development.
- Understand how to use data to differentiate instruction (grouping strategies, the intensity of instruction: ii vs. iii)
- Understand how to interpret data with the application of instruction that matches students with an appropriate level of intensity of intervention (in whole class, small group, one-to-one), with appropriate curricular materials, and with appropriate strategies.
- Identify appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time.
- Identify interpretive issues that may arise when English language tests are used to assess reading growth in LEP students
- Identify reading assessment techniques appropriate for diagnosing and monitoring the reading progress of LEP students and students with disabilities in the area of reading.

Activities:

- Discussion of professional articles and topics found in the resource text
- Access, interpretation, and analysis of classroom and school data
- Using school data to differentiate classroom instruction
- Using data to aid in the selection of core and supplemental reading programs, materials, and instructional strategies
- Recognizing data's role in initial instruction and immediate intensive intervention
- Analysis of assessment reliability and validity



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Methods of Delivery: Teachers will participate in an online reading course provided by Dr. Laura Hassler through FSU Learning Systems Institute. This is a web-based class.

Evaluation Procedures:

- Action research project
- Individual professional development plan
- Final examination

Reading Endorsement Competency 4 DI

Component: 1-105-015

Maximum Points: 60

General Objectives: The purpose of this component is to increase teacher knowledge and skill at providing reading instruction for various learners, including students with language and cognitive differences. Participants will learn to use reading assessment data to differentiate instruction and use scientifically based reading research to inform their practice. Upon successfully completing the components, participants will provide instruction for small groups of students with similar needs.

The participants will demonstrate mastery at or above an 80% level of all required indicators as determined by pre/post-test or other valid measures and will complete any other assessment procedures required by the instructor as referenced in the Matrix found on page 5 of this document.

All courses within this component can be used to satisfy a portion (or all) of the 20 hour ESE requirement for Florida teacher recertification (SB1108).

Specific Objectives for Foundations of Differentiation

- Identify the characteristics of both language and cognitive development and their impact on reading proficiency.
- Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.
- Identify language acquisition characteristics of learners from the mainstream, students with exceptional needs, and various populations.
- Identify stages of reading development for various learners, including mainstream students, LEP students, and students with disabilities in reading.
- Identify common difficulties in the development of each of the major reading components.
- Understands specific appropriate reading instructional accommodations for students with exceptional needs and LEP students.
- Identify principles of differentiating instruction for all students in mainstream classes, including students with disabilities in reading, and LEP students.



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- Identify strategies effective and more skilled readers use for word recognition and comprehension in contrast to those strategies used by beginning and/or struggling readers.
- Select appropriate materials that address cultural and linguistic differences.
- Identify structures and procedures for monitoring student reading progress.

Specific Objectives for Application of Differentiated Instruction

- Apply knowledge of scientifically based reading research in each of the major reading components related to reading instruction (phonemic awareness, phonics, vocabulary, fluency, comprehension).
- Apply research-based practices and materials for preventing and accelerating both language and literacy development.
- Identify techniques for scaffolding instruction for children having difficulty in each of the five major components of reading growth
- Apply research-based instructional practices for developing students' phonemic awareness.
- Apply research-based instructional practices for developing students' phonics skills and word recognition.
- Apply research-based instructional practices for developing students' reading fluency, automaticity, and reading endurance.
- Apply research-based instructional practices for developing both general and specialized content area vocabulary.
- Apply research-based instructional practices for developing students' critical thinking skills.
- Apply research-based instructional practices for facilitating reading comprehension.
- Apply knowledge of language to instruction in working with LEP students that are at different levels of oral proficiency.
- Identify instructional strategies to facilitate students' metacognitive skills in reading.
- Identify reliable and valid assessment procedures to validate instructional applications.
- Identify and set goals for instruction and student learning based on assessment results to monitor student progress.

Activities:

- Participants will receive instruction using the Foundations and Application of Differentiated Instruction modules designed by FLARE and approved by Just Read Florida as meeting the objectives of competencies 4 and 5. Some of the activities in which participants will engage include, but are not limited to:
 - Action research
 - Investigative activities
 - Professional review and reflection



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- Administration and interpretation of reading assessments and their data

Methods of Delivery:

- Lecture
- Small group differentiation of instruction
- Jigsaw of professional articles

Evaluation Procedures:

- Reflection log
- Lesson plan
- An action plan based on the identification of student performance difficulties

Reading Endorsement Comp 5 Practicum

Component: 1-013-005

Maximum Points: 60

General Objectives: This component is designed to be the culminating experience of the reading endorsement add-on program. Participants will demonstrate their ability to integrate the content of all of the previous components and their research into classroom practice with students.

The participants will demonstrate mastery at or above an 80% level of all required indicators as determined by pre/post-test or other valid measures and will complete any other assessment procedures required by the instructor as referenced in the Matrix found on page 5 of this document.

Specific Objectives:

- Applies knowledge of language development, literacy development, and assessment of instructional practices.
- Demonstrate knowledge of research-based instructional practices for developing students' phonemic awareness.
- Demonstrate knowledge of research-based instructional practices for developing phonics skills and word recognition. Demonstrate knowledge of research-based instructional practices for developing reading fluency, automaticity, and reading endurance.
- Demonstrate knowledge of research-based practices for developing both general and specialized content area vocabulary. Demonstrate knowledge of research-based instructional practices for facilitating reading comprehension
- Demonstrate knowledge of instruction to facilitate students' metacognitive efficiency in reading.
- Demonstrate knowledge of research-based instructional practices for developing critical thinking and content area reading skills



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- Demonstrate knowledge of goal setting and monitor student progress with appropriate instructional application that promotes increases in student learning trends in reading over time.
- Demonstrate knowledge of differentiating instruction for all students in mainstream classes, including students with disabilities in reading and LEP students.
- Demonstrate instructional skills in working with LEP students that are at different levels of oral proficiency.
- Demonstrate knowledge of creating both language-rich and print-rich environments.

Activities:

- Participants will attend an orientation meeting and periodic collaborative group meetings to discuss the expectations of the component and to address issues and experiences while having provided service to students. The practicum instructor will observe participants within the classroom setting. The practicum instructor will provide feedback on instructional practice and competence in demonstrating research-based best practices appropriate for the students being served.
- Participants will maintain a portfolio consisting of lesson plans, anecdotal information, and reflection about practice within the instructional setting.
- Participants will choose one of his/her students on whom to conduct a case study. The case study will include an initial report of student background, data gathering of reading assessment results, strengths, and areas of need in student's reading ability, diagnostic plan for addressing student's instructional needs, a weekly reflection on student progress and adjustment to plan as needed, re-administration of assessments to determine progress at the end of the semester, and final reflection on student progress.

Methods of Delivery:

- Discussion
- Reflection on practice with component
- Observation

Evaluation Procedures:

- Observation of competence by the component instructor
- Clinical portfolio
- Case study on individual student



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Reading Training

Component: 1-013-001

Maximum Points: 120

General Objective: This objective aims to provide teachers with the knowledge and skills necessary to effectively demonstrate knowledge and understanding of the subject matter.

Specific Objectives:

- Identify changes in laws, rules, regulations, and procedures governing the subject matter.
- Demonstrate an in-depth understanding of content and skills in the specific subject field.
- Communicate accurate knowledge of the subject matter in a language and style appropriate to the learner, regardless of cultural and linguistically various backgrounds.
- Use references, materials, strategies, and technologies of the subject field in a manner appropriate to the developmental stage of the learner, including multisensory, sequential, systematic, and explicit instruction.
- Identify and organize a breadth of subject matter knowledge to enable students to approach and inter-relate content from various perspectives, interests, and points of view.
- Demonstrate a breadth of subject matter knowledge to collaborate with colleagues from other subject fields in the integration of instruction.
- Demonstrate knowledge of current subject field methods, trends, and research that improve student performance.
- Demonstrate applications of the subject field knowledge to real-world situations and links to other disciplines.
- Demonstrate knowledge of district and state curriculum requirements and program of studies and required instruction of the specific subject field, including multisensory, sequential, systematic, and explicit instruction.
- Demonstrate progress toward short-and long-term professional goals relating to knowledge of the subject field.

REESOL

Component: 1-013-008

Maximum Points: 100

General Objective: This component is designed for teachers who have earned their ESOL endorsement through coursework and wish to earn their reading endorsement.



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Teachers will receive 80 hours from the Reading Endorsement/ESOL crosswalk. This course will meet the objectives not previously met in the crosswalk that is part of reading endorsement competencies 1, 3, 4, and 5.

The participants will demonstrate mastery at or above an 80% level of all required indicators as determined by pre/post-test or other valid measures and will complete any other assessment procedures required by the instructor as referenced in the Matrix found on page 5 of this document.

Specific Objectives:

- Understands language structure and function and cognition for the five components of reading.
- Identifies the principles of reading fluency related to reading development.
- Identify and apply the principles of differentiated instruction for all students regarding all reading components.
- Identify and interpret appropriate reading assessments to guide reading instruction
- Demonstrate knowledge of instruction to facilitate students' metacognitive efficiency in reading.
- Demonstrate knowledge of research-based instructional practices for developing critical thinking and content area reading skills
- Demonstrate knowledge of goal setting and monitor student progress with appropriate instructional application that promotes increases in student learning trends in reading over time.
- Identify strategies for vocabulary development used by skilled readers.
- Understands the nature of the reading process in constructing meaning from a wide variety of texts.
- Demonstrate knowledge of creating both language-rich and print-rich environments.

Activities: Participants will attend all class sessions and actively participate in collaborative discussions and assignments.

Methods of Delivery:

- Discussion
- Reflection
- Demonstration

Evaluation Procedures:

- Action Research
- Response to assigned readings



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Safe and Orderly Schools

Component: 6-511-001

Maximum Points: 120

General Objective: To identify and demonstrate behavior management components and strategies to develop individual school discipline plans that will result in safe and orderly schools.

Specific Objectives: The participants will:

- Develop and understand the philosophy of school-based discipline.
- Identify behavior management components.
- Recall and demonstrate behavior management strategies.
- Identify behavior management performance outcomes and indicators.
- Describe and analyze behavioral expectations by school, community, and environment.
- Describe evaluation methods of individual school-based behavioral management plans.
- Identify and develop prevention programs for substance abuse and violence prevention.
- Develop school-wide programs and activities on Character Education
- Describe ways to increase student participation in community projects.
- Develop school-wide programs and activities emphasizing cultural variety.
- Recall methods to establish classrooms as model communities for students to learn citizenship.
- Describe ways to increase student participation in the election process.

School Advisory Council

Component: 8-514-003

Maximum Points: 120

General Objective: To provide educators with knowledge, skills, competencies necessary to carry out the mission, vision, and goals as set forth by the School Advisory Council.

Specific Objectives:

- Assist in the development of a Strategic Plan for Excellence.
- Establish guidelines for operation.
- Establish guidelines for meetings.
- Assist in preparation of the School Public Accountability Report.
- Prepare and distribute information on plan progress and implementation.
- Meet 5-star school award requirements.



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School Improvement

Component: 8-512-001

Maximum Points: 120

General Objective: To provide all stakeholders (educators, parents, businesses, and community partners) with the appropriate tools, knowledge, and skills to develop and implement a functional school improvement plan, which leads to increased student achievement and school effectiveness.

Specific Objectives:

- Apply a specific training and/or professional development activity to achieve the objectives of a school improvement plan.
- Actively participate in the development and implementation of the school improvement plan.
- Develop a working knowledge of the specific school improvement plan at the worksite.
- Utilize teaching and learning strategies, which reflect each student's culture, learning styles, special needs, and socioeconomic background.
- Utilize assessment strategies (traditional and alternate) to assist in the continuous development of the learner.
- Plan, implement and evaluate effective instruction in a variety of learning environments.
- Demonstrate an understanding of learning and human development processes to provide a positive learning environment, which supports the intellectual, personal, and social development of all students.
- Create and maintain a positive learning environment in which students are actively engaged in learning, social interaction, cooperative learning, and self-motivation.
- Utilize effective communication techniques with students and all other stakeholders.
- Utilize appropriate technology in teaching and learning processes.
- Collaborate with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students.
- Participate in a needs assessment process and continuous professional quality improvement for self and school.



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Science

Component: 1-015-001

Maximum Points: 120

General Objective: This objective aims to provide teachers with the knowledge and skills necessary to effectively demonstrate knowledge and understanding of the subject matter.

Specific Objectives:

- Identify changes in laws, rules, regulations, and procedures governing the subject matter.
- Demonstrate an in-depth understanding of content and skills in the specific subject field.
- Communicate accurate knowledge of the subject matter in a language and style appropriate to the learner, regardless of cultural and linguistically various backgrounds.
- Use references, materials, strategies, and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
- Identify and organize a breadth of subject matter knowledge to enable students to approach and inter-relate content from various perspectives, interests, and points of view.
- Demonstrate a breadth of subject matter knowledge to collaborate with colleagues from other subject fields in the integration of instruction.
- Demonstrate knowledge of current subject field methods, trends, and research that improve student performance.
- Demonstrate applications of the subject field knowledge to real-world situations and links to other disciplines.
- Demonstrate knowledge of district and state curriculum requirements and program of studies and required instruction of the specific subject field.
- Demonstrate progress toward short-and long-term professional goals relating to knowledge of the subject field.

Social Studies

Component: 1-016-001

Maximum Points: 120

General Objective: The purpose of this objective is to provide teachers with the knowledge and skills necessary to effectively demonstrate knowledge and understanding of the subject matter.

Specific Objectives:



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- Identify changes in laws, rules, regulations, and procedures governing the subject matter.
- Demonstrate an in-depth understanding of content and skills in the specific subject field.
- Communicate accurate knowledge of the subject matter in a language and style appropriate to the learner, regardless of cultural and linguistically various backgrounds.
- Use references, materials, strategies, and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
- Identify and organize a breadth of subject matter knowledge to enable students to approach and inter-relate content from various perspectives, interests, and points of view.
- Demonstrate a breadth of subject matter knowledge to collaborate with colleagues from other subject fields in the integration of instruction.
- Demonstrate knowledge of current subject field methods, trends, and research that improve student performance.
- Demonstrate applications of the subject field knowledge to real-world situations and links to other disciplines.
- Demonstrate knowledge of district and state curriculum requirements and program of studies and required instruction of the specific subject field.
- Demonstrate progress toward short-and long-term professional goals relating to knowledge of the subject field.

STEM

Component: 1-015-002

Maximum Points: 120

General Objective: STEM is the instruction of Science, Technology, Engineering, and Mathematics in various combinations with one another.

Specific Objectives:

- Provide access and opportunities for students to engage in rigorous STEM-related activities and programs of study.
- Implement a coherent, challenging, and rigorous STEM-related curriculum and instruction.
- Prepare teachers to effectively deliver high-quality instruction in STEM-related courses using instructional technology to enhance student's experiences.



Structured Literacy through a Multi-Sensory Approach

Component: 2-408-009

Maximum Points: 20

General Objective: Developed by the Florida Department of Education, in partnership with the Personnel Development Support Project at the Florida Center for Interactive Media at Florida State University the purpose of this course is to assist K-12 classroom teachers in developing a deeper knowledge of how to build foundational reading skills in students. It provides tools and resources regarding multi-sensory structured literacy instruction intended to close the achievement gap between struggling readers, including students with disabilities and dyslexia, and their grade level peers.

Links to Priority Initiatives: Alignment of the targeted professional learning with key district priorities.

- Assessment and tracking student progress
- Continuous Improvement practices
- Instructional design and lesson planning
- Mastery of a specific instructional practice - Structured Literacy

Florida PD Protocol Standards Supported:

- **Educator Level**
 - Planning - 1.1.1.
 - Learning - 1.2.3., 1.2.5.
 - Implementing - 1.3.1, 1.3.3.
- **School Level**
 - Learning - 2.2.3, 2.2.5.
 - Implementing - 2.3.3.
- **District Level**
 - Planning - 3.1.3., 3.1.5.
 - Learning - 3.2.3., 3.2.5.
 - Implementing - 3.3.3.

Impact Area(s):

- Study leading to deep understanding of the practice (s), standard (s), and/or process(es) targeted

Specific Learner Outcomes: Upon completion of this course, participants will understand or be able to do the following:

- Describe the elements of structured literacy.
- Discuss a multi-sensory approach to learning through the lens of structured literacy.



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- Relate the core principles of instruction that guide how the elements of structured literacy are taught.
- Describe the components of phonology through the lens of a structured literacy, multi-sensory approach to learning.
- Discuss how teaching the components of phonology through a multi-sensory approach addresses the varying needs of various learners.
- Implement activities for teaching the components of phonology utilizing a multi-sensory approach.
- Describe the components of phonology through the lens of a structured literacy, multi-sensory approach to learning.
- Discuss how teaching the components of phonology through a multi-sensory approach addresses the varying needs of various learners.
- Implement activities for teaching the components of phonology utilizing a multi-sensory approach.
- Describe the components of phonology through the lens of a structured literacy, multi-sensory approach to learning.
- Discuss how teaching the components of phonology through a multi-sensory approach addresses the varying needs of various learners.
- Implement activities for teaching the components of phonology utilizing a multi-sensory approach.
- Describe the components of phonology through the lens of a structured literacy, multi-sensory approach to learning.
- Discuss how teaching the components of phonology through a multi-sensory approach addresses the varying needs of various learners.
- Implement activities for teaching the components of phonology utilizing a multi-sensory approach.
- Describe the components of phonology through the lens of a structured literacy, multi-sensory approach to learning.
- Discuss how teaching the components of phonology through a multi-sensory approach addresses the varying needs of various learners.
- Implement activities for teaching the components of phonology utilizing a multi-sensory approach.



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Student Services (Guidance, Psychologists, Social Workers, Health Services)

Component: 8-420-001

Maximum Points: 120

General Objective: To provide student services staff with the knowledge, skills, and competencies necessary to effectively demonstrate knowledge and understanding of appropriate services.

Includes psychologists, guidance, social, and health care workers.

Specific Objectives:

- Upon successful completion of this activity, participants will be able to:
- Integrate changes in laws, rules, regulations, and procedures governing student services into services provided.
- Articulate an understanding of content, skills, and services appropriate to student services.
- Communicate accurate knowledge about student services in a language and style appropriate to the learner, regardless of cultural and linguistically various backgrounds.
- Utilize references, materials, strategies, and technologies for student services in a manner appropriate to the developmental stage of the learner.
- Organize a breadth of student services knowledge to enable students to approach and interrelate content from various perspectives, interests, and points of view.
- Collaborate with colleagues from other subject fields to integrate student services into the classroom.
- Apply current practices in student services methods, trends, skills, and research that improve student performance.
- Apply student services knowledge and skills to real-world situations and links to other disciplines.
- Integrate District and State curriculum requirements, including student-health curriculum and Student Health Sunshine Standards into the student services process.
- Develop short- and long-term professional goals relating to knowledge in student services.



Substitute Teacher Training

Component: 8-506-003

Maximum Points: 120

General Objective: Provide the substitute teacher with instructional strategies to effectively manage classrooms and teach content.

Specific Objectives: Upon successful completion of one or more of the in-service training and professional development strategies. Participants will:

- Demonstrate awareness of districts' professional expectations.
- Demonstrate an understanding of effective classroom management techniques.
- Become familiar with instructional strategies for temporary teaching.
- Demonstrate awareness of aspects of working with students.
- Become familiar with administrative tasks related to substitute teachers.

Technology for the Various Classroom

Component: 3-100-003

Maximum Points: 20

General Objective:

This course has been designed to assist in identifying the components and frameworks of Universal Design for Learning, instructional technology, accessible educational materials, and assistive technology. The course will address these frameworks and how to use them to support various learners in the classroom.

Specific Objectives: Participants will be able to do the following:

- Reflect and discuss the classroom, learner variability, and use of technology.
- Distinguish between Content or Method Standards
- Explore UDL resources
- Develop a Choice Assignment for a content standard
- Explore IT resources
- Identify various types of accessible instructional materials (AIM)
- Explore a variety of AIM resources
- Evaluate district or school-based instructional material for accessibility and flexibility
- Explore AT resources
- Consider assistive technology tools for students with disabilities
- Develop a lesson plan that integrates UDL, instructional technology, accessible instructional materials, and assistive technology



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- Identify district and school resources to support the use of Universal Design for Learning, instructional technology, accessible instructional materials, and assistive technology

Technology to Support Reading Comprehension

Component: 3-100-002

Maximum Points: 20

General Objective:

This course is designed to provide a deeper understanding of the process of reading comprehension, evidence-based instructional practices for teaching reading comprehension, and to introduce a variety of technology supports and tools that can be used by educators and students to enhance the understanding of text. This knowledge will enable participants to recognize the complexity of reading comprehension, where students may need support in acquiring content, and what educators can do to provide needed support.

Specific Objectives: Participants will be able to:

- Comprehend the National Assessment of Educational Progress (NAEP) data and its implications for reading instruction.
- Identify the kinds and characteristics of readers categorized by the Simple View of Reading.
- Recognize the accompanying conditions and impact of a reading disability.
- Explain Florida's Multi-Tiered System of Supports (MTSS)
- Explore various projects, entities, and resources available to educators supporting literacy.
- Define what is meant by Universal Design for Learning (UDL).
- Define Instructional and Assistive Technology.
- Define reading comprehension.
- Identify the three elements of reading comprehension and how they interrelate.
- Explain processes, strategies, and techniques good readers use to understand text.
- Define and understand evidence-based reading comprehension processes and why they are essential for student reading development.
- Recognize which of Florida's standards you are implementing.
- Know and understand B.E.S.T. Standards implementation.
- Demonstrate understanding of "What Matters" with the standards and their design.



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- Interpret the difference between literary and information text.
- Acknowledge access to standards for ALL students.
- Define evidence-based practice.
- Explain the features of explicit instruction.
- Access supports and tools for scaffolding student learning.
- Demonstrate an understanding of ways to intensify instructional delivery.
- Demonstrate understanding that the use of technology should be inclusive for all students to support their learning.
- Identify characteristics of growth and fixed mindset when using technology to support learning.
- Define Accessible Educational Materials (AEM) and understand its legal requirement under the IDEA for students with disabilities.
- Demonstrate an understanding of the Universal Design for Learning (UDL) Guidelines.
- Access technology that supports reading comprehension.

Transfer Credit

Component: 8-506-004

Maximum Points: 120

General Objective: To provide an individual with credit for in-service earned from another county.

Specific Objectives: Credit already earned from another district.

Transition

Component: 8-100-002

Maximum Points: 60

General Objective: Participants will gain skills to enhance transition opportunities across various settings for students with disabilities. Challenges for individuals in the transition process will be examined, along with resources and strategies to provide successful post-school outcomes.



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All courses within this component can be used to satisfy a portion (or all) of the 20-hour ESE requirement for Florida teacher recertification (SB1108).

Specific Objectives:

- Identify activities relevant to the four stages of career development (i.e., awareness, exploration, preparation, and placement).
- Identify the essential domains of transition planning (e.g., personal/social, general community functioning, and leisure/recreational) for students with disabilities.
- Demonstrate knowledge of transition planning using student and family preferences to develop desired post-school outcomes.
- Identify resources and strategies to assist in students functioning effectively in various environments to which they will be transitioning.

Transportation Services

Component: 8-515-001

Maximum Points: 120

General Objective: Improve knowledge of skill areas necessary to effectively perform duties as school bus drivers and become informed of changes in the law, state rules or operating policies, and practices affecting student transportation.

Specific Objectives: Upon successful completion of one or more of the in-service training and professional development strategies, participants will.

- Demonstrate skills in areas of defensive driving, safe vehicle operation, school bus evacuation techniques, pre-trip inspection, first aid, CRP specific to bus drivers, and fire suppression.
- Demonstrate knowledge in state laws, state school board rules, local board policy, and procedure, as well as safe operating rules and practices.
- Demonstrate physical skills involved in routine handling of physically disabled students, as well as specific evacuation procedures.
- Recognize differences and exceptionalities of exceptional students.
- Expand knowledge of student management and discipline, learn assertive skills, and demonstrate their practical application to student control.
- Demonstrate the ability to write clear student referrals in order to communicate with school-based administrators about student behavior problems.
- Become aware of aggression control techniques (ACT) related to dealing with severely emotionally disturbed students.
- Learn how to interact with parents, the public, and other school personnel in a positive manner and learn basic phrases for communicating with non-English speaking students and parents.



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Unspecified Training

Component: 2-408-005

Maximum Points: 120

General Objective: To provide participants with the knowledge, skills, and competencies necessary to effectively improve student achievement. This component is created to capture any training that cannot be classified under existing components.

Specific Objectives: Participants will be able to:

- Apply the knowledge and skills gained to the classroom.
- State at least three (3) ideas gained from the activity.
- Share the benefits gained with a colleague.

Understanding Poverty – Ruby Payne

Component: 2-100-008

Maximum Points: 120

General Objective: Activities in this training will promote an awareness of key points about poverty, effective discipline interventions, and learning strategies, which can help all students with special attention focused on students from poverty.

All courses within this component can be used to satisfy a portion (or all) of the 20-hour ESE requirement for Florida teacher recertification (SB1108).

Specific Objectives:

- Develop an awareness of key points about poverty.
- Examine the hidden rules among classes.
- Analyze the eight resources of a student.
- Understand the importance of language, story structure, and cognition.
- Reflect on students' language registers.
- Understand the family structure and resulting behavior patterns in generational poverty.
- Learn about student behaviors related to poverty.
- Identify discipline interventions that are effective. Understand the basic concepts of learning.
- Discover learning structures inside the head: the What, the Why, and How.



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- Use mental models for translating the concrete to the abstract.
- Use mental models to build cognitive capacity in students for planning and controlling impulsivity.
- Learn several strategies for learning vocabulary essential to lesson content and abstractions.
- Understand how to provide students with a systematic approach, plan, and procedures to complete all portions of each academic task.
- Reflect on ways to enable students to sort the important from the unimportant using patterns.
- Build cognitive capacity for making questions in the minds of students.

University Credit

Component: 8-506-005

Maximum Points: 120

General Objective: To provide teachers with recertification credit for university coursework

Specific Objectives: Participants will be able to:

- Satisfy requirements for recertification
- Meet School Improvement Plan goals.
- Meet Professional Development plan goals.
- Gain skills and/or knowledge of Educator Accomplished Practices.

Writing

Component: 1-017-001

Maximum Points: 120

General Objective: The purpose of this objective is to provide teachers with the knowledge and skills necessary to effectively demonstrate knowledge and understanding of the subject matter.

Specific Objectives:

- Identify changes in laws, rules, regulations, and procedures governing the subject matter.
- Demonstrate an in-depth understanding of content and skills in the specific subject field.
- Communicate accurate knowledge of the subject matter in a language and style appropriate to the learner, regardless of cultural and linguistically various backgrounds.



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- Use references, materials, strategies, and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
- Identify and organize a breadth of subject matter knowledge to enable students to approach and inter-relate content from various perspectives, interests, and points of view.
- Demonstrate a breadth of subject matter knowledge to collaborate with colleagues from other subject fields in the integration of instruction.
- Demonstrate knowledge of current subject field methods, trends, and research that improve student performance.
- Demonstrate applications of the subject field knowledge to real-world situations and links to other disciplines.
- Demonstrate knowledge of district and state curriculum requirements and program of studies, and required instruction of the specific subject field.
- Demonstrate progress toward short-and long-term professional goals relating to knowledge of the subject field.

Description of Activities: Participants will engage in and successfully complete one or a combination of in-service and professional development activities listed below:

- Conference/Seminar Participation
- Demonstration/Observation
- College Course
- Independent Study
- Learning Teams/Study Groups
- Special Projects
- Action Research
- Share Best Practices
- Journal/Log/Portfolio
- Application Activity
- Study Group

Evaluation: In-service is earned when 80% of the objectives are demonstrated in compliance with State Statutes and State Board of Education Rules, as verified by the instructor.

If a workshop is the means of component knowledge acquisition, participants must complete a workshop evaluation form to assess the effectiveness of both the component training activity's content and delivery.

Valid means of measurement may include, but are not limited to:

- Test (pre and post)
- Completed project/product
- Demonstration of competency



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- Other



September 17, 2024 Board Meeting
Agenda Item 8.

Title

APPROVAL OF THE AMENDED AND RESTATED AGREEMENT BETWEEN THE UNIVERSITY OF WEST FLORIDA AND THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA

Description

The amended and restated agreement will allow students pursuing education and social work degrees at University of West Florida to complete classroom observations, field experiences and final clinical teaching and social work internships, related to their classroom instruction and degree path, with the Sarasota County Schools.

Gap Analysis

Sarasota County Schools is amending the affiliation agreement with University of West Florida to include social work internships.

A partnership with the University of West Florida will allow us to provide clinical experiences to their students and provide us with the opportunity to “grow our own” educators through the different degree programs available at University of West Florida.

Previous Outcomes

We currently have affiliation agreements with 19 institutions of higher learning and hosted twenty clinical/final internships and 54 Field Experience/Observations from 12 of these institutions during the Spring of 2024 semester.

Expected Outcomes

An amended and restated agreement with University of West Florida will broaden the partnership we have with this institution of higher learning, therefore increasing the pool of highly qualified applicants for vacant teaching positions.

Strategic Plan Goal

Pillar 3 - Every Employee Valued

Priority 1 - Recruit, Recognize, and Retain

Priority 4 - Implement Innovative Staffing Practices

Recommendation

That the amended and restated agreement between University of West Florida and School Board of Sarasota County, Florida be approved as presented.

Contact Information

SETH GARDNER seth.gardner@sarasotacountyschools.net

DANIELLE SCHWIED danielle.schwied@sarasotacountyschools.net

ASHLEY ROMADKA ashley.romadka@sarasotacountyschools.net

MICHAEL KEMP michael.kemp@sarasotacountyschools.net

Financial Impact

N/A

ATTACHMENTS:

Description	Upload Date	Type
UWF SCSB Intern Placement 2023 Amended Restated	8/30/2024	Cover Memo

AMENDED AND RESTATED AGREEMENT

THIS AGREEMENT is made and entered into as of this fourteenth day of August, 2024 by and between

THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA

(hereinafter referred to as “SBSC”),
a body corporate and political subdivision of the State of Florida, whose principal place of
business is
1960 Landings Boulevard, Sarasota, FL 34231

And

The University of West Florida Board of Trustees
(hereinafter referred to as “UNIVERSITY”), whose principal place of business is
11000 University Pkwy,
Pensacola, FL 32514

WHEREAS, SBSC and UNIVERSITY wish and intend by this Agreement set forth the terms and conditions of engaging in a cooperative program for the field placement of selected University Students enrolled at UNIVERSITY with the mutual objective of preparing students for entry into the teaching or social work professions (hereinafter referred to as the “Program”); and

WHEREAS, SBSC and UNIVERSITY entered into that certain agreement dated June 6, 2023 and desire to amend that agreement to include the social work profession in the Program.

NOW, THEREFORE, in consideration of the premises and of the mutual covenants contained herein and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties hereby agree as follows:

ARTICLE 1 – RECITALS

1.01 **Recitals.** The parties agree that the foregoing recitals are true and correct and that such recitals are incorporated herein by reference. This Agreement supersedes and fully replaces the Agreement executed between the parties dated June 6, 2023.

ARTICLE 2 – SPECIAL CONDITIONS

2.01 **Term of Agreement.** The term of this Agreement shall commence upon execution of this Agreement by all parties and continue until terminated by either party pursuant to Section 3.05 of this Agreement.

2.02 **UNIVERSITY Responsibilities.**

2.02.1 UNIVERSITY shall plan and administer the UNIVERSITY Program for its students and be responsible for the enrollment of its students in UNIVERSITY courses, including the appropriate clinical field placement.

2.02.2 UNIVERSITY shall maintain all educational records and reports relating to the UNIVERSITY Program completed by UNIVERSITY students during the clinical field experience.

2.02.3 UNIVERSITY shall determine, in its sole discretion, which of its enrolled students shall be eligible to participate in the Program.

2.02.4 UNIVERSITY shall provide a person to serve as Coordinator to oversee its Program and coordinate programmatic activities with SBSC.

2.02.5 UNIVERSITY shall work through the SBSC office of Curriculum and Instruction to determine the placements for student teachers or social workers in the Program, including dates and the number of students.

2.02.6 UNIVERSITY shall inform students that their participation in the Program is conditioned on meeting SBSC's requirement that students complete a security information background check form provided by SBSC and submit to fingerprinting and criminal records background check to be performed by SBSC or at its direction.

2.02.7 UNIVERSITY shall, in consultation with SBSC, be responsible for grading the field placement experience and determining whether a UNIVERSITY student has completed the requirements of the UNIVERSITY Program.

2.02.8 UNIVERSITY students shall not be considered as employees or agents of the UNIVERSITY.

2.02.9 UNIVERSITY shall be solely responsible for the conduct of any academic or disciplinary proceedings affecting its students.

2.02.10 UNIVERSITY agrees to inform its students that they are responsible for following the rules and regulations of SBSC, including recognition of the confidential nature of information regarding SBSC students and their records.

2.02.11 UNIVERSITY will provide SBSC with a copy of course objectives for the learning experience. SBSC, together with UNIVERSITY, will make arrangements for evaluating the learning experience of student teachers or social workers.

2.03 **SBSC Responsibilities.**

2.03.1 SBSC shall be responsible for the conduct of its operations, supervision of its staff and the education of its District students. UNIVERSITY shall not control any of SBSC property or operations.

2.03.2 SBSC shall determine, in consultation with UNIVERSITY, the University students who will be placed at SBSC schools and at which particular schools.

2.03.3 SBSC shall provide to UNIVERSITY a security background information form to be completed by UNIVERSITY students and provide a process for fingerprinting and criminal records background check to be performed by SBSC or at its direction. SBSC, in its sole discretion, shall determine whether a UNIVERSITY student has satisfactorily cleared the security screening.

2.03.4 SBSC shall in consultation with UNIVERSITY, assign its teachers to serve as supervising teachers for the evaluation of the UNIVERSITY student teachers or social workers. SBSC, supervising teachers shall complete evaluation forms provided by UNIVERSITY. Supervising teachers selected by SBSC will (a) assist in orienting UNIVERSITY students to the school, the

classroom and the SBSC students; (b) explain relevant school and district policies, rules and regulations to UNIVERSITY students; (c) provide prompt and substantive feedback to UNIVERSITY students regarding performance activities and interactions with SBSC personnel, pupils and parents; (d) complete evaluation of UNIVERSITY student progress and submit them to UNIVERSITY after reviewing them with applicable UNIVERSITY students; (e) immediately inform the UNIVERSITY faculty supervisor of any concerns regarding a UNIVERSITY student; (f) establish a time to meet and discuss with UNIVERSITY students their activities, impressions, reflections, and suggestions for goals and areas of improvement; (g) under no circumstance require a UNIVERSITY student even if he/she is certified, to serve as the substitute of record during the student teaching experience unless a separate agreement has been negotiated in writing by the SBSC and the UNIVERSITY.

2.03.5 Students of UNIVERSITY shall not be deemed to be employees of SBSC for purposes of compensation, fringe benefits, worker's compensation, unemployment compensation, minimum wage laws, income tax withholding, social security or any other purpose, by virtue of their participation in the Program. Each UNIVERSITY student is placed with SBSC to receive clinical field experience as a part of his or her academic curriculum; those duties performed by a UNIVERSITY student are not performed as an employee, but in fulfillment of these academic requirements and are performed under supervision. At no time during their practicum shall UNIVERSITY students replace or substitute for an employee of SBSC. This provision shall not be deemed to prohibit the employment of any such UNIVERSITY student by the SBSC under a separate employment agreement for separate or additional duties.

2.03.6 SBSC shall retain the right, in its sole discretion, to request the removal of any individual from any area of the school premises. UNIVERSITY students shall be instructed by the UNIVERSITY to promptly and without protest leave an area whenever they are requested to do so by an authorized SBSC representative.

2.03.7 SBSC will provide to UNIVERSITY students the policies and procedures and other relevant materials to allow UNIVERSITY students to function appropriately within the school.

2.03.8 SBSC will permit UNIVERSITY students access to the library/media facilities and curriculum resources available to personnel. UNIVERSITY students may not remove materials from the school without appropriate approval.

2.03.9 SBSC shall keep confidential and shall not disclose to any person or entity (a) UNIVERSITY student applications; (b) UNIVERSITY student health records or reports; and/or (c) any UNIVERSITY student records as defined in the Family Educational Rights and Privacy Act, 20 U.S.C. 1232G (FERPA), concerning any UNIVERSITY student participating in the education experiences unless required by law.

UNIVERSITY may disclose information from a University student's education record and personal data, as appropriate, to personnel at SBSC who have a legitimate need to know in accordance with FERPA. For purposes of this agreement, UNIVERSITY hereby designates SBSC as a school official with a legitimate education interest in education records of the participating University student.

2.03.10 UNIVERSITY students shall not be considered employees or agents of SBSC.

2.04 **Notice.** When any of the parties desire to give notice to the other, such notice must be in writing, sent by U.S. Mail, postage prepaid, addressed to the party for whom it is intended at the place last specified; the place for giving notice shall remain such until it is changed by written notice in compliance with the provisions of this paragraph. For the present, the Parties designate the following as the respective places for giving notice:

To SBSC: School Board of Sarasota County, Florida
Attention: Director, Curriculum and Instruction – High School
1960 Landings Blvd.
Sarasota, FL 34231

To UNIVERSITY: University of West Florida
11000 University Pkwy.
Pensacola, FL 32514

With a Copy to: Holly James, Assistant Director of Clinical Placement, Bldg. 85,
Rm. 167

2.05 **Background Screening:** UNIVERSITY does not intend for its employees to be present on school grounds as a part of this Student Intern Agreement. If a UNIVERSITY employee is permitted access to school grounds, UNIVERSITY agrees to comply with all requirements of Sections 1012.32 and 1012.465, Florida Statutes, and all of its personnel who (1) are to be permitted access to school grounds when District students are present, (2) will have direct contact with District students, or (3) have access or control of school funds, will successfully complete the required background screening. This background screening will be conducted by SBSC in advance of UNIVERSITY or its personnel providing any services under the conditions described in the previous sentence. UNIVERSITY, or its students participating in the program, shall bear the cost of acquiring the background screening required by Section 1012.32, Florida Statutes, and any fee imposed by the Florida Department of Law Enforcement to maintain the fingerprints provided with respect to UNIVERSITY and its personnel. The parties agree that the failure of UNIVERSITY to perform any of the duties described in this section shall constitute a material breach of the Agreement entitling SBSC to terminate immediately with no further responsibilities or duties to perform under this Agreement.

2.06 **Liability.** Each Party assumes any and all risks of personal injury and property damage attributable to the negligent acts or omissions of their respective officers, employees, servants, and agents thereof while acting within the scope of their employment. The UNIVERSITY and SBSC further agree that nothing contained herein shall be construed or interpreted as (1) denying to either Party any remedy or defense available to such Party under the laws of the State of Florida; and (2) the consent of the UNIVERSITY or the State of Florida or its officers, employees, servants, agents and agencies to be sued.

2.07 **Insurance.**

A. The UNIVERSITY, as a public body corporate, participates in the State of Florida's Risk Management Trust Fund for purposes of general liability, workers' compensation, and employer's liability insurance coverage, with said coverage being applicable to UNIVERSITY'S officers, employees, servants, and agents while acting within the scope of their employment or agency. Students are not officers, employees,

servants or agents of the UNIVERSITY and are not covered under the UNIVERSITY'S insurance.

B. SBSC is self-insured pursuant to Florida law.

ARTICLE 3 – GENERAL CONDITIONS

3.01 **No Waiver of Sovereign Immunity.** Nothing herein is intended to serve as a waiver of sovereign immunity by any agency or political subdivision to which sovereign immunity may be applicable or of any rights or limits to liability existing under Section 768.28, Florida Statutes. This section shall survive the termination of all performance or obligations under this Agreement and shall be fully binding until such time as any proceeding brought on account of this Agreement is barred by any applicable statute of limitations.

3.02 **No Third Party Beneficiaries.** 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 Agreement. None of the parties intend to directly or substantially benefit a third party by this Agreement. The parties agree that there are no third party beneficiaries to this Agreement and that no third party shall be entitled to assert a claim against any of the parties based upon this Agreement. Nothing herein shall be construed as consent by an agency or political subdivision of the State of Florida to be sued by third parties in any matter arising out of any contract.

3.03 **Independent Contractor.** The parties to this agreement shall at all times be acting in the capacity of independent contractors and not as an officer, employee or agent of one another. Neither party or its respective agents, employees, subcontractors or assignees shall represent to others that it has the authority to bind the other party unless specifically authorized in writing to do so. No right to SBSC retirement, leave benefits or any other benefits of SBSC employees shall exist as a result of the performance of any duties or responsibilities under this Agreement. SBSC shall not be responsible for social security, withholding taxes, and contributions to unemployment compensation funds or insurance for the other party or the other party's officers, employees, agents, subcontractors or assignees.

3.04 **Equal Opportunity Provision.** The parties agree that no person shall be subjected to discrimination because of age, race, color, disability, gender identity, gender expression, marital status, national origin, religion, sex or sexual orientation in the performance of the parties' respective duties, responsibilities and obligations under this Agreement.

3.05 **Termination.** This Agreement may be cancelled with or without cause by either party during its term upon thirty (30) days written notice. Any UNIVERSITY student teacher or social worker will be permitted to complete his or her student assignment unless the particular student teacher or social worker is removed pursuant to paragraph 2.03.6 of this Agreement.

3.06 [THIS SECTION INTENTIONALLY DELETED.]

3.07 **Public Records.**

IF UNIVERSITY HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES TO ITS DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS CONTRACT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS AT 941-927-4009, publicrecordrequest@sarasotacountyschools.net, THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA, 1960 LANDINGS BLVD., SARASOTA, FL 34231.

3.08 **Student Records:** UNIVERSITY does not intend to have access to or possession of SBSC student records. However, should UNIVERSITY employees gain access to or possession of said records and notwithstanding any provisions to the contrary within this Agreement any party contracting with SBSC under this Agreement shall fully comply with the requirements of Section 1002.22, Florida Statutes, or any other state or federal law or regulation regarding the confidentiality of student information and records.

3.09 **Compliance with Laws.** Each party shall comply with all applicable federal and state laws, codes, rules and regulations in performing its duties, responsibilities and obligations pursuant to this Agreement.

3.10 [THIS SECTION INTENTIONALLY DELETED.]

3.11 **Governing Law and Venue.** This Agreement shall be interpreted and construed in accordance with and governed by the laws of the State of Florida. The sole and exclusive jurisdiction for controversies or legal problems arising out of this Agreement and any action involving the enforcement or interpretation of any rights hereunder shall be in the State courts of the Twelfth Judicial Circuit of Sarasota County, Florida.

3.12 **Entirety of Agreement.** This document incorporates and includes all prior negotiations, correspondence, conversations, agreements and understandings applicable to the matters contained herein and the parties agree that there are no commitments, agreements or understandings concerning the subject matter of this Agreement that are not contained in this document. Accordingly, the parties agree that no deviation from the terms hereof shall be predicated upon any prior representations or agreements, whether oral or written.

3.13 **Binding Effect.** This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and assigns.

3.14 **Assignment.** Neither this Agreement nor any interest herein may be assigned, transferred or encumbered by any party without the prior written consent of the other party. There shall be no partial assignments of this Agreement including, without limitation, the partial assignment of any right to receive payments from SBSC.

3.15 **Captions.** The captions, section designations, section numbers, article numbers, titles and headings appearing in the Agreement are inserted only as a matter of convenience, have no substantive meaning, and in no way define, limit, construe or describe the scope or

intent of such articles or sections of this Agreement, nor in any way effect this Agreement and shall not be construed to create a conflict with the provisions of this Agreement.

3.16 **Severability.** In the event that any one or more of the sections paragraphs, sentences, clauses or provisions contained in this Agreement is held by a court of competent jurisdiction to be invalid, illegal, unlawful, unenforceable or void in any respect, such shall not affect the remaining portions of this Agreement and the same shall remain in full force and effect as if such invalid, illegal, unlawful, unenforceable or void sections, paragraphs, sentences clauses or provisions had never been included herein.

3.17 **Preparation of Agreement.** The parties acknowledge that they have sought and obtained whatever competent advice and counsel as was necessary for them to form a full and complete understanding of all rights and obligations herein and that the preparation of this Agreement has been their joint effort. The language agreed to herein expresses their mutual intent and the resulting document shall not, solely as a matter of judicial construction, be construed more severely against one of the parties than the other.

3.18 **Amendments.** No modification, amendment, or alteration in the terms or conditions contained herein shall be effective unless contained in a written document prepared with the same or similar formality as this Agreement and executed by each party hereto.

3.19 **Waiver.** The parties agree that each requirement, duty and obligation set forth herein is substantial and important to the formation of this Agreement and, therefore, is a material term hereof. Any party's failure to enforce any provision of this Agreement shall not be deemed a waiver of such provision or modification of this Agreement unless the waiver is in writing and signed by the party waiving such provision. A written waiver shall only be effective as to the specific instance for which it is obtained and shall not be deemed a continuing or future waiver.

3.20 **Force Majeure.** Neither party shall be obligated to perform any duty, requirement or obligation under this Agreement if such performance is prevented by fire, hurricane, earthquake, explosion wars, sabotage, accident, flood, acts of God, strikes, or other labor disputes, riot or civil commotions or by reason of any other matter or condition beyond the control of either party, and which cannot be overcome by reasonable diligence and without unusual expense ("Force Majeure"). In no event shall a lack of funds on the part of either party be deemed Force Majeure.

3.21 **Survival.** All representations and warranties made herein regarding obligations to maintain and allow inspections and audit of records and property, obligations to maintain the confidentiality of records, reporting requirements, and obligations to return public funds shall survive the termination of this Agreement.

3.22 **Authority.** Each person signing this Agreement on behalf of either party individually warrants that he or she has full legal power to execute this Agreement on behalf of the party for whom he or she is signing, and to bind and obligate such party with respect to all provisions contained in this Agreement.

IN WITNESS WHEREOF, the Parties hereto have made and executed this Agreement on the date first above written.

THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA

By: _____
_____, Chair

Approved as to Form and Legal Content
by Shumaker, Loop & Kendrick, LLP
Attorneys for The School Board
of Sarasota County, Florida
Signed: [MRM](#)
Date: [August 29, 2024](#)

UNIVERSITY

UNIVERSITY OF WEST FLORIDA

By: _____

Printed name: _____

Its: _____



September 17, 2024 Board Meeting
Agenda Item 9.

Title

APPROVAL OF THE CONTRACT AGREEMENT BETWEEN POSITIVE BEHAVIOR SUPPORT CORP. AND THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA

Description

Positive Behavior Support Corp. is an agency committed to the principles of Positive Behavior Support (an approach based on principles of applied behavior analysis - ABA) with staff that are highly qualified and certified as Board Certified Behavior Analyst (BCBA) and Registered Behavior Technician (RBT). A short-term contract has been approved by the cabinet level for a contract with a Board-Certified Behavior Analyst (BCBA) and Registered Behavior Techs (RBT) to support with intensive behavior needs across the district to support the vacancies for district needs from 8/12/24 through 10/3/24. The level of expertise supports with the development and implementation of Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP), in addition to training, guiding and coaching teams with the fidelity of the implementation of the interventions.

Gap Analysis

The positions have had consistent 2-year vacancies for the 3 positions.

The Positive Behavior Supports Corp (PBS) Contracted Rates are the following:

- BCBA– \$80/hour
- RBT- \$40/hour

Financial Yearly Amount:

Current Job Vacancies with Benefits equals the amount of: \$215,975

The cost of 35 hours/week for the 3 positions at contracted rate: \$208,320

Gap Analysis:

This is a cost savings of \$7,655. In addition, the specialized service providers can receive reimbursement for the district through the Medicaid billing platform for services rendered.

Previous Outcomes

ESE Program Specialist, Board Certified Behavior Analyst preferred, and behavior technician (SSP7) positions have been consistently difficult to recruit and retain with highly qualified candidates to support intensive behaviors at schools from the district level. These positions continue to remain vacant.

