



THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA
Landings Administrative Complex
1980 Landings Blvd.
10:30 AM

September 17, 2024 Monthly Work Session

NOTICE REGARDING TIMING OF POSTING SUPPORTING MATERIALS FOR WORKSHOP TOPICS The district holds transparency, accuracy, and thoroughness as core values in all its operations, including preparing and conducting our board workshops. All stakeholders must be provided access to accurate and comprehensive information, which is fundamental to fostering an environment of trust and constructive dialogue. To uphold these values, the district may release supporting materials for workshop topics once these documents are in their final form. This practice is aligned with our commitment to prevent potential misunderstandings or misinterpretations arising from circulating preliminary or draft documents. We aim to ensure that the information shared accurately reflects the topics discussed. Workshops are dedicated to discussion among board members and facilitated to encourage open dialogue, question-and-answer sessions with presenters, and brainstorming.

The informal setting allows for a deeper exploration of topics without the pressure of immediate decision-making. According to School Board Policy 2.22, no formal action may be taken by the School Board during workshops. We understand the importance of providing our stakeholders access to supporting materials. However, the process of finalizing these materials necessitates a thorough review and potential revisions to guarantee their accuracy and completeness. As stated in School Board Policy 2.22, supporting documents for regular school board meeting agenda items for which the board will take formal action will be posted in advance. This ensures that stakeholders have sufficient time to review materials related to decisions that directly impact the district. However, for workshop topics, there may be instances where supporting materials are not posted until the day of the session. This timing reflects our commitment to accuracy and providing the most current and comprehensive information.

Call to Order

1. POLICY UPDATES

Contact:

PARENTEAU

2. AUDITOR SELECTION COMMITTEE UPDATE

Contact:

ENOS & PENNER

3. STUDENT SERVICES UPDATE

Contact:

O'DEA & HUTCHINSON & GIACOLONE & COKER

Board Members' Comments

4. MEMBER COMMENTS

Contact:

BOARD MEMBERS

Adjournment



September 17, 2024 Board Meeting
Agenda Item 1.

Title

POLICY UPDATES

Contact

PARENTEAU

ATTACHMENTS:

Description	Upload Date	Type
Policy 4.10	9/9/2024	Cover Memo
Policy 4.11	9/9/2024	Cover Memo
Policy 4.111	9/9/2024	Cover Memo
Policy 4.17	9/9/2024	Cover Memo
Policy 4.51	9/9/2024	Cover Memo
Policy 4.44	9/9/2024	Cover Memo
Policy 5.201	9/9/2024	Cover Memo
Policy 7.78	9/12/2024	Cover Memo
Presentation	9/16/2024	Cover Memo

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

THE CURRICULUM

4.10*+

- I. The District curriculum shall be determined by:
 - A. Florida Statutes, State Board of Education rules, and the School Board;
 - B. Florida Department of Education developed curriculum frameworks, State Student Performance Standards and course descriptions; Continuous evaluation of curriculum effectiveness in meeting students' needs in the District;
 - C. Students' needs as determined by studies, assessments, and surveys; and
 - D. Continuous evaluation of curriculum effectiveness in meeting students' needs in the District.
- II. The Superintendent may appoint such committees and special study groups as may be necessary to assist in determining the educational needs of the District.
- III. The Superintendent shall designate an appropriate staff member who is responsible for the development and coordination of the total curriculum of the District.
- IV. A student's progression from one grade to another shall be determined, in part, upon proficiency in reading, writing, science, and mathematics.
 - A. Any student in a Voluntary Prekindergarten Education Program provided by a public school who exhibits a substantial deficiency in early literacy skills and any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading or the characteristics of dyslexia based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations shall require the school to notify affected parents, be provided intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency or the characteristics of dyslexia to address his or her specific deficiency or dyslexia, in accordance with F.S. 1008.25(5).
 - B. Any student in a Voluntary Prekindergarten Education Program provided by a public school who exhibits a substantial deficiency in early mathematics skills and any student in kindergarten through grade 4 who exhibits a substantial deficiency in mathematics or the characteristics of dyscalculia based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations shall require the school to notify affected parents, provide state-approved interventions, re-assess students and adjust interventions as necessary until the students are performing on grade level, in accordance with F.S.