A short-term contract was initiated starting August 12, 2024, through October 3, 2024 for \$44,800 to support the vacancy needs.

Expected Outcomes

The ESE Program Specialist, BCBA preferred, and 2 district behavior technician positions will be filled with consistent contracted staff that are highly qualified from the Positive Behavior Supports Corps. The ESE Program Specialist, BCBA preferred will be contracted with a BCBA and the behavior technicians will be contracted with Registered Behavior Technicians. The highly skilled staff will provide needed support for schools and students for intensive behavior interventions.

Strategic Plan Goal

Pillar 1 - Every Student Achieves

Priority 3 - Embrace Strong Instruction

Pillar 2 - Every Student Supported

Priority 1 - Design Strong Student Supports

Priority 2 - Respond to Student Needs

Priority 4 - Build Student-Centered Relationships

Recommendation

That the contract agreement between Positive Behavior Supports Corp. and the School Board of Sarasota County, Florida be approved as presented.

Contact Information

HEATHER WASSERMAN heather.wasserman@sarasotacountyschools.net

KIRK HUTCHINSON kirk.hutchinson@sarasotacountyschools.net

RACHAEL O'DEA rachael.o'dea@sarasotacountyschools.net

Financial Impact

Not to exceed: \$170,000.00

Funding Source: General Fund

ATTACHMENTS:

Description	Upload Date	Type
Positive Behavior	9/4/2024	Cover Memo

**AGREEMENT TO PROVIDE
APPLIED BEHAVIOR ANALYSIS SERVICES
BETWEEN
THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA
AND
POSITIVE BEHAVIOR SUPPORTS CORPORATION**

This Agreement is entered into on September _____, 2024, between POSITIVE BEHAVIOR SUPPORTS CORPORATION, a Florida corporation, hereinafter referred to as the “CONTRACTOR”, and THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA, hereinafter referred to as the “BOARD”. The CONTRACTOR and the BOARD shall be collectively referred to as the “Parties,” each being a “Party.”

WITNESSETH:

WHEREAS, the CONTRACTOR employs personnel who are qualified to provide Applied Behavior Analysis services, in the State of Florida; and

WHEREAS, the BOARD is in need of Applied Behavior Analysis services for eligible ESE and general education students; and

WHEREAS, the CONTRACTOR and BOARD desire to enter into a service agreement whereby the CONTRACTOR shall furnish the following described Applied Behavior Analysis services upon the following terms and conditions.

NOW, THEREFORE, in consideration of the mutual promises, covenants, and conditions hereinafter set forth, it is understood and agreed as follows:

1. The CONTRACTOR shall provide Services to eligible ESE and general education students in the Sarasota County School District. The CONTRACTOR and the Executive Director of Exceptional Student Education Services, or her designee, for the BOARD shall determine the schedule of days, hours, and location(s) for Services performed under this Agreement.
2. The CONTRACTOR shall provide Board Certified Behavior Analyst Services set forth in Schedule “A” attached hereto and made a part hereof.
3. The BOARD shall perform the administrative functions set forth in Schedule “B” attached hereto. The BOARD shall provide equipment and Services as agreed upon by the CONTRACTOR and the BOARD and listed in Schedule “B” attached hereto.
4. The CONTRACTOR shall ensure that each employee provided by it is certified by the State of Florida in the performance of the Services provided herein during the term of this Agreement.
5. Employees of the CONTRACTOR shall not provide private services to any ESE and general education students of the BOARD receiving Services under the terms of this Agreement unless such therapy services have been mutually agreed to by the BOARD and the CONTRACTOR.

6. Pursuant to Section 448.095, Florida Statutes, CONTRACTOR shall use the U.S. Department of Homeland Security's E-Verify system, <https://www.e-verify.gov/> to verify the employment eligibility of all employees hired during the term of this Agreement. It shall also require all subcontractors performing work under this Agreement to use the E-Verify system for any employees they may hire during the term of this Agreement. Subcontractors shall provide CONTRACTOR with an affidavit stating the subcontractor does not employ, contract with, or subcontract with an unauthorized alien, as defined by Section 448.095, Florida Statutes. CONTRACTOR shall provide a copy of such affidavit to the School Board upon receipt and shall maintain a copy for the duration of the Agreement. CONTRACTOR shall provide evidence of compliance with Section 448.095, Florida Statutes within fifteen (15) days of the School Board's request. Evidence may consist of, but is not limited to, providing notice of CONTRACTOR's E-Verify number. Failure to comply with this provision is a material breach of the Agreement, and the School Board may choose to terminate the Agreement at its sole discretion.

7. CONTRACTOR will ensure background screening is performed in compliance with Sections 1012.32, 1012.465 and 1012.467, Fla. Stat. CONTRACTOR agrees to:
 - a. At its expense, conduct a Level 2 Criminal Background Check on all persons, whether an agent, employee, volunteer or otherwise (collectively referred to as "Employees") providing services under this Agreement. Employees must meet the screening standards set forth in Sections 435.03 and 435.04, Florida Statutes. The screening assessment includes orientation, in-depth interview, reference checks, police background checks and fingerprinting. CONTRACTOR will promptly furnish to the School Board's Safety & Security Department, Fingerprint Office, a full list of Employees needing a badge and fingerprint and background checks. CONTRACTOR shall, upon the expiration or termination of this Agreement, facilitate the collection of all badges issued to its Employees.
 - b. Furnish to Sarasota County Schools Police Department Fingerprint office before any of its Employees will be permitted on school grounds while students are present the following: (i) A statement of attestation prepared and signed by the CONTRACTOR's CEO/President or Program Director in a form acceptable to the School Board that the CONTRACTOR has conducted Level 2 background checks for all Employees providing onsite services as required by Section 435.04, Florida Statutes, to be updated for each Employee for each subsequent year of the Agreement; and (ii) CONTRACTOR will immediately furnish to Sarasota County Schools Police Department any notifications of arrests it receives with respect to Employees who had a badge issued.
 - c. The Board has the right to refuse entry onto its school grounds to any individual whose background check does not meet the requirements established by The Board pursuant to Florida law. Like other visitors to school grounds, CONTRACTOR Employees will also be subject to RAPTOR screening on school campuses. Additionally, any Employee must sign in and out of the school district's Volunteers Count! database each time they are on campus.

Agreement 8. The term of this Agreement shall commence as of July 1, 2024, which shall be the effective date of this Agreement, and the term shall expire on June 30, 2025, unless sooner terminated as hereinafter provided.

9. Services provided by the CONTRACTOR and authorized by the BOARD shall be compensated at the following hourly rates:

Board Certified Behavior Analyst – Not to exceed \$80.00 per hour

Registered Behavior Technician – Not to exceed \$40 per hour

Services provided under this Agreement shall not exceed \$170,000.00 in total compensation. Each Board Certified Behavior Analyst shall maintain a student schedule, including the hours of service, attendance log and student record indicating type of service rendered. A monthly statement of services rendered by CONTRACTOR shall be submitted with the invoice to the BOARD by the fifteenth (15th) day of each month. Upon verification of the services by the site administrator (see attachment C), the BOARD will make payments to the CONTRACTOR. Statements should be mailed to:

The School Board of Sarasota County, Florida
Attn: Bookkeeper, Exceptional Student Education Services Department
1960 Landings Boulevard
Sarasota, FL 34231

10. During the term of this Agreement, the CONTRACTOR shall maintain public liability and malpractice insurance in at least the following amounts: TWO HUNDRED THOUSAND DOLLARS (\$200,000) per person; FIVE HUNDRED THOUSAND DOLLARS (\$500,000) per occurrence; ONE MILLION DOLLARS (\$1,000,000) umbrella coverage with the BOARD listed as a co-insured, and, if workers' compensation insurance is required by Florida law, ONE HUNDRED THOUSAND DOLLARS (\$100,000.00) workers' compensation insurance per accident. As evidence of such insurance coverage, the CONTRACTOR shall furnish the BOARD with a Certificate of Insurance prior to commencing Services under this Agreement.
11. This Agreement shall be construed for all purposes under the laws of the State of Florida and may not be changed, modified, altered, or amended except by a written instrument signed by both parties to this Agreement. If any provision of this Agreement is declared void, such provision shall be deemed severed so that all of the remaining terms and conditions of this Agreement shall otherwise remain in full force and effect. Any dispute in connection with this Agreement may be submitted to arbitration if mutually agreed by both parties. Sole and exclusive jurisdiction for any action brought in connection with this Agreement shall be in the County or Circuit Court for the Twelfth Judicial Circuit in and for Sarasota County, Florida.
12. The CONTRACTOR shall hold harmless, indemnify, and defend the BOARD, its agents, servants, or employees in their official and individual capacity from any demand, claim, suit, loss, cause, expenses, or damages, 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 persons which arises out of, is incident to, or in any manner connected with this Agreement. Nothing in

this Agreement shall be deemed to constitute a waiver of sovereign immunity on the part of the School Board or to affect, limit, or reduce the protection from suit afforded to the School Board under Florida law. 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.

13. The failure of either party to object to or take corrective action with respect to any conduct of the other party, which is in violation of the terms hereof shall not be construed as a waiver thereof, or any future breach or subsequent misconduct.
14. The CONTRACTOR will provide employees and services consistent with the highest degree of care and shall comply with all medical and ethical requirements imposed by the Florida Department of Education, any other applicable regulatory agency, and shall comply with requirements of the Florida Department of Education and the BOARD pertaining to ESE and general education students.
15. The CONTRACTOR shall provide the BOARD with copies of the professional certificates of all employees assigned under this Agreement.
16. The CONTRACTOR will provide all necessary documentation required by the BOARD relating to Medicaid reimbursement for Services provided by the CONTRACTOR under the terms of this Agreement.
17. CONTRACTOR shall comply with Florida's Public Records Law including:
 - a) keeping and maintaining public records that ordinarily and necessarily would be required by the BOARD in order to perform the service;
 - b) providing the public with access to public records on the same terms and conditions that the BOARD would provide the records and at a cost that does not exceed the cost provided in this chapter or as otherwise provided by law;
 - c) ensuring that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law; and
 - d) meeting all requirements for retaining public records and transfer, at no cost, to the BOARD all public records in possession of the CONTRACTOR upon termination of the Agreement and destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. All records stored electronically must be provided to the BOARD in a format that is compatible with the information technology systems of the BOARD.

IF CONTRACTOR HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES TO ITS DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS AGREEMENT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS AT 941-927-4009, publicrecordrequest@sarasotacountyschools.net, THE SCHOOL

**BOARD OF SARASOTA COUNTY, FLORIDA, 1960 LANDINGS
BLVD., SARASOTA, FL 34231.**

- 18. Neither the CONTRACTOR nor the BOARD shall assign or transfer any interest in this Agreement without the written consent of the other party.
- 19. The Administrator or Chief Executive Officer of the CONTRACTOR and the Superintendent of Schools, or their respective designees shall attempt to resolve any questions or disagreements arising out of the administration or performance of this Agreement before any litigation is instituted.
- 20. The relationship between the BOARD and the CONTRACTOR, shall be that of an independent contractor, and not that of employer/employee.
- 21. Either party may terminate this Agreement without cause upon thirty (30) days written notice to the other party.
- 22. Any notice given or requested to be given pursuant to this Agreement shall be hand delivered or mailed, first class postage pre-paid to the BOARD at 1960 Landings Boulevard, Sarasota, FL 34231, to the attention of the Executive Director of Exceptional Student Education Services, and to the CONTRACTOR at Positive Behavior Supports Corporation, 7108 S Kanner Hwy Stuart, FL 34997 or at such other address as either party may direct in writing.
- 23. Each person signing this Agreement on behalf of either Party individually warrants that he or she has full legal power to execute this Agreement on behalf of the Party for whom he or she is signing, and to bind and obligate such Party with respect to all provisions contained in this Agreement.

IN WITNESS WHEREOF, the parties hereto have set their hands and seals this day and year written above.

THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA

BY: _____
Karen Rose, Chair

Approved as to Form and Legal Content
by Shumaker, Loop & Kendrick, LLP
Attorneys for The School Board
of Sarasota County, Florida
Signed: MRM
Date: September 4, 2024

POSITIVE BEHAVIOR SUPPORTS CORPORATION

BY: _____
Nicole Postma-Gates

Its: _____

SCHEDULE "A"

SERVICES PROVIDED BY BOARD CERTIFIED BEHAVIOR ANALYST IN ACCORDANCE WITH FLORIDA STATE CERTIFICATION REQUIREMENTS:

1. Consultative Service as related to Social/Emotional Behaviors
2. Functional Behavior Assessments and Behavior Intervention Plans
3. Participation in IEP's and eligibility staffings as necessary
4. Meetings and consultation with parents related to student progress
5. Professional development activities as agreed upon by the CONTRACTOR and the Client

NON-REIMBURSABLE ACTIVITIES:

1. Sick days
2. Holidays
3. Vacation days
4. Lunch Time (30 minutes)

SCHEDULE "B"

The BOARD will provide the Board Certified Behavior Analyst with the following:

1. ENVIRONMENT:
 - a) Adequate classroom space to conduct behavior assistance
 - b) Utilities (lights, water, A/C)
 - c) Housekeeping

2. ADMINISTRATION:
 - a) Coordination of overall program
 - b) Communication with school district staff as appropriate



THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA
EXCEPTIONAL STUDENT EDUCATION SERVICES

1960 Landings Boulevard Sarasota, Florida 34231

Phone (941) 927-9000 FAX (941) 927-4052

Contract Compliance Checklist

Contracting School Or Agency: **Positive Behavior Supports Corporation**

The following documentation must be attached to the Contract Compliance Checklist and returned with the fiscal contract authorizing reimbursement. No reimbursement can be made under this Contract until all items specified on the Contract Compliance Checklist are received by the Department of Exceptional Student Education Services at the address above.

- 1. _____ Certification that each staff member working hereunder has been level II fingerprinted and background checked with satisfactory results as provided in Sections 1012.32 and 1012.465 Florida Statutes, pursuant to the Contract.
- 2. _____ A copy of the school or agency certificate of insurance in the amounts specified in the Contract, naming the School Board of Sarasota County as co-insured.
- 3. N/A _____ A copy of the Staff Appointment Verification Form confirming the appointment of each teacher as certified, or non-certificated, with appropriate documentation for each.
- 4. N/A _____ A copy of the current Individual Educational Plan (IEP) for each student served under this Contract.
- 5. N/A _____ A copy of the daily or weekly class schedule documenting a minimum of 1500 minutes of instructional time weekly (1200 minutes minimum for Pre-K students).
- 6. _____ A copy of the DOE Information Data Base Requirements form on each employee involved with students.

Submitted by:

Signature of Agency Representative

Title

Date

For School Board Use

Contract Compliance Checklist Complete _____ Yes No _____

If no, date and method of notification to school or agency regarding needed information.

Signature of Executive Director of Exceptional Student Education Services or Designee

Date

THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA
EXCEPTIONAL STUDENT EDUCATION SERVICES
1960 Landings Boulevard Sarasota, Florida
34231 Phone (941) 927-9000 Fax (941) 927-4052

DOE INFORMATION DATA BASE REQUIREMENTS

POSITIVE BEHAVIOR SUPPORT CORPORATION

Last Name: _____ First Name: _____

Sex: _____ Telephone number _____ Certificate Number: _____

Degree: **(circle one)**

Child Development Associate (CDA) or CDA equivalent

Associate's

Bachelor's

Master's **Name AND State of School Degree was earned at:** _____

Specialist

Doctorate

Not applicable

State: _____

Social Security Number: _____ Employee Date of Hire: _____

Job Title: _____ Employee D.O.B: _____

Name of Cost Center working for _____

Race of Employee **(two part question):**

1) Are they Hispanic or Latino Y N

2) **(circle as many as apply)** American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, or White.

Type of Employee: **(Please Circle One)**

Full Time Employee Part Time Employee

Exempt From Public Records Law: YES NO

Employee's Address: _____ APT# _____

City: _____ State: _____ Zip: _____

E-mail address _____

Is the Employee Paid: Hourly Daily Salary **(circle one)**

Rate of Pay: \$ _____

Frequency of Pay: **(please circle one)** weekly biweekly monthly

Number of Days the Employee works in a year: _____

How many months a year does the Employee work? _____

Evaluation: **(circle one)** Needs improvement Not determined to be in need of improvement
Not a classroom teacher

Identify each type of professional experience for instructional and instructional administrative employee (excluding substitute teachers). Put years of experience in space before each category.

____ Service to the district in current job code assignment

____ Teaching in current district

____ Administration in education

____ Military Service

____ Teaching in Florida public schools

____ Teaching in Florida nonpublic schools

____ Teaching in out-of-state public schools

____ Teaching in out-of-state non-public schools

Staff Fiscal Year Benefits

Health/Hosp. _____	Life Insurance _____	Social Security _____	Retirement _____
Annuity Plan _____	Unemployment _____	Worker Comp _____	Cafeteria Plan _____
Other _____	Medicare _____	Cafeteria Adm. _____	

Teacher Exit Interviews:

Date Left _____

Exp (years of professional experience for the teaching job “00” indicates employee in first year of assignment):

Separation reason (circle)

- | | |
|--|------------------------------|
| 1) Promotion/Transfer to a non teaching position in the district | 2) Probationary |
| 3) Resignation; includes retirement | 4) Reduction in force |
| 5) Not re-appointed to position; contract expiration | 6) Job abandonment and death |
| 7) Performance; unsatisfactory job performance; failure to obtain adequate certification or certification expiration | |

Voluntary Reasons

- | | |
|------------------------------------|--|
| A) Inadequate salary | B) Lack of opportunity for advancement |
| C) Dissatisfaction with supervisor | D) Dislike/unsuitability for assigned duties |

Future Plans

- | | |
|--|---------------------------------------|
| A) at a nonpublic school within the district | B) within another district in Florida |
| C) outside the State of Florida | |



September 17, 2024 Board Meeting
Agenda Item 10.

Title

APPROVAL OF THE AMENDED AGREEMENT BETWEEN THE SCHOOLHOUSE LINK/ SAFE CHILDREN COALITION AND THE SCHOOL BOARD OF SARASOTA COUNTY, FL TO SUPPORT HOMELESS EDUCATION SERVICES FOR HOMELESS CHILDREN AND YOUTH

Description

The Interagency Agreement delineates the relationship and responsibilities shared between the Schoolhouse Link / Safe Children Coalition and the School Board of Sarasota County, Florida to provide services for homeless children and youth and families throughout Sarasota County. This agreement been amended to include an increase of \$39,600 to address needs for our homeless students including preparing back to school supplies for serving homeless students and families, McKinney-Vento Registrar training, and case management of over 125 homeless families and 20 unaccompanied homeless youth (provided by 4 FT employees). As well as assistance with transfer of homeless students to post-secondary programs.

Gap Analysis

The increase to the Safe Children's Coalition/School House Link contract will enable our provider renumeration to our homeless children and youth partner for services rendered to Sarasota County students in transition. July 1, 2024, Schoolhouse Link provide service to SCH students between July 1, 2024, and September 30, 2024, pending approval of the contract. Services include Services include preparing back to school supplies for serving homeless students and families, McKinney-Vento Registrar training, and case management of over 125 homeless families and 20 unaccompanied homeless youth (provided by 4 FT employees). As well as assistance with transfer of homeless students to post-secondary programs.

Previous Outcomes

The Interagency Agreement between Schoolhouse Link / Safe Children Coalition, Inc., and The School Board of Sarasota County has been in effect since July 1, 2010. Over 350 families are served and supported annually. This contract was Board approved on August 20, 2024.

Expected Outcomes

This partnership enables staff to support and serve homeless students and families to:

- enroll and attend school no matter where they live or how long they have lived there
- have access to the same public education provided to housed children
- enroll in schools and attend classes while required documentation is being gathered
- receive free lunch
- maintain stability at the school of origin through transportation

Strategic Plan Goal

Pillar 2 - Every Student Supported

Priority 2 - Respond to Student Needs

Recommendation

That the Interagency Agreement between Schoolhouse Link / Safe Children Coalition and the School Board of Sarasota County, be approved as amended.

Contact Information

DEBRA GIACOLONE debra.giacolone@sarasotacountyschools.net

KIRK HUTCHINSON kirk.hutchinson@sarasotacountyschools.net

RACHAEL O'DEA rachael.o'dea@sarasotacountyschools.net

Financial Impact

Increase of \$39,600 from \$118,000 to \$157,600

Funding Source: Federal Grant - Title IX (ARP)

ATTACHMENTS:

Description	Upload Date	Type
SCC Title IX Homeless Student Contract \$157,600	9/4/2024	Cover Memo

THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA
FINANCIAL SERVICES

1960 LANDINGS BOULEVARD, SARASOTA, FL 34231
PHONE (941) 927-9000 FAX (941) 927-4017

CONTRACT FOR SERVICES BY INDEPENDENT CONTRACTORS
(See page 2 for important information and required acknowledgements)

Instructions: This contract must be signed and approved by all parties before the services may commence. If the independent contractor is to receive payment for travel, the payment cannot exceed the travel allowances permitted under Florida Statute 112.061. This contract must be approved by the School Board of Sarasota County, if it is in the amount of \$50,000 or greater and by the Superintendent's Cabinet if the independent contractor will receive aggregate payments in the amount of \$10,000 or greater for the fiscal year. The dividing of contracts in order to circumvent any dollar value threshold will result in notification to the School Board.

Independent Contractor Name (Print) _____

Address _____

City _____ State _____ Zip _____

Last 4 Digits of SSN XXX-XX-_____ and/or Federal Identification No. _____

Contact Person _____ Contact Phone _____

DESCRIPTION

SERVICES RENDERED The School Board of Sarasota County, Florida, hereinafter called the School Board, and the above-named Independent Contractor, agree as follows:

The School Board shall pay the Independent Contractor for the following services _____


To be performed during the following time period _____

Payment shall be made (with submission of an approved invoice to the District) as follows _____

FINGERPRINTING Do the duties associated with this contract involve direct contact with students, access to school grounds when students are present, or access to District funds? Yes No If Yes, you must report to the School Safety and Security office for fingerprinting at your expense.

Every Contractor must register with and use the U.S. Department of Homeland Security's E-Verify system to verify the work authorization status of all employees hired during the term of this Agreement and must, upon request, provide evidence of compliance with this provision. Subcontractors shall provide Contractor with an affidavit stating the Subcontractor does not employ, contract with, or subcontract with an unauthorized alien. See Section 448.095, Florida Statutes, for all requirements.

I have read the second page of this document and initialed the required acknowledgements. I certify that I am not an employee of the School Board of Sarasota County, Florida, and that I will perform the duties as indicated above. I shall provide evidence of the services performed to the requesting cost center head. I agree to release and hold the School Board of Sarasota County, Florida, and/or its employees, agents and volunteers harmless from and against all claims, judgments, costs, or other expenses arising out of bodily injuries or property damage resulting from my performance of the services specified in this contract. The State of Florida and its political subdivisions are governed by Florida Statute 768.28. ***This contract may be terminated without cause by either party on twenty (20) days written notice with neither party owing the other any further payment or performance.***

 _____ 9/4/2024
Independent Contractor Signature of Acceptance Date

Cost Center Head Name (Print) _____ Cost Center Head Signature of Acceptance _____ Date _____

Cost Strip(s) and Amount(s) _____

An IRS Form 1099 will be issued for all transactions covered by Federal regulation.

ADDITIONAL APPROVALS

If the independent contractor will receive aggregate payments in the amount of \$10,000 or greater for the fiscal year indicate:

Executive Director Name _____ Cabinet Approval Date _____

If total amount of this contract is \$50,000 or over, indicate:

School Board Approval Date _____ Agenda Item No. _____

Distribution: Original – Independent Contractor Electronic Copy Attached to Contract in Financial System
RET: Master, 5FY aft completion/termination, GS1-SL 65
Dupl., OSA

CONTRACT FOR SERVICES BY INDEPENDENT CONTRACTORS

DEFINITION OF INDEPENDENT CONTRACTOR

An individual who is not subject to the control and direction of the employer for whom work is being performed, with respect not only to what shall be done but to how it shall be done. If the employer has the right to exert such control, an employee-employer relationship exists and the person is an employee and not an independent contractor. The following factors are guidelines to aid in determining whether an individual is an employee or an independent contractor.

An independent contractor hires, supervises, and pays assistants under a contract that requires him/her to provide materials and labor and to be responsible only for the result.

An independent contractor is the master of his/her own time and works on his/her own schedule. An independent contractor can work when and for whom he/she chooses.

An independent contractor is paid periodically (usually a percent of the total payment) by the job or on a straight commission. An independent contractor usually provides his/her own tools, materials, etc.

An independent contractor has a significant investment in the facilities he/she uses in performing services for someone else.

An independent contractor can make a profit or suffer loss. Profit or loss implies the use of capital by the individual in an independent business of his/her own.

An independent contractor provides his/her services to two or more unrelated persons or firms at the same time.

An independent contractor makes his/her services available to the general public. This can be done in a number of ways. Having his/her own office and assistants, hanging out a "shingle", holding business licenses, having listings in business directories and telephone directories, and advertising in newspapers, trade journals, etc.

An independent contractor cannot be terminated so long as he/she produces a result that meets the specifications of the contract. An independent contractor can be terminated but usually he/she will be entitled to damages or expenses incurred, lost profit, etc.

An independent contractor usually agrees to a complete a specific job and is responsible for its satisfactory completion, or is legally obligated to make good upon failure to complete it.

I have read the above and certify that I meet the definition of an independent contractor.

NBS

Initial Here

SPECIAL PROVISIONS OF FLORIDA STATUTE 119.0701

Independent Contractor shall comply with Florida's Public Records Law including:

Keeping and maintaining public records required by the School Board to perform the service;

Forwarding all requests for public records relating to the contract for services directly to the School Board, and upon request, providing the School Board with a copy of the requested records or allowing the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided for in Chapter 119, Florida Statutes or as otherwise provided in law;

Ensuring 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 contract and

Meeting all requirements for retaining public records and transfer, at no cost, to the School Board all public records in possession of the Independent Contractor upon termination of the Agreement and destroy any duplicate public records that are exempt or confidential and exempt for public records disclosure requirements. All records stored electronically must be provided to the School Board in a format that is compatible with the information technology systems of the School Board.

For questions regarding the independent contractor's duty to provide public records relating to this contract or the application of Chapter 119 Florida Statutes contact The School Board of Sarasota County, Florida at (941) 927-4009; publicrecordrequest@sarasotacountysschools.net; or 1960 Landings Blvd., Sarasota, FL 34231.

NBS

Initial Here

I have read the above and agree to comply with the special provisions of Florida Statute 119.0701.

SPECIAL PROVISIONS FOR FEDERAL GRANT AGREEMENTS

The vendor and its principals are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in federally funded transactions.

The sub recipient is knowledgeable of and operating in accord with applicable laws and regulations of both the Federal and State governments. Appropriate audits (meeting the requirements of the single audit act) will be undertaken by the sub recipient at their cost and copies provided for the district and the auditor general of the State of Florida.

Any irregularities reported or uncovered by this review process will be corrected in such a way as to hold the district harmless and maintain the appropriate financial integrity of the district.

All contracts in excess of \$10,000 can be terminated for cause and convenience by the district.

Retention by the sub recipient of all records relative to the services rendered by the sub recipient, and access to such records by the district or its designee for a period of three years after final payments and all other pending matters are closed.

NBS

Initial Here

I have read the above and agree to comply with the special provisions for federal grant agreements.



September 17, 2024 Board Meeting
Agenda Item 11.

Title

APPROVAL TO PURCHASE MATERIALS AND/OR SERVICES FROM VENDORS UNDER CONTRACT WITH A LEAD AGENCY THAT UTILIZED A COMPETITIVE PROCESS FOR FLOORING MATERIALS, WITH RELATED SUPPLIES AND SERVICES

Description

The Purchasing Department has researched and reviewed the competitive solicitations that are available for these purchases and has determined that the use of the attached contracts for the purpose cited presents the best value and/or is in the best interest of the School Board.

Gap Analysis

Flooring - carpet, LVT, tile, rubber, etc., is budgeted on a 10-year life-cycle. Replacement is needed to ensure a healthy, safe environment is provided for students and staff.

Previous Outcomes

Facilities visited several factories, listened to many presentations, in order to select the best product for our schools. We have been using the selected product for 15 plus years and are pleased with the results.

Expected Outcomes

We will provide a long lasting and easy to maintain product that will be installed yearly throughout the district.

Strategic Plan Goal

Pillar 4 - Every School Equipped

Priority 2 - Create High Quality Infrastructure

Recommendation

That the cooperative contracts awarded to Shaw Industries, Inc., and Tarkett USA Inc., for the anticipated purchase of materials and/or services be approved as presented.

Contact Information

JODY DUMAS jody.dumas@sarasotacountyschools.net

MICHAEL KEMP michael.kemp@sarasotacountyschools.net

Financial Impact

Not to exceed: \$4,000,000.00

Funding Source: Capital and Operating Funds

ATTACHMENTS:

Description	Upload Date	Type
9.17.24Cooperative - Tarkett & Shaw REC	9/3/2024	Cover Memo



Materials Management
Purchasing Department
101 Old Venice Road, Osprey, FL 34229
Phone 941-486-2183 • Fax 941-486-2188
SarasotaCountySchools.net

MEMORANDUM

TO: Members of the School Board
Terrence Connor, Superintendent
Bonnie Penner, Assistant Superintendent Chief Financial Officer

FROM: Tracy Brizendine, Director of Materials Management

TITLE: APPROVAL TO PURCHASE MATERIALS AND/OR SERVICES FROM VENDORS UNDER CONTRACT WITH A LEAD AGENCY THAT UTILIZED A COMPETITIVE PROCESS FOR FLOORING MATERIALS, WITH RELATED SUPPLIES AND SERVICES

DESCRIPTION: The Purchasing Department has researched and reviewed the competitive solicitations that are available for these purchases and has determined that the use of the attached contracts for the purpose cited presents the best value and/or is in the best interest of the School Board.

GAP ANALYSIS: Flooring - carpet, LVT, tile, rubber, etc., is budgeted on a 10-year life-cycle. Replacement is needed to ensure a healthy, safe environment is provided for students and staff.

PREVIOUS OUTCOMES: Facilities visited several factories, listened to many presentations, in order to select the best product for our schools. We have been using the selected product for 15 plus years and our pleased with the results.

EXPECTED OUTCOMES: We will provide a long lasting and easy to maintain product that will be installed yearly throughout the district.

STRATEGIC PLAN GOAL: Pillar 4: Every School Equipped
Priority 2: Create High Quality Infrastructure

CONTACT: Jody Dumas jody.dumas@sarasotacountyschools.net
Michael Kemp michael.kemp@sarasotacountyschools.net

FINANCIAL IMPACT: Not to exceed: \$4,000,000.00
The funds for these purchases are contained in the budget allocated to the Facilities Department.
Funding Source: Capital and Operating Funds

RECOMMENDED MOTION: That the cooperative contracts awarded to Shaw Industries, Inc., and Tarkett USA Inc., for the anticipated purchase of materials and/or services be approved as presented.

PURCHASE OF GOODS OR SERVICES THROUGH STATE CONTRACT OR COOPERATIVE PURCHASE

<u>DEPARTMENT</u>	<u>NAME OF OTHER ENTITIES BIDS</u>	<u>REASON</u>	<u>AWARDED VENDORS</u>	<u>NOT TO EXCEED AMOUNT</u>
Construction/ Facilities Services	State of Florida Alternate Contract sourced through Sourcewell, a State of Minnesota local government RFP for Flooring Materials, with Related Supplies and Services	For purchases of floor covering and installation services	Shaw Industries, Inc. Tarkett USA, Inc.	\$4,000,000.00



September 17, 2024 Board Meeting
Agenda Item 12.

Title

APPROVAL TO PURCHASE MATERIALS AND/OR SERVICES FROM VENDORS UNDER COOPERATIVE CONTRACT WITH A LEAD AGENCY THAT UTILIZED A COMPETITIVE PROCESS FOR FOOD SERVICE EQUIPMENT, PARTS, INSTALLATION, AND SUPPLIES

Description

The Purchasing Department has researched and reviewed the competitive solicitations that are available for these purchases and has determined that the use of the attached contracts for the purpose cited presents the best value and/or is in the best interest of the School Board.

Gap Analysis

Parts Town and Strategic Equipment provides industry standard, high quality equipment from multiple manufacturers currently used in restaurants, hotels, and commercial kitchens.

Previous Outcomes

In 2023-2024 we purchased kitchen equipment for CTE Culinary kitchens at Sarasota High School and Suncoast Technical College (Sarasota).

Expected Outcomes

Students in CTE Culinary programs will gain hands-on experiences and training on industry standard equipment, appliances, and tools used in today's current hospitality industry. In 2024-2025 we plan to update equipment in the CTE Culinary kitchens at Venice High School and Suncoast Technical College (North Port).

Strategic Plan Goal

Pillar 1 - Every Student Achieves
Priority 4 - Equip Students for Life

Recommendation

That the cooperative contracts awarded to Strategic Equipment and Parts Town, for the anticipated purchase of materials and/or services be approved as presented.

Contact Information

TRIPP JENNINGS, tripp.jennings@sarasotacountyschools.net

RON DIPILLO, ron.dipillo@sarasotacountyschools.net

RACHAEL O'DEA rachael.o'dea@sarasotacountyschools.net

Financial Impact

Not to exceed: \$150,000.00

Funding Source: Capital funds

ATTACHMENTS:

Description	Upload Date	Type
9.17.24Cooperative - Sysco REC	8/28/2024	Cover Memo



Materials Management
Purchasing Department
101 Old Venice Road, Osprey, FL 34229
Phone 941-486-2183 ▪ Fax 941-486-2188
SarasotaCountySchools.net

MEMORANDUM

TO: Members of the School Board
Terrence Connor, Superintendent
Bonnie Penner, Assistant Superintendent Chief Financial Officer

FROM: Tracy Brizendine, Director of Materials Management

TITLE: APPROVAL TO PURCHASE MATERIALS AND/OR SERVICES FROM VENDORS UNDER CONTRACT WITH A LEAD AGENCY THAT UTILIZED A COMPETITIVE PROCESS FOR FOOD PRODUCTS FOR CULINARY PROGRAMS

DESCRIPTION: The Purchasing Department has researched and reviewed the competitive solicitations that are available for these purchases and has determined that the use of the attached contracts for the purpose cited presents the best value and/or is in the best interest of the School Board.

GAP ANALYSIS: Sysco provides fresh, safely transported food products with competitive pricing and flexible delivery options.

PREVIOUS OUTCOMES: In 2023-2024 we purchased food for CTE Culinary programs through other vendors. Through price comparisons, we see that Sysco can often provide a quality product with convenient delivery at a competitive or better price.

EXPECTED OUTCOMES: Students in CTE Culinary programs will gain hands-on experiences and training on industry standard equipment, appliances, and tools with quality food used in today's current hospitality industry.

STRATEGIC PLAN GOAL: Pillar 1: Every Student Achieves, Priority 4: Equip Students for Life

CONTACT: Tripp Jennings, tripp.jennings@sarasotacountyschools.net
Ron DiPillo, ron.dipillo@sarasotacountyschools.net

FINANCIAL IMPACT: Not to exceed: \$100,000.00
The funds for these purchases are contained in the budget allocated to the appropriate schools and departments. Funding Source: CAPE Industry Certification bonus FTE funds

RECOMMENDED MOTION: That the cooperative contracts awarded to SYSCO and SYSCO Food SVC W Coast FLA Inc for the anticipated purchase of materials and/or services be approved as presented.



September 17, 2024 Board Meeting
Agenda Item 13.

Title

APPROVAL TO PURCHASE MATERIALS AND/OR SERVICES FROM VENDORS UNDER CONTRACT WITH A LEAD AGENCY THAT UTILIZED A COMPETITIVE PROCESS FOR FOOD PRODUCTS FOR CULINARY PROGRAMS

Description

The Purchasing Department has researched and reviewed the competitive solicitations that are available for these purchases and has determined that the use of the attached contracts for the purpose cited presents the best value and/or is in the best interest of the School Board.

Gap Analysis

Sysco provides fresh, safely transported food products with competitive pricing and flexible delivery options.

Previous Outcomes

In 2023-2024 we purchased food for CTE Culinary programs through other vendors. Through price comparisons, we see that Sysco can often provide a quality product with convenient delivery at a competitive or better price.

Expected Outcomes

Students in CTE Culinary programs will gain hands-on experiences and training on industry standard equipment, appliances, and tools with quality food used in today's current hospitality industry.

Strategic Plan Goal

Pillar 1 - Every Student Achieves
Priority 4 - Equip Students for Life

Recommendation

That the cooperative contracts awarded to SYSCO and SYSCO Food SVC W Coast FLA Inc for the anticipated purchase of materials and/or services be approved as presented.

Contact Information

TRIPP JENNINGS tripp.jennings@sarasotacountyschools.net

RON DIPILLO ron.dipillo@sarasotacountyschools.net

RACHAEL O'DEA rachael.o'dea@sarasotacountyschools.net

Financial Impact

Not to exceed: \$100,000.00

Funding Source: General Fund - CAPE Industry Certification bonus FTE funds

ATTACHMENTS:

Description	Upload Date	Type
9.17.24Cooperative - Sysco REC	8/28/2024	Cover Memo



Materials Management
Purchasing Department
101 Old Venice Road, Osprey, FL 34229
Phone 941-486-2183 • Fax 941-486-2188
SarasotaCountySchools.net

MEMORANDUM

TO: Members of the School Board
Terrence Connor, Superintendent
Bonnie Penner, Assistant Superintendent Chief Financial Officer

FROM: Tracy Brizendine, Director of Materials Management

TITLE: APPROVAL TO PURCHASE MATERIALS AND/OR SERVICES FROM VENDORS UNDER CONTRACT WITH A LEAD AGENCY THAT UTILIZED A COMPETITIVE PROCESS FOR FOOD PRODUCTS FOR CULINARY PROGRAMS

DESCRIPTION: The Purchasing Department has researched and reviewed the competitive solicitations that are available for these purchases and has determined that the use of the attached contracts for the purpose cited presents the best value and/or is in the best interest of the School Board.

GAP ANALYSIS: Sysco provides fresh, safely transported food products with competitive pricing and flexible delivery options.

PREVIOUS OUTCOMES: In 2023-2024 we purchased food for CTE Culinary programs through other vendors. Through price comparisons, we see that Sysco can often provide a quality product with convenient delivery at a competitive or better price.

EXPECTED OUTCOMES: Students in CTE Culinary programs will gain hands-on experiences and training on industry standard equipment, appliances, and tools with quality food used in today's current hospitality industry.

STRATEGIC PLAN GOAL: Pillar 1: Every Student Achieves, Priority 4: Equip Students for Life

CONTACT: Tripp Jennings, tripp.jennings@sarasotacountyschools.net
Ron DiPillo, ron.dipillo@sarasotacountyschools.net

FINANCIAL IMPACT: Not to exceed: \$100,000.00
The funds for these purchases are contained in the budget allocated to the appropriate schools and departments. Funding Source: CAPE Industry Certification bonus FTE funds

RECOMMENDED MOTION: That the cooperative contracts awarded to SYSCO and SYSCO Food SVC W Coast FLA Inc for the anticipated purchase of materials and/or services be approved as presented.



September 17, 2024 Board Meeting
Agenda Item 14.

Title

APPROVAL TO INCREASE PURCHASING LIMIT FOR THE ANTICIPATED PURCHASE OF MATERIALS AND/OR SERVICES (PER THE ATTACHED LIST) FROM VENDORS UNDER CONTRACT WITH A COOPERATIVE WITH A LEAD AGENCY THAT UTILIZED A COMPETITIVE PROCESS FOR HVAC EQUIPMENT, INSTALLATION, SERVICES AND RELATED PRODUCTS

Description

The Purchasing Department has researched and reviewed the competitive solicitations that are available for these purchases and has determined that the use of the attached contracts for the purpose cited presents the best value and/or is in the best interest of the School Board.

Gap Analysis

This bid allows the district to purchase equipment and services directly from the manufacturer of the equipment.

Previous Outcomes

The Board has approved previous requests of this nature.

Expected Outcomes

The Board approved the request as presented.

Strategic Plan Goal

Pillar 4 - Every School Equipped

Priority 2 - Create High Quality Infrastructure

Recommendation

That the cooperative contracts awarded to Daikin Applied for the anticipated purchase of materials and/or services be approved as presented.

Contact Information

JODY DUMAS jody.dumas@sarasotacountyschools.net

MICHAEL KEMP michael.kemp@sarasotacountyschools.net

Financial Impact

Not to exceed: \$750,000.00

Funding Source: Capital Funds

ATTACHMENTS:

Description	Upload Date	Type
9.17.24Cooperative Increase REC	9/3/2024	Cover Memo



Materials Management
Purchasing Department
101 Old Venice Road, Osprey, FL 34229
Phone 941-486-2183 ▪ Fax 941-486-2188
SarasotaCountySchools.net

MEMORANDUM

TO: Members of the School Board
Terrence Connor, Superintendent
Bonnie Penner, Assistant Superintendent Chief Financial Officer

FROM: Tracy Brizendine, Director of Materials Management

TITLE: APPROVAL TO INCREASE PURCHASING LIMIT FOR THE ANTICIPATED PURCHASE OF MATERIALS AND/OR SERVICES (PER THE ATTACHED LIST) FROM VENDORS UNDER CONTRACT WITH A COOPERATIVE WITH A LEAD AGENCY THAT UTILIZED A COMPETITIVE PROCESS FOR HVAC EQUIPMENT, INSTALLATION, SERVICES AND RELATED PRODUCTS

DESCRIPTION: The Purchasing Department has researched and reviewed the competitive solicitations that are available for these purchases and has determined that the use of the attached contracts for the purpose cited presents the best value and/or is in the best interest of the School Board.

GAP ANALYSIS: This bid allows the district to purchase equipment and services directly from the manufacturer of the equipment.

PREVIOUS OUTCOMES: The Board has approved previous requests of this nature.

EXPECTED OUTCOMES: The Board approved the request as presented.

STRATEGIC PLAN GOAL: Pillar 4: Every School Equipped
Priority 2: Create High Quality Infrastructure

CONTACT: Jody Dumas, jody.dumas@sarasotacountyschools.net
Michael Kemp, michael.kemp@sarasotacountyschools.net

FINANCIAL IMPACT: Not to exceed: \$750,000.00
The funds for these purchases are contained in the budget allocated to the Facilities Department.
Funding Source: Capital Funds

RECOMMENDED MOTION: That the cooperative contracts awarded to Daikin Applied for the anticipated purchase of materials and/or services be approved as presented.



September 17, 2024 Board Meeting
Agenda Item 15.

Title

APPROVAL TO INCREASE PURCHASING LIMIT FOR THE ANTICIPATED PURCHASE OF MATERIALS AND/OR SERVICES (PER THE ATTACHED LIST) FROM VENDORS UNDER CONTRACT WITH A COOPERATIVE WITH A LEAD AGENCY THAT UTILIZED A COMPETITIVE PROCESS FOR HVAC PRODUCTS, INSTALLATION, LABOR BASED SOLUTIONS AND RELATED PRODUCTS AND SERVICES

Description

The Purchasing Department has researched and reviewed the competitive solicitations that are available for these purchases and has determined that the use of the attached contracts for the purpose cited presents the best value and/or is in the best interest of the School Board.

Gap Analysis

This bid allows the district to purchase equipment and services directly from the manufacturer of the equipment.

Previous Outcomes

The Board has approved previous requests of this nature.

Expected Outcomes

That the Board approve as requested.

Strategic Plan Goal

Pillar 4 - Every School Equipped

Priority 2 - Create High Quality Infrastructure

Recommendation

That the cooperative contracts awarded to Trane, Inc. for the anticipated purchase of materials and/or services be approved as presented.

Contact Information

JODY DUMAS jody.dumas@sarasotacountyschools.net

MICHAEL KEMP michael.kemp@sarasotacountyschools.net

Financial Impact

Not to exceed: \$2,500,000.00

Funding Source: Capital Funds

ATTACHMENTS:

Description	Upload Date	Type
9.17.24Cooperative Increase - Trane Inc REC	9/3/2024	Cover Memo



Materials Management
Purchasing Department
101 Old Venice Road, Osprey, FL 34229
Phone 941-486-2183 ▪ Fax 941-486-2188
SarasotaCountySchools.net

MEMORANDUM

TO: Members of the School Board
Terrence Connor, Superintendent
Bonnie Penner, Assistant Superintendent Chief Financial Officer

FROM: Tracy Brizendine, Director of Materials Management

TITLE: APPROVAL TO INCREASE PURCHASING LIMIT FOR THE ANTICIPATED PURCHASE OF MATERIALS AND/OR SERVICES (PER THE ATTACHED LIST) FROM VENDORS UNDER CONTRACT WITH A COOPERATIVE WITH A LEAD AGENCY THAT UTILIZED A COMPETITIVE PROCESS FOR HVAC PRODUCTS, INSTALLATION, LABOR BASED SOLUTIONS AND RELATED PRODUCTS AND SERVICES

DESCRIPTION: The Purchasing Department has researched and reviewed the competitive solicitations that are available for these purchases and has determined that the use of the attached contracts for the purpose cited presents the best value and/or is in the best interest of the School Board.

GAP ANALYSIS: This bid allows the district to purchase equipment and services directly from the manufacturer of the equipment.

PREVIOUS OUTCOMES: The Board has approved previous requests of this nature.

EXPECTED OUTCOMES: That the Board approve as requested.

STRATEGIC PLAN GOAL: Pillar 4: Every School Equipped
Priority 2: Create High Quality Infrastructure

CONTACT: Jody Dumas, jody.dumas@sarasotacountyschools.net
Michael Kemp, michael.kemp@sarasotacountyschools.net

FINANCIAL IMPACT: Not to exceed: \$2,500,000.00
The funds for these purchases are contained in the budget allocated to the Facilities Department.
Funding Source: Capital Funds

RECOMMENDED MOTION: That the cooperative contracts awarded to Trane, Inc. for the anticipated purchase of materials and/or services be approved as presented.



September 17, 2024 Board Meeting
Agenda Item 16.

Title

APPROVAL TO PURCHASE MATERIALS AND/OR SERVICES FROM VENDORS UNDER CONTRACT WITH A FEDERAL, STATE, OR MUNICIPAL GOVERNMENT, OR A COOPERATIVE WITH A LEAD AGENCY THAT UTILIZED A COMPETITIVE PROCESS FOR CONTRACTED SERVICES/STAFFING FOR EXCEPTIONAL STUDENT EDUCATION & STUDENT SERVICES

Description

The Purchasing Department has researched and reviewed the competitive solicitations that are available for these purchases and has determined that the use of the attached contracts for the purpose cited presents the best value and/or is in the best interest of the School Board.

Gap Analysis

AB Staffing will be able to assist the District with temporary staffing for positions that have been vacant since May 2024. Currently there are 13 positions unfilled. 1- School Psychologist, 3-Elementary School Counselor, 3-High School Counselors, 1- Registered Nurse, 4- Licensed Practical Nurses, and 1-Cerified Nursing Assistants.

Previous Outcomes

The District has posted these jobs numerous times and have been unsuccessful at filling these positions.

Expected Outcomes

With the approval of AB Staffing the District will be able to meet the needs of the students.

Strategic Plan Goal

Pillar 2 - Every Student Supported

Priority 1 - Design Strong Student Support

Recommendation

That the attached contracts awarded to AB Staffing, Inc., for the anticipated purchase of materials and/or services be approved as presented.

Contact Information

DEBRA GIACOLONE debra.giacolone@sarasotacountyschools.net

KIRK HUTCHINSON kirk.hutchinson@Sarasotacountyschools.net

RACHAEL O'DEA rachael.o'dea@sarasotacountyschools.net

Financial Impact

Not to Exceed: \$750,000.00

Funding Source: General -salary dollars converted to contracted dollars when vacancy is filled with a contractor.