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

1008.25(6)

- V. A new course or unit of study may be introduced into the District curriculum by following District guidelines.

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

- VI. The responsibility and right of an instructional staff member to present information of a controversial nature is hereby recognized. The teacher shall not present controversial material or issues which are not directly related to the subject area being taught. In presenting controversial materials on an issue, the teacher shall present all sides of the question without bias or prejudice and shall permit each student to arrive at his/her own conclusions.
- VII. A course description shall be presented for School Board approval before any course or unit in the objective study of the Bible or a comparative study of religion, as provided in Florida Statutes, is initiated in any school. The description shall detail the purpose of the course, the materials to be used, grade location, length of the course, and credit value. No teacher shall present or permit to be presented any material which ridicules any religious sect, belief, or faith.
- VIII. Prior to initiating any course or unit of instruction in human growth and development, a course outline and complete course description shall be presented for School Board approval. This rule does not preclude the teaching of personal cleanliness in health and physical education classes or in the elementary grades, or the teaching of matters relating to sex, HIV/AIDS prevention or sexually transmitted diseases as provided in state-adopted textbooks, or information relating to sex as required in Family Consumer Education courses or any other course using duly adopted textbooks and materials where the teaching of sex is an incidental part of the course.
- IX. Florida Statute requires that schools make students aware of the dangers and consequences of sexually transmitted diseases. The manner, scope, and levels at which this information will be presented shall be determined by the Superintendent or designee in consultation with instructional supervisors and principal(s). Prior to initiating any such unit of instruction, the proposed program, the materials to be used, and other essential information shall be presented to the School Board for approval. When any questionable information is to be viewed by mixed groups, the students may be separated by gender for presentation of materials.
- X. Schools may provide instruction in Acquired Immune Deficiency Syndrome (AIDS) education as a specific area of health education. Such instruction may include, but is not limited to, the known modes of transmission, signs and symptoms, risk factors associated with acquired immune deficiency syndrome, and means used to control the spread of acquired immune deficiency syndrome. The instruction shall be appropriate for the grade and age of the student and shall reflect current theory, knowledge, and practice regarding acquired immune deficiency syndrome and its prevention. The Superintendent or designee shall review curriculum frameworks which are prepared and distributed by the Florida Department of Education and related to AIDS education. If the curriculum frameworks are inconsistent with locally determined curriculum for AIDS education or are not reflective of local values and concerns, the Superintendent

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

shall advise the School Board and provide recommendations for instruction activities.

- XI. A student shall be exempt from instructional activities on reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment provided his/her parent(s,) as defined by Florida Statutes, files a written request with the school principal.
- XII. Instruction in Acquired Immune Deficiency Syndrome, sexually transmitted diseases, or health education, when such instruction and course material contain instruction in human sexuality, shall be taught in accordance with Florida Statute 1003.46 and FL Department of Education Rule.
- XIII. All instruction outlined in paragraphs VIII. through XIII. shall be delivered only by school-based personnel or Florida Department of Health in Sarasota County staff.
- XIV. When dealing with political issues, the positions of all parties will be presented on a non-partisan basis. Partisan political literature will not be distributed in schools. However, schools may give out information relating to school district taxes or the need for construction bonds.
- XV. All course materials and verbal or visual instruction shall conform to the requisites and intent of all Florida Law and the State Constitution. All instructional materials, including teachers' manuals, films, tapes, or other supplementary instructional material, shall be available for inspection by parents of the children engaged in such classes.
- XVI. The Superintendent/designee shall develop procedures to assure all aspects of curriculum development and implementation are carried out.

STATUTORY AUTHORITY:

1001.41, 1001.42, F.S.