ATTACHMENTS:

Description	Upload Date	Type
9.17.24 Staffing	9/6/2024	Cover Memo



Materials Management
Purchasing Department
101 Old Venice Road, Osprey, FL 34229
Phone 941-486-2183 ▪ Fax 941-486-2188
SarasotaCountySchools.net

MEMORANDUM

TO: Members of the School Board
Terrence Connor, Superintendent
Bonnie Penner, Assistant Superintendent Chief Financial Officer

FROM: Tracy Brizendine, Director of Materials Management

TITLE: APPROVAL TO PURCHASE MATERIALS AND/OR SERVICES FROM VENDORS UNDER PIGGYBACK CONTRACT WITH A LEAD AGENCY THAT UTILIZED A COMPETITIVE PROCESS FOR CONTRACTED SERVICES/STAFFING FOR EXCEPTIONAL STUDENT EDUCATION & STUDENT SERVICES

DESCRIPTION: The Purchasing Department has researched and reviewed the competitive solicitations that are available for these purchases and has determined that the use of the attached contracts for the purpose cited presents the best value and/or is in the best interest of the School Board.

GAP ANALYSIS: AB Staffing will be able to assist the District with temporary staffing for positions that have been vacant since May 2024. Currently there are 13 positions unfilled. 1- School Psychologist, 3-Elementary School Counselor, 3-High School Counselors, 1- Registered Nurse, 4- Licensed Practical Nurses, and 1-Cerified Nursing Assistants.

PREVIOUS OUTCOMES: The District has posted these jobs numerous times and have been unsuccessful at filling these positions.

EXPECTED OUTCOMES: With the approval of AB Staffing the District will be able to meet the needs of the students.

STRATEGIC PLAN GOAL: Pillar 2 Every Student supported Priorities Design Strong Student Support

CONTACT: Dr. Kirk Hutchinson, kirk.hutchinson@sarasotacountyschools.net
Debra Giacalone, debra.giacalone@sarasotacountyschools.net

FINANCIAL IMPACT: Not to exceed: \$750,000.00

Funding Source: General - salary dollars converted to contracted dollars when vacancy is filled with a contractor.

RECOMMENDED MOTION: That the attached contracts awarded to AB Staffing, Inc., for the anticipated purchase of materials and/or services be approved as presented.



September 17, 2024 Board Meeting
Agenda Item 17.

Title

APPROVAL OF THE DELETION OF THE SHED #96-211 LOCATED AT PHILLIPPI SHORES ELEMENTARY

Description

The specified shed has been inspected by the Facilities Services and Construction Services staff and is deemed beyond economical to maintain or renovate. Therefore, it is requested the shed be deleted and demolished to be replaced.

Gap Analysis

This Board action item provides documentation and description of district-owned property that is recommended for demolition and deletion from Florida Inventory of School Houses (FISH) records. It also identifies any items that require replacement.

Previous Outcomes

Approvals to delete district-owned property can be necessitated by damage from storms such as hurricanes or high wind events; however, most commonly they are presented due to the item outliving its useful life and being more costly to repair and/or bring up to current code.

Expected Outcomes

Upon approval by the Board, staff will work to have the item removed and if required, replaced accordingly, which will provide for safer and more secure facilities.

Strategic Plan Goal

Pillar 4 - Every School Equipped

Priority 2 - Create High Quality Infrastructure

Recommendation

That the deletion of shed #96-211 located at Phillippi Shores Elementary from F.I.S.H inventory be approved as presented.

Contact Information

JODY DUMAS jody.dumas@sarasotacountyschools.net

MICHAEL KEMP michael.kemp@sarasotacountyschools.net

Financial Impact

\$3,500 - No financial outlay

ATTACHMENTS:

Description	Upload Date	Type
Portable 96-211	9/3/2024	Cover Memo



SARASOTA
County Schools

FACILITIES SERVICES DEPARTMENT

MEMORANDUM

TO: Michael Kemp, Assistant Superintendent Chief Operations Officer
Operations Division

FROM: Jody Dumas, Executive Director
Facilities Services Department

REQUESTED BY: Jim Deunger

DATE: 08/26/2024

RE: Shed #96-211 Located at Phillippi Shores Elementary

The following shed has been inspected by the Facilities Services and Construction Services staff and is deemed to no longer be economical to maintain or renovate. The Planning office has determined that the specified shed is beyond economical to repair or renovate and must be replaced. Therefore, the undersigned request the building be deleted and demolished.

<u>Location</u>	<u>FISH #</u>	<u>Year Built</u>	<u>Size</u>	<u>Type / Use</u>
Phillippi Shores Elementary	96-211	1994	320 Sq. Ft.	General School Storage

This recommendation will be placed on the agenda for the September 17th, 2024, Board meeting for approval.

Plan Room Acknowledgement
Wayne Starr

Wayne Starr
Wayne Starr (Aug 26, 2024 13:47 EDT)

{signature}

Diane Cominotti, Director
Planning Department

Diane Cominotti

{signature}

Jody Dumas, Executive Director
Facilities Services Department

Jody Dumas

{signature}












DEMO MEMO- Shed #96-211 Phillippi

Final Audit Report

2024-08-30

Created:	2024-08-26
By:	Brianna Browning (Brianna.Browning@sarasotacountyschools.net)
Status:	Signed
Transaction ID:	CBJCHBCAABAAOhI_dTgaN7CbDWgh37IRuZaJTsDJ4fnO

"DEMO MEMO- Shed #96-211 Phillippi" History

-  Document created by Brianna Browning (Brianna.Browning@sarasotacountyschools.net)
2024-08-26 - 5:01:06 PM GMT
-  Document emailed to Wayne Starr (wayne.starr@sarasotacountyschools.net) for signature
2024-08-26 - 5:01:34 PM GMT
-  Email viewed by Wayne Starr (wayne.starr@sarasotacountyschools.net)
2024-08-26 - 5:45:37 PM GMT
-  Document e-signed by Wayne Starr (wayne.starr@sarasotacountyschools.net)
Signature Date: 2024-08-26 - 5:47:49 PM GMT - Time Source: server
-  Document emailed to Diane Cominotti (diane.cominotti@sarasotacountyschools.net) for signature
2024-08-26 - 5:47:50 PM GMT
-  Email viewed by Diane Cominotti (diane.cominotti@sarasotacountyschools.net)
2024-08-27 - 5:45:06 PM GMT
-  Document e-signed by Diane Cominotti (diane.cominotti@sarasotacountyschools.net)
Signature Date: 2024-08-27 - 5:45:40 PM GMT - Time Source: server
-  Document emailed to Jody Dumas (jody.dumas@sarasotacountyschools.net) for signature
2024-08-27 - 5:45:42 PM GMT
-  Email viewed by Jody Dumas (jody.dumas@sarasotacountyschools.net)
2024-08-30 - 5:11:26 PM GMT
-  Document e-signed by Jody Dumas (jody.dumas@sarasotacountyschools.net)
Signature Date: 2024-08-30 - 5:11:36 PM GMT - Time Source: server
-  Agreement completed.
2024-08-30 - 5:11:36 PM GMT



September 17, 2024 Board Meeting
Agenda Item 18.

Title

APPROVAL OF THE DELETION OF THE PORTABLE #99-413 LOCATED AT VENICE HIGH SCHOOL

Description

The specified portable has been inspected by the Facilities Services and Construction Services staff and is deemed beyond economical to maintain or renovate. Therefore, it is requested the portable be deleted and demolished.

Gap Analysis

This Board action item provides documentation and description of district-owned property that is recommended for demolition and deletion from Florida Inventory of School Houses (FISH) records. It also identifies any items that require replacement.

Previous Outcomes

Approvals to delete district-owned property can be necessitated by damage from storms such as hurricanes or high wind events; however, most commonly they are presented due to the item outliving its useful life and being more costly to repair and/or bring up to current code.

Expected Outcomes

Upon approval by the Board, staff will work to have the item removed and if required, replaced accordingly, which will provide for safer and more secure facilities.

Strategic Plan Goal

Pillar 4 - Every School Equipped

Priority 2 - Create High Quality Infrastructure

Recommendation

That the deletion of portable #99-413 located at Venice High School from F.I.S.H inventory be approved as presented.

Contact Information

JODY DUMAS jody.dumas@sarasotacountyschools.net

MICHAEL KEMP michael.kemp@sarasotacountyschools.net

Financial Impact

\$16,000.00 - no financial outlay

ATTACHMENTS:

Description	Upload Date	Type
Demo Memo 99-413 VHS	9/3/2024	Cover Memo



SARASOTA
County Schools

FACILITIES SERVICES DEPARTMENT

MEMORANDUM

TO: Michael Kemp, Assistant Superintendent Chief Operations Officer
Operations Division

FROM: Jody Dumas, Executive Director
Facilities Services Department

REQUESTED BY: Chad Brogdon

DATE: 08/26/2024

RE: Portable # 99-413 Located at Venice High School

The following portable has been inspected by the Facilities Services and Construction Services staff and is deemed to no longer be economical to maintain or renovate. The Planning office has determined that the specified portable is beyond economical to repair or renovate. Therefore, the undersigned request the building be deleted and demolished.

<u>Location</u>	<u>FISH #</u>	<u>Year Built</u>	<u>Size</u>	<u>Type / Use</u>
Venice High School	99-413	1988	788 Sq. Ft.	General School Storage

This recommendation will be placed on the agenda for the September 17th, 2024, Board meeting for approval.

Plan Room Acknowledgement
Wayne Starr

Wayne Starr
Wayne Starr (Aug 26, 2024 13:48 EDT)
{signature}

Diane Cominotti, Director
Planning Department

Diane Cominotti
{signature}

Jody Dumas, Executive Director
Facilities Services Department

Jody Dumas
{signature}












DEMO MEMO- Portable 99-413 VHS

Final Audit Report

2024-08-30

Created:	2024-08-26
By:	Brianna Browning (Brianna.Browning@sarasotacountyschools.net)
Status:	Signed
Transaction ID:	CBJCHBCAABAAAt6HBso1Xpo5A_tpvxXtHn-VYvapeVRi

"DEMO MEMO- Portable 99-413 VHS" History

-  Document created by Brianna Browning (Brianna.Browning@sarasotacountyschools.net)
2024-08-26 - 5:02:07 PM GMT
-  Document emailed to Wayne Starr (wayne.starr@sarasotacountyschools.net) for signature
2024-08-26 - 5:02:23 PM GMT
-  Email viewed by Wayne Starr (wayne.starr@sarasotacountyschools.net)
2024-08-26 - 5:26:20 PM GMT
-  Document e-signed by Wayne Starr (wayne.starr@sarasotacountyschools.net)
Signature Date: 2024-08-26 - 5:48:17 PM GMT - Time Source: server
-  Document emailed to Diane Cominotti (diane.cominotti@sarasotacountyschools.net) for signature
2024-08-26 - 5:48:18 PM GMT
-  Email viewed by Diane Cominotti (diane.cominotti@sarasotacountyschools.net)
2024-08-27 - 5:45:49 PM GMT
-  Document e-signed by Diane Cominotti (diane.cominotti@sarasotacountyschools.net)
Signature Date: 2024-08-27 - 5:46:17 PM GMT - Time Source: server
-  Document emailed to Jody Dumas (jody.dumas@sarasotacountyschools.net) for signature
2024-08-27 - 5:46:18 PM GMT
-  Email viewed by Jody Dumas (jody.dumas@sarasotacountyschools.net)
2024-08-30 - 5:10:23 PM GMT
-  Document e-signed by Jody Dumas (jody.dumas@sarasotacountyschools.net)
Signature Date: 2024-08-30 - 5:10:35 PM GMT - Time Source: server
-  Agreement completed.
2024-08-30 - 5:10:35 PM GMT



September 17, 2024 Board Meeting
Agenda Item 19.

Title

APPROVAL AND/OR RATIFICATION OF FACILITIES SERVICES' CHANGE ORDER

Description

Facilities Services' change order is summarized on the enclosure for ease of review. This change order reflects a decrease of (\$1,630,120.00) in gross contract dollars.

Gap Analysis

Change orders are utilized on facilities contracts to adjust the original contract amount for various circumstances. These may include adjustments for an increase or decrease in project scope, adjustments needed to close a contract and return unspent project funds to the district, or for removing the purchase of large items from a contract so the district can purchase these items directly from vendors to save sales tax. The attached documents detail the associated change orders for this item on multiple projects.

Previous Outcomes

Change orders reflect construction project progress and occur normally as a result of conditions on the facilities project and district staff managing the costs associated with each project, including deductive change orders to allow the district to save sales tax.

Expected Outcomes

This system has resulted in significant, ongoing savings and allows district staff to continue to maximize these benefits, especially as the construction market becomes more competitive.

Strategic Plan Goal

Pillar 4 - Every School Equipped

Priority 2 - Create High Quality Infrastructure

Recommendation

That the Facilities Services' change order be approved and/or ratified as presented.

Contact Information

JODY DUMAS jody.dumas@sarasotacountyschools.net

MICHAEL KEMP michael.kemp@sarasotacountyschools.net

Financial Impact

(\$1,630,120.00)

ATTACHMENTS:

Description	Upload Date	Type
Sept 17 FSD CO	9/3/2024	Cover Memo
Sept 17 FSD CO	9/3/2024	Cover Memo



Project	Contractor	CO#	Contract Sum prior to this Change Order request	Contract Change Order amount	Revised Contract Amount	EXPLANATION (see attached)	**
SUMMARY OF FACILITIES SERVICES CHANGE ORDER PRESENTED FOR APPROVAL AND/OR RATIFICATION AT THE 09/17/2024 SCHOOL BOARD MEETING							
Ashton, Brookside, Gulf Gate & Wilkinson Chiller Replacement 2024 and Brookside Controls Replacement 2024	Gilbane Building Company	01	\$3,977,314.00	-\$1,630,120.00	\$2,347,194.00	This change order is to modify the scope of work per the attached revised contract exhibits C and D. Modifications to the scope of work include installation of Owner provided chillers at Ashton Elementary School, Wilkinson Elementary School, Gulf Gate Elementary School, and Bookside Middle School.	R
			\$3,977,314.00	-\$1,630,120.00	\$2,347,194.00		
NOTE: The change orders (*identified above), for ratification, are the result of direct purchase of these items by the School Board to save sales tax. **A=Approval; R=Ratification							

Sarasota County School Board

Construction Services

Change Order

PROJECT: Ashton, Brookside, Gulf Gate & Wilkinson - Chiller Replacement 2024 and Brookside - Controls Replacement 2024	CHANGE ORDER NUMBER: 1
	CHANGE ORDER DATE: 8/26/2024
	CONTRACT / PO NUMBER 22402592
TO (Contractor): Gilbane Building Company	CONTRACT FOR: Scope Change
1950 Ringling Boulevard, Suite 301	
Sarasota, FL 34236	CONTRACT DATE: 1/25/2024

<p>You are directed to make the following changes in this Contract:</p> <p>Modify the Scope of Work per the attached revised Contract Exhibits C and D which shall replace the original Contract Documents. Modifications to the scope of work includes installation of Owner provided chillers at Ashton Elementary School, Wilkinson Elementary School, Gulf Gate Elementary School, and Brookside Middle School.</p> <p>The Scope of Work will be completed within (90) calendar days of confirmation of delivery of the latest chiller or as otherwise scheduled with Sarasota County Schools staff. The Substantial Completion date shall be adjusted accordingly pending delivery of Owner provided equipment.</p>	
Total of Summary:	\$ (1,630,120.00)

The original Guaranteed Maximum Price was	\$ 3,977,314.00
The net change by previously authorized Change Orders	\$ -
The Guaranteed Maximum Price prior to this Change Order was	\$ 3,977,314.00
The Guaranteed Maximum Price will be decreased by this Change Order in the amount of	\$ (1,630,120.00)
The new Guaranteed Maximum Price including this Change Order will be	\$ 2,347,194.00

The Contract Time will be increased by	TBD Days
The new date of Substantial Completion will be	TBD

NOTE: This Change Order does not include adjustments to the Contract Sum or Guaranteed Maximum Price, or the Contract Time, that have been authorized by Construction Change Order Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive

NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.

NOT APPLICABLE
 ARCHITECT (Firm Name)
 NOT APPLICABLE
 SIGNATURE
 NOT APPLICABLE
 PRINTED NAME & TITLE
 NOT APPLICABLE
 DATE

GILBANE BUILDING COMPANY
 CONTRACTOR (Firm Name)
 Jordan Hoover
 SIGNATURE
 Jordan Hoover - Project Executive
 PRINTED NAME & TITLE
 08/26/2024
 DATE

SARASOTA COUNTY SCHOOL BOARD
 OWNER
 SIGNATURE
 PROJECT MANAGER (PRINTED)
 SIGNATURE
 DIRECTOR (Printed Name)

Digitally signed by Jordan Hoover
 DN: cn=Jordan Hoover, o=Gilbane, ou=FLRO, cn=Jordan Hoover
 Reason: I have reviewed this document
 Date: 2024.08.26 11:30:49-0400



Exhibit C – Guaranteed Maximum Price



GMP Cost Summary
2024 Chiller & Controls Replacement
Sarasota County Schools

OCO 001
Exhibit A
8/16/2024

Bid Package	Bid Package Description	Notes	Original GMP Amount	Revised GMP Amount	OCO 001 Value
01A	01A - Site Services	Allowance	\$130,293	\$130,293	\$0
23A	23A - Ashton Elementary - Chiller Replacement	Daikin Applied	\$452,670	\$130,550	(\$322,120)
23B	23B - Wilkinson Elementary - Chiller Replacement	Trane US	\$371,979	\$153,198	(\$218,781)
23C	23C - Gulf Gate Elementary - Chiller Replacement	Daikin Applied	\$523,195	\$151,110	(\$372,085)
23D	23D - Brookside Middle - Chiller Replacement	Trane US	\$1,089,000	\$481,460	(\$607,540)
23E	23E - Brookside Middle - Controls Replacement	Allowance	\$574,500	\$574,500	\$0
Subtotal - Trade Cost			\$3,141,637	\$1,621,111	(\$1,520,526)
	DB Construction & Escalation Contingency		\$219,915	\$219,915	\$0
Subtotal - Include Contingencies			\$3,361,552	\$1,841,026	(\$1,520,526)
	Design Fee	Not Included	Not Included	Not Included	Not Included
	Preconstruction Fee	Lump Sum	\$15,156	\$15,156	\$0
	General Conditions	Staffing & General Requirements	\$282,202	\$282,202	\$0
	Permit & Testing Fees	By Owner	By Owner	By Owner	By Owner
Subtotal - Include GC's			\$3,658,910	\$2,138,384	(\$1,520,526)
	Risk Management / GL Insurance	1.10%	\$39,516	\$23,522	(\$15,994)
	Subcontractor Default Insurance	1.30%	\$47,566	\$27,799	(\$19,767)
	Builder's Risk Insurance & Deductible	By Owner	By Owner	By Owner	By Owner
Subtotal - Include Insurances			\$3,745,992	\$2,189,705	(\$1,556,287)
	Payment and Performance Bond	0.65%	\$23,974	\$14,233	(\$9,741)
Subtotal - Cost of Work			\$3,769,966	\$2,203,938	(\$1,566,028)
	DB Fee	6.50%	\$207,348	\$143,256	(\$64,092)
Total Guaranteed Maximum Price			\$3,977,314	\$2,347,194	(\$1,630,120)



September 17, 2024 Board Meeting
Agenda Item 20.

Title

APPROVAL OF UPDATE #4 TO THE 2024 ANNUAL CERTIFICATION OF PROFESSIONALS FOR CONSTRUCTION REALTED SERVICES

Description

The recommended professionals have submitted request for annual certification by the School Board to provide professional and/or consulting services for Sarasota County Schools projects. These submissions are in accordance with School Board Policy 7.71 and 7.71a. The initial list was Board approved on 1/16/2024, Item #19. The newly added firms are identified in the enclosure at the end of the initial list. Upon Board approval, the pertinent data from these submissions will be incorporated to the existing list.

Gap Analysis

The Professional Services Selection Committee (PSSC), in accordance with School Board Policy 7.71 and 7.71a, certifies that these firms are qualified to submit proposals for advertised projects/consulting services.

Previous Outcomes

Approval of the qualified professionals on this annual certification list allows the PSSC to proceed with selection of firms to perform work for the district.

Expected Outcomes

Firms on the approved, qualified list represents high quality, experienced firms who are eligible to compete for district projects. The firms added to the list is included in the overall list and outlined in the last page of the attachment.

Strategic Plan Goal

Pillar 4 - Every School Equipped
Priority 2 - Create High Quality Infrastructure

Recommendation

That update #4 to the 2024 annual certification of qualified professionals for construction

related services be approved as presented.

Contact Information

JANE DREGER jane.dreger@sarasotacountyschools.net

JODY DUMAS jody.dumas@sarasotacountyschools.net

MICHAEL KEMP michael.kemp@sarasotacountyschools.net

Financial Impact

N/A

ATTACHMENTS:

Description	Upload Date	Type
2024 QP List_Update #4	9/3/2024	Cover Memo

2024 QUALIFIED PROFESSIONAL ANNUAL CERTIFICATION CONSTRUCTION RELATED SERVICES

COMPANY NAME	ADDRESS	TELEPHONE	CONTACT NAME / E-MAIL
A/R/C Associates, Inc.	601 N. Fern Creek Avenue Suite 100 Orlando, FL 32803	407-896-7875	Joseph J. Williams / Jewel Smith jjw@arc-arc.com / jewel@arc-arc.com
ADG Architecture, LLC	3820 Colonial Boulevard Suite 100 Fort Myers, FL 33966	239.227.0554	Robert Taylor Bobt@alliancedesigngroup.com
Affiliated Engineers, Inc.	777 S. Harbour Island Boulevard Suite 450 Tampa, FL 33602	813.405.3800	Michael Watts mwatts@aeieng.com
Ajax Building Corporation	425 Commercial Court Suite J Venice, FL 34292	941.413.1341	Kasey Diehl kdiehl@ajaxbuilding.com
Allstate Construction, Inc.	4509 North Nebraska Avenue Tampa, FL 33603	813.231.2525	Audra Davis adavis@allstateconstruction.com
AM Engineering, LLC	8340 Consumer Court Sarasota, FL 34240	941.377.9178	D. Shawn Leins sleins@amengfl.com
Amtech Solutions, Inc.	2202 Northwest Shores Suite 200 Tampa, FL 33607	1.833.926.8324	Whitney Cabaza Whitney.Cabaza@amtechsls.com
Ardaman & Associates, Inc.	1724 Barber Road Sarasota, FL 34240	941.922.3526	Virginia Goff ggoff@ardaman.com
Axis Structural Group, Inc. dba Snell Engineering Consultants	1517 State Street Suite 202 Sarasota, FL 34236	941.954.0681	Amber Jacobson ajacobson@snellengineering.com

2024 QUALIFIED PROFESSIONAL ANNUAL CERTIFICATION CONSTRUCTION RELATED SERVICES

BCER Engineering, Inc.	12450 Rossevelt Boulevard North Suite 305 St. Petersburg, FL 33716	678.983.0973	David Wallace dwallace@bcer.com
Bennett & Pless, Inc. <i>(FKA Hees & Associates, Inc.)</i>	1381 5th Street Sarasota, FL 34236	941-955-4555	Karl F. Hees / Christina Hees khees@bennett-pless.com / chees@bennett-pless.com
BGE, Inc.	551 North Cattlemen Road Suite 104 Sarasota, FL 34232	941.208.2008	Daniel J. Bond Dbond@bgeinc.com
Biller Reinhart Engineering Group, Inc.	3434 Colwell Avenue Suite 100 Tampa, FL 33614	813.908.7203	Robert J. Reinhart rreinhart@billerreinhart.com
Borrelli & Partners, Inc.	720 Vassar Street Orlando, FL 32804	407.418.1338	Jorge A. Borrelli JABorrelli@BorrelliArchitects.com
Burke Construction Group, Inc.	10145 NW 19th Street Doral, FL 33172	305.986.0158	David Martinez DMartinez@bcginc.net
Colliers Project Leaders USA NE, LLC	5471 West Waters Avenue Suite 100 Tampa, FL 33634	1.844.727.0055	Ken Guyette ken.guyette@collierseng.com
CORE Construction Service of Florida, LLC	8027 Cooper Creek Boulevard Suite #110 University Park, FL 34201	941.343.4300	Jason Mitchell jasonmitchell@coreconstruction.com
Cornerstone Special Inspections, LLC DBA Construction Moisture Consulting (CMC)	4508 Oak Fair Boulevard Suite 290 Tampa, FL 33610	813.623.2323	Debra Palmer dpalmer@CMCFlorida.com

2024 QUALIFIED PROFESSIONAL ANNUAL CERTIFICATION CONSTRUCTION RELATED SERVICES

Creative Contractors, Inc.	852 62nd Circle East Suite #103 Bradenton, FL 34208	941.706.0995	Van Mitchell / Shannon Stein vmitchell@creativecontractors.com / sstein@creativecontractors.com
David W. Jonnston Associates (dwja)	1717 Second Street Suite A Sarasota, FL 34236	941.366.3159	Phillip J. Smith phil@dwja.net
Diversified Technology Consultants, Inc.	505 South Orange Avenue Units C1 & C2 Sarasota, FL 34236	203.605.2604	Robert "Shay" Hammersley robert.hammersley@teamdte.com
DMK Associates, Inc.	421 Commercial Court Suites C-D Venice, FL 34292	941.412.1043	Kreg Maheu kmaheu@dmkassoc.com
Driggers Engineering Services, Inc.	12220 49th Street North Clearwater, FL 33762	727.571.1313	Jeffry A. Driggers / Robert Iliff jeffdriggers@driggers-eng.com / biliff@driggers-eng.com
ECS Florida, LLC	4524 North 56th Street Tampa, FL 33610	813.302.1644	Scott Lakey Slakey@ecslimited.com
EE&G Construction & Electrical, LLC	5005 West Laurel Street Suite 110 Tampa, FL 33607	813.416.0106	D. Kirk Smith ksmith@eeandg.com
Engineering Matrix, Inc.	2860 Scherer Drive St. Petersburg, FL 33716	727.573.4656	Anita Crosby / Nikki Alvarado anitac@engmtx.com / nikkia@engmtx.com
Fawley Bryant Architecture	5391 Lakewood Ranch Boulevard N Suite 300 Sarasota, FL 34240	941.343.4070	Natasha McDowell nmcdowell@fawleybryant.com

2024 QUALIFIED PROFESSIONAL ANNUAL CERTIFICATION CONSTRUCTION RELATED SERVICES

Fleischman Garcia Maslowski Architecture	5967 Cattlemen Lane Suite 6 Sarasota, FL 34232	813.251.4400	Marcel Maslowski marcel@fgmfla.com
Gallagher Bassett Services, Inc.	4350 West Cypress Street Suite 300 Tampa, FL 33607	813.287.1005	Michael Sewell Mike_Sewell@gbtpa.com
GHD, Inc.	5904 Hampton Oaks Parkway Suite F Tampa, FL 33610	813.257.0626	Meeghan Casey meeghan.casey@ghd.com
Gilbane Building Company	1950 Ringling Boulevard Suite 301 Sarasota, FL 34236	727.439.2008	James Ferrick jferrick@gilbaneco.com
GLE Associates, Inc.	5405 Cypress Center Drive Suite 110 Tampa, FL 33609	813.241.8350	Cathy Meilak cmeilak@gleassociates.com
Goodwyn Mills Cawood, LLC	1819 Main Street Suite 608 Sarasota, FL 34236	941.312.5523	Sara Butler sara.butler@gmcnetwork.com
Gregg Fisher LLC dba Fisher Engineering	1817 Pinyon Pine Drive Sarasota, FL 34240	941.203.8565	Gregg Fisher gfisher@fisherengr.com
Halfacre Construction Company	7015 Professional Parkway East Sarasota, FL 34240	941.907.9099	Jack Cox / Tom Rees jackcox@halfacreco.com / trees@halfacreco.com
Hall Darling Design Studio, PA	2168 Main Street Sarasota, FL 34237	941.917.0883	Glenn Darling gdarling@halldarling.com

2024 QUALIFIED PROFESSIONAL ANNUAL CERTIFICATION CONSTRUCTION RELATED SERVICES

Harvard Jolly, Inc. d/b/a Beam Professionals	6000 Cattleridge Drive Suite 204 Sarasota, FL 34232	941.954.7632	Stephen L. Johnson / Gina Tercilla s.johnson@harvardjolly.com / g.tercilla@harvardjolly.com
Harvard Jolly, Inc. d/b/a Edgeland	6000 Cattleridge Drive Suite 204 Sarasota, FL 34232	941.954.7632	Stephen L. Johnson / Gina Tercilla s.johnson@harvardjolly.com / g.tercilla@harvardjolly.com
Harvard Jolly, Inc. d/b/a Harvard Jolly PBK	6000 Cattleridge Drive Suite 204 Sarasota, FL 34232	941.954.7632	Stephen L. Johnson / Gina Tercilla s.johnson@harvardjolly.com / g.tercilla@harvardjolly.com
Harvard Jolly, Inc. d/b/a Harvard Jolly PBK Sports	6000 Cattleridge Drive Suite 204 Sarasota, FL 34232	941.954.7632	Stephen L. Johnson / Gina Tercilla s.johnson@harvardjolly.com / g.tercilla@harvardjolly.com
Harvard Jolly, Inc. d/b/a Kubala Engineers	6000 Cattleridge Drive Suite 204 Sarasota, FL 34232	941.954.7632	Stephen L. Johnson / Gina Tercilla s.johnson@harvardjolly.com / g.tercilla@harvardjolly.com
Harvard Jolly, Inc. d/b/a Leaf Engineers	6000 Cattleridge Drive Suite 204 Sarasota, FL 34232	941.954.7632	Stephen L. Johnson / Gina Tercilla s.johnson@harvardjolly.com / g.tercilla@harvardjolly.com
Harvard Jolly, Inc. d/b/a PBK Sports	6000 Cattleridge Drive Suite 204 Sarasota, FL 34232	941.954.7632	Stephen L. Johnson / Gina Tercilla s.johnson@harvardjolly.com / g.tercilla@harvardjolly.com
HCBeck, Ltd. d/b/a/ The Beck Group	220 West 7th Avenue Suite 200 Tampa, FL 33602	813.240.8248	Caroline Vostrejs carolinevostrejs@beckgroup.com
Hepner Architects, Inc.	601 South Boulevard Suite 101 Tampa, FL 33606	813.229-0614	Peter M. Hepner phepner@hepnerarchitects.com

2024 QUALIFIED PROFESSIONAL ANNUAL CERTIFICATION CONSTRUCTION RELATED SERVICES

Hyatt Survey Services, Inc.	2012 Lena Road Bradenton, FL 34211	941.748.4693	Pamela A. Hyatt / Howard Hyatt pam@hyattsurvey.com / howard@hyattsurvey.com
Infrastructure Solution Services	7319 Merchant Court Sarasota, FL 34240	941.526.0815	Mark W. Mueller mmueller@infrastructuress.com
Jay Ammon Architect, Inc.	126 South Park Avenue Suite A Winter Park, FL 32789	407.333.1977	Jay Ammon jay@jayammon.com
Jon F. Swift, Inc.	2221 8th Street Sarasota, FL 34237	941.951.6100	Jason F. Swift / Justin Williams / Emmalee Legler jason@jonfswiftinc.com / justin@jonfswiftinc.com / emmalee@jonfswiftinc.com
JP Wiseman Construction Services, LLC	6311 Atrium Drive Suite 103 Lakewood Ranch, FL 34202	941.441.7090	Lisa Johnson lisajohnson@jpwiseman.com
Kimley-Horn and Associates, Inc.	1800 2nd Street Suite 900 Sarasota, FL 34236	941.379.7624	Dean Paquet / James Pankonin Dean.Paquet@kimley-horn.com / James.Pankonin@kimley-horn.com
KMA Design Group, LLC	2720 Wright Avenue Winter Park, FL 32789	407.810.2606	James L. Moore jmoore@kmadg.net
Long & Associates Architects/Engineers, Inc.	4525 South Manhattan Avenue Tampa, FL 33611	813.839.0506	Travis G. Steed / Keely Smith Travis@longandassociates.com / Keely@longandassociates.com

2024 QUALIFIED PROFESSIONAL ANNUAL CERTIFICATION CONSTRUCTION RELATED SERVICES

Magnum Builders of Sarasota, Inc.	201 Fletcher Avenue Suite 120 Sarasota, FL 34237	941.351.5560	Clint A. Riley criley@magnumbuilders.com
Manasota Commercial Construction Company	1310 4th Avenue West Bradenton, FL 34205	941.795.2732	Clayton D. Johnson Clayj@manasotaconstruction.com
Manhattan Construction Company	5405 Cypress Center Drive Suite 110 Tampa, FL 33609	813.675.1960	Joe Funigiello jfunigiello@manhattanconstruction.com
McIntyre Elwell & Strammer General Contractors, Inc.	1645 Barber Road Sarasota, FL 34240	941.377.6800	Mark Freeman / Josh Tomlinson mark-freeman@mesgc.com / josh-tomlinson@mesgc.com
ME3 Consulting Engineers, LLC	5300 Paylor Lane Sarasota, FL 34240	941.748.1319	Sidney T. Pritchard sidney@me3-engr.com
NDC Construction Company	1001 Third Avenue West Suite 600 Bradenton, FL 34205	941.747.1062	Ronald J. Allen ron@ndcconstruction.com
O-A-K/Florida, Inc. dba Owen-Ames-Kimball Company	11941 Fairway Lakes Drive Fort Myers, FL 33913	239.462.7978	Matthew J. Zwack mzwick@oakfl.com
OHC Environmental Engineering, Inc.	101 South Hoover Boulevard Suite 101 Tampa, FL 33609	813.500.8564	James. F. Rizk / Cristina Rushing jrizk@ohcnet.com / cjones@ohcnet.com
P.J. Hayes, Inc. dba Tandem Construction	5391 Lakewood Ranch Boulevard N Suite 200 Sarasota, FL 34240	941.954.1599	Brian Leaver / Kent.Hayes brian.leaver@tandemconstruction.com / kent.hayes@tandemconstruction.com

2024 QUALIFIED PROFESSIONAL ANNUAL CERTIFICATION CONSTRUCTION RELATED SERVICES

PBA Design Group, Inc.	2742 Jason Street Tampa, FL 33619	813.626.2540	Howard Piper hpiper@pbadesigngroup.com
Performance Services, Inc.	15310 Amberly Drive Suite 250 Tampa, FL 33647	407.415.8975	Dane Hurt dhurt@performanceservices.com
Plunkett Raysich Architects, LLP (PRA)	1970 Main Street Suite 201 Sarasota, FL 34236	941.444.8845	John Holz / Jedd Heap jholz@prarch.com / jheap@prarch.com
REI Engineers, Inc.	857 County Road One P.O. Box 549 Palm Harbor, FL 34682	727.771.0598	William J. Shultz bschultz@reiengineers.com
Roof-Wise, LLC	360 Wekiva Park Drive Sanford, FL 32771	386.951.9351	Christopher A. Bowman chris@roof-wise.com
Schenkel & Shultz, Inc.	330 South Pineapple Avenue Suite 210 Sarasota, FL 34236	941.487.8028	Samantha Reinneck sreinneck@schenkelshultz.com
Seibert Architects. PA	1373 5th Street Sarasota, FL 34236	941.366.9161	Michael L. Epstein / William Craig sholladay@seibertarchitects.com / mepstein@seibertarchitects.com
SGM Engineering, Inc.	2202 Northwest Shores Suite 200 Tampa, FL 33607	407.767.5188	Bobak (Bobby) Shahnami bobby@sgmengineering.com
Smith Seckman Reid, Inc. (SSR)	2601 Cattlemen Road Suite 300 Sarasota, FL 34232	941.907.7750	Mark D. Smith msmith@ssr-inc.com

2024 QUALIFIED PROFESSIONAL ANNUAL CERTIFICATION CONSTRUCTION RELATED SERVICES

Spiezle Architectural Group, Inc.	1101 North Lake Destiny Road Suite 365 Maitland, FL 32751	866.974.7666	Steven G. Siegel ssiegel@spiezle.com
Springer-Peterson Roofing & Sheet Metal	P. O. Box 1648 Eaton Park, FL 33840	863.665.1163	Heather Harris heather@springerpeter.com
Stantec Consulting Services, Inc.	6920 Professional Parkway East Sarasota, FL 34240	941.907.6900	D. Scott McKenna scott.mckenna@stantec.com
Steinbaum and Associates, Inc.	6151 Lake Osprey Drive 3rd Floor Sarasota, FL 34240	941.921.2707	Michele L. Steinbaum michele@steinbaume.com
Sweet Sparkman Architecture and Interiors	1819 Main Street Suite 400 Sarasota, FL 34236	941.952.0084	Todd M. Sweet tsweet@sweetsparkman.com
Terracon Consultants, Inc.	8260 Vico Court Unit B Sarasota, FL 34240	941.379.0621	Scott N. Parrish scott.parrish@terracon.com
The A.D. Morgan Corporation	2411-B Manatee Avenue West Bradenton, FL 34205	941.747.3001	Matt D'Amaddio mdamaddio@admorgan.com
The Evergreen Corporation dba Evergreen Construction	201 North Franklin Street Suite 200 Tampa, FL 33602	813.523.4982	Steve Hall shall@evergreencorp.com
TLC Engineering Solutions, Inc.	7210 Kyle Court Sarasota, FL 34240	941.217.5200	Lawrin T. Ellis / Monique Mattila lawrin.ellis@tlc-eng.com / monique.mattila@tlc-eng.com

2024 QUALIFIED PROFESSIONAL ANNUAL CERTIFICATION CONSTRUCTION RELATED SERVICES

Universal Engineering Sciences, Inc.	1748 Independence Boulevard Suite B-1 Sarasota, FL 34234	941.358.7410	Robert Gomez rgomez@universalengineering.com
Wannemacher Jensen Architects, Inc. (WJA)	1559 Fruitville Road Sarasota, FL 34236	727.822.5566	Jason Jenson / Amanda Wiegman jason@wjarc.com / amanda@wjarc.com
Wharton-Smith, Inc.	2525 Bobcat Village Center Road #105 North Port, FL 34288	813.288.0068 or 941.621.4723	Tom Iarossi / Desiree Strickling tiarossi@whartonsmith.com / dstrickling@whartonsmith.com
Williamson Dacar Associates, Inc. DBA Williamson Design Associates.	2605 Enterprise Road Suite 310 Clearwater, FL 33759	727.725.0951	Ted J. Williamson twilliamson@wda.biz
Willis A. Smith Construction, Inc.	5001 Lakewood Ranch Boulevard N Sarasota, FL 34240	941.366.3116	F. John LaCivita / Liz Brookins jlacivita@willissmith.com / lbrookins@willissmith.com
Wilson Structural Consultanting Engineers, LLC	6731 Professional Parkway West Suite 103 Sarasota, FL 34240	941.907.4789	Anthony R. Wilson / Erin Kehoe tony@wilsonstructural.com / ekehoe@wilsonstructural.com
Zyscovich, LLC.	3505 East Frontage Road Suite 125 Tampa, FL 33607	813.526.7760	Louise Ellrod / Alex Perez JlEllrod@syscovich.com / aperez@zyscovich.com

BOARD APPROVAL DATE: 9/17/2024

**UPDATE #4:
2024 QUALIFIED PROFESSIONAL LIST**

NOTE: The Professional Services Selection Committee voted to recommend the following companies for SBSC certification to provide construction related services.

COMPANY NAME	ADDRESS	TELEPHONE	CONTACT NAME / E-MAIL
DSDG, LLC	1348 Fruitville Road Suite 204 Sarasota, FL 34236	941.955.5645	Robert Gonzalez robertog@dsdginc.com
Halfants & Pichette Studio for Modern Architecture	1350 Fifth Street Suite 001 Sarasota, FL 34236	941.365.1820	Morgan Denty morgan@halfantspichette.com
Jerel McCants Architecture, Inc.	1210 East Columbus Drive Tampa, FL 33610	813.812.9120	Jerel McCants jerel@jmccants.com



September 17, 2024 Board Meeting
Agenda Item 21.

Title

APPROVAL OF THE SARASOTA COUNTY PUE AGREEMENT FOR THE SKYE RANCH SCHOOL PROJECT (PERMANENT UTILITY EASEMENT)

Description

As part of the K-8 School at Clark and Lorraine Road Project, Sarasota County requires a Non-Exclusive Permanent Utility Easement from the School Board for the purpose of constructing, installing, maintaining, operating, repairing and replacing water distribution system facilities, sewerage collection system facilities, and reclaimed water distribution system facilities and equipment located at the school site.

Gap Analysis

This easement allows Sarasota County to have access to service their equipment on our site. This area is limited to portions of the site on which their equipment and infrastructure are located.

Previous Outcomes

Since the district cannot service this equipment, easements are the preferred mechanism to permit Sarasota County to work on district property.

Expected Outcomes

Allowing Sarasota County access easements to service their equipment allows them to maintain and service facilities to school sites efficiently and effectively.

Strategic Plan Goal

Pillar 4 - Every School Equipped
Priority 2 - Create High Quality Infrastructure

Recommendation

That the Sarasota County Non-Exclusive Permanent Utility Easement for the K-8 School at Clark and Lorraine Road Project be approved as presented.

Contact Information

JANE DREGER jane.dreger@sarasotacountyschools.net

JODY DUMAS jody.dumas@sarasotacountyschools.net

MICHAEL KEMP michael.kemp@sarasotacountyschools.net

Financial Impact

N/A

ATTACHMENTS:

Description	Upload Date	Type
PUE Agreement	9/3/2024	Cover Memo

Prepared by &
Return to: DanVorkink
Sarasota County Property Management
1660 Ringling Blvd, Suite 240
Sarasota, FL 34236

PID# 0291001005
Parcel # 698.09

PERMANENT UTILITY EASEMENT

THIS PERMANENT EASEMENT, made and executed the 17th day of September, 2024, by and between **The School Board of Sarasota County, Florida**, a body corporate under the laws of the State of Florida, hereinafter called **GRANTOR** whose mailing address is 1960 Landings Boulevard, Sarasota FL 34231 and **SARASOTA COUNTY**, a political subdivision of the State of Florida, hereinafter called **GRANTEE**.

WITNESSETH, that the GRANTOR, for and in consideration of the sum of TEN DOLLARS (\$10.00) and other valuable considerations paid, the receipt of which is hereby acknowledged, does hereby grant, and deliver unto the GRANTEE, its successors and assigns forever, a **Non-Exclusive Permanent Easement** for the purpose of constructing, installing, maintaining, operating, repairing and replacing water distribution system facilities, sewerage collection system facilities, and reclaimed water distribution system facilities and equipment appurtenant to such facilities, whether above or below ground, with the right to reconstruct, improve, add to, enlarge and remove such facilities and equipment; in, over and upon the following described land of the GRANTOR, to wit:

See legal description identified as Exhibit A, Exhibit B, Exhibit C, Exhibit D and Exhibit E attached hereto and made a part hereof.

GRANTEE agrees, at its sole cost and expense, to repair damage to the easement property, all structures, and other improvements located thereon as of the date of this easement, which is occasioned by reason of such construction, maintenance or repairs, and generally restore the surface of such easement's property to the condition existing prior to the initiation of such construction, maintenance, or repairs excluding above ground improvements made under the terms of this easement.

GRANTOR covenants with the GRANTEE that the GRANTOR is lawfully seized of said land in fee simple; that GRANTOR has good right and lawful authority to grant this easement and shall take no action to interfere with the GRANTEE'S lawful use of said easement; that the GRANTOR hereby fully warrants the easement being granted and will defend the same against the lawful claims of all persons whomsoever.

(This area intentionally left blank.)

IN WITNESS WHEREOF the GRANTOR hereunto sets their hand and seal this first date written above.

Signed and Sealed in the presence
of two witnesses as required by law:

**The School Board of Sarasota County,
Florida**, a body corporate under the laws of
the State of Florida

First Witness
Print name: _____
Address: _____

By: _____
Karen Rose, as Chair

Approved for Legal Content
by Shumaker, Loop & Kendrick, LLP
Attorneys for The School Board
of Sarasota County, Florida
Signed: MRM
Date:

Second Witness
Print name: _____
Address: _____

(Corporate Seal)

STATE OF _____

COUNTY OF _____

The foregoing instrument was acknowledged before me before me by means of physical presence [] or []
online notarization this _____ day of _____, 2024, by Karen Rose, as Chair of
and on behalf of The School Board of Sarasota County, Florida, a body corporate under the laws of the
State of Florida. She is [] personally known to me or [] has produced _____
_____ as identification.

(SEAL)

Notary Public

Print Name
Commission No. _____

Expiration Date _____

SKETCH & DESCRIPTION

LYING IN SECTION 21, TOWNSHIP 37 SOUTH, RANGE 19 EAST,
SARASOTA COUNTY, FLORIDA.

NOT A BOUNDARY SURVEY

PERMANENT UTILITY EASEMENT DESCRIPTION

An Easement, being a portion of those lands described in Official Records Instrument 2020093694, of the Public Records of Sarasota County, Florida, and being more particularly described as follows:

COMMENCE at the Southeast Corner of those lands described in Official Records Instrument 2020093694, of the Public Records of Sarasota County, Florida, and a point on the westerly line of LORRAINE ROAD, being a 150.00 feet wide Private Right-of-Way, as described in 2015078648, of the Public Records of Sarasota County, Florida and a point on a curve to the left, having a radius of 880.00 feet, a central angle of 11°15'37", a chord bearing of N.00°40'59"W., and a chord length of 172.67 feet; thence along said westerly line of LORRAINE ROAD and the arc of said curve an arc length of 172.95 feet; thence N.06°18'48"W., a distance of 447.40 feet; thence N.90°00'00"W., a distance of 10.05 feet to the POINT OF BEGINNING; thence N.90°00'00"W., a distance of 10.06 feet; thence N.06°18'48"W., a distance of 10.06 feet; thence N.90°00'00"E., a distance of 10.06 feet; thence S.06°18'48"E., a distance of 10.06 feet to the POINT OF BEGINNING.

Parcel contains 101 Square Feet, or 0.0023 Acres more or less.

February 1, 2024

Date

Harold E. Noon, Jr.
Professional Surveyor and Mapper, License No. 6568

NOT VALID WITHOUT ALL SHEETS
SEE SHEET 2 OF 2 FOR SKETCH

Not valid without the original signature and embossed seal of a Professional Land Surveyor and Mapper

GEOSURV
SURVEYING & MAPPING
www.geosurveygroup.com L.B. 7731 Fax 866.624.5163
5707 19th Street W.
Bradenton, Fl. 34207
Tel. 877.407.3734

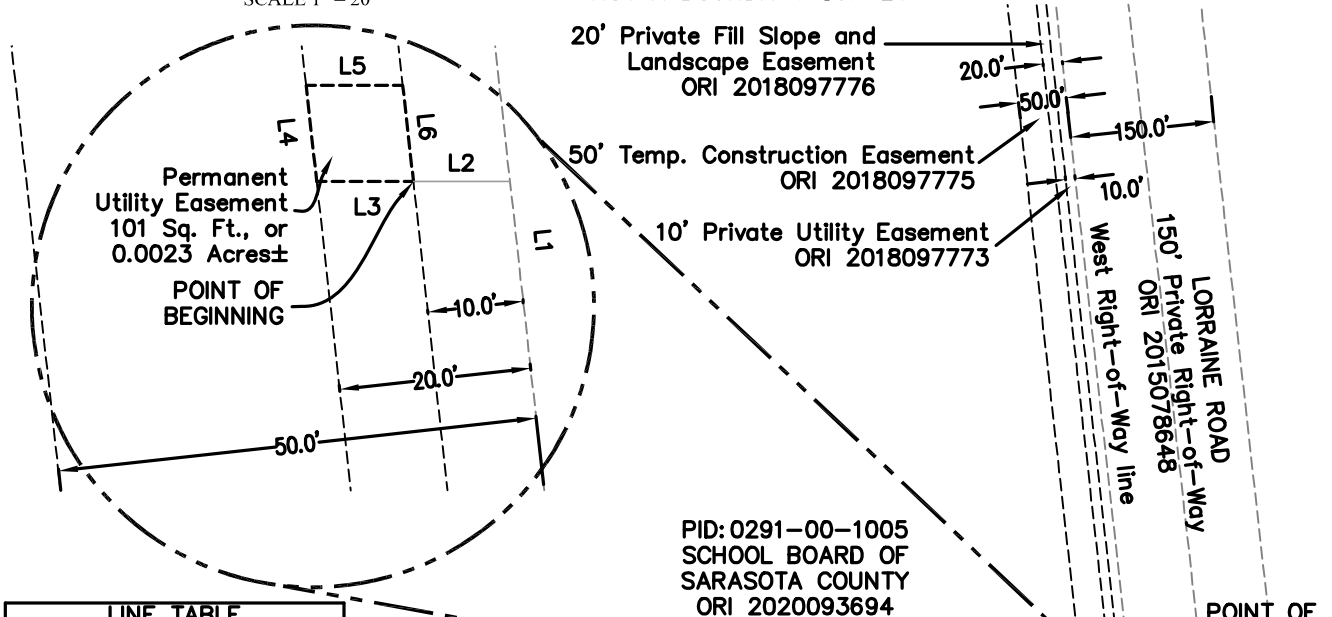
PERMANENT UTILITY EASEMENT		FIELD: ---
DATE: <u>2/1/2024</u> FB: <u>--</u> PG: <u>--</u>	SEC. <u>21</u> TWP. <u>37S</u> RNG. <u>19E</u>	DRAWN BY: DC
PROJECT NO. <u>230001</u>	COUNTY <u>SARASOTA</u>	CHECK BY: HN
DRAWING <u>230001_SD PUE F...dwg</u>	PARCEL AREA <u>101 Sq. Ft.±</u>	

SKETCH & DESCRIPTION

LYING IN SECTION 21, TOWNSHIP 37 SOUTH, RANGE 19 EAST,
SARASOTA COUNTY, FLORIDA.

DETAIL
SCALE 1" = 20'

NOT A BOUNDARY SURVEY

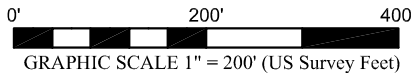


LINE TABLE		
LINE	BEARING	DISTANCE
L1	N06°18'48"W	447.40'
L2	N90°00'00"W	10.05'
L3	N90°00'00"W	10.06'
L4	N06°18'48"W	10.06'
L5	N90°00'00"E	10.06'
L6	S06°18'48"E	10.06'

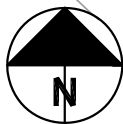
CURVE TABLE						
CURVE	ARC LENGTH	RADIUS	DELTA ANGLE	CHORD BEARING	CHORD LENGTH	
C1	172.95'	880.00'	111°15'37"	N00°40'59"W	172.67'	

LEGEND

These standard symbols and abbreviations can be found herein.



NOT A BOUNDARY SURVEY



- ORI Official Records Instrument
- Sq. Ft. Square Feet
- PB Plat Book
- PG Page
- PID Parcel Identification
- PRM Permanent Reference Mark

SKETCH NOTES

1. NOT A BOUNDARY SURVEY, per 5J-17, FAC. Sketch provides graphic depiction of description on SHEET 1 of 2.
2. Subject to easements of record. Reference Old Republic National Title Insurance Policy OF6-8783348 Dated: 7/16/2020 at 12:24PM
3. Not valid without all sheets.
4. Bearings shown hereon based on an plat of LT RANCH NEIGHBORHOOD ONE, Plat Book 53, Page 175, reference the W. Right of Way of LORRAINE ROAD, with a bearing of N.06°18'48"W.

S. Line ORI 2020093694

PID: 0291-00-1002
3H RANCH, LLC
ORI 2012158705

SKETCH OF DESCRIPTION

SHEET NO. 2 of 2

GEOSURV

5707 19th Street W.
Bradenton, Fl. 34207
Tel. 877.407.3734

www.geosurveygroup.com L.B. 7731 Fax 866.624.5163

PERMANENT UTILITY EASEMENT

DATE: 2/1/2024 FB: -- PG: --
PROJECT NO. 230001
DRAWING 230001_SD PUE F...dwg

SEC. 21 TWP. 37S RNG. 19E
COUNTY SARASOTA
PARCEL AREA 101 Sq. Ft.±

FIELD: --

DRAWN BY:
DC

CHECK BY:
HN

SKETCH & DESCRIPTION

LYING IN SECTION 21, TOWNSHIP 37 SOUTH, RANGE 19 EAST,
SARASOTA COUNTY, FLORIDA.

NOT A BOUNDARY SURVEY

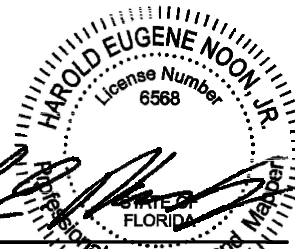
PERMANENT UTILITY EASEMENT DESCRIPTION

An Easement, 22.00 feet in width, being a portion of those lands described in Official Records Instrument 2020093694, of the Public Records of Sarasota County, Florida, and being more particularly described as follows:

COMMENCE at the Southeast Corner of those lands described in Official Records Instrument 2020093694, of the Public Records of Sarasota County, Florida, and a point on the westerly line of LORRAINE ROAD, being a 150.00 feet wide Private Right-of-Way, as described in 2015078648, of the Public Records of Sarasota County, Florida and a point on a curve to the left, having a radius of 880.00 feet, a central angle of 11°15'37", a chord bearing of N.00°40'59"W., and a chord length of 172.67 feet; thence along said westerly line of LORRAINE ROAD and the arc of said curve an arc length of 172.95 feet; thence N.06°18'48"W., a distance of 1,214.80 feet to a point on a curve to the right, having a radius of 1,030.00 feet, a central angle of 26°36'05", a chord bearing of N.06°59'14"E., and a chord length of 473.93 feet; thence along the arc of said curve an arc length of 478.21 feet to the intersection with the northerly line of said lands described in Official Records Instrument 2020093694 and a point on a curve to the left, having a radius of 25.00 feet, a central angle of 02°32'44", a chord bearing of N.19°00'54"E., and a chord length of 1.11 feet; thence along the arc of said curve an arc length of 1.11 feet to the POINT OF BEGINNING and point on a curve to the left, having a radius of 25.00 feet, a central angle of 83°06'28", a chord bearing of N.23°48'42"W., and a chord length of 33.17 feet; thence keeping with said northerly line and along the arc of said curve an arc length of 36.26 feet; thence N.65°21'56"W., continuing along said northerly line, a distance of 542.10 feet to a point on a curve to the left, having a radius of 1,440.00 feet, a central angle of 11°51'37", a chord bearing of N.71°17'44"W., and a chord length of 297.55 feet; thence along said northerly line and the arc of said curve an arc length of 298.08 feet; thence S.15°01'22"W., leaving said northerly line, a distance of 22.02 feet; to a point on a curve to the right, having a radius of 1,418.00 feet, a central angle of 11°53'43", a chord bearing of S.71°18'47"E., and a chord length of 293.86 feet; thence along the arc of said curve an arc length of 294.39 feet; thence S.65°21'56"E., a distance of 566.92 feet to the POINT OF BEGINNING.

Parcel contains 18,860 Square Feet, or 0.4330 Acres more or less.

February 1, 2024
Date



Harold E. Noon, Jr.
Professional Surveyor and Mapper License No. 6568

NOT VALID WITHOUT ALL SHEETS
SEE SHEET 2 OF 2 FOR SKETCH

Not valid without the original signature and embossed seal of a Professional Land Surveyor and Mapper

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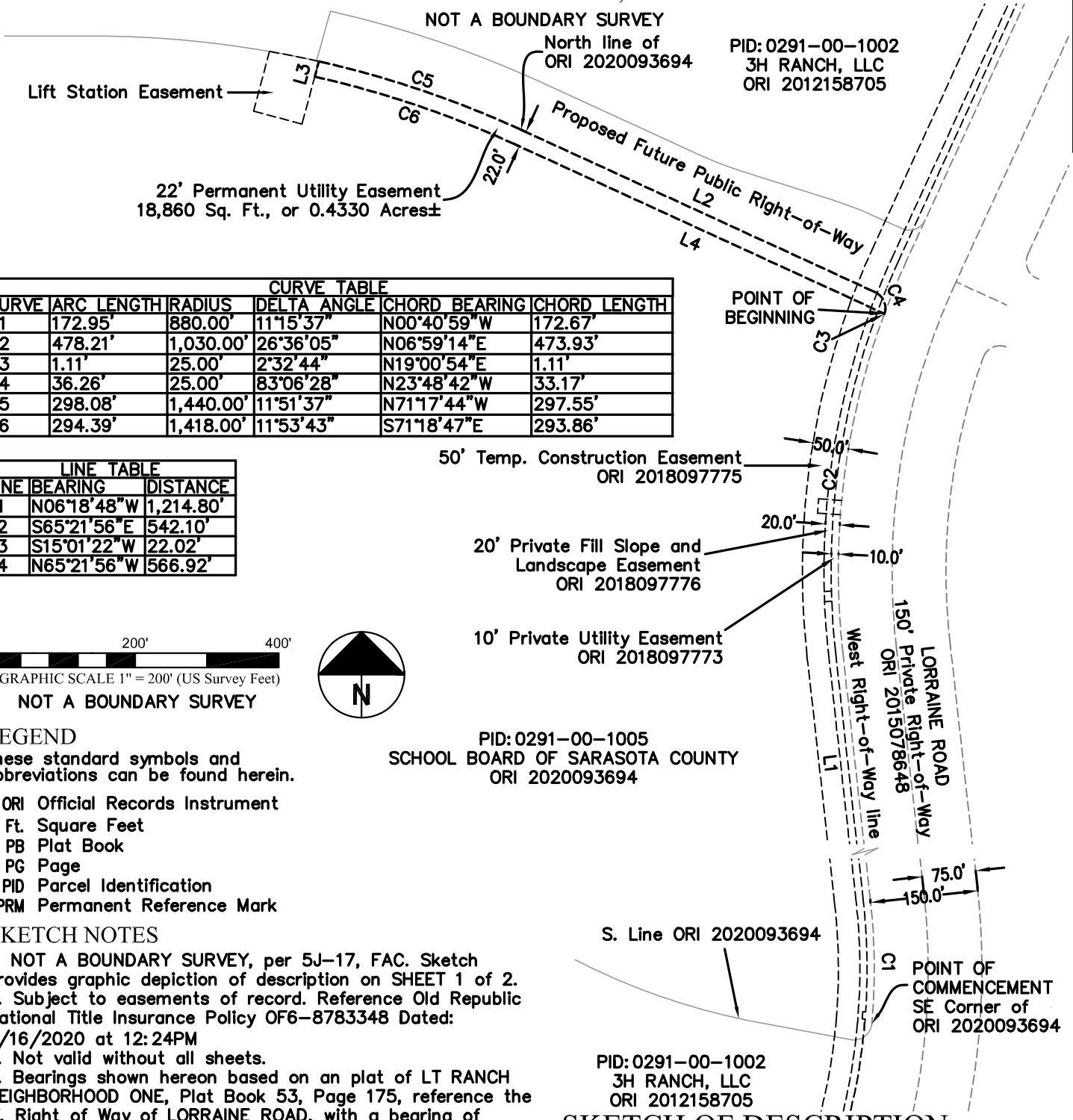
5707 19th Street W.
Bradenton, Fl. 34207
Tel. 877.407.3734

PERMANENT UTILITY EASEMENT		FIELD: ---
DATE: <u>2/1/2024</u> FB: <u>--</u> PG: <u>--</u>	SEC. <u>21</u> TWP. <u>37S</u> RNG. <u>19E</u>	DRAWN BY: DC
PROJECT NO. <u>230001</u>	COUNTY <u>SARASOTA</u>	CHECK BY: HN
DRAWING <u>230001_SD PUE FM.dwg</u>	PARCEL AREA <u>18,860 Sq. Ft.±</u>	

SKETCH & DESCRIPTION

LYING IN SECTION 21, TOWNSHIP 37 SOUTH, RANGE 19 EAST,
SARASOTA COUNTY, FLORIDA.

NOT A BOUNDARY SURVEY



PID: 0291-00-1002
3H RANCH, LLC
ORI 2012158705

22' Permanent Utility Easement
18,860 Sq. Ft., or 0.4330 Acres±

50' Temp. Construction Easement
ORI 2018097775

20' Private Fill Slope and
Landscape Easement
ORI 2018097776

10' Private Utility Easement
ORI 2018097773

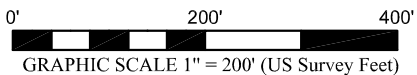
PID: 0291-00-1005
SCHOOL BOARD OF SARASOTA COUNTY
ORI 2020093694

S. Line ORI 2020093694

PID: 0291-00-1002
3H RANCH, LLC
ORI 2012158705

CURVE TABLE					
CURVE	ARC LENGTH	RADIUS	DELTA ANGLE	CHORD BEARING	CHORD LENGTH
C1	172.95'	880.00'	11°15'37"	N00°40'59"W	172.67'
C2	478.21'	1,030.00'	26°36'05"	N06°59'14"E	473.93'
C3	1.11'	25.00'	2°32'44"	N19°00'54"E	1.11'
C4	36.26'	25.00'	83°06'28"	N23°48'42"W	33.17'
C5	298.08'	1,440.00'	11°51'37"	N71°17'44"W	297.55'
C6	294.39'	1,418.00'	11°53'43"	S71°18'47"E	293.86'

LINE TABLE		
LINE	BEARING	DISTANCE
L1	N06°18'48"W	1,214.80'
L2	S65°21'56"E	542.10'
L3	S15°01'22"W	22.02'
L4	N65°21'56"W	566.92'



NOT A BOUNDARY SURVEY

LEGEND

These standard symbols and abbreviations can be found herein.

- ORI Official Records Instrument
- Sq. Ft. Square Feet
- PB Plat Book
- PG Page
- PID Parcel Identification
- PRM Permanent Reference Mark

SKETCH NOTES

1. NOT A BOUNDARY SURVEY, per 5J-17, FAC. Sketch provides graphic depiction of description on SHEET 1 of 2.
2. Subject to easements of record. Reference Old Republic National Title Insurance Policy OF6-8783348 Dated: 7/16/2020 at 12:24PM
3. Not valid without all sheets.
4. Bearings shown hereon based on an plat of LT RANCH NEIGHBORHOOD ONE, Plat Book 53, Page 175, reference the W. Right of Way of LORRAINE ROAD, with a bearing of N.06°18'48"W.

SKETCH OF DESCRIPTION

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Bradenton, Fl. 34207
Tel. 877.407.3734

PERMANENT UTILITY EASEMENT			FIELD: ---
DATE: <u>2/1/2024</u>	FB: <u>--</u>	PG: <u>--</u>	DRAWN BY: DC
PROJECT NO. <u>230001</u>	SEC. <u>21</u> TWP. <u>37S</u> RNG. <u>19E</u>		
DRAWING <u>230001_SD PUE FM.dwg</u>	COUNTY <u>SARASOTA</u>	PARCEL AREA <u>18,860 Sq. Ft.±</u>	CHECK BY: HN

SKETCH & DESCRIPTION

LYING IN SECTION 21, TOWNSHIP 37 SOUTH, RANGE 19 EAST,
SARASOTA COUNTY, FLORIDA.

NOT A BOUNDARY SURVEY

SHEET NO. 1 of 2

PERMANENT UTILITY EASEMENT DESCRIPTION

An Easement, being a portion of those lands described in Official Records Instrument 2020093694, of the Public Records of Sarasota County, Florida, and being more particularly described as follows:

COMMENCE at the Southeast Corner of those lands described in Official Records Instrument 2020093694, of the Public Records of Sarasota County, Florida, and a point on the westerly line of LORRAINE ROAD, being a 150.00 feet wide Private Right-of-Way, as described in 2015078648, of the Public Records of Sarasota County, Florida and a point on a curve to the left, having a radius of 880.00 feet, a central angle of 11°15'37", a chord bearing of N.00°40'59"W., and a chord length of 172.67 feet; thence along said westerly line of LORRAINE ROAD and the arc of said curve an arc length of 172.95 feet; thence N.06°18'48"W., a distance of 1,214.80 feet to a point on a curve to the right, having a radius of 1,030.00 feet, a central angle of 10°39'54", a chord bearing of N.00°58'51"W., and a chord length of 191.45 feet; thence along the arc of said curve an arc length of 191.73 feet to the POINT OF BEGINNING; thence N.85°57'44"W., a distance of 10.00 feet; thence N.04°53'58"E., a distance of 20.00 feet; thence S.85°57'44"E., a distance of 10.00 feet to the aforementioned westerly line and to a point on a curve to the left, having a radius of 1,030.00 feet, a central angle of 01°06'46", a chord bearing of S.04°54'29"W., and a chord length of 20.00 feet; thence along the arc of said curve an arc length of 20.00 feet to the POINT OF BEGINNING.

Parcel contains 199 Square Feet, or 0.0046 Acres more or less.

May 13, 2024

Date

Harold E. Noon, Jr.
Professional Surveyor and Mapper, LS 6568

NOT VALID WITHOUT ALL SHEETS
SEE SHEET 2 OF 3 FOR SKETCH

Not valid without the original signature and embossed seal of a Professional Land Surveyor and Mapper

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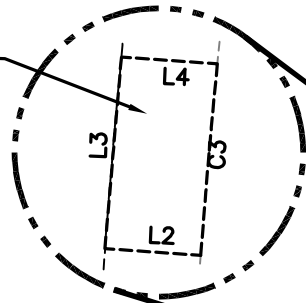
PERMANENT UTILITY EASEMENT		FIELD: ---
DATE: <u>5/13/2024</u> FB: <u>--</u> PG: <u>--</u>	SEC. <u>21</u> TWP. <u>37S</u> RNG. <u>19E</u>	DRAWN BY: DC
PROJECT NO. <u>230001</u>	COUNTY <u>SARASOTA</u>	CHECK BY: HN
DRAWING <u>230001_SD PUE REUSE.dwg</u>	PARCEL AREA <u>199 Sq. Ft.±</u>	

SKETCH & DESCRIPTION

LYING IN SECTION 21, TOWNSHIP 37 SOUTH, RANGE 19 EAST,
SARASOTA COUNTY, FLORIDA.

NOT A BOUNDARY SURVEY

Permanent Utility Easement
199 Sq. Ft., or
0.0046 Acres±



50' Temp. Construction Easement
ORI 2018097775

North line of ORI 2020093694

LINE TABLE		
LINE	BEARING	DISTANCE
L1	N06°18'48"W	1,214.80'
L2	N85°57'44"W	10.00'
L3	N04°53'58"E	20.00'
L4	S85°57'44"E	10.00'

CURVE TABLE					
CURVE	ARC LENGTH	RADIUS	DELTA ANGLE	CHORD BEARING	CHORD LENGTH
C1	172.95'	880.00'	11°15'37"	N00°40'59"W	172.67'
C2	191.73'	1,030.00'	10°39'54"	N00°58'51"W	191.45'
C3	20.00'	1,030.00'	1°06'46"	S04°54'29"W	20.00'



0' 200' 400'

GRAPHIC SCALE 1" = 200' (US Survey Feet)

NOT A BOUNDARY SURVEY

LEGEND

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- ORI Official Records Instrument
- Sq. Ft. Square Feet
- PB Plat Book
- PG Page
- PID Parcel Identification
- PRM Permanent Reference Mark

SKETCH NOTES

1. NOT A BOUNDARY SURVEY, per 5J-17, FAC. Sketch provides graphic depiction of description on SHEET 1 of 2.
2. Subject to easements of record. Reference Old Republic National Title Insurance Policy OF6-8783348 Dated: 7/16/2020 at 12:24PM
3. Not valid without all sheets.
4. Bearings shown hereon based on an plat of LT RANCH NEIGHBORHOOD ONE, Plat Book 53, Page 175, reference the W. Right of Way of LORRAINE ROAD, with a bearing of N.06°18'48"W.

S. Line ORI 2020093694

PID: 0291-00-1002
3H RANCH, LLC
ORI 2012158705

SKETCH OF DESCRIPTION

POINT OF BEGINNING

West Right-of-Way line
150' Private Right-of-Way
LORRAINE ROAD
ORI 2015078648

POINT OF COMMENCEMENT
SE Corner of
ORI 2020093694

PID: 0291-00-1005
SCHOOL BOARD OF SARASOTA COUNTY
ORI 2020093694



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Bradenton, Fl. 34207
Tel. 877.407.3734
L.B. 7731 Fax 866.624.5163

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PERMANENT UTILITY EASEMENT

DATE: 5/13/2024 FB: -- PG: --
PROJECT NO. 230001
DRAWING 230001_SD PUE REUSE.dwg

SEC. 21 TWP. 37S RNG. 19E
COUNTY SARASOTA
PARCEL AREA 199 Sq. Ft.±

FIELD: --

DRAWN BY: DC

CHECK BY: HN

SKETCH & DESCRIPTION

LYING IN SECTION 21, TOWNSHIP 37 SOUTH, RANGE 19 EAST,
SARASOTA COUNTY, FLORIDA.

NOT A BOUNDARY SURVEY

PERMANENT EXCLUSIVE UTILITY EASEMENT DESCRIPTION

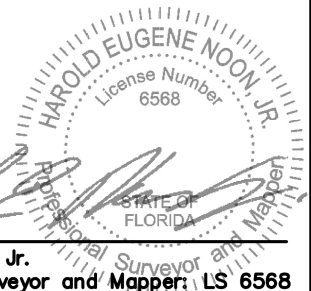
An Easement, being a portion of those lands described in Official Records Instrument 2020093694, of the Public Records of Sarasota County, Florida, and being more particularly described as follows:

COMMENCE at the Southeast Corner of those lands described in Official Records Instrument 2020093694, of the Public Records of Sarasota County, Florida, and a point on the westerly line of LORRAINE ROAD, being a 150.00 feet wide Private Right-of-Way, as described in 2015078648, of the Public Records of Sarasota County, Florida and a point on a curve to the left, having a radius of 880.00 feet, a central angle of 11°15'37", a chord bearing of N.00°40'59"W., and a chord length of 172.67 feet; thence along said westerly line of LORRAINE ROAD and the arc of said curve an arc length of 172.95 feet; thence N.06°18'48"W., a distance of 1,214.80 feet to a point on a curve to the right, having a radius of 1,030.00 feet, a central angle of 26°36'05", a chord bearing of N.06°59'14"E., and a chord length of 473.93 feet; thence along the arc of said curve an arc length of 478.21 feet to the intersection with the northerly line of said lands described in Official Records Instrument 2020093694 and a point on a curve to the left, having a radius of 25.00 feet, a central angle of 85°39'13", a chord bearing of N.22°32'20"W., and a chord length of 33.99 feet; thence along the arc of said curve an arc length of 37.37 feet; thence N.65°21'56"W., continuing along said northerly line, a distance of 542.10 feet to a point on a curve to the left, having a radius of 1,440.00 feet, a central angle of 09°44'52", a chord bearing of N.70°14'22"W., and a chord length of 244.69 feet; thence along said northerly line and the arc of said curve an arc length of 244.99 feet to the POINT OF BEGINNING; thence S.14°57'47"W., a distance of 71.40 feet; thence N.75°44'20"W., a distance of 53.16 feet; thence N.15°01'22"E., a distance of 20.00 feet; thence S.75°51'09"E., a distance of 33.00 feet; thence N.15°04'12"E., a distance of 51.41 feet to the aforementioned northerly line of Official Records Instrument 2020093694 and to a point on a curve to the right, having a radius of 1440.00 feet, a central angle of 00°47'50", a chord bearing of S.75°30'43"E., and a chord length of 20.04 feet; thence along the arc of said curve an arc length of 20.04 feet to the POINT OF BEGINNING.

Parcel contains 2,097.5 Square Feet, or 0.04815 Acres more or less.

April 15, 2024

Date


Harold E. Noon, Jr.
Professional Surveyor and Mapper, LS 6568

NOT VALID WITHOUT ALL SHEETS
SEE SHEET 2 OF 2 FOR SKETCH

Not valid without the original signature and embossed seal of a Professional Land Surveyor and Mapper

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5707 19th Street W.
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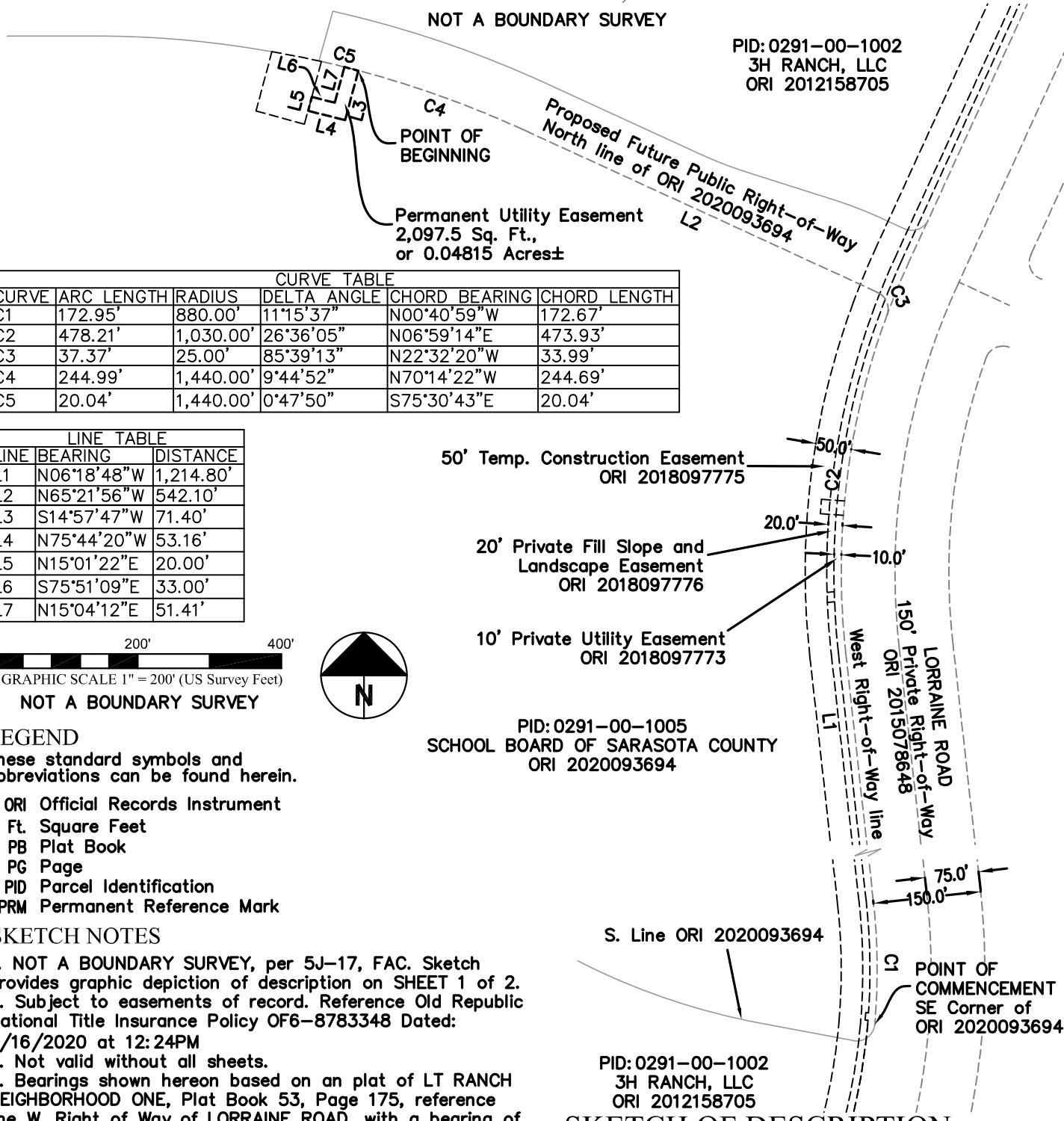
PERMANENT UTILITY EASEMENT		FIELD: ---
DATE: <u>4/15/2024</u> FB: <u>--</u> PG: <u>--</u>	SEC. <u>21</u> TWP. <u>37S</u> RNG. <u>19E</u>	DRAWN BY: DC
PROJECT NO. <u>230001</u>	COUNTY <u>SARASOTA</u>	CHECK BY: HN
DRAWING <u>230001_SD PUE SS.dwg</u>	PARCEL AREA <u>2,097.5 Sq. Ft.±</u>	

SKETCH & DESCRIPTION

LYING IN SECTION 21, TOWNSHIP 37 SOUTH, RANGE 19 EAST,
SARASOTA COUNTY, FLORIDA.

NOT A BOUNDARY SURVEY

PID: 0291-00-1002
3H RANCH, LLC
ORI 2012158705

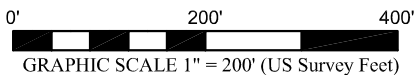


CURVE TABLE

CURVE	ARC LENGTH	RADIUS	DELTA ANGLE	CHORD BEARING	CHORD LENGTH
C1	172.95'	880.00'	11°15'37"	N00°40'59"W	172.67'
C2	478.21'	1,030.00'	26°36'05"	N06°59'14"E	473.93'
C3	37.37'	25.00'	85°39'13"	N22°32'20"W	33.99'
C4	244.99'	1,440.00'	9°44'52"	N70°14'22"W	244.69'
C5	20.04'	1,440.00'	0°47'50"	S75°30'43"E	20.04'

LINE TABLE

LINE	BEARING	DISTANCE
L1	N06°18'48"W	1,214.80'
L2	N65°21'56"W	542.10'
L3	S14°57'47"W	71.40'
L4	N75°44'20"W	53.16'
L5	N15°01'22"E	20.00'
L6	S75°51'09"E	33.00'
L7	N15°04'12"E	51.41'



NOT A BOUNDARY SURVEY

LEGEND

These standard symbols and abbreviations can be found herein.

- ORI Official Records Instrument
- Sq. Ft. Square Feet
- PB Plat Book
- PG Page
- PID Parcel Identification
- PRM Permanent Reference Mark

SKETCH NOTES

1. NOT A BOUNDARY SURVEY, per 5J-17, FAC. Sketch provides graphic depiction of description on SHEET 1 of 2.
2. Subject to easements of record. Reference Old Republic National Title Insurance Policy OF6-8783348 Dated: 7/16/2020 at 12:24PM
3. Not valid without all sheets.
4. Bearings shown hereon based on an plat of LT RANCH NEIGHBORHOOD ONE, Plat Book 53, Page 175, reference the W. Right of Way of LORRAINE ROAD, with a bearing of N.06°18'48"W.

PID: 0291-00-1005
SCHOOL BOARD OF SARASOTA COUNTY
ORI 2020093694

S. Line ORI 2020093694

PID: 0291-00-1002
3H RANCH, LLC
ORI 2012158705

SKETCH OF DESCRIPTION



5707 19th Street W.
Bradenton, Fl. 34207
Tel. 877.407.3734
www.geosurveygroup.com L.B. 7731 Fax 866.624.5163

PERMANENT UTILITY EASEMENT			FIELD: --
DATE: 4/15/2024	FB: --	PG: --	DRAWN BY: DC
PROJECT NO. 230001	SEC. 21 TWP. 37S RNG. 19E		
DRAWING: 230001_SD_PUE_SS.dwg	COUNTY: SARASOTA	PARCEL AREA: 2,097.5 Sq. Ft.±	CHECK BY: HN

SKETCH & DESCRIPTION

LYING IN SECTION 21, TOWNSHIP 37 SOUTH, RANGE 19 EAST,
SARASOTA COUNTY, FLORIDA.

NOT A BOUNDARY SURVEY

SHEET NO. 1 of 2

PERMANENT UTILITY EASEMENT DESCRIPTION

An Easement, being a portion of those lands described in Official Records Instrument 2020093694, of the Public Records of Sarasota County, Florida, and being more particularly described as follows:

COMMENCE at the Southeast Corner of those lands described in Official Records Instrument 2020093694, of the Public Records of Sarasota County, Florida, and a point on the westerly line of LORRAINE ROAD, being a 150.00 feet wide Private Right-of-Way, as described in 2015078648, of the Public Records of Sarasota County, Florida and a point on a curve to the left, having a radius of 880.00 feet, a central angle of 11°15'37", a chord bearing of N.00°40'59"W., and a chord length of 172.67 feet; thence along said westerly line of LORRAINE ROAD and the arc of said curve an arc length of 172.95 feet; thence N.06°18'48"W., a distance of 1,214.80 feet to a point on a curve to the right, having a radius of 1,030.00 feet, a central angle of 04°00'43", a chord bearing of N.04°18'27"W., and a chord length of 72.11 feet; thence along the arc of said curve an arc length of 72.12 feet; thence S.84°57'20"W., a distance of 10.01 feet to the POINT OF BEGINNING; thence S.84°57'20"W., a distance of 10.01 feet to a point on a curve to the right, having a radius of 1,050.55 feet, a central angle of 00°45'53", a chord bearing of N.01°57'55"W., and a chord length of 14.02 feet; thence along the arc of said curve an arc length of 14.02 feet; thence N.84°57'20"E., a distance of 10.02 feet to a point on a curve to the left, having a radius of 1,040.00 feet, a central angle of 00°46'21", a chord bearing of S.01°56'29"E., and a chord length of 14.02 feet; thence along the arc of said curve an arc length of 14.02 feet to the POINT OF BEGINNING.

Parcel contains 140 Square Feet, or 0.0032 Acres more or less.

February 1, 2024

Date

Harold E. Noon, Jr.
Professional Surveyor and Mapper, LS 6568

NOT VALID WITHOUT ALL SHEETS
SEE SHEET 2 OF 2 FOR SKETCH

Not valid without the original signature and embossed seal of a Professional Land Surveyor and Mapper

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SURVEYING & MAPPING
www.geosurveygroup.com L.B. 7731 Fax 866.624.5163

5707 19th Street W.
Bradenton, Fl. 34207
Tel. 877.407.3734

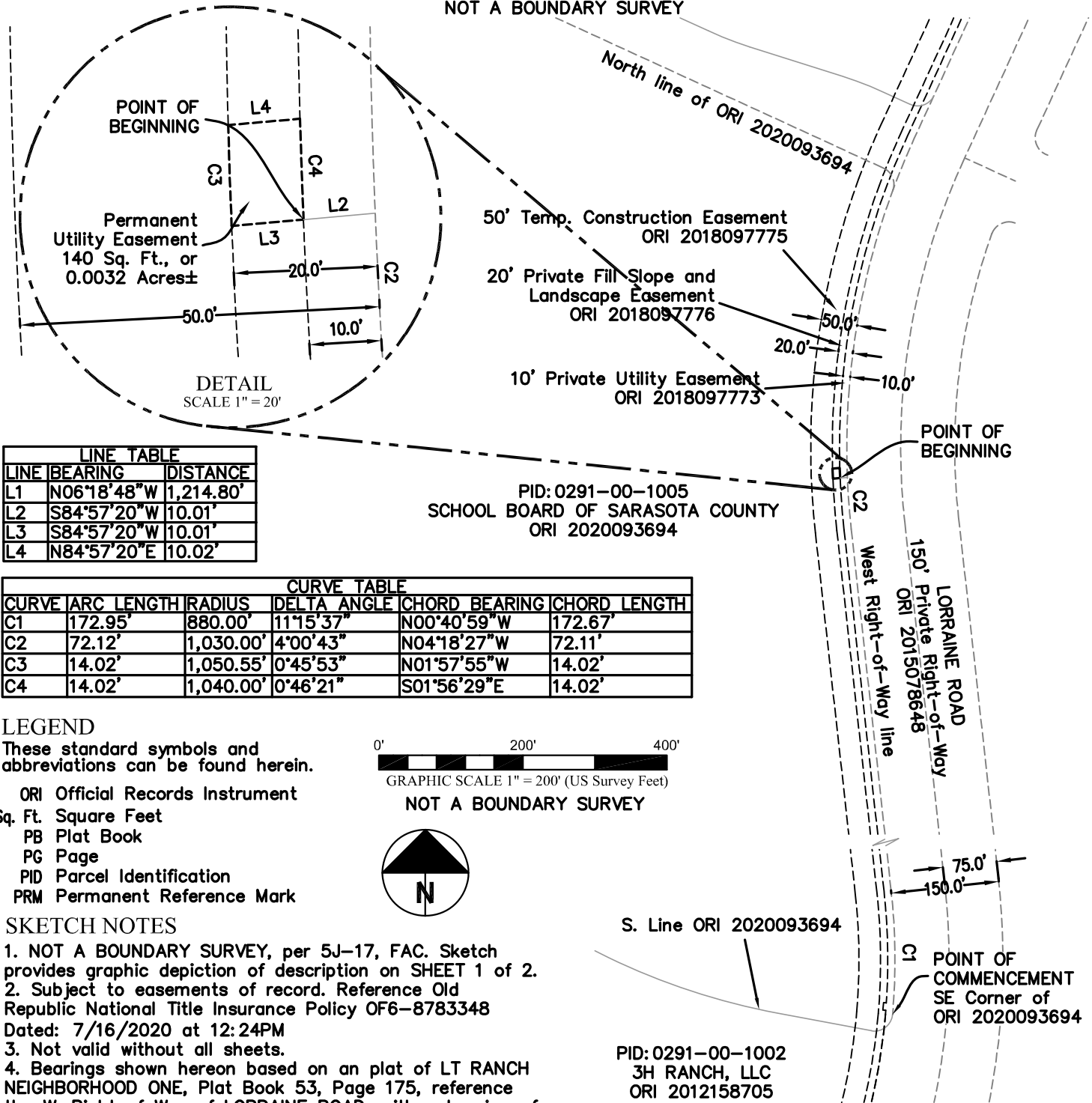
PERMANENT UTILITY EASEMENT		FIELD: ---
DATE: <u>2/1/2024</u> FB: <u>--</u> PG: <u>--</u>	SEC. <u>21</u> TWP. <u>37S</u> RNG. <u>19E</u>	DRAWN BY: DC
PROJECT NO. <u>230001</u>	COUNTY <u>SARASOTA</u>	CHECK BY: HN
DRAWING <u>230001_SD PUE W...dwg</u>	PARCEL AREA <u>140 Sq. Ft.±</u>	

SKETCH & DESCRIPTION

LYING IN SECTION 21, TOWNSHIP 37 SOUTH, RANGE 19 EAST,
SARASOTA COUNTY, FLORIDA.

NOT A BOUNDARY SURVEY

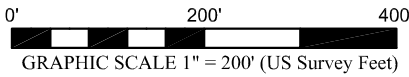
SHEET NO. 2 of 2



LINE TABLE		
LINE	BEARING	DISTANCE
L1	N06°18'48"W	1,214.80'
L2	S84°57'20"W	10.01'
L3	S84°57'20"W	10.01'
L4	N84°57'20"E	10.02'

CURVE TABLE					
CURVE	ARC LENGTH	RADIUS	DELTA ANGLE	CHORD BEARING	CHORD LENGTH
C1	172.95'	880.00'	11°15'37"	N00°40'59"W	172.67'
C2	72.12'	1,030.00'	4°00'43"	N04°18'27"W	72.11'
C3	14.02'	1,050.55'	0°45'53"	N01°57'55"W	14.02'
C4	14.02'	1,040.00'	0°46'21"	S01°56'29"E	14.02'

LEGEND
These standard symbols and abbreviations can be found herein.



- ORI Official Records Instrument
- Sq. Ft. Square Feet
- PB Plat Book
- PG Page
- PID Parcel Identification
- PRM Permanent Reference Mark

SKETCH NOTES

1. NOT A BOUNDARY SURVEY, per 5J-17, FAC. Sketch provides graphic depiction of description on SHEET 1 of 2.
2. Subject to easements of record. Reference Old Republic National Title Insurance Policy OF6-8783348 Dated: 7/16/2020 at 12:24PM
3. Not valid without all sheets.
4. Bearings shown hereon based on an plat of LT RANCH NEIGHBORHOOD ONE, Plat Book 53, Page 175, reference the W. Right of Way of LORRAINE ROAD, with a bearing of N.06°18'48"W.

SKETCH OF DESCRIPTION

PERMANENT UTILITY EASEMENT			FIELD: --
DATE: <u>2/1/2024</u>	FB: <u>--</u>	PG: <u>--</u>	DRAWN BY: <u>DC</u>
PROJECT NO. <u>230001</u>	SEC. <u>21</u> TWP. <u>37S</u> RNG. <u>19E</u>		
DRAWING: <u>230001_SD PUE W...dwg</u>	COUNTY: <u>SARASOTA</u>	PARCEL AREA: <u>140 Sq. Ft.±</u>	CHECK BY: <u>HN</u>

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5707 19th Street W.
Bradenton, Fl. 34207
Tel. 877.407.3734



September 17, 2024 Board Meeting
Agenda Item 22.

Title

APPROVAL OF THE SARASOTA COUNTY LIFT STATION EASEMENT AGREEMENT FOR THE SKYE RANCH SCHOOL PROJECT (EXCLUSIVE PERMANENT LIFT STATION EASEMENT)

Description

As part of the K-8 School at Clark and Lorraine Road Project, Sarasota County requires an Exclusive Permanent Lift Station Easement from the School Board for the purpose of fencing, construction and maintaining a sewer pipeline lift station located at the school site.

Gap Analysis

This easement allows Sarasota County to have access to service their equipment on our site. This area is limited to portions of the site on which their equipment and infrastructure are located.

Previous Outcomes

Since the district cannot service this equipment, easements are the preferred mechanism to permit Sarasota County to work on district property.

Expected Outcomes

Allowing Sarasota County access easements to service their equipment allows them to maintain and service facilities to school sites efficiently and effectively.

Strategic Plan Goal

Pillar 4 - Every School Equipped

Priority 2 - Create High Quality Infrastructure

Recommendation

That the Sarasota County Exclusive Permanent Lift Station Easement for the K-8 School at Clark and Lorraine Road Project be approved as presented.

Contact Information

JANE DREGER jane.dreger@sarasotacountyschools.net
JODY DUMAS jody.dumas@sarasotacountyschools.net
MICHAEL KEMP michael.kemp@sarasotacountyschools.net

Financial Impact

N/A

ATTACHMENTS:

Description	Upload Date	Type
Lift Station Easement	9/3/2024	Cover Memo

Prepared by & Return to:
DanVorkink
Sarasota County Property Management
1660 Ringling Blvd, Suite 240
Sarasota, FL 34236

PID # 0291001005
Parcel # 698.13

EXCLUSIVE PERMANENT LIFT STATION EASEMENT

THIS PERMANENT EASEMENT, made and executed the 17th day of September, 2023, by and between **The School Board of Sarasota County, Florida**, a body corporate under the laws of the State of Florida, hereinafter called **GRANTOR** whose mailing address is 1960 Landings Boulevard, Sarasota FL 34231 , and **SARASOTA COUNTY**, a political subdivision of the State of Florida, hereinafter called **GRANTEE**.

WITNESSETH, that the GRANTOR, for and in consideration of the sum of TEN DOLLARS (\$10.00) and other valuable considerations paid, the receipt of which is hereby acknowledged, does hereby grant unto the GRANTEE, its successors and assigns forever, an Exclusive Permanent Easement, right and license for the purpose of fencing, constructing and maintaining a sewer pipeline lift station, including but not limited to the right of excavation and installing, constructing, maintaining, operating, repairing and replacing lift station facilities and appurtenant equipment thereto, with the right to enlarge and remove such facilities and equipment; in, over and upon the following described land of the GRANTOR, to-wit:

See legal description identified as Exhibit A attached hereto and made a part hereof

GRANTEE agrees that any and all maintenance and repairs, which GRANTEE deems necessary for such lift station facilities and appurtenances shall be made at GRANTEE'S sole cost.

GRANTOR covenants with the GRANTEE that the GRANTOR is lawfully seized of said land in fee simple; that GRANTOR has good right and lawful authority to grant this easement and shall take no action to interfere with the GRANTEE'S lawful use of said easement; that the GRANTOR hereby fully warrants the easement being granted and will defend the same against the lawful claims of all persons whomsoever.

(This area intentionally left blank.)

IN WITNESS WHEREOF the GRANTOR hereunto sets their hand and seal this first date written above.

Signed and Sealed in the presence
of two witnesses as required by law:

The School Board of Sarasota County,
Florida, a body corporate under the laws of
the State of Florida

First Witness
Print name: _____
Address: _____

By: _____
Karen Rose, as Chair

Second Witness
Print name: _____
Address: _____

Approved for Legal Content
by Shumaker, Loop & Kendrick, LLP
Attorneys for The School Board
of Sarasota County, Florida
Signed: MLM
Date:

(Corporate Seal)

STATE OF _____

COUNTY OF _____

The foregoing instrument was acknowledged before me before me by means of physical presence [] or []
online notarization this _____ day of _____, 2024, by Karen Rose, as Chair of
and on behalf of The School Board of Sarasota County, Florida, a body corporate under the laws of the
State of Florida. She is [] personally known to me or [] has produced _____
_____ as identification.

(SEAL)

Notary Public

Print Name

Commission No.

Expiration Date

SKETCH & DESCRIPTION

LYING IN SECTION 21, TOWNSHIP 37 SOUTH, RANGE 19 EAST,
SARASOTA COUNTY, FLORIDA.

NOT A BOUNDARY SURVEY

EXCLUSIVE PERMANENT LIFT STATION EASEMENT DESCRIPTION

An Easement, being a portion of those lands described in Official Records Instrument 2020093694, of the Public Records of Sarasota County, Florida, and being more particularly described as follows:

COMMENCE at the Southeast Corner of those lands described in Official Records Instrument 2020093694, of the Public Records of Sarasota County, Florida, and a point on the westerly line of LORRAINE ROAD, being a 150.00 feet wide Private Right-of-Way, as described in 2015078648, of the Public Records of Sarasota County, Florida and a point on a curve to the left, having a radius of 880.00 feet, a central angle of 11°15'37", a chord bearing of N.00°40'59"W., and a chord length of 172.67 feet; thence along said westerly line of LORRAINE ROAD and the arc of said curve an arc length of 172.95 feet; thence N.06°18'48"W., a distance of 1,214.80 feet to a point on a curve to the right, having a radius of 1,030.00 feet, a central angle of 26°36'05", a chord bearing of N.06°59'14"E., and a chord length of 473.93 feet; thence along the arc of said curve an arc length of 478.21 feet to the intersection with the northerly line of said lands described in Official Records Instrument 2020093694 and a point on a curve to the left, having a radius of 25.00 feet, a central angle of 85°39'13", a chord bearing of N.22°32'20"W., and a chord length of 33.99 feet; thence along the arc of said curve an arc length of 37.37 feet; thence N.65°21'56"W., continuing along said northerly line, a distance of 542.10 feet to a point on a curve to the left, having a radius of 1,440.00 feet, a central angle of 11°51'37", a chord bearing of N.71°17'44"W., and a chord length of 297.55 feet; thence along said northerly line and the arc of said curve an arc length of 298.08 feet to the POINT OF BEGINNING; said point being a point on a curve to the left, having a radius of 1,440.00 feet, a central angle of 02°47'28", a chord bearing of N.78°37'17"W., and a chord length of 70.14 feet; thence along the arc of said curve an arc length of 70.15 feet; thence S.15°01'22"W., leaving said northerly line, a distance of 85.88 feet; thence S.74°58'38"E., a distance of 70.00 feet; thence N.15°01'22"E., a distance of 90.34 feet to the POINT OF BEGINNING.

Parcel contains 6,188 Square Feet, or 0.1421 Acres more or less.