LAWS IMPLEMENTED:

1000.21, 1001.43, 1003.42, 1003.4203, 1003.428,
1003.45, 1003.46 1006.28, 1006.29, 1008.25,

1008.25(5), 1008.25(6) 1010.305, F.S. STATE BOARD OF EDUCATION RULE(S):

6A-1.09412, 6A-1.09414

HISTORY:

ADOPTED: 03/21/01

REVISION DATE(S): 07/13/04, 04/03/07, 01/20/12, 12/09/14, 02/07/17, 04/02/19,
02/20/24, 08/2024

FORMERLY: 2.133, 2.134, 8.203, 8.204, 8.205, 8.214

NOTES:

Refer to: The Student Progression Plan

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

STUDENT PROGRESSION PLAN

4.11*+

The School Board shall approve the *Student Progression Plan* and copies shall be maintained in the District office and at each school. The Plan shall be pursuant to Florida Statutes and shall be comprehensive to include student performance standards and promotional and graduation requirements for Grades K-12, general education, exceptional student education, dual enrollment, and career and technical education. The plan shall include options for virtual instruction, academic acceleration and early high school graduation. After School Board annual approval, the District's *Student Progression Plan* shall be made a part of this rule. The School Board shall annually report to parents that information about their student's progress required by Florida Statutes and shall annually publish on the district website and in the local newspaper or other public notice methods allowed by State law that information about student progression mandated by Florida Statutes.

STATUTORY AUTHORITY:

1001.41, 1008.25(9)F.S.

LAW(S) IMPLEMENTED:

1001.43, 1002.3105, 1002.321, 1003.4156,
1003.4281, 1003.4282, 1003.4295, 1003.437,
1003.49, 1008.25, F.S.

HISTORY:

ADOPTED: 03/21/01

REVISION DATE(S): 11/06/01, 11/12/07, 12/09/14, 04/02/19, 08/2024

FORMERLY: 8.101 & 8.109

NOTES:

Please Refer To: **Student Progression Plan**

Requires Annual Review – Prior to first day of school

PHYSICAL EDUCATION

4.111*+

The School Board of Sarasota County believes that physical education is an important component of the total educational program. Physical activity is essential to the development and maintenance of good health. The physical education program shall focus on providing students with the knowledge and skills to make healthy lifestyle decisions.

- I. Students in Sarasota County Schools shall participate in a physical education program that stresses physical fitness and encourages healthy, active lifestyles. Physical education shall consist of physical activities of at least a moderate intensity level and for a sufficient duration to provide a significant health benefit to students.
- II. Goals of the physical education program shall include
 - A. Competency in motor skills and movement patterns;
 - B. Understanding of human movement as it relates to physical activities;
 - C. Understanding of the benefits of regular participation in physical activity;
 - D. Regular participation in physical activity;
 - E. Achievement of a health-enhancing level of physical fitness;
 - F. Knowledge of safety in physical activities;
 - G. Knowledge of first aid and cardiopulmonary resuscitation (CPR);
 - H. Demonstration of responsible personal and social behavior in physical activity;
 - I. Recognition and acceptance of the differing abilities of people;
 - J. Recognition of the values of physical activity for health, enjoyment, challenge, self-expression, and social interaction; and
 - K. Increase in health and wellness.
- III. All schools shall establish lesson plans that work toward meeting and exceeding the Sarasota County Physical Education Curriculum that is aligned with ~~the Next Generation Sunshine State Standards~~ Florida's physical education standards and benchmarks.

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

- IV. Certified physical education teachers shall oversee Physical Education instruction. One hundred fifty (150) minutes of instruction per week is required for elementary students and for students in grade 6 who are enrolled in a school that contains one or more elementary grades so that on any day during which physical education instruction is conducted there are at least 30 consecutive minutes per day. The equivalent of one (1) class period per day for one (1) semester each year is required for middle school students. Traditional ~~Four-Year~~ Four-Year High School students must complete the required HOPE (Health Opportunities through Physical Education) course. The HOPE credit is not required for the 18 credit ACCEL diploma.
- V. The District shall notify parents annually that counseling concerning the benefits of physical education is available at each school. The District shall also inform parents, prior to scheduling a student for physical education, that the requirement for participation in physical education may be waived under certain circumstances as specified in law.
- VI. Each student in Kindergarten through grade 5 shall be provided at least 100 minutes of supervised, safe, and unstructured free-play recess each week so that there are at least 20 consecutive minutes of free-play recess per day.

STATUTORY AUTHORITY:

1001.41, 1001.42, 1003.455(2), F.S.

LAW(S) IMPLEMENTED:

1001.43, 1003.41, 1003.42,
1003.453, 1003.455, F.S.

HISTORY:

ADOPTED: 01/18/05
REVISION DATE(S): 01/16/07, 04/07/09, 02/06/14, 07/21/15, 04/02/19
FORMERLY: New

NOTES:

Approved substitutions for HOPE include participation in an interscholastic sport at the junior varsity or varsity level for two full seasons. Completion of 2 years in a Reserve Officer Training Corps (R.O.T.C.) class. Completion of one semester with a grade of "C" or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class shall satisfy one-half credit in physical education or one-half credit in performing arts.

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

VETERAN'S DAY ACTIVITIES

4.17

- I. It is the policy of the School Board to appropriately honor the contributions of our nation's veterans of military service and to celebrate their service in meaningful ways.
- II. During years when Veteran's Day is either on a weekend or is declared a school holiday as part of a board approved school calendar, the Board encourages staff and students to participate in local Veteran's Day activities and, where possible, for school organizations such as bands and JROTC detachments to participate in visible ways.
- III. During years when Veteran's Day falls on a day that is declared a regular school day as part of a board approved school calendar, the Board hereby directs all schools to focus their instructional day, in part, on events and activities that help students celebrate and honor the contributions of our Nation's Veterans. Activities may include, but are not limited to: Flag Ceremonies; inviting veteran guest speakers or veteran's groups to school; Assembly's Student Essay Contests; Special Music Programs; Moments of Silence; Messages from Veterans; School Newspaper Stories; Poster Contests; and Focused Writing Assignments. The Board believes this is the best way to help our students understand what it means to be a veteran, the contributions of our veterans and in so doing, is the best way to honor veterans.
- III-IV. Schools are required to provide instruction on the history and importance of Veteran's Day and Memorial Day. Such instruction may include two 45-minute lessons that occur on or before the respective holidays.

STATUTORY AUTHORITY:

1001.42, F.S.

LAWS IMPLEMENTED:

1001.42, 1003.42 F.S.

HISTORY:

Adopted: 01/05/08
Revision Date(s): 04/02/19, 08/2024
Formerly: New

NOTES:

STUDENT PUBLICATIONS**4.51**

Student publications including, but not limited to, student newspapers, literary magazines, and yearbooks, are school-sponsored, curriculum related publications. These publications provide opportunities for students to learn and demonstrate academic, managerial, organizational, and creative skills, and are intended to be distributed solely to students at school and individuals within the school community. Student publications shall not constitute on public forum.

I. Student publications shall be produced under the supervision of a faculty advisor. The school principal shall retain full editorial control over the style and content of all student publications and may remove content that does not reasonably serve the pedagogical interests of the school including that which he/she determines is inconsistent with age-appropriate learning experience for student writers, editors, and readers.

~~II. Advertisements may be sold to support the cost of a student publication. The principal shall not allow advertising copy which promotes or contains references to alcohol, tobacco, or other electronic cigarette product, drugs, drug paraphernalia, weapons, or lewd, vulgar, obscene, pornographic or illegal materials or activities, gambling, violence, hatred, sexual conduct or sexually explicit material, movies rated stronger than PG-13, gambling aids, or any other copy which is inconsistent with school objectives.~~

II. School publications may accept and publish paid advertising with advance approval of the school principal.

III. In accordance with Policy 9.40, all advertisements permitted by this policy shall not be false, misleading, or deceptive; related to an illegal activity; or discriminatory. All such advertisements must not be inconsistent with state standards or Florida law. In no instance shall advertising or images include alcohol, tobacco, drugs, drug paraphernalia, weapons, or obscene, pornographic or illegal materials. All advertisements must be age-appropriate for the location that they will appear. Any such approval, granted for whatever cause or group, shall not be construed as an endorsement of any product, service, organization, or activity of said cause or group by the School, School Board, or Superintendent. The school principal for where the student publication will be produced shall be responsible for carefully reviewing each advertisement for consistency with these requirements.