February 1, 2024

Date

Harold E. Noon, Jr.
Professional Surveyor and Mapper, LS 6568

NOT VALID WITHOUT ALL SHEETS
SEE SHEET 2 OF 2 FOR SKETCH

Not valid without the original signature and embossed seal of a Professional Land Surveyor and Mapper

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www.geosurveygroup.com L.B. 7731 Fax 866.624.5163
5707 19th Street W.
Bradenton, Fl. 34207
Tel. 877.407.3734

EXCLUSIVE PERMANENT LIFT STATION EASEMENT

DATE: 2/1/2024 FB: -- PG: --
PROJECT NO. 230001
DRAWING 230001_SD PUE LS.dwg

SEC. 21 TWP. 37S RNG. 19E
COUNTY SARASOTA
PARCEL AREA 6,188 Sq. Ft.±

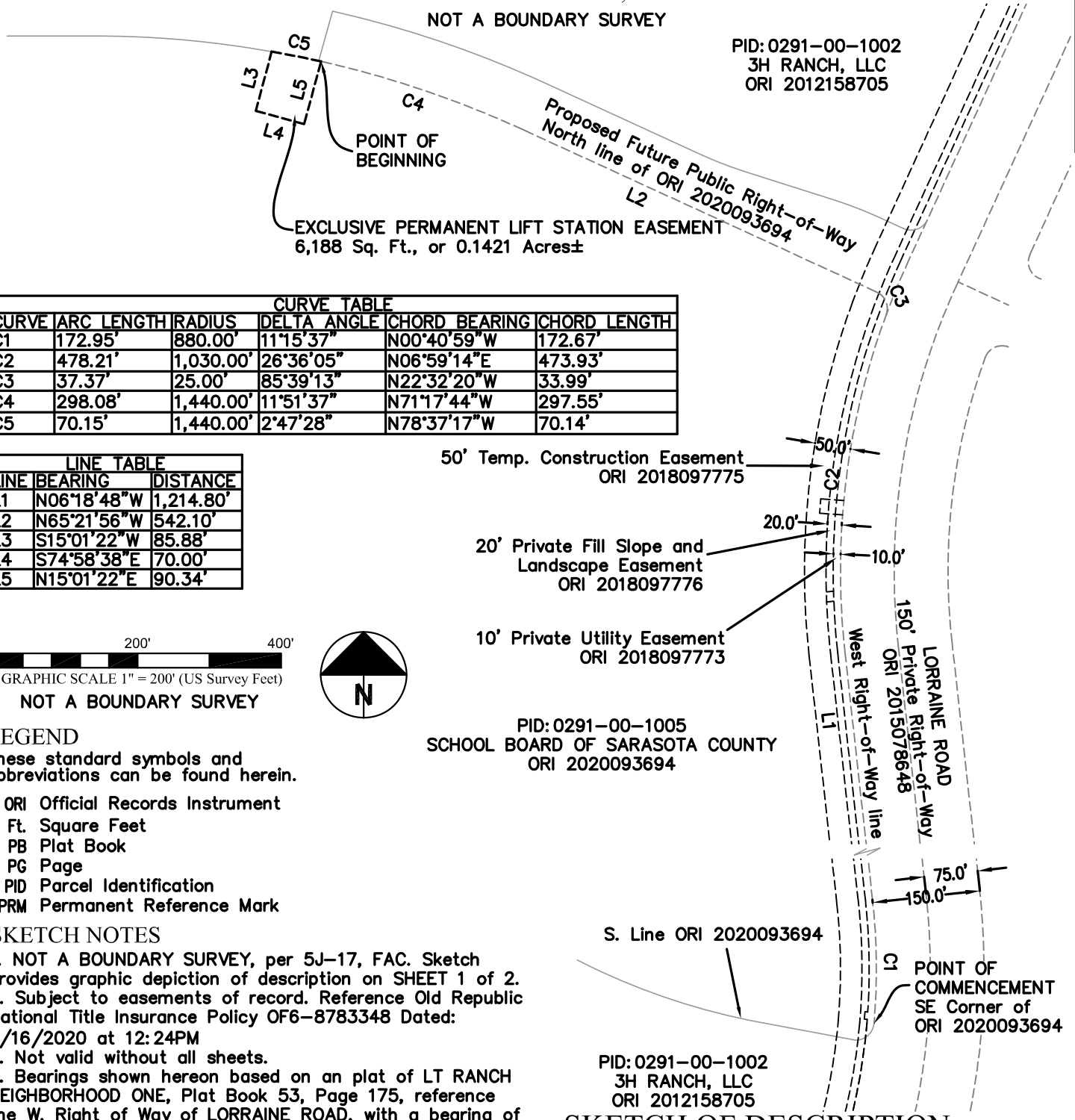
FIELD: --
DRAWN BY: DC
CHECK BY: HN

SKETCH & DESCRIPTION

LYING IN SECTION 21, TOWNSHIP 37 SOUTH, RANGE 19 EAST,
SARASOTA COUNTY, FLORIDA.

NOT A BOUNDARY SURVEY

PID: 0291-00-1002
3H RANCH, LLC
ORI 2012158705

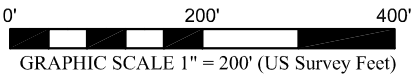


CURVE TABLE

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C3	37.37'	25.00'	85°39'13"	N22°32'20"W	33.99'
C4	298.08'	1,440.00'	11°51'37"	N71°17'44"W	297.55'
C5	70.15'	1,440.00'	2°47'28"	N78°37'17"W	70.14'

LINE TABLE

LINE	BEARING	DISTANCE
L1	N06°18'48"W	1,214.80'
L2	N65°21'56"W	542.10'
L3	S15°01'22"W	85.88'
L4	S74°58'38"E	70.00'
L5	N15°01'22"E	90.34'



NOT A BOUNDARY SURVEY

LEGEND

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- PB Plat Book
- PG Page
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- PRM Permanent Reference Mark

SKETCH NOTES

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3. Not valid without all sheets.
4. Bearings shown hereon based on an plat of LT RANCH NEIGHBORHOOD ONE, Plat Book 53, Page 175, reference the W. Right of Way of LORRAINE ROAD, with a bearing of N.06°18'48"W.

PID: 0291-00-1005
SCHOOL BOARD OF SARASOTA COUNTY
ORI 2020093694

S. Line ORI 2020093694

PID: 0291-00-1002
3H RANCH, LLC
ORI 2012158705

SKETCH OF DESCRIPTION

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www.geosurveygroup.com

5707 19th Street W.
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Tel. 877.407.3734
L.B. 7731 Fax 866.624.5163

EXCLUSIVE PERMANENT LIFT STATION EASEMENT

DATE: 2/1/2024 FB: -- PG: --
PROJECT NO. 230001
DRAWING 230001_SD PUE LS.dwg

SEC. 21 TWP. 37S RNG. 19E
COUNTY SARASOTA
PARCEL AREA 6,188 Sq. Ft.±

FIELD: --
DRAWN BY: DC
CHECK BY: HN



September 17, 2024 Board Meeting
Agenda Item 23.

Title

APPROVAL OF THE PEOPLES GAS SYSTEM, INC. EASEMENT AGREEMENT FOR THE SKYE RANCH SCHOOL PROJECT (UNDERGROUND GAS LINE EASEMENT)

Description

As part of the K-8 School at Clark and Lorraine Road Project, Sarasota County requires an Easement from the School Board for the purpose of placing, constructing, operating, maintaining, repairing, replacing and removing from the underground gas line located at the school site.

Gap Analysis

This easement allows Peoples Gas System, Inc. to have access to service their equipment on our site. This area is limited to portions of the site on which their equipment and infrastructure are located.

Previous Outcomes

Since the district cannot service this equipment, easements are the preferred mechanism to permit Peoples Gas System, Inc. to work on district property.

Expected Outcomes

Allowing Peoples Gas System, Inc. access easements to service their equipment allows them to maintain and service facilities to school sites efficiently and effectively.

Strategic Plan Goal

Pillar 4 - Every School Equipped
Priority 2 - Create High Quality Infrastructure

Recommendation

That the Peoples Gas System, Inc.'s Easement for the K-8 School at Clark and Lorraine Road Project be approved as presented.

Contact Information

JANE DREGER jane.dreger@sarasotacountyschools.net

JODY DUMAS jody.dumas@sarasotacountyschools.net

MICHAEL KEMP michael.kemp@sarasotacountyschools.net

Financial Impact

N/A

ATTACHMENTS:

Description	Upload Date	Type
31195721v1 - 24-11-13 School Board of Sarasota County Peoples Gas Easement	8/30/2024	Cover Memo

SEC. 21 TWP. 37S. RGE. 19E.
FOLIO/PARCEL ID NO.: 0291001005
PROJECT NO.: D0012063

PREPARED BY
AND RETURN TO:

Isabel M. Morales
Real Estate Department
Peoples Gas System, Inc.
P.O. Box 2562
Tampa, FL 33601

EASEMENT

KNOW ALL MEN BY THESE PRESENTS, that **THE SCHOOL BOARD OF SARASOTA COUNTY**, a Florida public body corporate, whose address is 1960 Landing Boulevard, Sarasota, Florida 34231 (“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 Sarasota 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, risers, and pipeline markers (“Facilities”).

The width of the Easement (the “Easement Area”) shall be ten (10) feet lying five (5) feet on each side of the centerline of the Facilities as installed or to be constructed.

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 Company agrees to amend the Easement Area at such time as Grantor provides to Company a survey of the natural gas facilities contemplated herein and a specific legal description of the revised easement area acceptable to the Company.

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 17th day of September, 2024.

Signed, Sealed and Delivered
in the presence of:

GRANTOR:

THE SCHOOL BOARD OF SARASOTA COUNTY,
a Florida public body corporate,

WITNESS: _____
Print Name: _____
Address: _____

By: _____
Print Name: _____
Title: _____
Address: _____

WITNESS: _____
Print Name: _____
Address: _____

Approved as to Form and Legal Content
by Shumaker, Loop & Kendrick, LLP
Attorneys for The School Board
of Sarasota County, Florida
Signed: MRM
Date: August 27, 2024

STATE OF _____
COUNTY OF _____

(CORPORATE SEAL)

The forgoing instrument was acknowledged before me this _____ day of _____ 20____
by _____ as _____ of **THE SCHOOL BOARD OF SARASOTA
COUNTY**, a Florida public body corporate, 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:

EXHIBIT "A"

Legal Description:

DESCRIPTION: A parcel of land lying in Section 21, Township 37 South, Range 19 East, Sarasota County, Florida, and being more particularly described as follows:

COMMENCE at the Northeast corner of said Section 21, run thence along the North boundary of said Section 21, N.89°41'18"W., a distance of 766.13 feet to a point on a curve on the Westerly boundary of the 150-foot Access Easement, according to Official Records Instrument Number 2015078648, of the Public Records of Sarasota County, Florida; thence along said Westerly boundary of the 150-foot Access Easement, the following eight (8) courses: 1) Southerly, 1683.76 feet along the arc of a non-tangent curve to the left having a radius of 2940.00 feet and a central angle of 32°48'50" (chord bearing S.16°55'31"W., 1660.85 feet); 2) S.00°31'06"W., a distance of 255.04 feet; 3) Southerly, 370.40 feet along the arc of a tangent curve to the right having a radius of 880.00 feet and a central angle of 24°06'58" (chord bearing S.12°34'35"W., 367.67 feet); 4) S.24°38'04"W., a distance of 699.55 feet; 5) Southerly, 78.13 feet along the arc of a tangent curve to the left having a radius of 1030.00 feet and a central angle of 04°20'47" (chord bearing S.22°27'40"W., 78.12 feet) to the POINT OF BEGINNING; 6) Southerly, 478.21 feet along the arc of a non-tangent curve to the left having a radius of 1030.00 feet and a central angle of 26°36'05" (chord bearing S.06°59'14"W., 473.93 feet); 7) S.06°18'48"E., a distance of 1214.80 feet; 8) Southerly, 172.94 feet along the arc of a tangent curve to the right having a radius of 879.98 feet and a central angle of 11°15'38" (chord bearing S.00°41'00"E., 172.67 feet); thence Southwesterly, 41.76 feet along the arc of a compound curve to the right having a radius of 25.00 feet and a central angle of 95°42'20" (chord bearing S.52°47'59"W., 37.07 feet); thence N.79°20'52"W., a distance of 132.30 feet; thence Northwesterly, 670.59 feet along the arc of a tangent curve to the right having a radius of 940.00 feet and a central angle of 40°52'28" (chord bearing N.58°54'38"W., 656.46 feet); thence Northwesterly, 953.27 feet along the arc of a reverse curve to the left having a radius of 1060.00 feet and a central angle of 51°31'36" (chord bearing N.64°14'12"W., 921.47 feet); thence N.90°00'00"W., a distance of 178.46 feet; thence N.00°00'00"E., a distance of 1497.37 feet; thence N.90°00'00"E., a distance of 546.03 feet; thence Easterly, 619.13 feet along the arc of a tangent curve to the right having a radius of 1440.00 feet and a central angle of 24°38'04" (chord bearing S.77°40'58"E., 614.37 feet); thence S.65°21'56"E., a distance of 542.10 feet; thence Southeasterly, 37.37 feet along the arc of a tangent curve to the right having a radius of 25.00 feet and a central angle of 85°39'13" (chord bearing S.22°32'20"E., 33.99 feet) to the POINT OF BEGINNING.



September 17, 2024 Board Meeting
Agenda Item 24.

Title

APPROVAL AND/OR RATIFICATION OF CONSTRUCTION SERVICES' CHANGE ORDERS

Description

The Construction Services' change orders are summarized on the enclosure for ease of review. Included in these change orders is a (\$4,453,655.62) deduct for Direct Material Purchases and the corresponding (\$12,022.54) deduct for sales tax savings. These change orders result in an overall contract decrease of (\$4,465,678.16).

Gap Analysis

Change orders are utilized on construction contracts to adjust the original contract amount for various circumstances. These may include adjustments for an increase or decrease in project scope, adjustments needed to close a contract and return unspent project funds to the district, or for removing the purchase of large items from a contract so the district can purchase these items directly from vendors to save sales tax. The attached documents detail the associated change orders for this item on multiple projects.

Previous Outcomes

Change orders reflect construction project progress and occur normally as a result of conditions on the construction project and district staff managing the costs associated with each project, including deductive change orders to allow the district to save sales tax.

Expected Outcomes

This system has resulted in significant, ongoing savings and allows district staff to continue to maximize these benefits, especially as the construction market becomes more competitive.

Strategic Plan Goal

Pillar 4 Every School Equipped

Priority 2 Create High Quality Infrastructure

Recommendation

That the Construction Services' change orders be approved and/or ratified as presented.

Contact Information

JANE DREGER jane.dreger@sarasotacountyschools.net

JODY DUMAS jody.dumas@sarasotacountyschools.net

MICHAEL KEMP michael.kemp@sarasotacountyschools.net

Financial Impact

(\$4,465,678.16)

Funding: Capital

ATTACHMENTS:

Description	Upload Date	Type
Sep 17 CSD CO	9/3/2024	Cover Memo
Sep 17 CSD CO Part 1	9/3/2024	Cover Memo
Sep 17 CSD CO Part 2	9/3/2024	Cover Memo



Project	Contractor	CO#	Contract Sum prior to this Change Order request	Contract Change Order amount	Revised Contract Amount	EXPLANATION (see attached)	SALES TAX SAVINGS *	Direct Purchase order Amount	**
SUMMARY OF CONSTRUCTION SERVICES CHANGE ORDERS PRESENTED FOR APPROVAL AND/OR RATIFICATION AT THE 09/17/2024 SCHOOL BOARD MEETING									
Wellen Park High School	Willis A. Smith Construction, Inc.	010	\$153,392,961.06	-\$4,254,113.34	\$149,138,847.72	This change order reflects a decrease of the contract for material-only DPO of Drywall & Framing material supplied by Foundation Building Materials, Glass material supplied by YKK AP America, Inc., Plumbing material supplied by Hydrologic Distribution Company, Storefront Glass material supplied by Viracon, Inc., Fireproofing material supplied by Isolatek International, Reinforcing Steel & Bolsters material supplied by Southwestern Suppliers, Inc. and Asphalt Roofing System material supplied by American Builders & Contractors Supply Co., Inc.	\$0.00	\$4,254,113.34	R
Clark and Lorraine K-8 School Construction	P.J. Hayes, Inc. dba Tandem Construction	049	\$70,469,173.28	-\$211,564.82	\$70,257,608.46	This change order reflects a decrease of the contract for the DPO of Acoustical Ceilings Material supplied by GMS Southeast Inc, dba Gator Gypsum.	\$12,022.54	\$199,542.28	R
			\$223,862,134.34	-\$4,465,678.16	\$219,396,456.18		\$12,022.54	\$4,453,655.62	

NOTE: The change orders (*identified above), for ratification, are the result of direct purchase of these items by the School Board to save sales tax. **A=Approval; R=Ratification

**Sarasota County School Board
Construction Services
Change Order**

PROJECT: Wellen Park High School New High School 11830 Manasota Beach Road Englewood, Florida 34223	CHANGE ORDER DATE: 09/17/2024	
	CONTRACT / PO NUMBER: 22304008	
TO (Contractor): Willis A. Smith Construction, Inc. 5001 Lakewood Ranch Blvd. Sarasota, Florida 34240	CHANGE ORDER TYPE: Direct Material Purchase Order	
	CONTRACT DATE: May 16, 2023	

CHANGE ORDER NUMBER: 010

You are directed to make the following changes in this Contract:		
DMP Deduct for Foundation Building Materials	Material \$1,557,268.19 + Sales Tax Savings \$93,486.09 =	(\$1,650,754.28)
	Return Sales Tax to project:	\$93,486.09
DMP Deduct for Hydrologic/WinSupply:	Material \$819,716.25 + Sales Tax Savings \$49,232.98 =	(\$868,949.23)
	Return Sales Tax to project:	\$49,232.98
DMP Deduct for YKK AP USA:	Material \$342,640.00 + Sales Tax Savings \$20,608.40 =	(\$363,248.40)
	Return Sales Tax to project:	\$20,608.40
DMP Deduct for Viracon, Inc.:	Material \$283,668.22 + Sales Tax Savings \$17,070.09 =	(\$300,738.31)
	Return Sales Tax to project:	\$17,070.09
DMP Deduct for Isolatek:	Material \$204,703.00 + Sales Tax Savings \$12,332.18 =	(\$217,035.18)
	Return Sales Tax to project:	\$12,332.18
DMP Deduct for Southwestern Suppliers:	Material \$24,246.10 + Sales Tax Savings \$1,504.77 =	(\$25,750.87)
	Return Sales Tax to project:	\$1,504.77
DMP Deduct for American Builders:	Material \$1,021,871.58 + Sales Tax Savings \$61,362.29 =	(\$1,083,233.87)
	Return Sales Tax to project:	\$61,362.29
Total return of Sales Tax this Change Order is \$255,596.80		
Total of Summary:		(\$4,254,113.34)

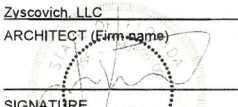
The original Guaranteed Maximum Price was	\$ 46,018,186.00
The net change by previously authorized Change Orders 1 through 9:	\$ 107,374,775.06
The Guaranteed Maximum Price prior to the Change Order was	\$ 153,392,961.06
The Guaranteed Maximum Price will be (decreased) by this Change Order in the amount of	<u>\$ (4,254,113.34)</u>
The NEW Guaranteed Maximum Price including this Change Order will be	<u>\$ 149,138,847.72</u>

The Contract Time will be increased by Zero (0) days.
The new date of Substantial Completion will be 07/01/2026.

NOTE: This Change Order does not include adjustments to the Contract Sum or Guaranteed Maximum Price, or the Contract Time, that have been authorized by Construction Change Order Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.

Zyscovich, LLC
ARCHITECT (Firm name)

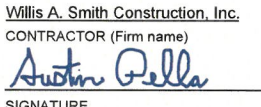


SIGNATURE

Jose Murguido, President
PRINTED NAME & TITLE

08/15/2024
DATE

Willis A. Smith Construction, Inc.
CONTRACTOR (Firm name)

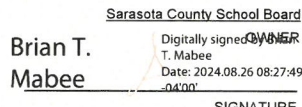


SIGNATURE

Austin Pella, Project Manager
PRINTED NAME & TITLE

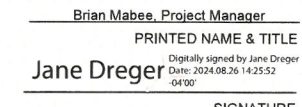
Aug. 12, 2024
DATE

Sarasota County School Board
OWNER



Brian T. Mabee
SIGNATURE

Brian Mabee, Project Manager
PRINTED NAME & TITLE



Jane Dreger
SIGNATURE

Jane Dreger
DIRECTOR (Printed Name)

PURCHASE ORDER REQUEST FORM
School Board of Sarasota County

Project Name: Wellen Park High School

Project Owner: School Board of Sarasota County

Date: June 21, 2024

VENDOR:	Foundation Building Materials, LLC
	PO Box 744398
	Atlanta, GA 30374
FEIN #:	277-4538887
Attention:	Travis Thompson
Telephone:	407-843-1000
Email:	travis.thompson@fbmsales.com

SHIP TO:	Wellen Park High School
	10801 Manasota Beach Road
	Venice, Florida 34293
	c/o Garrard Framing & Drywall
Attention:	Servi Sosa
Telephone:	407-234-7314
	servi.sosa@garrardinc.com ; dsmith@garrardinc.com
Email:	Crisoforo.Donez@garrardinc.com

Date	Delivery Date	Ship via	F.O.B.	Terms	Purchase Order No.
	Per Superintendent	Your Truck	Job Site	Net 30	

SPECIAL INSTRUCTIONS: All responsibility & contact relative to the P.O. shall be with Willis A. Smith Construction, Inc. as to delivery, quality and quantity. The Project Name and the Direct Purchase Order Number MUST be included on all invoices or they will be rejected. Vendor shall send invoices to the SUBCONTRACTOR for review, approval and transmittal to WILLIS SMITH CONSTRUCTION, INC., c/o wgoomez@willissmith.com for processing for authorization to pay. The PM will verify materials and the pay requisition will be prepared for submittal of invoices to the OWNER for approval and payment. *****Do NOT send invoices to the Owner - This will result in delay of review and approval by the GC and processing for payment.**

Item #	Item Description	Quantity	Unit	Unit Price	Extended Amount
1	Framing and Drywall package	1	LOT	\$1,557,268.19	\$1,557,268.19

Attached: Quote
W-9

Purchase Order Total:	\$	1,557,268.19
Tax Savings 6%:	\$	93,436.09
1% of 1st \$5,000	\$	50.00
	\$	93,486.09
Material and Sales Tax Savings Total:	\$	1,650,754.28

NOTE:
Vendor shall provide ELECTRONIC copies of Shop Drawings to apella@willissmith.com for approval prior to final order or fabrication. Field measure prior to any fabrication.

Verified by: **Austin Pella**
Digitally signed by Austin Pella
 DN: C=US, E=apella@willissmith.com, O=Willis A. Smith Construction, Inc., OU=Project Manager, CN=Austin Pella
 Reason: I am approving this document
 Date: 2024.06.21 16:49:37-04'00'
 Austin Pella, Project Manager
 Willis A. Smith Construction, Inc.

***Attach DPO to this approved request once issued.**
 Upon delivery and acceptance, send all invoices as follows:
 School Board of Sarasota County
 c/o Willis A. Smith Construction, Inc.
wgoomez@willissmith.com; apella@willissmith.com



Foundation Building Materials

Branch 55
1688 GLOBAL CT
SARASOTA, FL 34240-7867
Ph: (941) 926-4494

Quote
Whse: 55 Order: 955004151-00
Company Number: 1

Quotation expires 30 days from quote date

Bill To: 102085
GARRARD FRAMING & DRYWALL INC.
5578 COMMERCIAL BLVD
WINTER HAVEN FL 33880-1008
(863) 967-3992

Ship To: WPHS
WELLEN PARK HS
10801 MANASOTA BEACH ROAD
VENICE FL 34293
(863) 967-3992

Order Number	Order Date	Promise Date
955004151-00	06/04/2024	06/04/2024
Customer PO		
ODP		
Sales Rep		
Thompson, Travis		
Shipping Instructions	Page #	
	1 of 3	

Order Entered By		Ship Via		Placed By		Job # / Name		
Thompson, Travis		N/A		SS/TT				
LN	Qty Ordered	Sell Unit	Product Code Product Description	Weight	UOM Qty	UOM	Price UOM (\$)	Net Amount (\$)
1	116,458.00	LF	P-162S125-30 20GA 30M 1 5/8" DW STUD - PRODUCTS		116,458.000	MLF	675.00	78,609.15
2	168,295.00	LF	P-250S125-30 20GA 30M 2 1/2" DW STUD - PRODUCTS		168,295.000	MLF	795.00	133,794.53
3	171,384.00	LF	P-362S125-30 20GA 30M 3 5/8" DW STUD - PRODUCTS		171,384.000	MLF	960.00	164,528.64
4	9,120.00	LF	P-600S125-30 20GA 30M 6" DW STUD - PRODUCTS		9,120.000	MLF	1,335.00	12,175.20
5	2,125.00	LF	P-800S162-33 20GA 33MIL 8" STUD 1 5/8" FL - PRODUCTS		2,125.000	MLF	1,950.00	4,143.75
6	15,400.00	LF	P-600S162-54 16GA 6" STUD 1 5/8" FL - PRODUCTS		15,400.000	MLF	2,635.00	40,579.00
7	900.00	PC	RC125-12 25GA RC-1 RESILIENT CHNL 12FT URC	1,647	10.800	MLF PC	300.00 3.60	3,240.00
8	22,000.00	LF	P-Z200-30 20GA 30MIL 2" Z FURRING - PRODUCTS		22,000.000	MLF	780.00	17,160.00
9	750.00	PC	T162T125-19-G90-10 20GA EQ 1 5/8" DW TRACK 10FT G90	3,075	7.500	MLF PC	705.00 7.05	5,287.50
10	10,000.00	LF	P-162T125-19 20GA EQ 1 5/8" DW TRACK 1-1/4" LEG - PRODUCTS		10,000.000	MLF	670.00	6,700.00
11	1,000.00	PC	T250T125-19-G90-10 20GA EQ 2 1/2" DW TRACK 1-1/4" LEG 10FT G90	5,200	10.000	MLF	830.00	8,300.00
12	13,000.00	LF	P-250T125-19 20GA EQ 2 1/2" DW TRACK 1-1/4" LEG - PRODUCTS		13,000.000	MLF	790.00	10,270.00
13	1,300.00	PC	T362T125-30-G90-10 20GA 30MIL G90 3-5/8 TRACK 1-1/4 LEG 10FT	9,100	13.000	MLF	1,000.00	13,000.00



Foundation Building Materials

Branch 55
 1688 GLOBAL CT
 SARASOTA, FL 34240-7867
 Ph: (941) 926-4494

Quote
 Whse: 55 Order: 955004151-00
 Company Number: 1

Customer PO	Page #
ODP	2 of 3

LN	Qty Ordered	Sell Unit	Product Code Product Description	Weight	UOM Qty	UOM	Price UOM (\$)	Net Amount (\$)
14	5,000.00	LF	P-362T125-30 20GA 30MIL 3 5/8" TRACK 1 1/4" FL - PRODUCTS		5,000.00	MLF	955.00	4,775.00
15	100.00	PC	T600T125-30-G90-10 20GA G90 6" TRK 1 1/4FL 1-1/4" LEG 10FT	1,129	1.000	MLF PC	1,400.00 14.00	1,400.00
16	20.00	PC	T800T125-33-G90-10 20GA 8" TRK 1-1/4"LG G90 10FT		1.000	PC	0.00	0.00
17	1,100.00	PC	TS362T250-30-10 20GA 3 5/8 SLOTTED 2-1/2 LEG TRACK 10FT	9,973	11.000	MLF PC	1,545.00 15.45	16,995.00
18	100.00	PC	TS600T250-30-10 20GA 6" SLOTTED 2-1/2" LEG TRACK 10FT	1,109	1.000	MLF PC	1,968.00 19.68	1,968.00
19	20.00	PC	TS800T250-33-10 20GA 8" SLOTTED 2-1/2" LEG TRACK 10FT	352	0.200	MLF PC	2,570.00 25.70	514.00
20	1,100.00	PC	FS600-33-10 20GA 33M 6" FLAT STOCK 10FT	7,634	11.000	MLF PC	1,770.00 17.70	19,470.00
21	60.00	PC	TS600T250-54-10 16GA 6" SLOTTED 2-1/2" LEG TRACK 10FT	1,140	0.600	MLF PC	3,325.00 33.25	1,995.00
22	700.00	PC	A150X150-30-10 20GA 1 1/2 X 1 1/2 ANGLE 10FT	2,170	7.000	MLF PC	535.00 5.35	3,745.00
23	50.00	PC	CRC150-54-16 16GA 1 1/2" COLD ROLLED 16FT	375	0.800	MLF PC	685.00 10.96	548.00
24	15.00	CTN	CGAHD8906 ARM DW HD FURR 12' MAIN 1-1/2" (12/CT) UNPAINTED	720	2.160	MLF CTN	850.00 122.40	1,836.00
25	20.00	CTN	CGAXL8945P ARM DRYWALL I.D. 4' CR TEE (36/CTN) UNPAINTED	920	2.880	MLF CTN	850.00 122.40	2,448.00
26	900,000.00	SF	P-D58F 5/8" DW FC TYPE X - PPT - PRODUCTS		900,000.000	MSF	480.00	432,000.00
27	922.00	SHT	DCB5808-N 5/8" 4X8' CEMENT BOARD NATIONAL GYP PERMABASE	106,261	29.504	MSF SHT	1,180.00 37.76	34,814.72
28	20,000.00	SF	P-D58MM 5/8 MOLD MOISTURE - PRODUCTS		20,000.000	MSF	590.00	11,800.00
29	125,280.00	SF	P-D58GMIIR-N 5/8" EXP INTERIOR EXTREME IMPACT RESISTAN		125,280.000	MSF	1,365.00	171,007.20



Foundation Building Materials

Branch 55
 1688 GLOBAL CT
 SARASOTA, FL 34240-7867
 Ph: (941) 926-4494

Quote
 Whse: 55 Order: 955004151-00
 Company Number: 1

Customer PO	Page #
ODP	3 of 3

LN	Qty Ordered	Sell Unit	Product Code Product Description	Weight	UOM Qty	UOM	Price UOM (\$)	Net Amount (\$)
30	1,800.00	BOX	APNB50 NGC PROFORM ALL PURPOSE 50LB BOX JT0073 (BLACK)	92,700	1,800.000	BOX	13.00	23,400.00
31	300.00	BAG	QS45L QUICK SET LITE 45MIN 18LB BAG JT3245	5,400	300.000	BAG	12.90	3,870.00
32	400.00	RL	DWT250U USG S/R DW JOINT TAPE 250' (20/CTN)(36/PLT)	500	400.000	RL	3.00	1,200.00
33	10.00	CTN	SFT-OS400-10 STRAIT-FLEX OS400-10 PF OS CNR BD 90 4X10' (50)	300	5.000	MLF CTN	218.90 109.45	1,094.50
34	280,000.00	SF	P-R11U INSULATION R11U - PRODUCTS	280,000.000		MSF	330.00	92,400.00
35	3,750.00	SHT	FMP2.0-TSX-48-RM 2" 4X8 RMAX FOAM ECOMAXCI FR (24/UNIT)		120.000	MSF SHT	1,875.00 60.00	225,000.00
36	600.00	TUBE	USGSC USG ACOUSTICAL SOUND SEALANT 29OZ 030250	2,100	600.000	TUBE	12.00	7,200.00
36 Lines Total							Subtotal	1,557,268.19
							Taxes	0.00
							Total	1,557,268.19

Total Weight on this order: 251804.99760
 Total Drywall MSF on this order: 29.504 MSF
 Total Steel MLF on this order: 73.900 MLF

MyFBM.com

A signed purchase order is due within 30 days of the order date that appears on this quotation. Otherwise, we reserve the right to terminate this quotation and / or issue a replacement quote. A transportation surcharge will be applied for each delivered order. This quotation is conditioned upon buyer's acknowledgement and acceptance of FBM's terms and conditions located at <http://www.fbmsales.com/salesterms>. Any new, additional or different terms are rejected.

PURCHASE ORDER REQUEST FORM
School Board of Sarasota County

Project Name: Wellen Park High School

Date: 7/09/2024

Project Owner: School Board of Sarasota County

VENDOR:	Hydrologic Distribution Company
	6365 53rd Street North
	Pinellas Park, Florida 33781
FEIN #:	88-3761983
Attention:	Mike Booth
Telephone:	727-310-5668
Email:	mikeb@hydrodc.com; helenes@hydrodc.com

SHIP TO:	Wellen Park High School
	10801 Manasota Beach Road
	Venice, Florida 34293
	c/o B & I Contractors, Inc.
Attention:	Yasneil Cabrera; Rafael Rubio
Telephone:	239-322-8950
Email:	ycabrera@bandiflorida.com, rubio@bandiflorida.com
	DHayden@bandiflorida.com

Date	Delivery Date	Ship via	F.O.B.	Terms	Purchase Order No.
	Per Superintendent	Your Truck	Job Site	Net 30	

SPECIAL INSTRUCTIONS: All responsibility & contact relative to the P.O. shall be with Willis A. Smith Construction, Inc. as to delivery, quality and quantity. The Project Name and the Direct Purchase Order Number MUST be included on all invoices or they will be rejected. Vendor shall send invoices to the SUBCONTRACTOR for review, approval and transmittal to WILLIS SMITH CONSTRUCTION, INC., c/o wgomez@willissmith.com for processing for authorization to pay.

***Do NOT send Invoices to the Owner - This will result in delay of review and approval by the GC and processing for payment.

Item #	Item Description	Quantity	Unit	Unit Price	Extended Amount
1	Plumbing materials	1	LOT	\$819,716.25	\$819,716.25

Attached: Quote
W-9

Purchase Order Total:	\$ 819,716.25
Tax Savings 6%:	\$ 49,182.98
1% of 1st \$5,000:	\$ 50.00
	\$ 49,232.98
Material and Sales Tax Savings Total:	\$ 868,949.23

NOTE:
Vendor shall provide ELECTRONIC copies of Shop Drawings to apella@willissmith.com for approval prior to final order or fabrication. Field measure prior to any fabrication.

Verified by: **Austin Pella**
Digitally signed by Austin Pella
 DN: cn=US, e=apella@willissmith.com, o=Willis A. Smith Construction, Inc., ou=Project Manager, cn=Austin Pella
 Reason: I am approving this document
 Date: 2024.07.09 12:06:24-0400
 Austin Pella, Project Manager
 Willis A. Smith Construction, Inc.

***Attach DPO to this approved request once issued.**
 Upon delivery and acceptance, send all invoices as follows:
 School Board of Sarasota County
 c/o Willis A. Smith Construction, Inc.
womez@willissmith.com; apella@willissmith.com



Quotation

EXPIRATION DATE	QUOTE NUMBER	PAGE NO.
10/31/2024	S3600884	2 of 13

ORDER QTY	DESCRIPTION	UNIT PRICE	EXT PRICE
	AVAIALBLE INFORMATION AND SUBJECT TO APPROVAL		
21ea	B&G 103401LF BRONZE CIRC NBF-36	608.929/ea	12787.51
42ea	B&G 101511LF 3/4 SS FLANGE (EACH) STAINLESS STEEL	23.899/ea	1003.76
21ea	B&G 113224 3/4 AQUASTAT CONTROL STRAP-ON	43.869/ea	921.25
21ea	B&G 113210 TC-1 AUTOMATIC TIMER KIT	108.036/ea	2268.76
	Subtotal -----		16981.28
	IWH1 WATER HEATER		
3ea	EEMAX AM004120T TANKLESS HEATER	610.310/ea	1830.93
	Subtotal -----		1830.93
	GWH1 WATER HEATER ***SPECIFIED MODEL NUMBER IS A DISCONTINUED TAKAGI MODEL. OFFERING THE FOLLOWING BASED ON AVAILABLE INFORMATION		
9ea	RINNAI CU199iN Int Com CTWH 199k Btu 11gpm max	1515.476/ea	13639.28
9ea	RINNAI 103000067 Commerical Neutralization Tank w/ Media	386.833/ea	3481.50
9ea	ST-5C-DD ASME EXPANSION TANK	1130.033/ea	10170.30
9ea	3420RAB 3/4" VALVE KIT LF IK-WV-200-1-TH-LF 810-504G IK-WV-200-2-TH-LF 460NL-06-KIT	65.366/ea	588.29
	Subtotal -----		27879.37
	GWH2 WATER HEATER ***SPECIFIED MODEL NUMBER IS A DISCONTIUED TAKAGI MODEL. OFFERING THE FOLLOWING BASED ON AVAILABLE INFORMATION.		
1ea	RINNAI CU199eN Ext Com CTWH 199k Btu 11gpm max	1515.476/ea	1515.48
1ea	RINNAI 103000067 Commerical Neutralization Tank w/ Media	386.833/ea	386.83
1ea	ST-5C-DD ASME EXPANSION TANK	1130.033/ea	1130.03
1ea	3420RAB 3/4" VALVE KIT LF IK-WV-200-1-TH-LF 810-504G IK-WV-200-2-TH-LF 460NL-06-KIT	65.366/ea	65.37
	Subtotal -----		3097.71

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EXPIRATION DATE	QUOTE NUMBER	PAGE NO.
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ORDER QTY	DESCRIPTION	UNIT PRICE	EXT PRICE
1ea	DWBP BOOSTER PUMP QUANTUMFLO PRODIGY DUPLEX #034078	30924.206/ea	30924.21
	Subtotal -----		30924.21
	WC1 WATER CLOSET		
57ea	AS 2234.001.020 1.1-1.6 MADERA WHITE BOWL TOP SPUD	67.045/ea	3821.57
57ea	ZURN Z6000AV-WS1-DF WC EXPSD FV	133.667/ea	7619.02
57ea	ZURN P6000-YK 1-1/2X5 C-E YK (SLOAN # 0310083 J212A)	23.000/ea	1311.00
57ea	BEMIS 1655SSCT-000 OF/LC SEAT ELONGATED WHITE	38.732/ea	2207.72
57ea	OATEY 31190 BOWL WAX	1.020/ea	58.14
57pr	C02-011 1/4x2-1/4 PLATED CLOSET BOLT 40024	0.507/pr	28.90
	Subtotal -----		15046.35
	WC2 WATER CLOSET		
50ea	AS 3043.001.020 1.1-1.6 ADA MADERA WHITE BOWL TOP SPUD	82.841/ea	4142.05
50ea	ZURN Z6000AV-WS1-DF WC EXPSD FV	133.667/ea	6683.35
50ea	ZURN P6000-YK 1-1/2X5 C-E YK (SLOAN # 0310083 J212A)	23.000/ea	1150.00
50ea	BEMIS 1655SSCT-000 OF/LC SEAT ELONGATED WHITE	38.732/ea	1936.60
50ea	OATEY 31190 BOWL WAX	1.020/ea	51.00
50pr	C02-011 1/4x2-1/4 PLATED CLOSET BOLT 40024	0.507/pr	25.35
	Subtotal -----		13988.35
	WC3 WATER CLOSET		
85ea	AS 2257.101.020 AFWALL EF WALL HUNG WHITE BOWL TOP SPUD (OLD# 2257.001.020)	67.045/ea	5698.83
85ea	ZURN Z6000AV-WS1-DF WC EXPSD FV	133.667/ea	11361.70
85ea	ZURN P6000-YK 1-1/2X5 C-E YK (SLOAN # 0310083 J212A)	23.000/ea	1955.00
85ea	BEMIS 1655SSCT-000 OF/LC SEAT ELONGATED WHITE	38.732/ea	3292.22
	Subtotal -----		22307.75
	WC3 WATER CLOSET CARRIER **VERIFY LEFT AND RIGHT HAND COUNTS		
1ea	ZURN Z1201-NL4 CARRIER SYSEYEM	278.977/ea	278.98

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EXPIRATION DATE	QUOTE NUMBER	PAGE NO.
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ORDER QTY	DESCRIPTION	UNIT PRICE	EXT PRICE
	Subtotal -----		278.98
	L1 LAVATORY		
48ea	AS 0356.421.020 WHT SINGLE HOL 20x18 W/H LAV	44.432/ea	2132.74
48ea	T&S B-0712-VF05-PA SGL METERING FCT	141.176/ea	6776.45
48ea	TBPP Z8746-PC WHL CHAIR STRAINER	18.541/ea	889.97
48ea	TBPP Z8701-PC 17GA P-TRAP	21.000/ea	1008.00
48ea	ZURN Z8804-XL-LK-Q-PC 1/4 TURN LOOSE KEY COMP STOP	8.500/ea	408.00
48ea	1-12AC 3/8X12 FAUCET RISER SUPPLY FAUCET RISER	3.760/ea	180.48
48ea	EZ-25711 5/8 OD CHROME ESCUTCHEON	0.199/ea	9.55
48ea	IPS 82194 103EZ PRO-EXTREME KIT TRAP, OFFSET & 2 SUPPLY COVER X4444	39.223/ea	1882.70
	Subtotal -----		13287.89
	L1 LAVATORY CARRIER		
	Subtotal -----		0.00
	L2 LAVATORY		
47ea	AS 0355.012.020 WHT 4IN C-C 20 W/H LAV	44.432/ea	2088.30
47ea	T&S B-0831-02VR-PA METERING FCT 0.5GPM	250.165/ea	11757.76
47ea	TBPP Z8746-PC WHL CHAIR STRAINER	18.541/ea	871.43
47ea	TBPP Z8701-PC 17GA P-TRAP	21.000/ea	987.00
94ea	ZURN Z8804-XL-LK-Q-PC 1/4 TURN LOOSE KEY COMP STOP	8.500/ea	799.00
94ea	1-12AC 3/8X12 FAUCET RISER SUPPLY FAUCET RISER	3.760/ea	353.44
94ea	EZ-25711 5/8 OD CHROME ESCUTCHEON	0.199/ea	18.71
47ea	IPS 82194 103EZ PRO-EXTREME KIT TRAP, OFFSET & 2 SUPPLY COVER X4444	39.223/ea	1843.48
	Subtotal -----		18719.12
	L2 LAVATORY CARRIER		
43ea	ZURN Z1231 LAV CARRIER	174.716/ea	7512.79
	Subtotal -----		7512.79
	L3 LAVATORY		
18ea	AS 0475.047.020 AQUALYN C-TOP LAVA CHO WHITE	40.966/ea	737.39

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EXPIRATION DATE	QUOTE NUMBER	PAGE NO.
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ORDER QTY	DESCRIPTION	UNIT PRICE	EXT PRICE
18ea	T&S B-0712-VF05-PA SGL METERING FCT	141.176/ea	2541.17
18ea	TBPP Z8746-PC WHL CHAIR STRAINER	18.541/ea	333.74
18ea	TBPP Z8701-PC 17GA P-TRAP	21.000/ea	378.00
18ea	ZURN Z8804-XL-LK-Q-PC 1/4 TURN LOOSE KEY COMP STOP	8.500/ea	153.00
18ea	1-12AC 3/8X12 FAUCET RISER SUPPLY FAUCET RISER	3.760/ea	67.68
18ea	EZ-25711 5/8 OD CHROME ESCUTCHEON	0.199/ea	3.58
18ea	IPS 82194 103EZ PRO-EXTREME KIT TRAP, OFFSET & 2 SUPPLY COVER X4444	39.223/ea	706.01
	Subtotal -----		4920.57
	UR URINAL		
43ea	AS 6590.001.020 WASHBROOK .125 GPF URINAL WHITE	135.568/ea	5829.42
43ea	ZURN Z6003AV-ULF 0.125 FLUSH VALVE	130.000/ea	5590.00
43ea	ZURN P6000-YK 1-1/2X5 C-E YK (SLOAN # 0310083 J212A)	23.000/ea	989.00
	Subtotal -----		12408.42
	UR URINAL CARRIER		
37ea	ZURN Z1221-UNIV PLATE TYPE SYSTEM	132.114/ea	4888.22
	Subtotal -----		4888.22
	SH1 SHOWER VALVE		
	Subtotal -----		0.00
	SH1 SHOWER DRAIN		
	Subtotal -----		0.00
	SH2 SHOWER VALVE		
	Subtotal -----		0.00
	SH2 SHOWER DRAIN		
	Subtotal -----		0.00
	SS SERVICE SINK		
21ea	MUSTEE 63M WHITE 24X24X10 MOP BASIN	155.882/ea	3273.52
21ea	T&S B-0665-BSTR SERVICE SINK FAUCET	82.688/ea	1736.45
21ea	MUSTEE 65.600 MOP HANGER	53.226/ea	1117.75
21ea	MUSTEE 65.700 HOSE & HOLDER	31.690/ea	665.49
21ea	MUSTEE 63.403 20-3/4 BUMPER GUARD	33.452/ea	702.49

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EXPIRATION DATE	QUOTE NUMBER	PAGE NO.
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ORDER QTY	DESCRIPTION	UNIT PRICE	EXT PRICE
	Subtotal -----		7495.70
	S1 SINK		
30ea	ELKAY LR19193 SGL BOWL SINK	441.358/ea	13240.74
30ea	T&S B-2820 CNCLD BODY LAVATORY FCT	318.212/ea	9546.36
30ea	TBPP Z8739-PC SNK STRAINER	23.922/ea	717.66
30ea	ZURN Z8702-PC 1-1/2 PTRAP 17GA W/CO	21.000/ea	630.00
60ea	ZURN ZH8824-XL-LK-PC HD CONTROL STOP LOOSE KEY	18.400/ea	1104.00
60ea	1-20AC 3/8X20 FAUCET RISER SUP	4.907/ea	294.42
60ea	EZ-25711 5/8 OD CHROME ESCUTCHEON	0.199/ea	11.94
	Subtotal -----		25545.12
	S2 SINK (DELETED)		
	Subtotal -----		0.00
	S3 SINK		
	***SHELDON LAB SINK, FAUCETS AND ACCESSORIES BY OTHERS		
6ea	ZURN ZH8824-XL-LK-PC HD CONTROL STOP LOOSE KEY	18.400/ea	110.40
6ea	1-20AC 3/8X20 FAUCET RISER SUP	4.907/ea	29.44
6ea	EZ-25711 5/8 OD CHROME ESCUTCHEON	0.199/ea	1.19
	Subtotal -----		141.03
	S4 SINK		
7ea	ELKAY WNSF81242 SGL SCLRY SIINK	2132.941/ea	14930.59
7ea	T&S B-0235-01 2-1/4 SW BS WL MT FCT	382.306/ea	2676.14
7ea	TBPP Z8739-PC SNK STRAINER	23.922/ea	167.45
7ea	ZURN Z8702-PC 1-1/2 PTRAP 17GA W/CO	21.000/ea	147.00
14ea	ZURN ZH8824-XL-LK-PC HD CONTROL STOP LOOSE KEY	18.400/ea	257.60
14ea	KROWNE 21-443L E-Z INSTALL WATER LINE KIT	40.469/ea	566.57
14ea	EZ-25711 5/8 OD CHROME ESCUTCHEON	0.199/ea	2.79
	Subtotal -----		18748.14
	S5 SINK		
1ea	ELKAY WNSF82484 DBL SCLRY SNK	3620.000/ea	3620.00
2ea	T&S B-0235-01 2-1/4 SW BS WL MT FCT	382.306/ea	764.61
2ea	TBPP Z8739-PC SNK STRAINER	23.922/ea	47.84
1ea	ELKAY LK52 CONT WASTE CONNECT	89.209/ea	89.21
1ea	ZURN Z8702-PC 1-1/2 PTRAP 17GA W/CO	21.000/ea	21.00