III-IV. All appropriate School Board bookkeeping procedures will be followed as to all funds collected. All said funds shall be administered and accounted for in accordance with existing laws, Florida State Board of Education Administration Rules, and School Board policies.

48
49 **STATUTORY AUTHORITY:** 1001.41, 1001.42, F.S.
50 **LAW(S) IMPLEMENTED:** 1001.43, 1006.28, F.S.
51 **HISTORY:** **ADOPTED: 8/21/01**
52 **REVISION DATE(S): 01/16/07, 04/02/19, 08/2024**
53 **FORMERLY: NEW**
54 **NOTES:**

DRAFT

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

SCHOOL FUNCTIONS

4.44

- I. All school functions shall be approved by the principal prior to scheduling.
- II. School functions shall be appropriately chaperoned as specified in school and district procedures.
- III. Faculty members shall be encouraged to attend school functions.
- IV. Dances sponsored by the school or held on school property shall be subject to the following conditions. Dances shall be:
 - A. Attended by the principal or designee; and,
 - B. Well chaperoned.
- V. A student shall lose all privileges under this rule if he / she is unable to behave in an appropriate manner in accordance with the Code of Student Conduct, which includes to include but shall not be limited to: fighting, smoking, or possessing or consuming alcohol or illegal substances, and shall be subject to discipline under the Code of Student Conduct the same way it would be imposed if the infraction had occurred during the regular school day and could also result in criminal prosecution.

STATUTORY AUTHORITY:

1001.41, 1001.42, F.S.

LAWS IMPLEMENTED:

1001.43, 1006.07, F.S.

HISTORY:

ADOPTED: 08/21/03
REVISION DATE(S): 04/02/19, 08/2024
FORMERLY: NEW

NOTES:

CHAPTER 5.00 – STUDENTS

STUDENT REASSIGNMENT/SCHOOL CHOICE OPTIONS

5.201*+

- I. The School Board strives to accommodate family choice to the maximum extent possible. Students may attend a school other than their zoned school if they have been granted a choice assignment in accordance with this policy. Disciplinary and/or attendance issues may preclude eligibility or result in a return to the home zoned school. School choice is available through the following:
 - A. Magnet Programs
 - B. Controlled Open Enrollment
 - C. Reassignment
 - D. Charter Schools
 - E. Family Empowerment or Opportunity Scholarships
 - F. Hope Scholarship
 - G. Home School
 - H. Virtual School

- II. The following provisions apply to all choice assignments:
 - A. Applying for a choice assignment does not guarantee approval. The requested school's enrollment, staffing, available space and programmatic capacity shall be considered before a choice assignment can be granted.
 - B. The student must remain in the zoned school until a choice assignment is granted.
 - C. Applications for certain choice assignments must be submitted within the designated time frame. Time frames are published on the Board or individual school's website.
 - D. With the exception of children of full-time Board employees who are non-residents of the District, students whose primary legal residence is in the District shall be given preference over non-resident students with respect to the granting of choice assignment.
 - E. The Board does not provide transportation to students with choice assignments except as otherwise provided for in this policy or by law.

CHAPTER 5.00 – STUDENTS

- F. If for any reason a student leaves a choice school or program prior to completing the highest-grade level within that particular school or academic program, he or she will be required to return to his or her assigned District school.

III. Magnet Programs

Magnet programs/schools are educational choice options that promote diversity and academic excellence. Students seeking admission to a magnet program/school shall be required to meet the eligibility criteria, guidelines, and timelines specified by the magnet school of interest. Magnet application and admissions shall be implemented following the procedures outlined in the “*School Choice and Reassignment Procedures and Guidelines*,” which can be found on the School Choice section of the district website.

IV. Controlled Open Enrollment

Controlled Open Enrollment is an educational choice that allows the District to make student school assignments using parents’ and legal guardians’ preferential school choice selections as a significant factor. Pursuant to F.S. 1002.31, a student residing in any Florida County may be permitted to attend a school in another residential attendance zone using Controlled Open Enrollment (Regular School Choice) and the Choice guidelines adopted by the School Board. Controlled Open Enrollment is a lottery process.

The Controlled Open Enrollment process shall be implemented following the School Board approved Controlled Open Enrollment (COE) Plan that is outlined in School Board Policy 5.23 and available on the School Choice section of the district website.

V. Reassignments

The reassignment process is available to those students who meet special circumstances for attending a non-districted school. The reassignment process is separate and apart from Controlled Open Enrollment. Reassignments qualifications may include, but are not limited to, documented moves in/out of an attendance zone. Reassignment applications are reviewed individually and are not guaranteed approval. The reassignment process shall be implemented following the procedures outlined in the “*School Choice and Reassignment Procedures and Guidelines*,” which can be found on the School Choice section of the district website.

VI. Charter Schools

In addition to choice within schools operated by the Board, parents may elect for

CHAPTER 5.00 – STUDENTS

students to attend charter schools that have been approved by the Board. (See Policy 3.90 - Charter Schools.) Each charter school is operated and governed by its own independent board. Parents who elect this option need to communicate directly with the charter school to resolve questions and concerns.

VII. Opportunity and Family Empowerment Scholarships

A. The Family Empowerment Scholarship Program is an educational choice program with two branches of eligibility, the Family Empowerment Scholarship for Educational Options (FES EO) and the Family Empowerment Scholarship for Students with Unique Abilities (FES UA). FES provides the educational choice for parents to send their eligible student to either a private school or a public school other than their assigned school based on attendance zone. FES families may also qualify to receive a personal education savings account (ESA) for their student

1. Parents/guardians shall access the Family Empowerment Scholarship through a Scholarship Funding Organization identified by the Florida Department website.
2. The District shall provide assistance as required by the Florida Department of Education.
3. Requests for the FES UA public school transfer option shall be processed using the Reassignment application and procedures as outlined in the “*School Choice and Reassignment Procedures and Guidelines*,” which can be found on the School Choice section of the district website.

B. The Opportunity Scholarship Program offers students who attended or who were assigned to attend failing public schools the option to choose a higher performing public school under the provisions of F.S. 1002.38.

VIII. Hope Scholarship

The Hope Scholarship is available for students who have been subjected to a qualifying incident as described in F.S. 1002.40. The scholarship provides an opportunity to transfer the student to another public school with capacity or to request a scholarship for the student to enroll in an eligible private school. Applications for funding to attend an eligible private school are managed by state-approved Scholarship Funding Organizations.

IX. Home Education

Home Education is an educational choice option that is defined as the sequentially progressive instruction of a student directed by his or her parent or guardian to satisfy the requirement for compulsory education (F.S. 1002.20). The

CHAPTER 5.00 – STUDENTS

parent/guardian may elect to register his or her student in home school in accordance with School Board Policy 4.70.

X. Virtual Instruction

Virtual Instruction is a school choice option available to students under the provisions of F.S. 1002.321, F.S. 1002.45, F.S. 1002.455 and Board Policy 4.65. A parent/guardian selecting this option may register his/her student in the District's full-time virtual instruction program or part-time course offering program.

Revocation of Choice Assignment

If a student is granted a choice assignment and displays issues with attendance, grades, or disciplinary actions the student may be returned to their zoned school. Prior to revoking a school choice variance the school will document good faith efforts to provide interventions and enlist parental/guardian support for the identified areas of concern. If a student is being returned to their zoned school due to a revocation, communication should occur between the schools to establish supports for the student. Revocation of a choice assignment shall be noticed within ten (10) school days of the end of the semester and will be effective the first day of the following grading period. No requests for revocation will be considered for students attending the highest grade level offered at that school.

STATUTORY AUTHORITY:

1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED:

1000.21, 1001.41, 1001.42, 1001.43, 1001.51,
1002.20, 1002.31, 1002.38, 1002.39,
1002.394, 1011.68, 1013.35, F.S.