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EXPIRATION DATE	QUOTE NUMBER	PAGE NO.
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ORDER QTY	DESCRIPTION	UNIT PRICE	EXT PRICE
4ea	ZURN ZH8824-XL-LK-PC HD CONTROL STOP LOOSE KEY	18.400/ea	73.60
1ea	KROWNE 21-443L E-Z INSTALL WATER LINE KIT	40.469/ea	40.47
4ea	EZ-25711 5/8 OD CHROME ESCUTCHEON	0.199/ea	0.80
	Subtotal -----		4657.53
	S6 SINK		
1ea	ELKAY WNSF8372LR4 TRPL SCLRY SINK	5237.059/ea	5237.06
2ea	T&S B-0235-01 2-1/4 SW BS WL MT FCT	382.306/ea	764.61
3ea	TBPP Z8739-PC SNK STRAINER	23.922/ea	71.77
1ea	ELKAY LK60 CONT WASTE CONNECT	142.560/ea	142.56
1ea	ZURN Z8702-PC 1-1/2 PTRAP 17GA W/CO	21.000/ea	21.00
4ea	ZURN ZH8824-XL-LK-PC HD CONTROL STOP LOOSE KEY	18.400/ea	73.60
2ea	KROWNE 21-443L E-Z INSTALL WATER LINE KIT	40.469/ea	80.94
4ea	EZ-25711 5/8 OD CHROME ESCUTCHEON	0.199/ea	0.80
	Subtotal -----		6392.34
	S7 SINK		
1ea	REGENCY 600S22323X TWO COMPARTMENT SINK	833.330/ea	833.33
1ea	CHF 509-GXKCAB PRE-RINSE FITTING	851.653/ea	851.65
2ea	TBPP Z8739-PC SNK STRAINER	23.943/ea	47.89
2ea	ZURN ZH8824-XL-LK-PC HD CONTROL STOP LOOSE KEY	18.400/ea	36.80
2ea	KROWNE 21-443L E-Z INSTALL WATER LINE KIT	40.469/ea	80.94
2ea	EZ-25711 5/8 OD CHROME ESCUTCHEON	0.199/ea	0.40
	Subtotal -----		1851.01
	SOLIDS INTERCEPTOR		
4ea	ZURN Z1180-1-1/2IP SOLID INTRCPTR	262.206/ea	1048.82
	Subtotal -----		1048.82
	SCS SINK		
	***SINK PROVIDED BY ANOTHER DIVISION.		
51ea	CHICAGO LCF2-C-B23 DUAL SERVICE COMBINATION FTG	485.409/ea	24755.86
51ea	ORION 710024 1-1/2" RLNS SINK TAILPIECE W/12" EXT	164.205/ea	8374.46
51ea	ORION 710018 UTP 1-1/2" P-TRAP	303.443/ea	15475.59

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EXPIRATION DATE	QUOTE NUMBER	PAGE NO.
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ORDER QTY	DESCRIPTION	UNIT PRICE	EXT PRICE
102ea	ORION 950117 BL 1.5 CPLG	25.420/ea	2592.84
102ea	ZURN ZH8824-XL-LK-PC HD CONTROL STOP LOOSE KEY	18.400/ea	1876.80
102ea	1-20AC 3/8X20 FAUCET RISER SUP	4.907/ea	500.51
102ea	EZ-25711 5/8 OD CHROME ESCUTCHEON	0.199/ea	20.30
	Subtotal -----		53596.36
	HS HAND SINK		
5ea	ADVANCE TABCO 7-PS-25 WALL HUNG HAND SINK	1243.293/ea	6216.47
5ea	ADVANCE TABCO 7-PS-36 SIDE MOUNTING WALL BRACKETS	118.902/ea	594.51
5ea	ZURN Z8702-PC 1-1/2 PTRAP 17GA W/CO	21.000/ea	105.00
10ea	ZURN ZH8824-XL-LK-PC HD CONTROL STOP LOOSE KEY	18.400/ea	184.00
10ea	1-20AC 3/8X20 FAUCET RISER SUP	4.907/ea	49.07
10ea	EZ-25711 5/8 OD CHROME ESCUTCHEON	0.199/ea	1.99
	Subtotal -----		7151.04
	LT LAUNDRY TUB		
1ea	FIAT FL-1 LAUNDRY TRAY	102.941/ea	102.94
1ea	FIAT A1 LAUNDRY TUB FAUCET	77.306/ea	77.31
1ea	ZURN Z8702-PC 1-1/2 PTRAP 17GA W/CO	21.000/ea	21.00
2ea	ZURN ZH8824-XL-LK-PC HD CONTROL STOP LOOSE KEY	18.400/ea	36.80
2ea	1-20AC 3/8X20 FAUCET RISER SUP	4.907/ea	9.81
2ea	EZ-25711 5/8 OD CHROME ESCUTCHEON	0.199/ea	0.40
	Subtotal -----		248.26
	WMF WASHING MACHINE FITTING		
2ea	GUY GRAY WB200HATM SGL LEVER VALVE W/HAMMER ARRESTORS 2" DRAIN TOP SUPPLY 82049	275.084/ea	550.17
	Subtotal -----		550.17
	IMVB ICE MAKER VALVE BOX		
5ea	IPS 88158 BIM875AB GUY GRY GALV ICE MAKER BOX COP LF	117.306/ea	586.53
	Subtotal -----		586.53
	FD FLOOR DRAIN ***VERIFY PIPE SIZE		
13ea	ZURN ZN415-3NL-5S-P-VP 3IN FLR DRN	124.545/ea	1619.09

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ORDER QTY	DESCRIPTION	UNIT PRICE	EXT PRICE
	Subtotal -----		1619.09
	FS FLOOR SINK ***VERIFY PIPE SIZE		
3ea	ZURN Z1750-3NH-2-K-Y 3IN SS FLOOR SINK	915.489/ea	2746.47
	Subtotal -----		2746.47
	HD HUB DRAIN		
12ea	ZURN Z325-3NH INDIRECT WASTE FUNNEL	200.818/ea	2409.82
	Subtotal -----		2409.82
	TS TRAP SEAL		
133ea	ZURN Z1072-3 3" SHIELD BARRIER P-TRAP	32.000/ea	4256.00
	Subtotal -----		4256.00
	TRAP PRIMER VALVE		
100ea	SIoux 695-01 PRIME TRAP-BRASS	43.771/ea	4377.10
	Subtotal -----		4377.10
	BACKWATER VALVE		
11ea	ZURN Z1090-2NH 2IN NH B/W VLV	241.648/ea	2658.13
	Subtotal -----		2658.13
	H1 HOSE BIBB		
7ea	WFORD B26-3/4 NON-FRZ BOX FAUCET	427.308/ea	2991.16
	Subtotal -----		2991.16
	HB HOSE BIBB		
	Subtotal -----		0.00
	YARD HYDRANT		
1ea	ZURN Z1375-3/4 ENCASED GRND HYDRANT	300.246/ea	300.25
	Subtotal -----		300.25
	CO CLEANOUT		
26ea	ZURN Z1440-4NH-BP BRZ C/O FERRULE	73.295/ea	1905.67
	Subtotal -----		1905.67
	FCO FLOOR CLEANOUT		
	Subtotal -----		0.00

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ORDER QTY	DESCRIPTION	UNIT PRICE	EXT PRICE
	WCO WALL CLEANOUT		
12ea	ZURN ZS1468-3 ACCESS CVR&PLG	43.955/ea	527.46
147ea	ZURN ZS1468-4 ACCESS CVR&PLG	57.341/ea	8429.13
	Subtotal -----		8956.59
	ELEVATED TRENCH DRAIN (WASHER) ***TRENCH DRAIN IS PRICED PER FOOT		
4ea	ZURN Z874-21-GDE-USA TRENCH DRAIN PER FOOT ***ADD THE FOLLOWING ACCESSORIES AS NEEDED. ***NOTE-REMOVABLE STAINLESS STEEL LINT BASKET IS NOT AN OPTION. IT WILL NEED TO BE FABRICATED BY OTHERS	725.294/ea	2901.18
2ea	ZURN Z874-21-E1 CLOSED END CAP	165.882/ea	331.76
1ea	ZURN Z874-21-U4 4" BOTTOM OUTLET	218.235/ea	218.24
	Subtotal -----		3451.18
	TRENCH DRAIN ***TRENCH DRAIN IS PRICED PER FOOT ***ADD THE FOLLOWING ACCESSORIES AS NEEDED		
	Subtotal -----		0.00
	WHA WATER HAMMER ARRESTORS		
221ea	SIOUX 652-A 1/2" MIP COMMERCIAL WATER HAMME	11.003/ea	2431.66
85ea	SIOUX 653-B 3/4" MIP COMMERCIAL WATER HAMME	12.874/ea	1094.29
67ea	SIOUX 654-C 1" MIP COMMERCIAL WATER HAMMER	32.582/ea	2182.99
3ea	SIOUX CHIEF 655-D 1" HAMMER ARRESTOR	42.935/ea	128.81
	Subtotal -----		5837.75
	MV1 MIXING VALVE		
12ea	BRADLEY S59-4016N THERM MIX VALVE	157.800/ea	1893.60
	Subtotal -----		1893.60
	MV2 MIXING VALVE		
6ea	BRADLEY HL45 S59-3045 MIXING VALVE	3369.600/ea	20217.60
	Subtotal -----		20217.60
	MV3 MIXING VALVE (DELETED)		

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ORDER QTY	DESCRIPTION	UNIT PRICE	EXT PRICE
	Subtotal -----		0.00
2ea	MV4 MIXING VALVE LEONARD LV-356-10-LF-CP-WHA HYDROTHERAPY MIXING VALVE	1722.353/ea	3444.71
	Subtotal -----		3444.71
3ea	TMV MIXING VALVE SYMMONS 7-700A-W THERMOSTATIC	1904.376/ea	5713.13
	Subtotal -----		5713.13
26ea	EWCB WATER COOLER ELKAY LZSTL8WSSP BILEVEL COOLER W/ BOTTLE FILLER	1885.556/ea	49024.46
26ea	TBPP Z8701-PC 17GA P-TRAP	21.000/ea	546.00
26ea	ZURN Z8804-XL-LK-PC 5/8X3/8 LOOSE KEY ANGLE STOP	8.500/ea	221.00
	Subtotal -----		49791.46
20ea	EWCB WATER COOLER CARRIER ZURN Z1225-BL WATER COOLER CARRIER	216.227/ea	4324.54
	Subtotal -----		4324.54
18ea	ESEW EMERGENCY SHOWER GUARDIAN GBF1909 EMERGENCY SHOWER & EYEWASH	878.588/ea	15814.58
	Subtotal -----		15814.58
36ea	RPBP BACKFLOW WIL 12-975XL2S	887.035/ea	31933.26
1ea	ZURN 112975XL2SAG BF WITH Y STRAINER AND AIR GAP	1588.212/ea	1588.21
1ea	WIL 2-975XL2S RP BACKFLOW	1828.282/ea	1828.28
	Subtotal -----		35349.75
73ea	DCV DBL CHECK VALVE WILKINS 12UFX12F-700XL 1/2" DUAL CHECK (WATTS LF7RU2-2 0072203)	39.130/ea	2856.49
	Subtotal -----		2856.49
2ea	ELEVATOR SUMP PUMP ZOELLER 940-0014 (161-0090/10-2516)	2638.634/ea	5277.27

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ORDER QTY	DESCRIPTION	UNIT PRICE	EXT PRICE
	Subtotal -----		5277.27
	ACID NEUTRALIZATION TANK ***CONCRETE VAULT BY OTHERS		
1ea	ORION 732067 T5 100 GAL NEUTRALIZATION TANK	2974.695/ea	2974.70
1ea	ORION 739270 300PSF 60X60 ALUM TRPDOOR	10017.683/ea	10017.68
20ea	ORION LIMESTONE CHIPS 50# BAG 739302	37.805/ea	756.10
	Subtotal -----		13748.48
	CHEMVENT		
19ea	IPS 20345 CHEM-VENT ADMITTANCE VLV	141.107/ea	2681.03
	Subtotal -----		2681.03
	DF DRINKING FOUNTAIN		
5ea	ELKAY LK4420BLU OUTDOOR FOUNTAIN	2854.545/ea	14272.73
	Subtotal -----		14272.73
	RD-1 PRIMARY ROOF DRAIN		
5ea	ZURN ZC100-4NH-C-EA 15IN ROOF DRAIN	331.580/ea	1657.90
3ea	ZURN ZC100-6NH-C-EA 15IN ROOF DRAIN	385.261/ea	1155.78
	Subtotal -----		2813.68
	RD-2 OVERFLOW ROOF DRAIN		
5ea	ZURN ZC100-4NH-C-EA-W4 15IN ROOF DRAIN	405.682/ea	2028.41
3ea	ZURN ZC100-6NH-C-EA-W4 15IN RF DRN	459.364/ea	1378.09
	Subtotal -----		3406.50
	DOWNSPOUT NOZZLE		
2ea	ZURN ZANB199-4NH DWNSPT NOZZLE	189.994/ea	379.99
8ea	ZURN ZANB199-6NH DWNSPT NOZZLE	341.182/ea	2729.46
	Subtotal -----		3109.45
	PRV		
1ea	WATTS LF-223-S 2" PRV 0298594	4896.471/ea	4896.47
13ea	WATTS LF223S 3" PRES RED VALVE 0298617	8396.989/ea	109160.86
	Subtotal -----		114057.33
	LS1 LAVATORY SYSTEM		

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ORDER QTY	DESCRIPTION	UNIT PRICE	EXT PRICE
16ea	BRADLEY SS-3N/AST4-STD-NSD-TL-ALP-WHT LAV SYSTEM	4478.318/ea	71653.09
	Subtotal -----		71653.09
	LS2 LAVATORY SYSTEM		
4ea	BRADLEY SS-2N/AST4-STD-NSD-TL-ALP-WHT LAV SYSTEM	3025.227/ea	12100.91
	Subtotal -----		12100.91
	LS3 LAVATORY SYSTEM		
5ea	BRADLEY SN2023-B-AST4-NSD-TL-NBS-NONE LAV SYSTEM	4790.659/ea	23953.30
	Subtotal -----		23953.30
	LS4 LAVATORY		
2ea	WILLOUGHBY HS-1013-HC-FA SECURITY LAVATORY	1522.628/ea	3045.26
	Subtotal -----		3045.26
	BALANCING VALVE		
12ea	B&G 117412LF CB 1/2S CIRCUIT SETTER PLUS	93.902/ea	1126.82
2ea	B&G 117413LF CB-3/4S BALANCE VALVE	99.268/ea	198.54
	Subtotal -----		1325.36
39ea	BLUE RIBBON BR9A35-XXX 3-1/2" VARI-ANG THEM 30-240F (WEISS 9VU35)	51.765/ea	2018.84
39ea	BLUE RIBBON BR9TW-B-35 3-1/2 THERMOWELL (WEISS E35-75BS)	7.346/ea	286.49
	Subtotal -----		2305.33
	***ITEMS ARE SUBJECT TO FREIGHT CHARGES AND PRICE INCREASES		
All returns require authorization. Items returned are subject to restocking and return freight charges.		Subtotal	819716.25
		S&H Charges	0.00
		Amount Due	819716.25

PURCHASE ORDER REQUEST FORM
School Board of Sarasota County

Project Name: Wellen Park High School

Date: June 19, 2024

Project Owner: School Board of Sarasota County

VENDOR: YKK AP America, Inc. 7608 Currency Drive Orlando, Florida 32809
FEIN #: 58-1941588
Attention: Andrew Riley, CSR; Territory: Darrell Cummings
Telephone: 407-856-0660
Email: andyriley@ykkap.com

THIS ORDER IS STORED MATERIALS AND SUBJECT TO SPECIAL TERMS	
SHIP TO:	Key Glass, Inc. 2312 58th Avenue East Bradenton, Florida 34203 c/o School Board of Sarasota County
Attention:	Jason Mort, PM; Melissa Bouchard
Telephone:	941.213.9821
Email:	jasonmort@keyglass.com melissabouchard@keyglass.com

Date	Delivery Date	Ship via	F.O.B.	Terms	Purchase Order No.
	Per Superintendent	Your Truck	Job Site	Net 30	

SPECIAL INSTRUCTIONS: All responsibility & contact relative to the P.O. shall be with Willis A. Smith Construction, Inc. as to delivery, quality and quantity. The Project Name and the Direct Purchase Order Number MUST be included on all invoices or they will be rejected. Vendor shall send invoices to the SUBCONTRACTOR for review, approval and transmittal to WILLIS SMITH CONSTRUCTION, INC., c/o wgomez@willissmith.com for processing for authorization to pay. The PM will verify materials and the pay requisition will be prepared for submittal of invoices to the OWNER for approval and payment. *****Do NOT send Invoices to the Owner - This will result in delay of review and approval by the GC and processing for payment.**

Item #	Item Description	Quantity	Unit	Unit Price	Extended Amount
1	YHS 50TU Thermal Impact Storefront for 1-5/16" Glazing	1	LOT	\$131,013.00	\$131,013.00
2	YOW 225TUH Impact Windows Open for Glazing by Others	1	LOT	\$199,148.00	\$199,148.00
3	YVS 410TUH Impact Singlehung Windows Glazed by YKK	1	LOT	\$12,479.00	\$12,479.00

Purchase Order Total: \$ 342,640.00

Attached: Quote
W-9
YKK AP America, Inc. SAMPLE letter for Stored Materials

Tax Savings 6%: \$ 20,558.40

1% of 1st \$5,000 \$ 50.00

Material and Sales Tax Savings Total: \$ 363,248.40

NOTE:
Vendor shall provide ELECTRONIC copies of Shop Drawings to apella@willissmith.com for approval prior to final order or fabrication. Field measure prior to any fabrication.

Verified by: Austin Pella
Austin Pella, Project Manager
Willis A. Smith Construction, Inc.

Digitally signed by Austin Pella
DN: c=US, e=apella@willissmith.com, o=Willis A. Smith Construction, Inc.,
ou=Project Manager, cn=Austin Pella
Reason: I am approving this document
Date: 2024.07.09 14:05:15-0400

Upon delivery and acceptance, send all invoices as follows:
School Board of Sarasota County
c/o Willis A. Smith Construction, Inc.
wgomez@willissmith.com; apella@willissmith.com



YKK AP AMERICA INC.

7608 Currency Drive
Orlando, FL 32809
PN: 407-856-0660
FAX: 407-856-0090

QUOTE NO: 04-0422-23 R1

DATE 10/12/23
SHEET 1 of
TERRITORY: Darrell Cummings
BT E

COMPANY: SCHOOL BOARD OF SARASOTA COUNTY	THIS QUOTE WAS PREPARED FROM		
ADDRESS: 1960 LANDINGS BLVD SARASOTA, FL 34231 C/O KEY GLASS INC	Plans: N/A	<input type="checkbox"/> Complete	<input type="checkbox"/> Partial
ATTENTION: Derek Whetsel	Sheet No (s):		
PHONE NO: 941-755-3414	Specifications: N/A	<input type="checkbox"/> Complete	<input type="checkbox"/> Partial
FAX NO: 941-751-0074	Sections:		
PROJECT: Wellen Park HS	Customer's Take-off:	<input checked="" type="checkbox"/> Elevations	<input checked="" type="checkbox"/> List of Materials
LOCATION:	Dated: 10/5/23		

We are pleased to quote the following YKK products for the net sum as listed below.

Finish: (Ys1N) Clear Anodized Plus

System(s): YHS 50TU - thermal Impact Storefront For 1-5/16" glazing
YOW 225TUH - Impact Windows Open For Glazing By Others
YVS 410TUH - Impact Singlehung windows - Glazed By YKK with Customer Supplied Glass

YHS 50TU - \$131,013.00 Total YOW 225TUH - \$199,148.00 Total YVS 410TUH - \$12,479.00 Total

This quotation is provided by documents acquired and interpreted by YKK-AP America, Inc. Estimating Dept. and is presented, with an understanding that your acceptance indicates this quotation represents your interpretation and assessment of the project.

Only a preliminary evaluation of product for compatibility has been reviewed, and this is provided for quotation purposes only according to the system(s) specified in the submitted specifications. If further engineering is required, it may change and/or add to the cost of this quotation. Please see the attached exclusions for more details. Items i.e; hardware, flashings, etc. That are not addressed herein are not included in this quotation.

Please review the following List of Materials & Exclusions

Contact your local Customer Service Rep for Lead-times

Freight Allowed For 1 Shipment to Florida Office

Note: Any Additional Shipment Will Be A Add To The Purchase Orders.

Warranty (Product): Extended 5 year

Warranty (Finish): Standard 10 year anod

F.O.B. DUBLIN, GA

Freight Allowed

Freight Not Allowed

TOTAL NET \$ **See Above**

1. Certain materials listed in this Quotation may not fully comply with the plans or specifications noted above, if any. These materials will be manufactured in accordance with YKK AP America Inc. published details and specifications.
2. Unless noted otherwise fasteners included in this proposal will be standard zinc plated steel.
3. The return of any material covered by this quotation must be approved in writing by YKK AP AMERICA INC.
4. This quotation does not include, and Seller will not fabricate, manufacture, supply, or deliver (unless otherwise noted), glass, sealant, structural steel, shims, setting blocks, wood blocking, special samples, or mock-ups. This quotation also does not include, and Seller will not provide or perform, erection, glazing, protection, final cleaning, sealing, back painting, field testing, or perimeter anchors.
5. Acceptance hereof is expressly limited to acceptance of the terms and conditions appearing on the front and reverse side hereof which form an integral part of this quotation. Notice is hereby given that YKK AP America Inc. rejects terms and conditions of buyer which are in addition to or different from those appearing herein.
6. Materials listed are warranted by Seller for a period of one (1) year (unless otherwise noted) from date of invoice.
7. Unless otherwise noted quotation does not include shop drawings or structural calculations.
8. This quotation is based on materials as listed. Customer must verify quantities prior to placing actual order.
9. Projects requiring "Arcadia Silver" paint will use Sherwin-Williams Illumipon™ (VF639L007) to comply with the AAMA 2605 performance standard.

THIS QUOTATION IS VALID FOR 60 DAYS FROM THE DATE OF THE QUOTATION FOR SHIPMENT OF MATERIALS NO LATER THAN 1/1/24

OR QUOTATION IS SUBJECT TO REVISION.

Buyer initial acceptance here

Quoted by: Mike Oliver

TERMS AND CONDITIONS

The following terms and conditions of sale are incorporated by reference in and made a part of all the quotations and/or contracts for the sale of products of YKK AP America Inc. No other terms, conditions, or warranties (implied or expressed), and no understanding or agreement purporting such change, quotation and/or contract in any way will be binding on YKK AP America Inc.

- 1. Terms of Payment:** Unless otherwise expressly provided, all payments are net 45 days from date of invoice. 1% cash discount will apply if paid within 30 days from date of invoice. No cash discount will be allowed after 30 days from invoice date or on any customer account where a past due balance exists. No cash discounts will be allowed for C.O.D. transactions.
 - 2. Financial Responsibility:** If in the Seller's judgement the Buyer's financial conditions do not justify shipment on normal credit terms, Seller may require full or partial payment in advance. After the goods are shipped the Buyer will pay to Seller the amount of the invoice in accordance with the terms of payment stated thereon. Invoices past due sixty (60) days from date of invoice will be charged a late payment charge of 1-1/2% of invoice amount per month on the past due amount not to exceed 18% annually or the maximum interest allowed by state or federal law whichever is less. After the invoice is issued, if in the Seller's judgement Buyer's financial condition in any way becomes impaired or jeopardized, the invoice shall become due and payable in full at once. Except where expressly prohibited by law, Buyer will, in the event of default, pay Seller's cost of collecting the amount due including court costs and reasonable attorney fees. C.O.D. shipments by common carrier or factory pickups may be paid for by cash in advance, money order or cashier's check. YKK AP shall, provided, in the case of accounts with an invoice of thirty (30) days past due (90 days from invoice date), have the right to suspend or terminate delivery and/or work on the project until financial or credit arrangements for, or assurance of, payment by Buyer to YKK AP have been arranged to the satisfaction of YKK AP, (without any penalty or liability to YKK AP).
 - 3. Pricing:** Prices given herein are list prices, unless otherwise specified, and are subject to discounts provided at the time the order is received. All prices and discounts are subject to change without notice. Inventory adjustments will not be made. Stenographic and clerical errors made by YKK AP on an acknowledgement or invoice shall be subject to correction within 30 days. In the event of a price decrease or increase, orders on hand will be invoiced at the price in effect when the order was received; provided, however, that shipment may be made at YKK AP's convenience thereafter. In the event a discrepancy arises between the index and the body of the price catalog, the information contained in the body of the catalog will take precedence.
 - 4. Taxes:** In addition to the price, the Buyer agrees to pay Seller the amount of any sales, occupation, excise or similar tax applicable to the transaction. List price and quotes do not include applicable taxes unless specifically stated.
 - 5. Order Acceptance:** Terms are subject to the approval of the credit of the Buyer by YKK AP, with respect to his obligation for payment. Orders or agreements are contingent upon strikes, fires, delay by carriers, or causes beyond the control of YKK AP. Telephone orders must be confirmed in writing within 10 days. YKK AP assumes no responsibility for errors in phone orders, unless written confirmation is received prior to processing. Custom size doors. Custom fabricated doors and/or custom fabricated framing systems will not be processed until written confirmation or verified sketches are received.
 - 6. Cancellation Charges:** Order(s) for products fabricated specifically to Buyer's dimensions or where special materials or services are procured by YKK AP for use in Buyer's orders, or where drafting or take-off services have been performed, will be subject to cancellation charges at levels commensurate with the normal value of the products or services. In the event of order cancellation there shall be a minimum cancellation charge of \$50.00 on stock orders and in the case of custom orders, Buyer shall reimburse YKK AP a minimum of 10% of order value plus costs incurred including, but not limited to, materials, engineering, labor and normal overhead.
 - 7. Force Majeure:** YKK AP shall not be liable for any delays or inability to perform due to strikes, fire, flood, war, declared or undeclared, insurrections, riots, acts of God, embargoes by foreign nations, inability to obtain materials, shortages of power needed to operate plants, governmental regulations or priorities, or any other cause beyond the control of YKK AP. In cases of any delays in receipt of materials or shortage of power needed to operate plants, YKK AP reserves the right in its sole discretion to determine the assignment of materials, and the order of priority in filling orders. YKK AP also reserves the right in its sole discretion to cancel orders by written notice in the event it believes that by reason of the foregoing it will not be able to meet the scheduled completion date. All orders accepted are subject to governmental regulations on materials usage wherever applicable. Laws and building codes governing the design and use of glazed entrance, window, and curtain wall products vary widely. YKK AP does not control the selection of product configurations, operating hardware or glazing materials, and assumes no responsibility therefor.
 - 8. Returned Materials:** YKK AP will not accept any products returned to YKK AP unless such return has been previously authorized in writing. Products returned under such authority will be subject to inspection. If found saleable without reconditioning or further work, credit will be issued in the amount on invoice less a handling charge of 20% or \$100.00, whichever is greater. No credit will be issued for returned products failing to pass inspection, for products produced to order (including all special finish or non-stocked items), or for products received more than thirty (30) days after the date on YKK AP's R.M.A. (Returned Material Authorization) form. All shipping charges for returns are the responsibility of the Buyer.
 - 9. Freight Charges and Risk of Loss:** Unless stated otherwise, all items (including back orders) are shipped F.O.B. YKK AP shipping point. Prices do not include freight to destination and are shipped freight collect; Buyer shall bear responsibility for damages or losses. Where freight is prepaid (freight allowed on quotations) buyer still bears responsibility for noting any damages or losses and filing of freight claims with the appropriate shipper.
 - 10. Payment for Stored Materials:** Work in progress and/or work properly completed, ready for delivery to the Buyer, and stored by YKK AP per Buyer's request will be subject to storage charges, and invoiced a monthly storage fee. Risk of loss will pass to the Buyer upon passage of title as provided in paragraph Freight Charges and Risk of Loss. Special materials or products required to be purchased in advance in order to meet delivery schedules, even though not incorporated into the product, will be inventoried and invoiced monthly as described in paragraph Terms of Payment. Until paid for by Buyer, said materials shall remain the property of YKK AP.
 - 11. Payment In Event of a Disruption:** In the event of suspension, termination or cancellation of orders by Buyer, for any reason whatsoever, or any portion of orders, YKK AP shall be entitled to payment from the Buyer for all products manufactured and/or sold by YKK AP, for those orders including materials costs, overhead and profit, not previously invoiced as well as reasonable engineering, mobilization and other costs incurred prior to the suspension, termination or cancellation. Further, in the event of suspension, Buyer shall be responsible for YKK AP's expenses, including overhead, profit and other costs that are attributed to the job during the term of the suspension. During the period of suspension, YKK AP will charge a reasonable storage fee.
 - 12. Claims:** Claims for defects in materials or workmanship, shortages or other errors, will not be considered unless reported within 10 working days of receipt of shipment. Damages or shortages reported after this period will be reordered and/or refabricated at Buyer's expense. If corrective field labor is necessary due to materials or dimensional discrepancies, prior approval must be obtained from YKK AP.
 - 13. Quotations:** Written quotations are valid for 60 (sixty) days, unless stated otherwise on the quotation, and provided the initial shipment of materials is made prior to 180 days from quotation date.
 - 14. Shop Drawings:** Shop drawings can be provided for YKK AP products. Consult factory for price and lead times. YKK AP will provide one set and five sets of prints with each submission. Additional copies will be invoiced at \$5.00 net per sheet. If extensive revision is required on the drawings, additional costs may be incurred by the Buyer. No work will be performed by YKK AP nor will production be scheduled until approved shop drawings for production and/or fabrication have been received by YKK AP. Any change made after approved shop drawings are received by YKK AP and/or products have been in progress and/or produced, will be subject to additional charges to the Buyer.
 - 15. Changes:** All changes in specifications, drawings, terms, delivery or any other matter requested by the Buyer shall be in writing and must be approved in writing by YKK AP. Any change affecting products already in progress and/or produced, will be subject to additional charges to the Buyer.
 - 16. Indemnification:** If any products shall be manufactured by YKK AP to meet Buyer's specifications which are not part of YKK AP's standard product line, Buyer shall indemnify and hold harmless YKK AP against all suits in law or in equity. And from all damages, and demands for actual or alleged infringement of any United States or foreign patent and shall defend any suits or actions which may be brought against YKK AP for any alleged infringement because of the manufacture or sale of any such products.
 - 17. Tools and Dies:** Charges made for tools and dies do not convey title or right to remove them from YKK AP's factory. Any equipment (including jigs, dies, and tools but excluding patterns) which YKK AP constructs or acquires specifically for use in the production of products for the Buyer shall remain the property of and in possession and control of YKK AP, and any charges to the Buyer therefore under this order shall entitle Buyer only to the use of such equipment under the subject order. YKK AP reserves the right to dispose of dies and/or tools after a 3 year period.
 - 18. Substitution:** YKK AP reserves the right to substitute standard hardware and/or accessory parts, standard hardware location, and standard fabrication at any time, as YKK AP deems necessary.
 - 19. Hardware Supplied by Others (Preparation only by YKK AP):** Expanding hardware will be the responsibility of the purchaser. Any defects related to hardware by others will be resolved by the Buyer and the hardware supplier. Hardware must be shipped to YKK AP and must be in our factory before scheduling production. Whenever it is impractical to ship the hardware to YKK AP's designated production facility, Seller will not assume any liability for improper fitting hardware when we machine from templates. Such requests to machine from templates must be in writing and templates must be furnished by the hardware supplier. Hardware must fit door frames without alterations. Incorrect, faulty or damaged hardware that is sent in to use, which may require repairs or alterations by us will be charged accordingly. Aluminum is normally used for reinforcing items such as butts, intermediate pivots, etc. For steel or stainless steel reinforcing, consult the factory for prices. All mortises for butt hinges, lock strikes, etc., will have round or radiused corners. YKK AP will grind off the square corners on hardware sent in to use to apply. If anyone piece of hardware is sent in to be used as a template for several identical pieces, it will be the responsibility of the customer to grind the corners off to fit our mortise cutouts at no expense to YKK AP. YKK AP will not prep for hardware recommended for field application, such as panic latches, by the manufacturer.
- Any controversy or claim arising out of or relating to this agreement or the breach thereof shall be settled by arbitration in accordance with The Commercial Rules then pertaining of the American Arbitration Association. Any award of the arbitrators when made and executed by them pursuant hereto, shall be final and binding and enforceable in any court of competent jurisdiction in the same manner as any other judgement of said court.

NOTE: YKK AP uses Y-Calc to determine quantities from plans and specs or from elevation take offs. Since this is a computer program, all material for the project is optimized as a whole using the least amount of material possible. If requested, we will supply a cutting list to be used for **comparison purposes only**. Actual stock length cutting loss may vary if the entire project is not managed per cutting list and/or changes in final frame sizes or quantities.

Exclusions:

- Fabrication other than entry doors and immediate frames
- Glass and Glazing
- Perimeter or internal sealant(s)
- Bituminous or other protective coatings
- Perimeter fasteners or shims
- Masonry imbeds or inserts
- Full glass or revolving doors
- Interior doors or fixed framing
- Louvers
- Formed aluminum, stainless steel or other sheetmetal parts
- Skylights
- Insulation, Smoke Barrier/Inhibitor Or Any Fire Ratings
- Handrails
- Column covers
- Canopies
- Control of secondary water for adjacent materials
- Structural bracing or kickers
- Taxes
- Cleaning or protection
- Custom accessories (including, but not limited to; shear blocks, joint plugs, setting blocks, etc.)
- If the job requires Viracon Glazing and silicone setting blocks must be used; the quote will need to be updated to reflect the changes
- Extended warranties
- Extended Hardware Warranties must come directly from the Manufacture of the Hardware
- Structural steel
- Doors and/or doorframes other than those listed are specifically excluded.
- Special testing
- Field-testing
- Mock-ups
- Shop Drawings
- P.E. Stamp & Calculations
- Building expansion joints
- Brake metal
- CLOSERS, unless listed on bill of materials and quote cover
- Steel Reinforcement unless listed on bill of materials
- Engineered Windload / Deadload &F/T CLIP Anchor Attachments
- Installation- Of hardware by others (supplied by customers)
- Any other material that is not listed on the quote cover or the material list
- Freight unless specified as being included and then only for the amount of shipments noted
- NOTE: THE FINISH MAY VARY ON RADIUS & BREAK METAL SUPPLIED BY OUTSIDE VENDORS
- Thank you for your interest in YKK AP America Inc. Any items not specifically called out herein, must be considered exclusive from this quotation.

Estimation Summary



CUSTOMER: KEY GLASS INC
CITY/STATE: BRADENTON, FL
CONTACT: DARRELL CUMMINGS - 4008
PHONE #: 941-755-3414
FAX #: 941-751-0074

JOB NAME: Wellen Park HS
DATE: 10/06/2023
QUOTED BY: Michael Oliver
YKK QUOTE#: 04-0422-23
VERSION NAME: YHS-R1-Consolidated

Stock Lengths

QTY		FINISH	LENGTH	PKG	DESCRIPTION
	YHS50TU				
	Unit Mark: Not Assigned				
50	BE90631	YS1N	24'0		OG HEAD
50	BE90632	YS1N	24'0		OG SILL
42	BE90634	YS1N	24'0		MALE MULLION
42	BE90635	YS1N	24'0		FEMALE MULLION
57	BE90639	YS1N	24'0		SILL FLASHING
146	BE90681	YS1N	24'0		HEAD / VERTICAL
8	BE90683	YS1N	24'0		HORIZONTAL
57	E90658	YS1N	24'0		GLASS STOP
27	E96342	YS1N	24'0		FLASHING FACE COVER
50	Y79599	YS1N	24'0		SILL FILLER

Accessories

QTY		FINISH	LENGTH	PKG	DESCRIPTION
	YHS50TU				
5	E20065	...		500.00	WEATHERING GASKET
29	PC1008SS	...		100.00	#10 X 1/2" PHPTS (AB) 100/BX

ADDITIONAL MATERIAL

Description	Status
Freight	INCLUDED
TouchUp Paint	NOT INCLUDED
Product Warranty - 5 Years	INCLUDED



Quality
inspires™

YKK AP QUOTE NUMBER: 04-0422-23 R1

PROJECT: Wellen HS
LOCATION: Venice, Fl
CUSTOMER: Key Glass, Inc
PHONE #: (941) 755-3414

LOCATION: Bradenton, Fl
CONTACT: Derek Whetsel

BRANCH: Orlando, Fl
SALES PERSON: Darrell Cummings

CONTACT: Mike Oliver
DATE: 10/12/23

1. Certain materials listed in this Quotation may not fully comply with the specifications noted below, if any. These materials will be manufactured in accordance with YKK AP America Inc. published details and specifications.
2. Acceptance hereof is expressly limited to acceptance of the terms and conditions appearing here and YKK AP's standard terms and conditions of sale which form an integral part of this quotation. Notice is hereby given that YKK AP America Inc. rejects terms and conditions of buyer which are in addition to or different from those appearing herein.
3. This quotation is based on and limited to materials as listed for a single shipment. Customer must verify quantities and specifications prior to placing actual order, changes will result in revisions to the quote.
4. Field testing of the YKK AP America products covered by this quotation shall be conducted in accordance with AAMA 502-02 at the standard recommended performance requirements unless stated otherwise in the "Project Qualifications" section of this quotation. All requests for special performance criteria must be made and a copy of the applicable specification section supplied prior to quotation."
THIS QUOTATION IS VALID FOR 60 DAYS FROM THE DATE OF THE QUOTATION FOR SHIPMENT OF MATERIALS NO LATER THAN 180 DAYS OR QUOTATION IS SUBJECT TO REVISION.

PRODUCT(S) INCLUDED IN QUOTE:

WINDOWS: YOW 225TUH (Impact Rated)
YVS 410TUH (Impact Rated)
SCREENS: NONE - None Requested
FINISH: (YSIN) Clear Anodized Plus

STOCK LENGTH MATERIALS

BOX TRIM: YOWs: E30038 (Filler) E94556 & E94557 @ All 4 Sides
YVSs: E94566 & E94557 @ All 4 Sides
STACKING MULLION: YOWs: E94652

EXPANSION MULLION: YES NO

HARDWARE: YOW Projectout Vents: Std Cam Handles, 28" 4-Bar Hinges, 4" Limits
YOW Casements: Frame Multipoint Locks, 4-Bar Hinges, 4" Limits
YVS Singlehungs: Class 5 Balances, YKK's Sweep Locks,

GLASS & GLAZING: YOWs - Glass & Glazing By Others
YVSs - YKK To Glaze Customer Supplied Glass

EGRESS CONDITIONS: YES NO

PACKAGING: Freight allowed for 3 Truckloads, YOWs Carboard Wrapped, YVS Glazed & Crated
Freight allowed for 1 shipment, any additional shipments will be an add to the Purchase Order.

THIS QUOTE WAS PREPARED FROM:

PLANS: Complete Partial Page #'s CUSTOMER'S TAKE-OFF: Dated: 10/05/23
SPECIFICATIONS: Complete Partial Page #'s NONE Specifications By Customer

NOTE: QUOTE IS BASED ON A SINGLE ORDER WITH A SINGLE DELIVERY PER SCOPE



YKK AP QUOTE NUMBER: 04-0422-23 R1

EXCLUSIONS:

1. Engineering, Shop Drawings, Erection, Perimeter Anchors, Caulking, Interior/Exterior Trim, Taxes, & Project or Field Testing
2. Non-Standard Hardware
3. Fire Rating & Smoke Barrier requirements
4. Receptors, Trim & Clip - quoted Strap Anchors, Pocket Fillers & Box Trim in lieu of.
5. Quotations are as listed and are not to be assumed to be per plans and specifications.
6. YKK's window products wall thickness are engineered to meet code requirements. We do not offer a 0.125 Wall thickness.
7. Extended Warranties - All warranties are YKK AP's Standard Warranties, if specific warranties are not listed in this quote, it should be assumed to be a 1 year warranty.
8. Ratings and Performance that exceed YKK AP's tested limits - Quoted YKK AP standard products with ratings and performance as listed in Test Report.
9. STC Rating - YKK AP Windows have not been tested for STC ratings.
10. Forced Entry Resistant Window - All YKK AP Windows are Force Entry Tested to Level 10.
11. Shop Drawings, PE Stamp and Calculations
12. Glass, Glazing & Crating
13. Screens

PROJECT QUALIFICATIONS:

1. Product is for YOW 225TUH (Thermal System) AAMA/WDMA/CSA 101/I.S.A440-11, AW-65 (Operable) AW-100 (Fixed), 2-1/4" depth
Product is for YVS 410TUH (Thermal System) AAMA/NAFS 101/I.S.2/NAFS-02, AW-65 Performance, 4" Frame Depth
2. Warranties: 5 yr Product Warranty & 10 yr Finish Warranty
3. Filler & Box Trim supplied in stock length form, must be field applied & modified by installer
4. It is the responsibility of the **CUSTOMER** to install Windows in accordance with YKK'S Installation Instructions
5. It is the responsibility of the **CUSTOMER** to furnish & install glass that was tested for Impact Glazing
6. Stacking mullion used to join units, supplied in stock length form, must be field applied & modified by installer.
7. Balances are Caldwell's Block and Tackle class #2
8. **Freight allowed for 1 shipment, any additional shipments will be an add to the Purchase Order.**

YKK AP PROPOSES TO FURNISH THE FOLLOWING

YOW 225TUH - Please Note: Theses are Approximate Vent / Frame sizes called out below.

YVS 410TUH - Please Note: Theses are Approximate Vent / Frame sizes called out below.

"This quotation is based on sizes and quantities as shown. If the Project actually requires multiple sizes, set up charges will apply to each additional size when ordered, even if sizes are only slightly different per variation."

Note: Any Items Not Specifically Called Out Herein, Must Be Considered Exclusive From This Quotation.

Please Review The Following Pages Covering The Windows Included In This Quote.

YOW 225TUH - \$199,148.00 Total

YVS 410TUH - \$12,479.00 Total

BASE PRICE LESS SALES/USE TAX:

See Above

**THIS QUOTATION IS VALID FOR 60 DAYS FROM THE DATE OF THE QUOTATION FOR SHIPMENT OF MATERIALS NO LATER THAN 120 Days
OR QUOTATION IS SUBJECT TO REVISION.**

NOTE: QUOTE IS BASED ON A SINGLE ORDER WITH A SINGLE DELIVERY PER SCOPE

Operable Window Quotation Summary



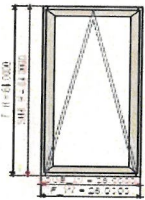
Estimator:	Michael Oliver	QMS Quote #:	04-0422-23
Phone:		Version Name:	YOWs-R1-Consolidated
Sales Rep:	DARRELL CUMMINGS -	Job:	Wellen Park HS
		Customer:	KEY GLASS INC
		Engineering Review:	...
		Original Quote Date:	Oct 10 2023 12:00AM
		Job Bid Date:	
		Print Date:	Oct 10 2023 9:57AM

Elevation Information

011114-PO

Qty 177
Description WINDOW / YOW 225TUH-PO
Model Size W=28.0000;H=64.0000;

GlassType BY OTHER
Finish CLEAR ANODIZE PLUS



- NON-HVHZ
- * Range +0/-0 to +65/-65 psf
- * DADE NOA LABEL NOT REQ'D
- * GLAZED BY OTHER
- * 1-1/16" GLASS
- * LARGE MISSILE IMPACT
- * 0.090 Butacite PVB by DuPont w/3/16" HS
- * STD. CAM HANDLE
- * 4 BAR HINGES
- * 4" LIMITED VENT OPENING

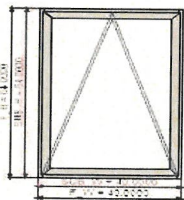
UnitMark
A

Elevation Information

011114-PO

Qty 91
Description WINDOW / YOW 225TUH-PO
Model Size W=40.0000;H=64.0000;

GlassType BY OTHER
Finish CLEAR ANODIZE PLUS



- NON-HVHZ
- * Range +0/-0 to +65/-65 psf
- * DADE NOA LABEL NOT REQ'D
- * GLAZED BY OTHER
- * 1-1/16" GLASS
- * LARGE MISSILE IMPACT
- * 0.090 Butacite PVB by DuPont w/3/16" HS
- * STD. CAM HANDLE
- * 4 BAR HINGES
- * 4" LIMITED VENT OPENING

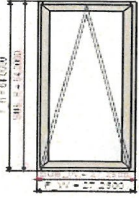
UnitMark
B, C.2

Elevation Information

011114-PO

Qty 1
Description WINDOW / YOW 225TUH-PO
Model Size W=27.2500;H=64.0000;

GlassType BY OTHER
Finish
 CLEAR ANODIZE PLUS



NON-HVHZ
 * Range +0/-0 to +65/-65 psf
 * DADE NOA LABEL NOT REQ'D
 * GLAZED BY OTHER
 * 1-1/16" GLASS
 * LARGE MISSILE IMPACT
 * 0.090 Butacite PVB by DuPont
 w/3/16" HS
 * STD. CAM HANDLE
 * 4 BAR HINGES
 * 4" LIMITED VENT OPENING

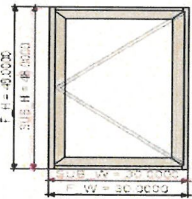
UnitMark
 C.1

Elevation Information

011100-CO

Qty 4
Description WINDOW / YOW 225TUH-CO
Model Size W=30.0000;H=48.0000;

GlassType BY OTHER
Finish
 CLEAR ANODIZE PLUS



RH (LHR)
 * NON-HVHZ
 * Range +0/-0 to +65/-65 psf
 * DADE NOA LABEL NOT REQ'D
 * GLAZED BY OTHER
 * 1-1/16" GLASS
 * LARGE MISSILE IMPACT
 * 0.090 Butacite PVB by DuPont
 w/3/16" HS
 * FRAME MPL
 * STANDARD 4" FMPL HANDLE
 * EGRESS 4 BAR HINGE
 * 4" LIMITED VENT OPENING

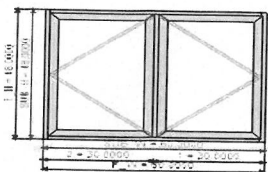
UnitMark
 H

Elevation Information

011106-COR-COL

Qty 10
Description WINDOW / YOW 225TUH-COR-COL
Model Size W=60.0000;W1=30.0000;W2=30.0000;H=48.0000;

GlassType BY OTHER
Finish
 CLEAR ANODIZE PLUS



- NON-HVHZ
 * Range +0/-0 to +65/-65 psf
 * DADE NOA LABEL NOT REQ'D
 * GLAZED BY OTHER
 * 1-1/16" GLASS
 * LARGE MISSILE IMPACT
 * 0.090 Butacite PVB by DuPont
 w/3/16" HS
 * FRAME MPL
 * STANDARD 4" FMPL HANDLE
 * EGRESS 4 BAR HINGE
 * 4" LIMITED VENT OPENING
 * SCREENS NOT INCLUDED

UnitMark
 K

STOCKLENGTHS

QTY	PART#	FINISH	LENGTH	PKG	DESCRIPTION
205	E94556	MILL	24'0		BOX TRIM BASE (1-1/4" X 1")
195	E94557	YS1N	24'0		BOX TRIM COVER (1-1/4" X 1")
1	AS4231	MILL	24'0		2-1/4" INTERIOR COVER BASE
1	E95111	YS1N	24'0		2-1/4" X 1/2" FACE COVER
1	E94562	YS1N	24'0		STACKING MULLION

ACCESSORIES

QTY	PART#	FINISH	LENGTH	PKG	DESCRIPTION
688	E30038	SKET S	10'0	1	FRAME FILLER
1	HD2516W3SS			100	FST 1/4-20 x 1" HWHMS SS
1	PC1008SS			100	#10 X 1/2" PHPTS (AB) 100/BX
2	E11536			1	END CAP
1	PC1006SS			100	#10 X 3/8" PHPSMS (AB)
0	E11537			1	ANCHOR CLIP FOR STACK MULLION
1	E20051			330	AIRTIGHT GASKET
1	E11965			20	ANCHOR CLIP FOR STACK MULLION
1	HM2500SS			100	1/4"-20 HEX HEAD NUT SS
4	HM2514SS			1	#1/4-20X7/8" HWH (SS)
1	WS2500SS			100	1/4" SS LOCK WASHER

Operable Window Quotation Summary



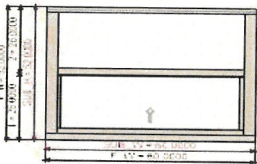
Estimator:	Michael Oliver	QMS Quote #:	04-0422-23
Phone:		Version Name:	YVSs-R1-Consolidated
Sales Rep:	DARRELL CUMMINGS -	Job:	Wellen Park HS
		Customer:	KEY GLASS INC
		Engineering Review:	...
		Original Quote Date:	Oct 10 2023 12:00AM
		Job Bid Date:	
		Print Date:	Oct 10 2023 8:49AM

Elevation Information

091500-SH

Qty 2
Description WINDOW / YVS 410TUH-SH
Model Size W=60.0000;H=52.0000;H1=26.0000;H2=26.0000;

GlassType BY YKK AP
Finish CLEAR ANODIZE PLUS



- DADE NOA LABEL NOT REQ'D
- * GLAZED BY YKK
- * 1" GLASS
- * LARGE MISSILE IMPACT
- * CLASS 5
- * ULTRA LIFT BALANCE
- * STD YKK SWEEP LOCK
- * SCREENS NOT INCLUDED

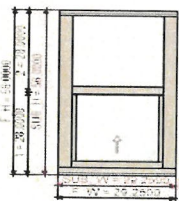
UnitMark
F

Elevation Information

091500-SH

Qty 4
Description WINDOW / YVS 410TUH-SH
Model Size W=29.2500;H=56.0000;H1=28.0000;H2=28.0000;

GlassType BY YKK AP
Finish CLEAR ANODIZE PLUS



- DADE NOA LABEL NOT REQ'D
- * GLAZED BY YKK
- * 1" GLASS
- * LARGE MISSILE IMPACT
- * CLASS 5
- * ULTRA LIFT BALANCE
- * STD YKK SWEEP LOCK
- * SCREENS NOT INCLUDED

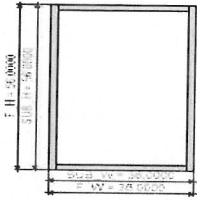
UnitMark
SS01.1, SS01.3

Elevation Information

076010-F

Qty 2
Description WINDOW / YFW 400TUH-F
Model Size W=36.0000;H=56.0000;

GlassType BY YKK AP
Finish CLEAR ANODIZE PLUS



DADE NOA LABEL NOT REQ'D
 * LARGE MISSILE
 * GLAZED BY YKK AP
 * 1" GLASS

UnitMark
 SS01.2

STOCKLENGTHS

QTY	PART#	FINISH	LENGTH	PKG	DESCRIPTION
4	E94556	MILL	24'0		BOX TRIM BASE (1-1/4" X 1")
4	E94557	YS1N	24'0		BOX TRIM COVER (1-1/4" X 1")
1	E94652	YS1N	24'0		STACK MULLION
1	E95111	YS1N	24'0		2-1/4" X 1/2" FACE COVER
1	AS4231	MILL	24'0		2-1/4" INTERIOR COVER BASE

ACCESSORIES

QTY	PART#	FINISH	LENGTH	PKG	DESCRIPTION
8	E11536			1	END CAP
1	PC1006SS			100	#10 X 3/8" PHPSMS (AB)
8	E11537			1	ANCHOR CLIP FOR STACK MULLION
1	PC1208SS			100	#12 X 1/2" PHSTS TYPE AB
1	HD2516W3SS			100	FST 1/4-20 x 1" HWHMS SS
1	PC1008SS			100	#10 X 1/2" PHPTS (AB) 100/BX
1	E20051			330	AIRTIGHT GASKET

YKK AP America, Inc.
7608 Currency Drive
Orlando, FL. 32809

Project:

To Whom It May Concern:

This letter shall serve as authorization to ship materials purchased by
for the above referenced project Directly to the
following address for fabrication:

These materials are being purchased directly under Direct Material Purchase
(DMP) Order number .. All other provisions of the Certificate of
Entitlement under the direction of Section 212.08(6) of Florida Statute and Rule 12-
1.094 of the Florida Administrative Code still apply.