HISTORY: REVISION

ADOPTED: _____
DATE(S): 05/07/19, 10/18/22,
01/2024
FORMERLY: NEW

NOTES:

**ADEQUACY OF EDUCATIONAL FACILITIES AND GROWTH
MANAGEMENT**

7.78

The School Board is committed to providing educational facilities that enhance students' educational success by protecting current assets, by ensuring that facility projects are cost efficient, and by planning for growth in conformance with state statutes and local growth management agreements.

- I. The Superintendent shall ensure that Educational Specifications are adopted and implemented within these guidelines:
 - A. Educational Specifications shall be adopted by the Board for elementary, middle, and high schools and for specialized centers as necessary.
 - ~~B. Ed Specs for elementary, middle, and high schools shall be re-adopted at least every three years.~~
 - ~~C.B.~~ Ed Specs shall contain a Facility List, general design criteria, and subject-specific sections which denote critical space elements and adjacencies. Construction details and Furniture, Fixtures, and Equipment lists shall be compiled within separate documents not requiring Board adoption.

- II. The Superintendent shall ensure that Capital Planning is conducted within these parameters:
 - A. The Board shall authorize transmittal of the Florida Department of Education's [DOE] "5-Year District Facilities Work Program" [Work Program] each October 1st, or otherwise determined by DOE.
 - B. The Work Program will comply with DOE definitions of student stations and capacity as delineated in the Florida Inventory of School Houses [FISH].
 - C. The Work Program will utilize the latest Capital Outlay FTE [COFTE] projections and will financially feasible based upon the best available forecast of future revenues.
 - D. ~~The Board shall comply with statutory requirements for a School Plant Survey at least every five years. Upon DOE approval of the survey, the district shall schedule facility projects as "survey-approved." The Plant Survey may also be used to determine the extent to which existing facilities will be remodeled to bring them into compliance with survey standards.~~ The Board shall submit "spot surveys" ~~as necessary in order to seek DOE approval for critical construction projects not anticipated at the time of the five-year survey~~ required by State Statute.

CHAPTER 7.00 - BUSINESS SERVICES

- III. The Superintendent shall ensure that all instructional facilities are utilized to the greatest extent practicable, recognizing that factors such as class schedules, instructional contracts, collaborative teaching models, and the inapplicability of certain course for teachers to “float,” inhibit idealized utilization rates. Staff shall implement these steps to maximize classroom utilization:
- A. Each August, the Level of Service [LOS] shall be calculated for each school based upon the formula: Enrollment divided by Permanent Program Capacity [PPC]. The enrollment numbers used shall be the enrollment advertised for each school in the advertised Capital Budget. Permanent capacity refers to classroom structures build with a fixed foundation and that cannot be removed. Program capacity is calculated by applying a district-derived utilization rate, based on class size mandates and local instructional delivery models, to each school’s student station count as verified in FISH.
 - B. Each September, staff will calculate which schools’ facilities are under-utilized or over-utilized. Under-utilized schools are those in which Permanent Program Capacity Level of Service is less than 85%. Over-utilized schools are those in which the Permanent Program Capacity Level of Service is greater than 115%. After analysis of such schools’ instructional programs, attendance zone, and duration of such over-or-under-utilization, the Superintendent may ~~recommend to the School Board formation of a committee comprised of the School Advisory Committee, district staff, and other stakeholders to perform an in-depth analysis. The committee shall~~ consider a range of options including, but not limited to, the following:
 - 1. Inclusion/exclusion as a “choice” school;
 - 2. Inclusion/exclusion of hardship reassignments;
 - 3. Addition/removal of cluster programs;
 - 4. Redistricting of school attendance boundaries; and
 - 5. Expansion of a school’s permanent classroom and core capacity.