Sincerely,

PURCHASE ORDER REQUEST FORM
School Board of Sarasota County

Project Name: Wellen Park High School

Project Owner: School Board of Sarasota County

Date: July 17, 2024

VENDOR: Viracon, Inc.
SDS 12-0570 PO Box 86
Minneapolis, MN 55486-0570
FEIN #: 41-1823013
Attention: Holly Sexter and Crystal Hovden
Telephone: 800-533-0482 x 53795
Email: hsexter@viracon.com ; chovden@viracon.com

SHIP TO: Wellen Park High School
11830 Manasota Beach Road
Englewood, Florida 34223
c/o Key Glass, Inc.
Attention: Jason Mort and Melissa Bouchard
Telephone: 941-755-3414
Email: jasonmort@keyglass.com ; melissabouchard@keyglass.com

Date	Delivery Date	Ship via	F.O.B.	Terms	Purchase Order No.
	Per Superintendent	Your Truck	Job Site	Net 30	

SPECIAL INSTRUCTIONS: All responsibility & contact relative to the P.O. shall be with Willis A. Smith Construction, Inc. as to delivery, quality and quantity. The Project Name and the Direct Purchase Order Number MUST be included on all invoices or they will be rejected. Vendor shall send invoices to the SUBCONTRACTOR for review, approval and transmittal to WILLIS SMITH CONSTRUCTION, INC., c/o wgomez@willissmith.com for processing for authorization to pay. The PM will verify materials and the pay requisition will be prepared for submittal of invoices to the OWNER for approval and payment. ***Do NOT send Invoices to the Owner - This will result in delay of review and approval by the GC and processing for payment.

Item #	Item Description	Quantity	Unit	Unit Price	Extended Amount
1	Exterior Storefront Glass per attached Quote #897055-02	1	LOT	\$180,417.58	\$180,417.58
2	Laminated Side Lites per attached Quote #897055-02-00	1	LOT	\$103,250.64	\$103,250.64

Attached: Quote
W-9

Purchase Order Total:	\$	283,668.22
Tax Savings 6%:	\$	17,020.09
1% of 1st \$5,000	\$	50.00
Material and Sales Tax Savings Total:	\$	300,738.31

NOTE:
Vendor shall provide ELECTRONIC copies of Shop Drawings to apella@willissmith.com for approval prior to final order or fabrication. Field measure prior to any fabrication.

Verified by: **Austin Pella**
Digitally signed by Austin Pella
 DN: C=US, E=apella@willissmith.com,
 O="Willis A. Smith Construction, Inc.",
 OU=Project Manager, CN=Austin Pella
 Reason: I am approving this document
 Date: 2024.07.17 16:15:07-04'00'
 Austin Pella, Project Manager
 Willis A. Smith Construction, Inc.

Upon delivery and acceptance, send all invoices as follows:
 School Board of Sarasota County
 c/o Willis A. Smith Construction, Inc.
womez@willissmith.com; apella@willissmith.com



800 Park Drive
P.O. Box 990
Owatonna, MN 55060
507-451-9555

QUOTATION

DATE: December 18, 2023 10:16 AM CST **CC:** Jeff Rigot
TO: Derek Whetsel
Phone: 941-755-3414 **FROM:** Holly Sexter
Estimator II
Phone: (800) 533-0482 ext. 53795
hsexter@viracon.com
SCHOOL BOARD OF SARASOTA COUNTY
1960 LANDINGS BLVD
SARASOTA, FL 34203 **Project:** 168332 - Wellen Park HS
C/O KEY GLASS INC Viracon Quote #: 897055-02

Incoterm® 2010: DAP, BRADENTON, FL USA
Final Destination: Englewood, FL USA

Thank you for your interest in Viracon Products. Any items not specifically called out herein must be considered exclusive from this quotation.

All pricing listed on this quotation is based on the information supplied to Viracon at the time of quotation. As a component supplier, Viracon relies upon the erector, glazing contractor or general contractor to ensure the glass products supplied are in compliance with building codes. Viracon cannot be liable for any failure to meet applicable building codes.

Viracon reserves the right to update quoted prices upon receipt of additional information and will not be responsible for additional costs in cases where product modifications are required to meet the building codes or specification.

This quotation is valid if the project is booked within 60 days and project shipments begin no later than October of 2024. All prices are subject to a 3% per quarter increase if shipments begin after the stated month.

Viracon offers warranties from date of manufacture (either five, ten or twelve years depending on the product). Extended warranties are available for most products at an additional cost.

The Viracon Terms of Sale document and Viracon's General Information Guidelines available for your review at www.viracon.com/company controls this document and all purchases from Viracon. All subsequent documentation for this project will also be subject to the Viracon Terms of Sale and Viracon's General Information Guidelines. Please contact Viracon if you need a copy of either document forwarded to you.

Quotation is subject to review of wind load information and support conditions.

QUOTATION

DATE: December 18, 2023 10:16 AM CST
Project: 168332 - Wellen Park HS

Viracon Quote #: 897055-02

Notification: Energy Surcharge and Freight Charge

Viracon's quotations now include an energy surcharge **estimate** and freight **estimate**. The **actual** energy surcharge and freight charge will be determined at time of the purchase order confirmation for the first major release to production for the entire project. The freight charge at time of order will be calculated based on changes in the Viracon Index from time of quotation. Please see the attachment with this quotation for information on how this is determined. It can also be viewed on our website www.viracon.com under Ordering Tools.

DAP Named Place

Delivered At Place to named place: Viracon is responsible for delivering the goods to the named place of destination and export clearance (if applicable). This includes contracting and paying all transportation costs to the named destination. Viracon's risk ends upon delivery to the named place, but not unloaded. The Buyer must provide import clearance (if applicable), is responsible for unloading, and if the named place is a port, will be responsible for any applicable detention fees or fines, and on-carriage.

Domestic Packaging and Freight

Shipments over 15,000 lbs – Standard packaging is included in the square foot pricing. Freight is **not included** in the square foot pricing. The freight charge at time of order will be calculated based on changes in the Viracon Index from time of quotation. Additional freight charges will apply for units with both dimensions exceeding 110". Please contact Viracon for an estimate of these charges.

Shipments 15,000 lbs or less – Standard packaging is included in square foot pricing for all make-ups > 10 units/lites. A \$200 packaging charge (per make-up) will apply for all make-ups <=10 units/lites. Shipments 15,000 lbs or less will be processed Plus Freight and the actual freight amount charged to Viracon will be applied to your invoice.

Packaging Service - Packaging is based on cases not to exceed 2,500 lbs. *Exception:* Units exceeding 2,500 lbs/each will be packaged 1 per box.

Custom Packaging Service - Custom packaging is defined as multiple packaging designations, (i.e. Package by Floor and Package by Elevation). Please add **\$1.00/ft²** to all quoted prices, *if custom packaging is required*.

Large Unit Upcharges

- **10%** upcharge applies to units/lites $\geq 50\text{ft}^2$ (4.647m²) and $< 65\text{ft}^2$ (6.041m²).
- **15%** upcharge applies to units/lites $\geq 65\text{ft}^2$ (6.041m²) and $< 75\text{ft}^2$ (6.970m²).
- **75%** upcharge applies to units/lites $\geq 75\text{ft}^2$ (6.970m²) and $< 85\text{ft}^2$ (7.900m²).
- **150%** upcharge applies to units/lites $\geq 85\text{ft}^2$ (7.900m²).
- Dimensions outside standard capabilities require manufacturing approval

Under Coating Minimum Units Charge

In addition to the square foot price and applicable square foot minimum quoted for this job, there will be a charge of \$35.00 per coated lite/unit for all lites/units less than 3 ft² (0.28 m²). All coated lites/units less than 2.0 ft² (.19 m²) require manufacturing approval.

Coating Minimum Size



QUOTATION

DATE: December 18, 2023 10:16 AM CST
Project: 168332 - Wellen Park HS

Viracon Quote #: 897055-02

The lesser dimension must be 8" (203mm) or greater with a 24" (610mm) or greater diagonal. Please contact Viracon if you need help calculating the diagonal. *Please note:* This minimum is for the coatings process only; other restrictions may apply.

SEVEN (7) Sq. Ft. Minimum

A SEVEN (7) square foot minimum is applicable per unit/lite.

Specification

Please note Viracon is no longer providing specification review letters. Viracon will provide a General Specification Comment document that outlines the most common specification considerations for your use. Questions regarding specific portions of a project specification not outlined by the General Specification Comment document may be directed to Viracon Technical Services in writing for review and comment. The General Specification Comment document will be included in a separate attachment with your quotation.

Takeoff not Supplied

- Pricing is provided for budgeting purposes only. Viracon reserves the right to review and finalize pricing once a full take-off is received.
- Viracon's quotation is subject to review of quantities and sizes. Viracon is unable to comment on size restrictions until a full take-off is received.

Component Availability

Viracon cannot guarantee the future availability of component parts manufactured or supplied by others that are incorporated into Viracon products.

Delivery Outside of the US

If you are a US based customer seeking delivery outside of the US (including Canada and Mexico), Viracon is unable to export the product on your behalf. Viracon will provide all necessary information to your customs broker.

Calculated To

All ft² / m² pricing, energy surcharge, and excluded add-ons are invoiced rounding to the Next Even Inch.

Minimum Order Charges

Glass minimum per purchase order, in addition to energy surcharge, freight and applicable set-up charges:

- \$500 Minimum for Standard Viracon Coatings, Uncoated or Spandrel Glass Products.
- \$1000 Minimum for Non-Standard Coatings, Silkscreen Products or DigitalDistinctions™ Products.

Misc. or Replacement Orders

- All orders submitted 6 months after the last major release (major release = 50+ units) are subject to an updated quote from Viracon, and will be quoted at current pricing.
- All replacement orders will be processed Plus Freight and current energy surcharge.
- A \$200 packaging charge (per glass type) will apply for all glass types <= 10 units/lites.
- Applicable minimums, set-ups and silk-screen charges may apply

VTST™ Samples

The minimum producible size for VTST™ is 14" x 20". When a sample for VTST™ is requested, Viracon will provide a 12" x 12" sample with a black metal spacer. A small cutout of the VTST™ spacer will also be provided for reference.



QUOTATION

DATE: December 18, 2023 10:16 AM CST

Project: 168332 - Wellen Park HS

Viracon Quote #: 897055-02

Order Changes

Order changes following Viracon's receipt of a signed order confirmation may be subject to a \$500 order change fee.

Heat Strengthened (HS) vs. Fully Tempered (FT)

Viracon recommends heat strengthened (HS) glass in lieu of fully tempered (FT) glass for all non-safety glazing areas. For areas where fully tempered (FT) is required; **heat soaking is recommended**. Tempered glass has the potential for spontaneous breakage and glass fall out. Additional charges apply for heat soak.

Setting Blocks

Viracon requires that only 100% silicone setting blocks be used for all types of glazing systems.

Rollerwave

Viracon will orient roller wave parallel to the base glass dimension where possible. Due to manufacturing limitations, base dimensions in excess of 96" (2438mm) will have roll distortion perpendicular to the base. For 1/2" (13mm) and thicker glass plies or units incorporating ceramic frit with a base dimensions in excess of 84" (2134mm) will have roll distortion perpendicular to the base.

Mock-ups

Mock-ups are for product selection and testing. Mock-ups do not represent a guarantee, warranty or 'control sample' as they are not representative of the full range of standard tolerances.

Glass Strength Analysis

Viracon will supply a glass strength analysis upon receipt of glass product, dimensions and windload (kPa or psf). Viracon will not be responsible for additional costs associated with increased glass thickness or strength above those specified, if it is determined a thicker glass substrate or higher heat treatment is required to meet the building design requirements.

Sightline Adds for Structurally Glazed Units

This quotation includes a 1/2" (13mm) sightline.

- Please add **\$.60/ft²** (\$6.46 /m²) for a 5/8" (16mm) sightline.
- Please add **\$.90/ft²** (\$9.68 /m²) for a 3/4" (19mm) sightline.
- Please add **\$ 1.20/ft²** (\$12.91 /m²) for a 7/8" (22mm) sightline.
- Please add **\$ 1.50/ft²** (\$16.14 /m²) for a 1" (25mm) or 1-1/8" (28mm) sightline.
- Please add **\$ 1.80/ft²** (\$19.37 /m²) for a 1-1/4" (32mm) sightline.
- Please add **\$ 2.10/ft²** (\$22.60 /m²) for a 1-3/8" (35mm) or 1-1/2" (38mm) sightline.
- Please contact Viracon for pricing and availability on sightlines not listed above.

For assistance with preliminary sightline estimates, please visit our website at [www.viracon.com/Resources/Ordering Tools](http://www.viracon.com/Resources/Ordering_Tools) to view the Deflection and Sightline Reference Guide.



QUOTATION

DATE: December 18, 2023 10:16 AM CST

Project: 168332 - Wellen Park HS

Viracon Quote #: 897055-02

Glass Type: Type 1

Approximate Area: 7,014.4 /sq. ft.

1 5/16" (1.30" avg.) VRE1-38 Insulating Laminated Glass FT/HS/HS

1/4" Clear, fully tempered
Heat Soaked: 100%
VRE-38 #2, edge deletion
1/2" VTS™, Argon fill
silicone (Black)
1/4" Clear, heat strengthened
.045" clear PVB
.045" clear PVB
1/4" Clear, heat strengthened

Unit Pricing	Price (USD)	
Rectangles (< 50 /sq. ft.)	\$	24.45 /sq. ft.
Rectangles (≥ 50 /sq. ft. and < 65 /sq. ft.)	\$	26.90 /sq. ft.
Please add the following additional charges:		
Energy Surcharge Estimate*	\$	1.62 /sq. ft.
Freight Estimate*	\$	2.46 /sq. ft.
Under Coating Minimum Units	\$	35.00 ea.

Glass Type: Type 3

Approximate Area: 1,216.8 /sq. ft.

9/16" (0.52" avg.) VLE1-39 Laminated Glass HS/HS

1/4" Clear, heat strengthened
VLE-39 #2, edge deletion
.077" Saflex Storm
1/4" Clear, heat strengthened

Unit Pricing	Price (USD)	
Rectangles (< 50 /sq. ft.)	\$	22.00 /sq. ft.
Rectangles (≥ 50 /sq. ft. and < 65 /sq. ft.)	\$	24.20 /sq. ft.
Please add the following additional charges:		
Energy Surcharge Estimate*	\$	1.08 /sq. ft.
Freight Estimate*	\$	1.63 /sq. ft.
Under Coating Minimum Units	\$	35.00 ea.



QUOTATION

DATE: December 18, 2023 10:16 AM CST

Project: 168332 - Wellen Park HS

Viracon Quote #: 897055-02

Glass Type: Type 4

Approximate Area: 4,006.4 /sq. ft.

1" (0.99" avg.) VRE1-38 Insulating Laminated Glass HS/HS/HS

1/4" Clear, heat strengthened

VRE-38 #2, edge deletion

5/16" VTSTTM, Argon fill

silicone (Black)

3/16" Clear, heat strengthened

.077" Saflex Storm

3/16" Clear, heat strengthened

Unit Pricing	Price (USD)	
Rectangles (< 50 /sq. ft.)	\$	28.10 /sq. ft.
Rectangles (≥ 50 /sq. ft. and < 65 /sq. ft.)	\$	30.91 /sq. ft.
Please add the following additional charges:		
Energy Surcharge Estimate*	\$	1.26 /sq. ft.
Freight Estimate*	\$	2.10 /sq. ft.
Under Coating Minimum Units	\$	35.00 ea.



Additional Information

DATE: December 18, 2023 10:16 AM CST

Project: 168332 - Wellen Park HS

Viracon Quote #: 897055-02

Viracon Thermal Spacer (VTS™)

- One, two or three-sided offsets are available. Two or three-sided offsets with VTS™ require manufacturing approval. Four-sided and staggered offsets are not available with VTS™
- Most shapes are available. Full circles or double radius patterns are not available with VTS™. Please check with Viracon to verify if the shape you are requesting is available.
- Shaped glass with VTS™ requires a minimum angle of 30 degrees.
- Recessed air spacers are not available.

Viracon Thermal Spacer (VTS™) Max/Min Size

- The maximum unit size for heat treated insulating units with both lites 1/4" and utilizing Viracon Thermal Spacer (VTS™) is 120ft² (11.15m²).
- The maximum unit size can go up to 213ft² (19.76m²) by increasing the glass thickness >1/4" or increasing Spacer to >1/2".
- The maximum dimensions for heat treated insulating units with a Viracon Thermal Spacer (VTS™): 129 13/16" x 236" (3297mm x 5994mm).
- The minimum dimensions for heat treated insulating units with a Viracon Thermal Spacer (VTS™): 14" x 20" (356mm x 508mm)

1/4" (6mm) Fully Tempered Glass

Please deduct **\$1.25/ft²** (\$13.45/m²) per monolithic lite if heat soak is not required.

Hurricane System

The above product must be combined with a suitable glazing system. Then the combination must successfully pass a specified hurricane test protocol to be considered a hurricane-resistant system/window.

Saflex® Storm (formerly known as Vanceva® Storm)

- Maximum dimensions for Saflex® Storm products is 72" x 144" (1829mm x 3657mm). Width >60" are quoted subject to availability and require production approval.
- Maximum unit size for Saflex® Storm is 65ft² (6.04m²)



Additional Information

DATE: December 18, 2023 10:16 AM CST
Project: 168332 - Wellen Park HS

Viracon Quote #: 897055-02

Warranties Additional Information

Viracon's Standard Ten-Year Limited Warranty applies to the following products for a period of ten (10) years from the date of manufacture:

- Tempered and heat strengthened glass
- DigitalDistinctions™ ceramic ink digital print, silk-screened and spandrel glass with a Viraspan™ ceramic frit coating
- High-performance coated glass
- Insulating glass unit (dual seal unit) - aluminum or stainless steel spacers
- Laminated glass and laminated glass sloped glazing
- Heat soaked tempered glass is warranted to not break spontaneously as a result of Nickel Sulfide (NiS) inclusions at a rate exceeding 0.3% (3/1000)

Viracon's Special Twelve-Year Limited Warranty applies to Viracon products manufactured with Viracon Thermal Spacer (VTST™) for a period of twelve (12) years from date of manufacture against defective materials or workmanship which result in fogging or moisture residue formation on internal glass surfaces due to failure of the VTST™ insulating glass seal.

Extended warranties can be purchased at 3% of the square foot price for each additional year up to 13 years. For extended warranty requests greater than 13 years (maximum extension allowed is 15 years), please contact your Viracon Inside Sales Representative to discuss.

Extended warranties are **not** available for Smart Glass, heat soaked products, polycarbonates, SentryGlas, Saflex® Storm (formerly known as Vanceva® Storm), Stormguard, HRG-2, 457 SentryGlas, polyurethane, point supported, tape & channel.





Person in Charge: Derek Whetsel

Glass To be installed in YKK Exterior Storefront

Name:	1 5/16" Vision						
Aufbau:	9/16+1/4"						
Thickness:	0.25/0.5/0.56 = 1.31 in			Spacer:	Thermally Improved		
Elevation / Number	Quantity	Width [in]	Height [in]	Area [ft²/Pcs.]	Weight [lb/Pcs.]	Price [\$]	Total [\$]
A1 / 1	48	24 1/8	60 1/8	10.1	106.4	291.84	14,008.32
B1 / 1	42	36 1/8	60 1/8	15.1	159.4	426.53	17,914.26
D / 1	16	33 1/4	50 1/8	11.6	122.3	320.08	5,121.28
E / 1	10	25 1/8	44 1/8	7.7	81.4	216.53	2,165.30
E / 2	10	65 3/8	44 1/8	20.0	211.7	549.64	5,496.40
G / 1	2	32 1/8	44 1/8	9.8	104.0	283.15	566.30
I / 1	6	24 1/4	38 1/8	6.4	67.8	188.28	1,129.68
J / 1	24	24 1/4	44 1/8	7.4	78.5	216.53	5,196.72
L / 1	6	27 43/64	38 1/8	7.3	77.4	202.77	1,216.62
L / 2	3	27 35/64	38 1/8	7.3	77.1	202.77	608.31
M / 1	38	27 43/64	44 1/8	8.5	89.6	233.18	8,860.84
M / 2	19	27 35/64	44 1/8	8.4	89.2	233.18	4,430.42
N / 1	8	27 1/4	20 1/8	3.8	40.2	112.36	898.88
O / 1	8	27 43/64	20 1/8	3.9	40.9	112.36	898.88
O / 2	4	27 35/64	20 1/8	3.8	40.7	112.36	449.44
P / 1	15	26 1/8	32 1/8	5.8	61.6	172.35	2,585.25
Q / 1	19	26 1/8	38 1/8	6.9	73.1	202.77	3,852.63
S / 1	2	36 1/8	38 1/8	9.6	101.1	275.18	550.36
T / 1	3	36 1/8	44 1/8	11.1	117.0	316.46	949.38
SA-03A / 1	4	33 43/64	90 1/8	21.1	222.7	566.30	2,265.20
SA-03A / 2	2	33 35/64	90 1/8	21.0	221.8	566.30	1,132.60
SA-04A / 1	10	33 1/4	90 1/8	20.8	219.9	566.30	5,663.00
SA-05A / 1	4	33 7/8	90 1/8	21.2	224.0	566.30	2,265.20
SA-05A / 2	4	33 3/4	90 1/8	21.1	223.2	566.30	2,265.20
SA-06A / 1	4	32 1/8	90 1/8	20.1	212.5	566.30	2,265.20
SA-07A / 1	2	26 1/8	64 3/8	11.7	123.4	334.56	669.12
SA-07B / 1	1	26 1/8	57 1/8	10.4	109.5	294.01	294.01
SB-01 / 1	1	32 1/8	82 1/8	18.3	193.6	517.05	517.05
SC-04 / 1	2	36 1/8	76 1/8	19.1	201.8	536.61	1,073.22
SC-05 / 1	5	29 3/8	76 1/8	15.5	164.1	423.64	2,118.20

Elevation / Number	Quantity	Width [in]	Height [in]	Area [ft ² /Pcs.]	Weight [lb/Pcs.]	Price [\$]	Total [\$]
SC-05 / 2	5	19 1/8	76 1/8	10.1	106.8	282.42	1,412.10
SC-06 / 1	4	26 1/8	76 1/8	13.8	145.9	395.39	1,581.56
SD-03 / 1	1	26 1/8	84 1/8	15.3	161.3	435.95	435.95
SD-04 / 1	1	26 1/8	105 1/8	19.1	201.5	537.33	537.33
SD-05A / 1	1	26 1/8	56 1/8	10.2	107.6	294.01	294.01
SD-05B / 1	1	26 1/8	76 1/8	13.8	145.9	395.39	395.39
SD-06 / 1	1	42 1/8	105 1/8	30.8	325.0	844.38	844.38
SD-07A / 1	1	42 1/8	56 1/8	16.4	173.5	462.02	462.02
SD-07B / 1	1	42 1/8	76 1/8	22.3	235.3	621.33	621.33
SD-08A/09A/1 0A / 1	3	29 1/8	71 5/8	14.5	153.1	391.05	1,173.15
SD-08A/09A/1 0A / 2	3	29 1/8	41 1/8	8.3	87.9	228.11	684.33
SD-08B/09B/1 0B / 1	3	29 1/8	51 1/8	10.3	109.3	282.42	847.26
SD-08B/09B/1 0B / 2	3	29 1/8	59 5/8	12.1	127.4	325.87	977.61
SD-08C/09C/1 0C / 1	3	29 1/8	60 1/8	12.2	128.5	336.74	1,010.22
SD-11B / 1	2	36 1/4	41 1/8	10.4	109.4	288.94	577.88
SD-11B / 2	2	36 1/4	73 5/8	18.5	195.9	509.09	1,018.18
SD-11C / 1	2	36 1/4	43 1/8	10.9	114.7	302.70	605.40
SD-11C / 2	2	36 1/4	95 5/8	24.1	254.4	660.44	1,320.88
SD-12B / 1	2	36 43/64	41 1/8	10.5	110.7	288.94	577.88
SD-12B / 2	1	36 35/64	41 1/8	10.4	110.3	288.94	288.94
SD-12B / 3	2	36 43/64	73 5/8	18.7	198.1	509.09	1,018.18
SD-12B / 4	1	36 35/64	73 5/8	18.7	197.4	509.09	509.09
SD-12C / 1	2	36 43/64	43 1/8	11.0	116.0	302.70	605.40
SD-12C / 2	1	36 35/64	43 1/8	10.9	115.6	302.70	302.70
SD-12C / 3	2	36 43/64	95 5/8	24.3	257.3	660.44	1,320.88
SD-12C / 4	1	36 35/64	95 5/8	24.3	256.4	660.44	660.44
SD-15 / 1	2	25 1/8	39 3/8	6.9	72.6	188.28	376.56
SD-15 / 2	2	45 3/8	39 3/8	12.4	131.1	333.12	666.24
SD-16 / 1	1	45 3/8	39 1/8	12.3	130.3	333.12	333.12
SD-16 / 2	1	25 1/8	39 1/8	6.8	72.1	188.28	188.28
SD-16 / 3	1	45 3/8	65 5/8	20.7	218.5	549.64	549.64
SD-16 / 4	1	25 1/8	65 5/8	11.5	121.0	310.67	310.67
SD-17 / 1	2	23	68 1/8	10.9	115.0	304.15	608.30
SD-17 / 2	1	22 7/8	68 1/8	10.8	114.4	304.15	304.15
SE-01 / 1	2	45 3/8	39 3/8	12.4	131.1	333.12	666.24
SE-01 / 2	2	25 1/8	39 3/8	6.9	72.6	188.28	376.56

Elevation / Number	Quantity	Width [in]	Height [in]	Area [ft ² /Pcs.]	Weight [lb/Pcs.]	Price [\$]	Total [\$]
SE-02 / 1	1	25 1/8	39 1/8	6.8	72.1	188.28	188.28
SE-02 / 2	1	45 3/8	39 1/8	12.3	130.3	333.12	333.12
SE-02 / 3	1	25 1/8	65 5/8	11.5	121.0	310.67	310.67
SE-02 / 4	1	45 3/8	65 5/8	20.7	218.5	549.64	549.64
SE-07B / 1	2	36 43/64	39 5/8	10.1	106.6	275.18	550.36
SE-07B / 2	1	36 35/64	39 5/8	10.1	106.3	275.18	275.18
SE-07B / 3	2	36 43/64	75 1/8	19.1	202.1	522.85	1,045.70
SE-07B / 4	1	36 35/64	75 1/8	19.1	201.5	522.85	522.85
SE-07C / 1	2	36 43/64	43 1/8	11.0	116.0	302.70	605.40
SE-07C / 2	1	36 35/64	43 1/8	10.9	115.6	302.70	302.70
SE-07C / 3	2	36 43/64	95 5/8	24.3	257.3	660.44	1,320.88
SE-07C / 4	1	36 35/64	95 5/8	24.3	256.4	660.44	660.44
SE-10A/11A/12 A / 1	4	29 1/8	71 5/8	14.5	153.1	391.05	1,564.20
SE-10A/11A/12 A / 2	4	29 1/8	41 1/8	8.3	87.9	228.11	912.44
SE-10B/11B/12 B / 1	4	29 1/8	49 1/8	9.9	105.0	271.56	1,086.24
SE-10B/11B/12 B / 2	4	29 1/8	61 5/8	12.5	131.7	336.74	1,346.96
SE-10C/11C/1 2C / 1	4	29 1/8	60 1/8	12.2	128.5	336.74	1,346.96
SE-13 / 1	1	26 1/8	84 1/8	15.3	161.3	435.95	435.95
SE-14 / 1	1	26 1/8	105 1/8	19.1	201.5	537.33	537.33
SE-15A / 1	1	26 1/8	57 5/8	10.5	110.5	294.01	294.01
SE-15A / 2	1	26 1/8	25 1/8	4.6	48.2	131.80	131.80
SE-15B / 1	1	26 1/8	76 1/8	13.8	145.9	395.39	395.39
SE-16 / 1	1	42 1/8	105 1/8	30.8	325.0	844.38	844.38
SE-17A / 1	1	42 1/8	57 5/8	16.9	178.1	462.02	462.02
SE-17A / 2	1	42 1/8	25 1/8	7.4	77.7	207.11	207.11
SE-17B / 1	1	42 1/8	76 1/8	22.3	235.3	621.33	621.33
SE-18 / 1	2	23	68 1/8	10.9	115.0	304.15	608.30
SE-18 / 2	1	22 7/8	68 1/8	10.8	114.4	304.15	304.15
SG-02 / 1	4	36 7/8	54 3/8	13.9	147.1	385.26	1,541.04
SG-02 / 2	4	36 3/4	54 3/8	13.9	146.6	385.26	1,541.04
SG-03 / 1	2	31 3/4	44 1/8	9.7	102.8	266.49	532.98
SG-03 / 2	4	31 5/8	44 1/8	9.7	102.4	266.49	1,065.96
SG-04 / 1	2	33 43/64	44 1/8	10.3	109.0	283.15	566.30
SG-04 / 2	1	33 35/64	44 1/8	10.3	108.6	283.15	283.15
SG-05B / 1	2	32	98 1/8	21.8	230.4	579.33	1,158.66
SG-05B / 2	1	31 7/8	98 1/8	21.7	229.5	579.33	579.33

Elevation / Number	Quantity	Width [in]	Height [in]	Area [ft ² /Pcs.]	Weight [lb/Pcs.]	Price [\$]	Total [\$]
SG-06B / 1	2	37 21/64	98 1/8	25.4	268.8	687.96	1,375.92
SG-06B / 2	1	37 13/64	98 1/8	25.4	267.9	687.96	687.96
SH-05A / 1	2	33 1/4	82 1/8	19.0	200.4	517.05	1,034.10
SH-05B / 1	2	33 1/4	90 1/8	20.8	219.9	566.30	1,132.60
SH-06B / 1	2	35 1/4	90 1/8	22.1	233.1	599.61	1,199.22
SH-07B / 1	2	35	90 1/8	21.9	231.5	599.61	1,199.22
SH-07B / 2	3	34 7/8	90 1/8	21.8	230.7	599.61	1,798.83
SJ-01A / 1	1	32 1/8	77 5/8	17.3	183.0	480.12	480.12
SJ-01A / 2	1	32 1/8	37 1/8	8.3	87.5	233.91	233.91
SJ-01C / 1	1	32 1/8	62 1/8	13.9	146.5	393.95	393.95
SJ-02C / 1	4	35 1/4	62 1/8	15.2	160.7	417.12	1,668.48
SJ-03A / 1	2	30 1/4	77 5/8	16.3	172.3	451.88	903.76
SJ-03A / 2	2	30 1/4	37 1/8	7.8	82.4	220.15	440.30
SJ-03C / 1	2	30 1/4	62 1/8	13.1	137.9	370.77	741.54
SJ-04A / 1	2	27 1/4	77 5/8	14.7	155.2	395.39	790.78
SJ-04A / 2	2	27 1/4	37 1/8	7.0	74.2	192.63	385.26
SJ-04B / 1	4	27 1/4	45 3/8	8.6	90.7	233.18	932.72
SJ-05A / 1	2	21 1/4	77 5/8	11.5	121.0	310.67	621.34
SJ-05A / 2	2	21 1/4	37 1/8	5.5	57.9	151.35	302.70
SJ-05B / 1	4	21 1/4	45 3/8	6.7	70.8	183.21	732.84
SJ-06B / 1	4	35 1/4	45 3/8	11.1	117.4	299.80	1,199.20
SJ-07B / 1	4	35 1/4	45 3/8	11.1	117.4	299.80	1,199.20
SJ-08A / 1	2	21 1/4	77 5/8	11.5	121.0	310.67	621.34
SJ-08A / 2	2	21 1/4	37 1/8	5.5	57.9	151.35	302.70
SJ-08B / 1	4	21 1/4	45 3/8	6.7	70.8	183.21	732.84
SJ-09A / 1	1	19 1/8	77 5/8	10.3	108.9	282.42	282.42
SJ-09A / 2	1	35 3/8	77 5/8	19.1	201.5	508.36	508.36
SJ-09A / 3	1	19 1/8	37 1/8	4.9	52.1	137.59	137.59
SJ-09A / 4	1	35 3/8	37 1/8	9.1	96.4	247.66	247.66
SJ-09B / 1	2	19 1/8	45 3/8	6.0	63.7	166.56	333.12
SJ-09B / 2	2	35 3/8	45 3/8	11.1	117.8	299.80	599.60
SJ-10A / 1	1	32 1/8	82 1/8	18.3	193.6	517.05	517.05
SJ-10B / 1	1	32 1/8	76 1/8	17.0	179.5	480.12	480.12
SJ-10C / 1	1	32 1/8	38 1/8	8.5	89.9	246.22	246.22
SJ-11B / 1	1	19 1/8	76 1/8	10.1	106.8	282.42	282.42
SJ-11B / 2	2	32	76 1/8	16.9	178.8	451.88	903.76
SJ-11B / 3	1	32 1/8	76 1/8	17.0	179.5	480.12	480.12
SJ-11C / 1	1	19 1/8	38 1/8	5.1	53.5	144.83	144.83
SJ-11C / 2	2	32	38 1/8	8.5	89.5	231.73	463.46

Elevation / Number	Quantity	Width [in]	Height [in]	Area [ft ² /Pcs.]	Weight [lb/Pcs.]	Price [\$]	Total [\$]
SJ-11C / 3	1	32 1/8	38 1/8	8.5	89.9	246.22	246.22
SJ-12A / 1	1	43 3/8	82 1/8	24.7	261.4	669.13	669.13
SJ-12A / 2	1	23 1/8	82 1/8	13.2	139.4	364.98	364.98
SJ-12B / 1	1	43 3/8	76 1/8	22.9	242.3	621.33	621.33
SJ-12B / 2	1	23 1/8	76 1/8	12.2	129.2	338.91	338.91
SJ-12C / 1	1	43 3/8	38 1/8	11.5	121.4	318.63	318.63
SJ-12C / 2	1	23 1/8	38 1/8	6.1	64.7	173.80	173.80
SJ-13B / 1	2	35 1/4	76 1/8	18.6	196.9	508.36	1,016.72
SJ-13C / 1	2	35 1/4	38 1/8	9.3	98.6	260.70	521.40
SJ-14A / 1	1	23 1/8	82 1/8	13.2	139.4	364.98	364.98
SJ-14A / 2	1	43 3/8	82 1/8	24.7	261.4	669.13	669.13
SJ-14B / 1	1	43 3/8	76 1/8	22.9	242.3	621.33	621.33
SJ-14B / 2	1	23 1/8	76 1/8	12.2	129.2	338.91	338.91
SJ-14C / 1	1	23 1/8	38 1/8	6.1	64.7	173.80	173.80
SJ-14C / 2	1	43 3/8	38 1/8	11.5	121.4	318.63	318.63
Sum:	550			6,486.9	68,548.6		180,417.23

Sum Quantity:	550 Pcs.	Grand Total Net:	180,417.58 \$	Total
Sum Area:	6,486.89 ft ²	Total Price	180,417.58 \$	1 of 2
Sum Perimeter:	7,846.25 ft			
Sum Weight:	68,548.6 lb			

KEY GLASS INC QUOTE

FROM:

JASON MORT
KEY GLASS, INC.
2312 - 58TH AVENUE EAST
BRADENTON, FL 34203
jasonmort@keyglass.com

PHONE: (941)755-3414
FAX: (941)751-0074

TO:

DATE: 07/10/24

CRYSTAL HOVDEN
VIRACON
800 PARK DRIVE
OWATONNA, MN 55060
CHOVDEN@VIRACON.COM

PHONE: 800-533-0482 X 53266
FAX: 507-444-5179

PLEASE ENTER THE FOLLOWING ORDER.

SHIP VIA: BEST WAY

SHIP DATE: AS AGREED

JOB NAME- Wellen Park HS
AS PER QUOTE #897055_02_00

ALL GLASS AS NOTED BELOW:

GL-1B.1.16 - WINDOW VISION
1 1/16" O.A. INSULATED / LAMINATED

1/4" CLEAR FT - VRE-38- #2
3/8" AIR SPACE ARGON - (1/2" SIGHTLINE) - BLACK
1/4" CLEAR HS
.077" VANCEVA STORM
1/4" CLEAR HS

STANDARD LOGO LOCATION

QUOTED PRICE 28.10 /SQFT

TAG	QTY	WIDTH	X	HEIGHT	SQFT EACH
A	177	26	X	62	11.20
B	90	38	X	62	16.40
C	1	40	X	62	17.20
F	2	50	X	62	21.50
H	4	58	X	24	9.70
K	10	28	X	46	8.90
SS01	2	36	X	56	14.00

286 LITES

TOTAL SQFT 3,674.40 103,250.64

SUBTOTAL: 103,250.64

PLEASE CALL WITH ANY QUESTIONS
JASON MORT
941-755-3414

PURCHASE ORDER REQUEST FORM
School Board of Sarasota County

Project Name: Wellen Park High School

Project Owner: School Board of Sarasota County

Date: July 17, 2024

VENDOR:	Isolatek International
	41 Furnace Street
	Stanhope, NJ 07874
FEIN #:	
Attention:	Travis Morgan
Telephone:	754-228-2116
Email:	tmorgan@isolatek.com

SHIP TO:	Wellen Park High School
	10801 Manasota Beach Road
	Venice, Florida 34293
	c/o Commercial Fireproofing & Acoustical
Attention:	Joel Hernandez
Telephone:	(772) 663-8301
Email:	joel@cfafireproofing.com; accounting@cfafireproofing.com

Date	Delivery Date	Ship via	F.O.B.	Terms	Purchase Order No.
	Per Superintendent	Your Truck	Job Site	Net 30	

SPECIAL INSTRUCTIONS: All responsibility & contact relative to the P.O. shall be with Willis A. Smith Construction, Inc. as to delivery, quality and quantity. The Project Name and the Direct Purchase Order Number MUST be included on all invoices or they will be rejected. Vendor shall send invoices to the SUBCONTRACTOR for review, approval and transmittal to WILLIS SMITH CONSTRUCTION, INC., c/o wgoomez@willissmith.com for processing for authorization to pay. The PM will verify materials and the pay requisition will be prepared for submittal of invoices to the OWNER for approval and payment. *****Do NOT send Invoices to the Owner - This will result in delay of review and approval by the GC and processing for payment.**

Item #	Item Description	Quantity	Unit	Unit Price	Extended Amount
1	CAFCO Fire Protection materials	1	LOT	\$204,703.00	\$204,703.00

Attached: Quote
W-9

Purchase Order Total:	\$	204,703.00
Tax Savings 6%:	\$	12,282.18
1% of 1st \$5,000	\$	50.00
	\$	12,332.18
Material and Sales Tax Savings Total:	\$	217,035.18

NOTE:
Vendor shall provide ELECTRONIC copies of Shop Drawings to apella@willissmith.com for approval prior to final order or fabrication. Field measure prior to any fabrication.

Verified by: **Austin Pella**
Austin Pella, Project Manager
Willis A. Smith Construction, Inc.

Digitally signed by Austin Pella
DN: C=US, E=apella@willissmith.com, O=Willis A. Smith Construction, Inc., OU=Project Manager, CN=Austin Pella
Reason: I am approving this document
Date: 2024.07.19 12:36:51-0400

***Attach DPO to this approved request once issued.**
Upon delivery and acceptance, send all invoices as follows:
School Board of Sarasota County
c/o Willis A. Smith Construction, Inc.
wgoomez@willissmith.com; apella@willissmith.com



PRICE QUOTATION

ISOLATEK INTERNATIONAL, 41 Furnace Street, Stanhope, NJ 07874, USA Telephone (973) 347-1200, Fax (973) 347-9170, you can also contact us through our website www.isolatek.com or cafco@isolatek.com

CAFCO Recognized Applicator Company:	School Board of Sarasota County C/O Commercial Fireproofing and Acoustical		
Company Street Address:	620 South Hawthorne Ave.		
City, State, Zip Code:	Apopka, FL 32703		
Telephone:	(407) 358-1024	Fax:	
Project Name:	Wellen Park High School		
Project Street Address:	10801 Manasora Beach Road		
City, State, Zip Code:	Venice, FL 34231		
Price Quotation Date:	March 14, 2024		
Price Valid From:	March 14, 2024	Price Termination Date:	December 31, 2024
F.O.B. Point:	Huntington, IN		
Freight Rate at Time of Quote: (subject to change without notice)	Freight charges not quoted		

*Product Description:	Unit of Measure	Quantity	Unit Price	Totals
CAFCO BLAZE-SHIELD II	Bag	11,200	\$15.25	\$170,800.00
Pallet & Wrap	Bag	11,200	\$0.50	\$5,600.00
Cafco Bond Seal	Pail	21	\$175.00	\$3,675.00
Cafco WB5	Pail	46	\$385.00	\$17,710.00
Cafco Top Seal	kit	47	\$120.00	\$5,640.00
PALLET COVERS/RAINCAP	Pallet	284	\$4.50	\$1,278.00
			Sub Total	\$204,703.00
Freight				\$0.00
Fuel				\$0.00
Total				\$204,703.00

*Prices are subject to change without notice

Quotation prepared by: (ISOLATEK)	Technical Sales Representative	Travis Morgan	
	Title	Signature	7/17/2024

This quotation is subject to Isolatek's Standard Terms and Conditions of Sale, which can be obtained upon request, and is valid only for shipments to the project referenced above made prior to the "Price Termination Date". Please contact Isolatek for product pricing for projects not completed by the price termination date.

Isolatek sells its CAFCO passive fire protection products only to recognized applicators. Freight and pricing will be determined at time of shipment.

PURCHASE ORDER REQUEST FORM
School Board of Sarasota County

Project Name: Wellen Park High School

Project Owner: School Board of Sarasota County

Date: July 29, 2024

VENDOR: Southwestern Suppliers, Inc. 6815 EAST 14TH AVE. TAMPA FL 33619
FEIN #: 59-0881481
Attention: BOB WAGNER
Telephone: 813-626-2193
Email: BWAGNER@SOWES.COM

SHIP TO: Wellen Park High School 10801 Manasota Beach Road Venice, Florida 34293 c/o CROM CORP
Attention: T.J. Williams and Danny Ratliff
Telephone: 352-514-7835
Email: tjw@cromcorp.com ; dratliff@cromcorp.com

Date	Delivery Date	Ship via	F.O.B.	Terms	Purchase Order No.
	Per Superintendent	Your Truck	Job Site	Net 30	

SPECIAL INSTRUCTIONS: All responsibility & contact relative to the P.O. shall be with Willis A. Smith Construction, Inc. as to delivery, quality and quantity. The Project Name and the Direct Purchase Order Number MUST be included on all invoices or they will be rejected. Vendor shall send invoices to the SUBCONTRACTOR for review, approval and transmittal to WILLIS SMITH CONSTRUCTION, INC., c/o wgoomez@willissmith.com for processing for authorization to pay. The PM will verify materials and the pay requisition will be prepared for submittal of invoices to the OWNER for approval and payment.
***Do NOT send Invoices to the Owner - This will result in delay of review and approval by the GC and processing for payment.

Item #	Item Description	Quantity	Unit	Unit Price	Extended Amount
1	FABRICATED REINFORCING STEEL A615 GR 60	36946	LBS	.55 CWT	\$20,320.30
2	3" SLAB BOLSTER W/PLATE BAR SUPPORTS	1200	LF	1.75 FT	\$2,100.00
3	3-1*4" UPPER CONT. HIGH CHAIR	100	LF	.90 FT	\$90.00
4	1-1/4" PLASTIC SLAB BOLSTER UPPER AZTEC	1100	LF	1.578 FT	\$1,735.80

Attached: Quote
W-9

Purchase Order Total:	\$	24,246.10
Tax Savings 6%:	\$	1,454.77
1% of 1st \$5,000	\$	50.00
	\$	1,504.77
Material and Sales Tax Savings Total:	\$	25,750.87

NOTE:

Vendor shall provide ELECTRONIC copies of Shop Drawings to apella@willissmith.com for approval NOT INCLUDED prior to final order or fabrication. Field measure prior to any fabrication.

Verified by: **Austin Pella**
Austin Pella, Project Manager
Willis A. Smith Construction, Inc.

Digitally signed by Austin Pella
DN: cn=US, e=apella@willissmith.com, o=Willis A. Smith Construction, Inc., ou=Project Manager, cn=Austin Pella
Reason: I am approving this document
Date: 2024.07.29 15:28:10-04'00'

***Attach DPO to this approved request once issued.**
Upon delivery and acceptance, send all invoices as follows:
School Board of Sarasota County
c/o Willis A. Smith Construction, Inc.
wgoomez@willissmith.com; apella@willissmith.com

QUOTE

Southwestern Suppliers, Inc.
 6815 East 14th Avenue
 Tampa, FL 33619-2917
 (813) 626-2193
 Fax (813) 628-0511



Page 1 of 1

Order: 0001491
 Account No: CROMC
 Order Date: 7/26/2024
 Cust P.O. :
 Buyer: DANNY RATLIFF
 Del Date: 0/0/0000
 Shipping Method: OUR TRUCK/ DELIVERED
 User ID: bwagner
 Salesperson:

Bill To: SCHOOL BOARD OF SARASOTA COUNTY
 c/o THE CROM CORPORATION
 ACCOUNTSPAYABLE@CROMCORP.COM

Ship To: SCHOOL BOARD OF SARASOTA COUNT
 c/o CROM CORP
 10801 MANASOTA BEACH RD
 VENICE FL 34293
 (000) 000-0000 Ext. 0000

Order Instructions:

Terms: 1% 20 DAYS NET 30

Special Instr:

Production #: 2023M021

Item Number	PLT/Lift	Qty	UOM	Weight	Description	Disc	CWT/M C/EA Price	Unit Price
FABAR		36,946	LB	36,946	*DO NOT USE* FABRICATED REBAR ASTM A615		\$55.00	\$0.55
SBP3		1,200	LF	0	3" SLAB BOLSTER/PLATE BAR SUPPORTS		\$175.00	\$1.75
UHC314		100	LF	61	3-1/4" UPPER CONT. HIGH CHAIR		\$90.00	\$0.90
PSBU114AZT		1,100	LF	330	1-1/4" PLASTIC SLAB BOLSTER UPPER AZTEC X		\$157.77	\$1.57
*		1	*	0	*		\$0.00	\$0.00

PRICE IS GOOD FOR 15 DAYS
 PRICE IS FIRM TO 01/01/25 AFTER PRICE IS
 SUBJECT TO INCREASE. PRICE WILL BE BASED ON
 AN EQUAL TO THE AMOUNT OF ANY INCREASES

Total Count
39347

Total Weight
37,337

Tax
 (Incl in Total Price)
 \$1,504.75

Total Amount

\$25,750.55

PURCHASE ORDER REQUEST FORM
School Board of Sarasota County

Project Name: **Wellen Park High School**

Project Owner: **School Board of Sarasota County**

Date: **August 12, 2024**

VENDOR:	American Builders & Contractors Supply Co., Inc.
	PO Box 281328
	Atlanta, GA 30384
	FEIN #: 39-1413708
	Attention: Patrick Kolk
	Telephone: 239-597-1604
	Email: patrick.kolk@abcsupply.com

SHIP TO:	Wellen Park High School
	10801 Manasota Beach Road
	Venice, Florida 34293
	c/o CFS Roofing and Services, Inc.
	Attention: Jorge Casares
	Telephone: 661-435-0644
	Email: jcasares@cfsroofing.com

Date	Delivery Date	Ship via	F.O.B.	Terms	Purchase Order No.
	Per Superintendent	Your Truck	Job Site	Net 30	

SPECIAL INSTRUCTIONS: All responsibility & contact relative to the P.O. shall be with Willis A. Smith Construction, Inc. as to delivery, quality and quantity.
The Project Name and the Direct Purchase Order Number MUST be included on all invoices or they will be rejected. Vendor shall send invoices to the SUBCONTRACTOR for review, approval and transmittal to WILLIS SMITH CONSTRUCTION, INC. c/o wgomez@willissmith.com for processing for authorization to pay.
The PM will verify materials and the pay requisition will be prepared for submittal of invoices to the OWNER for approval and payment.
***Do NOT send Invoices to the Owner - This will result in delay of review and approval by the GC and processing for payment.

Item #	Item Description	Quantity	Unit	Unit Price	Extended Amount
1	Asphalt Roofing System	1	LOT	\$1,021,871.58	\$1,021,871.58

Attached: Quote
W-9

Purchase Order Total:	\$ 1,021,871.58
Tax Savings 6%:	\$ 61,312.29
1% of 1st \$5,000	\$ 50.00
	\$ 61,362.29
Material and Sales Tax Savings Total:	\$ 1,083,233.87

NOTE:
Vendor shall provide ELECTRONIC copies of Shop Drawings to apella@willissmith.com for approval prior to final order or fabrication. Field measure prior to any fabrication

Verified by: **Austin Pella**
Digitally signed by Austin Pella
DN: C=US, E=apella@willissmith.com, O="Willis A. Smith Construction, Inc.", OU=Project Manager, CN=Austin Pella
Reason: I am approving this document
Date: 2024.08.12 10:53:16-04'00'
Austin Pella, Project Manager
Willis A. Smith Construction, Inc.

***Attach DPO to this approved request once issued.**
Upon delivery and acceptance, send all invoices as follows:
School Board of Sarasota County
c/o Willis A. Smith Construction, Inc.
wgomez@willissmith.com; apella@willissmith.com



BRANCH:
1100 SUN CENTURY RD
NAPLES FL
34110-8430

(239)597-1604

Superior Service - Quality Products - On-Time Delivery - Brands You Want

This Quotation is subject to the Terms and Conditions set forth on the reverse side. This Quotation is NOT VALID for purchases made beyond thirty (30) days of issuance unless signed by an officer or branch manager of ABC Supply, in addition to the signature of an ABC Supply salesman or other ABC Supply representative.

QUOTATION

CUSTOMER:

SARASOTA COUNTY SCHOOL BO
DPO/CFS RFG/WELLEN PK HS
1960 LANDINGS BLVD
SARASOTA FL

SHIP TO:

WELLEN PARK HIGH SCHOOL
10801 MANASOTA BEACH RD

34231-3365

NORTH PORT

FL 34293

SLS#	OT#	PAGE
		1

QUOTE NO.	CUSTOMER ORDER NO.	SHIP VIA	CUSTOMER NO.	TERMS	QUOTE DATE	EXP. DATE
7246689	ATTN JORGE	OTR	1160038	NET 60 DAYS	7/17/24	8/16/24
ITEM NUMBER	ITEM DESCRIPTION	U/M T/D	QUANTITY	UNIT PRICE	EXTENDED PRICE	
*****CHANGE ORDER TYPE: QUOTE FROM 489		#06	QUOTE EDIT	8/05/24		
16PG1005	POLYGLASS PG100 ASPHALT PRIMER 5GAL	EA	51	48.15	2455.65	
16PGPF1C	POLYGLASS POLYFLASH 1C 2.5GAL	CN	152	145.20	22070.40	
06PGPKGFR	POLYGLASS POLYFRESKO G FR 1SQ	RL	1791	137.00	245367.00	
06PGAPPSM	POLYGLASS APP POLYFLEX SMOOTH 1SQ	RL	1456	78.00	113568.00	
58PGPI2248	POLYGLASS POLYTHERM 2.2" ISO 4'X8'	EA	8138	34.24	278645.12	
58PGPI2044	POLYGLASS POLYTHERM 2.0" ISO 4'X4'	EA	291	15.56	4527.96	
61PGPTQ44	POLYGLASS POLYTHERM Q TAPER ISO 4X4	EA	1068	15.50	16554.00	
11MIWS0049	POLYGLASS LRF CR PGLRFCR	EA	70	960.00	67200.00	
15OFPGA3RB	OF 3" GLUME INSULIN PLT SPGA3RB 1M	BX	112	166.19	18613.28	
61MIPC154	MID-STATE 1.5X4 PERLITE CANT 120LF	BD	63	46.15	2907.45	
62CS316346	CSI 1/2" DENSDECK PRIMED 4X4	SH	8138	13.44	109374.72	
18BLSO0072	BILCO ACDSV4896 SMOKE VENT	EA	5	6740.00	33700.00	
SECT-A,B,C,G,H,I,J						
TBARK6	TERM BAR 10'6 ON CENTER W/KICK	EA	561	12.00	6732.00	
15OFCRXHD6	OF 6" CR-10 XHD SCREW 500/BX	BX	2	490.00	980.00	
15OFCRXH7	OF 7" CR-10 XHD SCREW 500/BX	BX	188	327.00	61476.00	
15OFCRXH8	OF 8" CR-10 XHD SCREW 500/BX	BX	7	376.00	2632.00	
15OFCRXH10	OF 10" CR-10 XHD SCREW 500/BX	BX	6	518.00	3108.00	
15OFCRXH14	OF 14" CR-10 XHD SCREW 250/BX	BX	2	453.00	906.00	
15OFCRXH16	OF 16" CR-10 XHD SCREW 250/BX	BX	1	615.00	615.00	
15OFCRXH12	OF 12" CR-10 XHD SCREW 500/BX	BX	4	646.00	2584.00	
15OFCRXH18	OF 18" CR-10 XHD SCREW 250/BX	BX	1	525.00	525.00	
18BIF50HZ4	BILCO F-50HZ 4X4	EA	6	3050.00	18300.00	
91BLRL2F	BILCO RL2-F 48X48 HATCH RAIL SYS	EA	6	1505.00	9030.00	

Salesman or other ABC Supply Representative	Branch Manager or ABC Supply Officer	SUBTOTAL	1021871.58
Title: _____	Title: _____	FREIGHT	.00
Duration: _____		EST. SALES TAX	.00
		QUOTE TOTAL (U.S.)	1021871.58

**QUOTATION AGREEMENT
TERMS AND CONDITIONS
AMERICAN BUILDERS & CONTRACTORS SUPPLY CO., INC.**

1. The Quotation made by American Builders & Contractors Supply Co., Inc. ("ABC") is subject to these Terms and Conditions. In addition, any purchase made from ABC shall be made pursuant to ABC's Purchase Agreement, the Terms and Conditions of which are incorporated by reference herein. In addition, any purchases made from ABC on credit shall be made pursuant to ABC's Credit Application and Agreement, the Terms and Conditions of which are incorporated by reference herein. In the event of a conflict between these Terms and Conditions and any terms and conditions set forth in any purchase order, subcontract, acknowledgement or other document presented by Customer, these Terms and Conditions will prevail.
2. Except as otherwise stated on the Quotation, the prices set forth in the Quotation shall only be valid for thirty (30) days from the date of the Quotation. Failure to order the quoted quantity of products within thirty (30) days shall relieve ABC of any duty to sell at the price quoted. All prices are subject to manufacturer's price increases at any time. This quotation is subject to product availability. All products are subject to prior sale and may become temporarily or permanently unavailable at any time. Prices do not include sales tax, freight, or any other special delivery or special costs, unless expressly shown on the Quotation.
3. The Quotation is furnished by ABC as a courtesy. ABC does not represent, warrant or guarantee the accuracy or adequacy of the quantities and types of materials set forth in the Quotation for the intended project. The party receiving this Quotation shall be responsible for verifying all quantities, types of materials, and job conditions (including drain locations, field dimensions, moisture conditions, etc.). Determining the need for and purchasing of any additional quantities or types of materials is the sole responsibility of the party receiving this Quotation.
4. ABC reserves the right to refuse to sell to any party not named as the CUSTOMER on this Quotation. In addition, ABC reserves the right to refuse to sell any party receiving a Quotation for any reason, including but not limited to credit reasons.
5. IN NO EVENT SHALL ABC BE RESPONSIBLE FOR CONSEQUENTIAL, INCIDENTAL, EXEMPLARY, TREBLE, OR PUNITIVE DAMAGES ARISING OUT OF OR IN CONNECTION WITH THIS QUOTATION, WHETHER SUCH CLAIM IS ASSERTED IN CONNECTION WITH A CLAIM FOR BREACH OF CONTRACT, PROMISSORY ESTOPPEL, EQUITABLE ESTOPPEL, MISREPRESENTATION, ANY OTHER TORT, PRODUCT LIABILITY, OR ANY OTHER ACTION.
6. OTHER THAN AS SET FORTH IN ABC'S PURCHASE AGREEMENT TERMS AND CONDITIONS, ABC MAKES NO WARRANTIES, EITHER EXPRESS OR IMPLIED, AND SPECIFICALLY DISCLAIMS ANY IMPLIED WARRANTIES INCLUDING ANY IMPLIED WARRANTY OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE.

**Sarasota County School Board
Construction Services
Change Order**

PROJECT:
K-8 School @Clark & Lorraine
9501 Lorraine Road
Sarasota, FL 34241

CHANGE ORDER: 49

CHANGE ORDER DATE: 8/23/2024

CONTRACT / PO NUMBER: 22302738

TO (Contractor):
P.J. Hayes Inc dba Tandem Construction
5391 Lakewood Ranch Blvd. N.,
Suite 200
Sarasota, FL 34240

CHANGE ORDER TYPE: Acoustical Ceilings Change Order

CONTRACT DATE: February 7, 2023

You are directed to make the following changes in this Contract:	
Acoustical Ceilings Material	(\$199,542.28)
Acoustical Ceilings Tax Savings	(\$12,022.54)
Total of Summary:	
(\$211,564.82)	

The original Guaranteed Maximum Price was	\$ 25,474,509.53
The net change by previously authorized Change Orders	\$ 44,994,663.75
The Guaranteed Maximum Price prior to the Change Order was	\$ 70,469,173.28
The Guaranteed Maximum Price will be (<i>decreased</i>) by this Change Order in the amount of	<u>\$ (211,564.82)</u>
The new Guaranteed Maximum Price including this Change Order will be	<u>\$ 70,257,608.46</u>

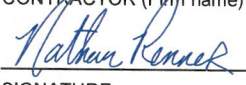
The Contract Time will be increased by Zero (0) days.
The new date of Substantial Completion will be 05/01/2025.

NOTE: This Change Order does not include adjustments to the Contract Sum or Guaranteed Maximum Price, or the Contract Time, that have been authorized by Construction Change Order Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.

Harvard Jolly Inc.
ARCHITECT (Firm name)

SIGNATURE

Tandem Construction
CONTRACTOR (Firm name)

SIGNATURE

Sarasota County School Board
OWNER
Stephen Clark
SIGNATURE
Digitally signed by Stephen Clark
Date: 2024.09.03 08:31:37 -04'00'

Emmet Van Aken, AIA
PRINTED NAME & TITLE
August 30, 2024
DATE

Nathan Renner, Sr Project Manager
PRINTED NAME & TITLE
August 29, 2024
DATE

Steve Clark, Project Manager
PRINTED NAME & TITLE
Jane Dreger
SIGNATURE
Digitally signed by Jane Dreger
Date: 2024.09.03 09:45:43 -04'00'

Jane Dreger
DIRECTOR (Printed Name)

**DIRECT PURCHASE ORDER
REQUEST FORM**

School Board of Sarasota County

Date: 8/20/2024

Project Name: **K8 School at Clark & Lorriane**

VENDOR:	GMS Southeast Inc, dba Gator Gypsum 3904 E. Adamo Dr. Tampa, FL 33605
Attention #1:	Tony Dettmann
Email:	tonyd@gatorgypsum.com
Attention #2:	Tim Romer
Email:	timr@gatorgypsum.com
Telephone:	352-251-3605
Fax:	N/A

SHIP TO:	K8 School at Clark & Lorriane 9501 Lorraine Road Sarasota, FL 34241 Attn: Real Ceilings Tampa

General Contractor Contact List Nathan Renner - Nathan.Renner@Tandemconstruction.com Cody Carson - Cody.Carson@Tandemconstruction.com Renee Galto - Renee.Galto@Tandemconstruction.com Ruth Richardson - Ruth.Richardson@Tandemconstruction.com
--

Date	Delivery Date	Ship via	F.O.B.	Terms	Purchase Order No.
	Per Superintendent	Your Truck	Job Site	Net 30	

SPECIAL INSTRUCTIONS: All responsibility & contact relative to the P.O. shall be with [Real Ceilings Tampa](#), as to delivery, quality, and quantity. Original invoice shall be sent to the above named subcontractor and approved by them, then forwarded to the Construction Manager, who will forward to School Board of Sarasota County.

Item #	Item Description	Quantity	Unit	Unit Price	Extended Amount
1	Acoustical Ceilings per the attached Gator Gypsum Quote #1516202. <u>All invoices as follows:</u> School Board of Sarasota County C/O - Real Ceilings Tampa 4930 W. Commerce St. Tampa, FL 33616 813-837-8181 Lindsey Olds - lolds@realceilings.com	1	EA		\$199,542.28
TOTAL					\$199,542.28
Tax Savings					\$12,022.54

TERMS & CONDITIONS: ALL RESPONSIBILITY RELATED TO THIS PURCHASE ORDER IS WITH THE ABOVE NAMED SUBCONTRACTOR. THE ONLY EXCEPTION IS PAYMENT FROM SBSC UPON APPROVED INVOICE FROM THE ABOVE NAMED SUBCONTRACTOR.
--

NOTE: Provide Product Data & Shop Drawings for Approval Prior to final order or fabrication. Field measure prior to fabrication
--



5391 Lakewood Ranch Blvd. N.,
 Suite 200
 Sarasota, FL 34240
 Ph: (941) 954-1599
 Fax: (941) 954-5511

Change Request

To: Steve Clark
 School Board of Sarasota Cnty
 1900 Landings Boulevard
 Sarasota, FL 34231
 Ph: (941)361-6680 Fax: (941)361-6684

Number: 49
Date: 8/23/2024
Job: 23-004 K-8 School @ Clark & Lorraine

Description: DMP - Real Ceilings Tampa - Gator Gypsum

We are pleased to offer the following specifications and pricing to make the following changes:
 Credit for Owner's Direct Purchase of acoustical ceilings per the attached Gator Gypsum Quote #1516202 dated 02/21/2024.

The total direct cost to perform this work is	\$(211,564.82)
(Please refer to attached sheet for details.)	
	Move Contractor's Fee \$(8,462.59)
	Contractor's Fee on DMP \$8,462.59
	Total: \$(211,564.82)

If you have any questions, please contact me at (941)954-1599.

Submitted by: Nathan Renner
 Tandem Construction

Approved by: _____
 Date: _____



5391 Lakewood Ranch Blvd. N.,
Suite 200
Sarasota, FL 34240
Ph: (941) 954-1599
Fax: (941) 954-5511

Change Request 49 Price Breakdown Continuation Sheet

Description: DMP - Real Ceilings Tampa - Gator Gypsum

Description	Subjob	Cost Code	Price
Acoustical Ceilings: Material		09-5113	\$(199,542.28)
Acoustical Ceilings: Tax Savings		09-5113	\$(12,022.54)

Subtotal: \$(211,564.82)



Gator Gypsum
PO Box 930189
Atlanta, GA 31193-0189

Quote Number: 1516202
Quote Status: Quote Pending
Customer No: 5462
Sales Rep: tonyd@gatorgypsum.com

Date Created: 02/21/2024
Quote Acceptance Date: 03/22/2024
Job End Date: 03/31/2025
Last Updated: 07/11/2024

Billing Information:

REAL CEILINGS OF TAMPA
 4930 W COMMERCE ST
 TAMPA, FL 33616-2704
 United States
 APTAMPA@REALCEILINGS.COM

Delivery Information:

Lindsey Olds
 SBSC K-8 Clarke at Lorraine
 Sarasota, FL
 United States

#	Code	Description	Quantity	Selling UOM	Price	Total
1	ARM1713	3/4 in x 2 ft x 2 ft Armstrong School Zone Fine Fissured 15/16 in Square Lay-In Panel / White - 1713	2404	CTN	\$33.12 / CTN \$690.00 / MSF	\$79,620.48
3	ARM1713BL	3/4 in x 2 ft x 2 ft Armstrong School Zone Fine Fissured 15/16 in Square Lay-In Panel / Tech Black - 1713BL	126	CTN	\$69.60 / CTN \$1,450.00 / MSF	\$8,769.60
4	ARM3314	1 1/2 in x 2 ft x 2 ft Armstrong Optima Health Zone 15/16 in Square Lay-In Panel / White - 3314	129	CTN	\$108.80 / CTN \$3,400.00 / MSF	\$14,035.20
5	ARM7300	12 ft x 1 11/16 in Armstrong Prelude XL 15/16 in Exposed Tee Main Beam / White - 7300	102	CTN	\$153.60 / CTN \$640.00 / MLF	\$15,667.20
6	ARMXL7328	2 ft x 1 3/8 in Armstrong Prelude XL 15/16 in Exposed Tee Cross Tee / White - XL7328	203	CTN	\$72.00 / CTN \$600.00 / MLF	\$14,616.00
7	ARMXL7348	4 ft x 1 3/8 in Armstrong Prelude XL 15/16 in Exposed Tee Cross Tee / White - XL7348	203	CTN	\$144.00 / CTN \$600.00 / MLF	\$29,232.00
8	ARM7800	12 ft x 7/8 in x 7/8 in Armstrong Angle Molding / White - 7800	53	CTN	\$154.80 / CTN \$430.00 / MLF	\$8,204.40
9	KENFM1516	7 ft 6 in x 15/16 in Kenbeck Ultra-Flex Angle	36	PCS	\$18.00 / PCS \$2,400.00 / MLF	\$648.00
10	ARM7300BL	12 ft x 1 11/16 in Armstrong Prelude XL 15/16 in Exposed Tee Main Beam / Black - 7300BL	16	CTN	\$158.40 / CTN \$660.00 / MLF	\$2,534.40
11	ARMXL7342BL	4 ft x 1 1/2 in Armstrong Prelude XL 15/16 in Exposed Tee Cross Tee / Black - XL7342BL	22	CTN	\$148.80 / CTN \$620.00 / MLF	\$3,273.60

12	ARMXL7328BL	2 ft x 1 3/8 in Armstrong Prelude XL 15/16 in Exposed Tee Cross Tee / Black - XL7328BL	13	CTN	\$74.40 / CTN \$620.00 / MLF	\$967.20
14	ARM7800BL	12 ft x 7/8 in x 7/8 in Armstrong Angle Molding / Black - 7800BL	8	CTN	\$162.00 / CTN \$450.00 / MLF	\$1,296.00
15	ARMEA7900	12 ft x 2 in Armstrong 15/16 in Co-Extruded Clean Room Aluminum Main Beam / White - EA7900	5	CTN	\$739.20 / CTN \$3,080.00 / MLF	\$3,696.00
16	ARMEA7940	4 ft x 2 in Armstrong 15/16 in Co-Extruded Clean Room Aluminum Cross Tee / White - EA7940	8	CTN	\$739.20 / CTN \$3,080.00 / MLF	\$5,913.60
17	ARMEA7920	2 ft x 2 in Armstrong 15/16 in Co-Extruded Clean Room Aluminum Cross Tee / White - EA7920	8	CTN	\$369.60 / CTN \$3,080.00 / MLF	\$2,956.80
18	ARMEA7812	12 ft x 15/16 in x 15/16 in Armstrong 15/16 in Co-Extruded Clean Room Aluminum Gasketed Hemmed Angle Molding / White - EA7812	2	CTN	\$756.00 / CTN \$2,100.00 / MLF	\$1,512.00
20	NONSTOCK-SF2	Armstrong Calla 15/16" lay-in 4"X24" black	166	SF	\$15.30 / SF \$15,300.00 / MSF	\$2,539.80
37	ARMAX6STR	10 ft x 6 in Armstrong Axiom Classic Straight Trim / White - AX6STR	29	PCS	\$140.00 / PCS \$14,000.00 / MLF	\$4,060.00

Subtotal:	\$199,542.28
Shipping:	\$0.00
Extra Charge - Taxable:	\$0.00
Tax:	\$0.00
Extra Charge:	\$0.00
Total:	\$199,542.28

Quote Terms

This quote is governed by the terms and conditions here: <https://www.gms.com/terms-conditions>



September 17, 2024 Board Meeting

Agenda Item 25.

Title

APPROVAL OF SUPERINTENDENT EVALUATION INSTRUMENT

Description

The evaluation of the Superintendent's performance remains a cornerstone in advancing the continuous improvement and effectiveness of our educational leadership. A well-established evaluation instrument offers a structured, objective, and transparent approach to assessing the Superintendent's contributions toward Sarasota County Schools' strategic goals. It serves to align expectations between the School Board and the Superintendent, nurturing a culture of accountability, recognition, and ongoing professional development. It is crucial to adopt a clearly defined instrument that accurately reflects the Superintendent's core competencies and responsibilities, ensuring strategic alignment with our educational objectives.

Gap Analysis

The Board conducts evaluations as per the Superintendent's employment contract through the use of a comprehensive evaluation instrument with defined performance indicators closely aligned with district strategic goals.

Previous Outcomes

Collaborative efforts between the School Board and the Superintendent have initiated discussions to enhance the evaluation instrument, fostering positive engagement and constructive feedback.

Expected Outcomes

- Establishment of a clearly defined evaluation instrument mutually agreed upon by the School Board and the Superintendent.
- Enhanced clarity and alignment regarding performance expectations and strategic objectives.
- Improved feedback mechanisms facilitating continuous improvement and professional growth for the Superintendent.
- Strengthened accountability and transparency throughout the evaluation process, bolstering overall educational leadership effectiveness.

Strategic Plan Goal

Pillar 3 - Every Employee Valued
Priority 1 - Recruit, Recognize, and Retain

Recommendation

That the Superintendent evaluation instrument, collaboratively developed and refined by the School Board and the Superintendent, be approved as presented.

Contact Information

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Financial Impact

N/A

ATTACHMENTS:

Description	Upload Date	Type
Supt Evel Template 2024-25	9/5/2024	Cover Memo



2024-2025 Superintendent Evaluation

Sarasota County Superintendent Evaluation
Part I: Evaluation Overview

Board Member:

1	Professional and Ethical Norms <i>Effective Superintendents act ethically and according to professional norms to promote the academic success and well-being of all students.</i>
2	Vision and Mission <i>Effective Superintendents collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission and core values to promote the academic success and well-being of all students.</i>
3	School Operations, Management and Safety <i>Effective Superintendents manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.</i>
4	Student Learning and Continuous School Improvement <i>Effective Superintendents enable continuous improvement to promote the academic success and well-being of all students.</i>
5	Learning Environment <i>Effective Superintendents cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students.</i>
6	Recruitment and Professional Learning <i>Effective Superintendents build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.</i>
7	Building Leadership Expertise <i>Effective Superintendents cultivate, support, and develop other school leaders to promote the academic success and well-being of all students.</i>
8	Meaningful Parent, Family and Community Engagement <i>Effective Superintendents utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students.</i>
9	Board Governance & Policy <i>Effective Superintendents work effectively with the school board, exhibit a shared understanding of board and superintendent roles, lead and manages the district consistent with board policies, and demonstrate the skills to work effectively with the board.</i>

Timeline for Superintendent Evaluation	
Timeline	Action
Annually by September 1	Superintendent complete a self-appraisal using the evaluation performance rubric and annual goals and shares it with the Board.
Annually by October 1	Each Board Member completes the Performance Evaluation Rubric.

Rating Scale Descriptors				
Distinguished	Accomplished	Effective	Developing	Ineffective
Performance is exceptional and exceeds the criteria.	Performance has continually exceeded the criteria.	Performance consistently meets the criteria.	Performance is inconsistent and partially meets the criteria.	Performance does not meet the criteria and require significant improvement.
<i>Noteworthy evidence and data demonstrate the superintendent's performance has had an outstanding and profoundly favorable impact on students, staff, community relations, and/or program outcomes.</i>	<i>Noteworthy evidence and data demonstrate the superintendent's performance has had an exceedingly positive impact on students, staff, community relations, and/or program outcomes.</i>	<i>Noteworthy evidence and data demonstrate the superintendent's performance, maintains effective results and good relations with students, staff, community members and satisfactory program outcomes.</i>	<i>Noteworthy evidence and data demonstrate the superintendent partially met the criteria and the desired results. Performance has made some gains toward relations with students, staff, and the community members, and has moderately impacted program results.</i>	<i>Noteworthy evidence and data demonstrate the superintendent's performance has not met the criteria or desired results. Performance has not made any gains in program results. More towards relations with students, staff, and community members.</i>

Rating the Superintendent on Performance Standards

- Each Board Member will rate the Superintendent’s professional practice on the provided rubric that is adapted from the Florida Leadership Standards.
- Board Members will indicate the level that best describes the Superintendent’s performance in each area using the rating scale descriptors.
- An Overall Standard Rating will be calculated based on the prescribed rating scale.
- The Overall Standard Ratings will be combined to determine an overall Individual Board Member Rating.
- The Individual Board Member Ratings will be combined to determine a Composite Evaluation Rating.

Rating the Superintendent on Annual Objectives

- The Board Chair and Superintendent will collaborate to evaluate the progress toward meeting the annual objectives prescribed in Part III of the evaluation.
- Each objective has an assigned percentage of the incentive prescribed in the Superintendent’s Employment Contract.
- Upon meeting an objective, the Superintendent will be awarded the full amount of the assigned percentage. Objectives rated as No Progress Toward will not be awarded the assigned percentage.
- An objective shall be rated Progress Towards when the Superintendent can demonstrate that objective is at least 50% achieved. Objectives rated as Progress Toward will be awarded half of the assigned percentage.

**Sarasota County Superintendent Evaluation
Part II: Performance Evaluation Rubric**

Board Member:

Standard 1: Professional and Ethical Norms

Effective superintendents act ethically and according to professional norms to promote the academic success and well-being of all students.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Comments
<p>1.1 Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida and adhere to guidelines for student welfare, the rights of students and parents, and state, local school, and governing board policies.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>1.2 Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>1.3 Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families and local community.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>1.4 Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources and all other aspects of leadership.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Overall Standard Rating: Distinguished (18-20) Accomplished (14-17) Effective (10-13) Developing (6-9) Ineffective (<6)

Standard 2: Vision and Mission						
<i>Effective superintendents collaborate with stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.</i>						
Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Comments
2.1 Collaborate with district and school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities and current educational policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.2 Collaborate with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic development of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.3 Collaborate to develop, implement, and model a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.4 Strategically develop and implement systems to achieve the vision and mission of the school – reflecting and adjusting when applicable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.5 Recognize individuals for their contributions toward the school vision and mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Overall Standard Rating: <input type="checkbox"/> Distinguished (22-25) <input type="checkbox"/> Accomplished (17-21) <input type="checkbox"/> Effective (12-16) <input type="checkbox"/> Developing (7-11) <input type="checkbox"/> Ineffective (<7)						

Standard 3: School Operations, Management and Safety						
<i>Effective superintendents manage district operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.</i>						
Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Comments
3.1 Manage fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making and accounting practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.2 Manage resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.3 Organize time, tasks, and projects effectively to protect personnel's work and learning, as well as their own, to optimize productivity and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.4 Utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.5 Utilize and coach best practices in conflict resolution, constructive conversations and management for all stakeholders related to school needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.6 Inform the community of current local, state, and federal laws regulations and best practices to promote the safety, success and well-being of all students and adults.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.7 Create and maintain systems and structures that promote school security to ensure that students, school personnel, families and community are safe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.8 Utilize a continuous improvement model to evaluate specific concerns for safety and security.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Overall Standard Rating: <input type="checkbox"/> Distinguished (36-40) <input type="checkbox"/> Accomplished (28-35) <input type="checkbox"/> Effective (20-27) <input type="checkbox"/> Developing (12-19) <input type="checkbox"/> Ineffective (<12)						

Standard 4: Student Learning and Continuous School Improvement						
<i>Effective superintendents utilize continuous improvement to promote the academic success and well-being of all students.</i>						
Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Comments
4.1 Create and maintain a climate and culture of high expectations and enable personnel to support the academic growth and well-being of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.2 Ensure alignment of the district’s learning goals and classroom instruction to the state’s student academic standards, and the district’s adopted curricula and K-12 reading plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.3 Develop a structure that enables personnel to work as a system and focus on providing evidence-based intervention, acceleration and enrichment that meet student needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.4 Promote the effective use of data analysis with school personnel for all student subgroups and provide coaching to improve student learning and narrow achievement gaps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.5 Ensure all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide, and other applicable assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.6 Manage uncertainty, risk, competing initiatives and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for and outcomes of improvement efforts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.7 Ensure and monitor the implementation of the Florida Educator Accomplished Practices by all instructional personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Overall Standard Rating: <input type="checkbox"/> Distinguished (31-35) <input type="checkbox"/> Accomplished (24-30) <input type="checkbox"/> Effective (17-23) <input type="checkbox"/> Developing (10-16) <input type="checkbox"/> Ineffective (<10)						

Standard 5: Learning Environment						
<i>Effective superintendents cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students.</i>						
Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Possible Evidence (may be adjusted)
5.1 Develop and maintain procedures that foster a safe, respectful, and student-centered learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.2 Cultivate and protect a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair and unbiased manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.3 Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.4 Provide opportunities for instructional personnel to recognize, understand and respond to student needs to minimize or eliminate achievement gaps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Overall Standard Rating: <input type="checkbox"/> Distinguished (18-20) <input type="checkbox"/> Accomplished (14-17) <input type="checkbox"/> Effective (10-13) <input type="checkbox"/> Developing (6-9) <input type="checkbox"/> Ineffective (<6)						

Standard 6: Recruitment and Professional Learning						
<i>Effective superintendents build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.</i>						
Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Comments
6.1 Recruit, hire, develop, support, and retain diverse, effective and caring personnel with the professional capacity to promote literacy achievement and academic success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.2 Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.3 Identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology and data analysis for instructional planning and improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.4 Develop personnel’s professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.5 Monitor and evaluate professional learning linked to district goals to foster continuous improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.6 Monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to school-based leaders and instructional personnel that fosters continuous improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.7 Provide time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Overall Standard Rating: <input type="checkbox"/> Distinguished (31-35) <input type="checkbox"/> Accomplished (24-30) <input type="checkbox"/> Effective (17-23) <input type="checkbox"/> Developing (10-16) <input type="checkbox"/> Ineffective (<10)						

Standard 7: Building Leadership Expertise						
<i>Effective superintendents cultivate, support, and develop other school leaders to promote the academic success and well-being of all students.</i>						
Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Comments
7.1 Develop and support open, productive, caring and trusting working relationships among leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.2 Cultivate current and potential leaders and assist with the development of a pipeline of future leaders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.3 Develop capacity by delegating tasks to other leaders and holding them accountable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.4 Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Overall Standard Rating: <input type="checkbox"/> Distinguished (18-20) <input type="checkbox"/> Accomplished (14-17) <input type="checkbox"/> Effective (10-13) <input type="checkbox"/> Developing (6-9) <input type="checkbox"/> Ineffective (<6)						

Standard 8: Meaningful Parent, Family and Community Engagement						
<i>Effective superintendents utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students.</i>						
Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Comments
8.1 Understand, value, and employ the community’s cultural, social, and intellectual context and resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.2 Model and advocate for respectful communication practices between leaders, parents, students, and other stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.3 Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.4 Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Overall Standard Rating: <input type="checkbox"/> Distinguished (18-20) <input type="checkbox"/> Accomplished (14-17) <input type="checkbox"/> Effective (10-13) <input type="checkbox"/> Developing (6-9) <input type="checkbox"/> Ineffective (<6)						

Standard 9: Board Governance and Policy						
<i>Effective superintendents work with the school board, exhibits a shared understanding of board and superintendent roles, leads and manages the district consistent with board policies, and demonstrates the skills to work effectively with the board.</i>						
Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Comments
9.1 Offers professional advice to the board with the appropriate recommendations based on a thorough study and analysis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.2 Keeps the board regularly informed with data, reports, and information which enables them to make effective timely decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.3 Interprets and executes the intent of more policies and advises the board on the need for new or revised policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.4 Works collaboratively with the board to shape district vision, mission, and goals with measurable objectives of high expectations for student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.5 Makes considerable efforts to have a positive working relationship with the board, treating all board members fairly and respectfully, and attempts to resolve any serious conflicts with board members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Overall Standard Rating: <input type="checkbox"/> Distinguished (22-25) <input type="checkbox"/> Accomplished (17-21) <input type="checkbox"/> Effective (12-16) <input type="checkbox"/> Developing (7-11) <input type="checkbox"/> Ineffective (<7)						

Superintendent Performance Standards Evaluation Summary (Individual Board Member Ratings)					
Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)
Standard 1: Professional and Ethical Norms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 2: Vision and Mission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 3: School Operations, Management and Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 4: Student Learning and Continuous School Improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 5: Learning Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 6: Recruitment and Professional Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 7: Building Leadership Expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 8: Meaningful Parent, Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 9: Board Governance and Policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual Evaluation Rating: <input type="checkbox"/> Distinguished (40-44) <input type="checkbox"/> Accomplished (31-39) <input type="checkbox"/> Effective (22-30) <input type="checkbox"/> Developing (13-21) <input type="checkbox"/> Ineffective (<13)					

Summary Comments:

Sarasota County Superintendent Evaluation

Board Member:

2024-2025 Superintendent Performance Standards Evaluation Summary (Board Member Composite Ratings)					
Board Member	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)
Board Member 1 Individual Evaluation Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Board Member 2 Individual Evaluation Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Board Member 3 Individual Evaluation Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Board Member 4 Individual Evaluation Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Board Member 5 Individual Evaluation Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2024-2025 Composite Evaluation Rating: <input type="checkbox"/> Distinguished (22-25) <input type="checkbox"/> Accomplished (17-21) <input type="checkbox"/> Effective (12-16) <input type="checkbox"/> Developing (7-11) <input type="checkbox"/> Ineffective (<7)					

Superintendent's Response:

Superintendent's Signature: _____ Date: _____

Board Chair's Signature: _____ Date: _____

Sarasota County Superintendent Evaluation

Board Member:

Annual Superintendent Objectives [2024-2025]				
Annual Objectives (assigned percent of incentive)	Evidence of Progress or Completion	Goal Met	Progress Towards	Goal Unmet
SY 2425: Achieve composite rating of effective or higher on the evaluation performance rubric. (25%)	<ul style="list-style-type: none"> SY 2425: Evaluation Performance Summary 	<input type="checkbox"/>	N/A	<input type="checkbox"/>
SY 2425: Increase the total points earned or ranking calculated for district grade within the state accountability system. (15%)	<ul style="list-style-type: none"> SY 2425: State Accountability Data 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SY 2425: Increase graduation rate or ranking. (15%)	<ul style="list-style-type: none"> SY 2425: State Accountability Data 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SY 2425: Increase third grade reading proficiency or ranking. (10%)	<ul style="list-style-type: none"> SY 2425: State Accountability Data 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SY 2425: Increase overall 3-10 ELA proficiency percentage or ranking. (5%)	<ul style="list-style-type: none"> SY 2425: State Accountability Data 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SY 2425: Increase overall math proficiency percentage or ranking. (5%)	<ul style="list-style-type: none"> SY 2425: State Accountability Data 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SY 2425: Increase reading LQ growth percentage or ranking. (5%)	<ul style="list-style-type: none"> SY 2425: State Accountability Data 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SY 2425: Increase math LQ growth percentage or ranking. (5%)	<ul style="list-style-type: none"> SY 2425: State Accountability Data 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SY 2425: Increase acceleration for middle and/or high school. (5%)	<ul style="list-style-type: none"> SY 2425: State Accountability Data 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SY 2425: Maintain the fund balance percentage (Financial Condition Ratio) at 7.5%. (10%)	<ul style="list-style-type: none"> SY 2425: 2024 Annual Financial Report 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The Board Chair's signature below is acknowledgement that the annual objectives marked in the "Goal Met" column have been achieved and that the aggregate of the assigned percentages for the objectives met should be applied toward the Superintendent's Evaluation Performance Incentive Bonus.

Total Percent of Incentive Earned: _____%

Superintendent's Signature: _____ Date: _____

Board Chair's Signature: _____ Date: _____



September 17, 2024 Board Meeting
Agenda Item 26.

Title

APPROVAL OF H.B. 1473 REQUIRED QUARTER ONE SCHOOLS SAFETY AND SECURITY INSPECTION REPORT

Description

Pursuant to State Board Rules 6A-1.0018, and House Bill 1473 require the School Safety Specialist to Report on compliance of Sarasota County Schools to the Board of Directors and the Superintendent of Schools.

Gap Analysis

Board acceptance of this request allows the Sarasota County School District to continue compliance with Rule 6A-1.0018 F.A.C. The Sarasota County Schools District was inspected by the Office of Safe Schools eighteen times during the 2023 – 2024 School Year. The Office of Safe Schools found all schools to be in compliance with all laws, and best practices.

Previous Outcomes

Sarasota County Schools has been a leader in school safety preparedness and has compliant in all past inspections.

Expected Outcomes

The submission and acceptance by the School Board and the Superintendent of our Quarter One Safety and Security Report. The Sarasota County School District will continue to strive to stay in compliance with all required safety and security regulations.

Strategic Plan Goal

Pillar 4 - Every School Equipped
Priority 3 - Ensure Safe Schools & Classrooms

Recommendation

That the Quarter One Safety and Security Report be approved as presented.

Contact Information

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MICHAEL KEMP michael.kemp@sarasotacountyschools.net

Financial Impact

N/A

ATTACHMENTS:

Description	Upload Date	Type
Signature Page	9/10/2024	Cover Memo



SARASOTA COUNTY SCHOOLS
Safety, Security, and Emergency Management
1960 Landings Blvd., Sarasota, FL 34231
941-927-9000, ext 31190 • Fax 941-927-4061
Web site: www.SarasotaCountySchools.net

The objective of the Sarasota County Schools quarter one school security best practices compliance report delivered to the board on Tuesday, September 17, 2024 is to demonstrate to the district school board that Sarasota County Schools both traditional and charter have been compliant during the Office of Safe Schools school inspections during the 2023 – 2024 school year. This report has been given to the district school board in compliance with H.B. 1473 and rule 6a-1.0018 F.A.C. and the findings and recommendations of this report was presented to Superintendent, Mr. Terry Connor and each member of the Sarasota County School Board.

Signature

Date



September 17, 2024 Board Meeting
Agenda Item 27.

Title

APPROVAL OF THE NEW JOB DESCRIPTION FOR MANAGER, SAFETY SECURITY TECHNOLOGY

Description

Safety and Security is requesting the addition of a manager to assist with management and support of new technology being installed in response to HB 1473 law requirements and increased security enhancements.

Gap Analysis

The new manager position will help provide management and support of new security technology enhancements. Manager will be integral in assisting with deployment, project management and support of the new security enhancement technologies. Manager will also assist the Director with daily departmental operation of all security trades and technologies.

Previous Outcomes

N/A

Expected Outcomes

To ensure deployment of district security enhancements are on time. To ensure the new technologies are managed and supported properly. To assist the with daily departmental operation of all security trades assigned under the manager. This will increase the safety and security of our students and staff and provide safe learning environment.

Strategic Plan Goal

Pillar 4 - Every School Equipped

Priority 3 - Ensure Safe Schools and Classrooms

Recommendation

That the request for the new manager position to support district increased security enhancements and new HB 1473 laws be approved as presented.

Contact Information

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MICHAEL KEMP michael.kemp@sarasotacountyschools.net

Financial Impact

Fund Source: Operating Budget \$118,377

ATTACHMENTS:

Description	Upload Date	Type
Manager, Safety, Security Technology	9/5/2024	Cover Memo

TBD

SCHOOL DISTRICT OF SARASOTA COUNTY

JOB DESCRIPTION

MANAGER, SAFETY, SECURITY TECHNOLOGY

SALARY SCHEDULE: ADMINISTRATIVE – F

COST CENTER: SAFETY, SECURITY & EMERGENCY MANAGEMENT (9035)

QUALIFICATIONS:

- Bachelor’s degree or equivalent combination of education and experience required.
- Prior experience in the field of Safety and Security, preferably in a school setting, five (5) of which must be in a management/leadership role.
- Demonstrated ability to successfully assess and apply best practices and current technologies in safety and security.

KNOWLEDGE, SKILLS AND ABILITIES:

- Knowledgeable of statutory and regulatory and technical requirements in areas of responsibility.
- Ability to supervise people.
- Ability to make decisions based on relevant information.
- Ability to balance several job functions at one time.
- The ability to work cooperatively with other District departments and outside agencies.
- Proficient in emergency management/crisis planning principles, security camera systems, central station alarms, access control systems and two-way radio systems.
- Ability to organize and prioritize activities. Ability to communicate effectively, both orally and in writing.

REPORTS TO:

Director, Safety, Security & Emergency Management

JOB OBJECTIVE:

To provide for the safety and security and assist in providing services that protect students, staff, and District property. To develop and maintain systems and programs that mitigates risks and delivers enterprise-wide value through security. To provide technical oversight of integrated security system solutions, crisis management and technical support for the District.

SUPERVISES:

- Security Analysts
- Security Systems Network Engineer
- Security Systems Specialist
- Security System Lead Technician
- Security System Technicians
- Central Security Monitors
- Inventory Control Technician
- Inventory Accountant
- Locksmith personnel

PERFORMANCE RESPONSIBILITIES:

School Board Approved -

MANAGER, SAFETY, SECURITY TECHNOLOGY (Continued)

- Assists the Director to develop and oversee the District's capital budget associated with security services and functions.
- Responsible for all security operations and service levels for all security alarm systems (fire, intrusion, hold-up, freezers, coolers) central station alarm monitoring and dispatch services.
- Responsible for developing and implementing standards, procedures and processes for school and district-level crisis response plans, serving as backup emergency operations official for the District.
- Plans and manages support of new technologies (including wireless security, IP based systems, and integrated solutions) ensuring security performance, accountability, and reliability.
- Oversees and coordinates the Operations & Communications Center and its 24/7/365 staffing and technical operations.
- Serves as the backup to the Director of Safety, Security & Emergency Management in his/her absence and acts as a liaison with public safety authorities and school resource officers on all matters affecting school security.
- Assist with emergency shelter operations.
- Work in collaboration with and in a professional relationship with the County's 911 Communications Center and the Office of Public Safety Communications.
- Plans for human resources, equipment procurement, electrical power, cable requirements, and code compliance for all security systems.
- Coordinates safety and security grant and alternative funding resources.
- Insures all incidents, work orders, and service requests are completed, documented, and communicated in a professional and timely manner.
- Insures infrastructure hardware and software is updated according to supporting vendor, providing a stable, salable, and reliable central station operation and security enterprise.
- Manages the security operations infrastructure to ensure the integrity of data information as it applies to School Board, State and Federal laws and guidelines.
- Reviews vendor services as they apply to the production environment.
- Disseminate information and current research to appropriate personnel.
- Keep well informed about current trends and best practices in areas of responsibility.
- Assist with developing and coordinating cooperative agreements, interagency agreements, and contract with other agencies.
- Manages project timelines so strategic milestones are achieved.
- Develop annual goals and objectives consistent with and in support of District goals and priorities.
- Attend training sessions, conferences and workshops to keep abreast of current practices, programs and legal issues.
- Supervise assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action to include mentoring and coaching so each staff member can reach individual goals.
- Prepare or oversee the preparation of all required reports and maintain appropriate records.
- Serve on District, state or community councils or committees as assigned or appropriate.
- Provide leadership and guidance in the development of annual goals and objectives for assigned department or program.
- Perform other incidental tasks consistent with the goals and objectives of this position.

MANAGER, SAFETY, SECURITY TECHNOLOGY (Continued)

- Every Sarasota County Schools employee has emergency response responsibilities, though not every position will require routine assignments during an emergency event. All employees are subject to recall around the clock for emergency response operations, which may require irregular work hours, work at locations other than the normal work location, and may include duties other than those specified in the employee's official job description. Assignments in support of emergency operations may be extensive in nature, with little advance notice, and may require employees to relocate to emergency sites with physically and operationally challenging conditions.
- Sustained focus and attention to detail for extended periods of time.

PHYSICAL REQUIREMENTS:

Heavy Work: Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently and/or up to 20 pounds of force as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan.

Length of the work year and hours of employment shall be those established by the District.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Job Description Supplement No. 10