The Superintendent may make recommendations to the School Board, as necessary, to alleviate the under-or-over-capacity situations.
 - C. The School Board shall not implement Year-Round Schools or Double Sessions unless having declared an Emergency. Such emergencies may consist of natural disasters [e.g., tornado, hurricane], severe reductions in capital revenues, or other such occurrences which inhibit the Board’s flexibility in providing adequate educational facilities.
- IV. The School Board shall adopt the following measures to implement Growth Management and School Concurrency:

CHAPTER 7.00 - BUSINESS SERVICES

- 1 A. The School Board shall collaborate with all local governments to reach
2 agreement on any updates necessary to the Interlocal Agreement on
3 School Facility Planning [ILA]. Such collaboration ~~will~~may also include
4 appointment of a citizen to the Oversight Committee to the ILA,
5 appointment of a staff person to each local government’s Local Planning
6 Agency, and a yearly Convocation to discuss and resolve school planning
7 issues.
- 8
- 9 B. Concurrency Service Areas [CSA’s] shall be defined as the attendance
10 boundary for each school. “Adjacent CSA’s” shall be those school
11 boundaries identified as such on maps incorporated into the School
12 Concurrency Procedures; such maps will reflect best practices and state
13 regulations including maximum allowable bus route times.
- 14
- 15
- 16 C. Staff will review residential development applications from local
17 governments once the applications have been deemed accepted. The
18 district’s application process shall include payment of a fee, calculated to
19 recover costs for planning and legal staff review, based upon the size and
20 scope of the proposed development. The fees will be adjusted yearly and
21 will be posted in the adopted School Concurrency Procedures.
- 22
- 23
- 24 D. Staff will determine the impact of the proposed development pursuant to
25 processes defined in the ILA and in each local government’s Public
26 School Facilities Element, and as mandated by Florida statutes. The
27 applicable student generation rate shall be as determined in the latest
28 School Impact Fee Study or other similar document. Staff will utilize the
29 latest Capital Outlay FTE projections and the latest 5-Year Facilities Work
30 Plan to produce a spreadsheet of future levels of Service and seats
31 available by school.
- 32
- 33 E. If staff determines that, pursuant to state law, insufficient seats are
34 available, the district and the developer may agree to Proportionate Share
35 Mitigation options including, but not limited to, contributions of cash or
36 land. Contributions shall be based on recent construction projects’ cost-
37 per-student-station.
- 38
- 39 F. Staff shall adopt Procedures necessary to implement School Concurrency.
- 40
- 41

STATUTORY AUTHORITY: **1001.42, F.S.**

LAW(S) IMPLEMENTED: **163.01, 163.3177, 163.31777, 163.3180, 1013.31,**
1013.33, 1013.35 F.S.

HISTORY: **ADOPTED: 09/02/08**
REVISION DATE(S): 11/6/18_

CHAPTER 7.00 - BUSINESS SERVICES

| 47

09/2024 FORMERLY:

48

NOTES:

DRAFT



Policy Development/ Revisions

September 17, 2024

Policy 4.10 The Curriculum



- Revised to include VPK in the substantial deficiency notification information for early literacy and early mathematics in accordance with new law
- Notice of Rule Development was published September 3, 2024

Policy 4.11 Student Progression Plan



- Revised to include other allowable methods for public notice outside of the newspaper
- Notice of Rule Development was published September 3, 2024

Policy 4.111 Physical Education



- Revision to reference state standards and benchmarks as well as an inclusion of grade 6 requirements applying to K-8 schools
- Notice of Rule Development was published September 3, 2024

Policy 4.17 Veterans Day Activities



- Item IV added from FS 1003.42 on required instruction on or around Veterans' Day and Memorial Day
- Notice of Rule Development was published September 3, 2024

Policy 4.44 School Functions



- Addition of information that students are subject to the same discipline under the Code of Student Conduct the way it would be imposed if the infraction had occurred during the regular school day
- Notice of Rule Development was published September 3, 2024

Policy 4.51 Student Publications



- Revised to align with the same language from Florida Statutes in Policy 9.40 and advertising information for student publications
- Notice of Rule Development was published September 3, 2024

Policy 5.201 Student Reassignment/ School Choice Options



- Revised title to refer to this as School Choice Options, with information on each option, including Student Reassignment
- Notice of Rule Development was published September 3, 2024

Policy 7.78 Adequacy of Educational Facilities and Growth Management

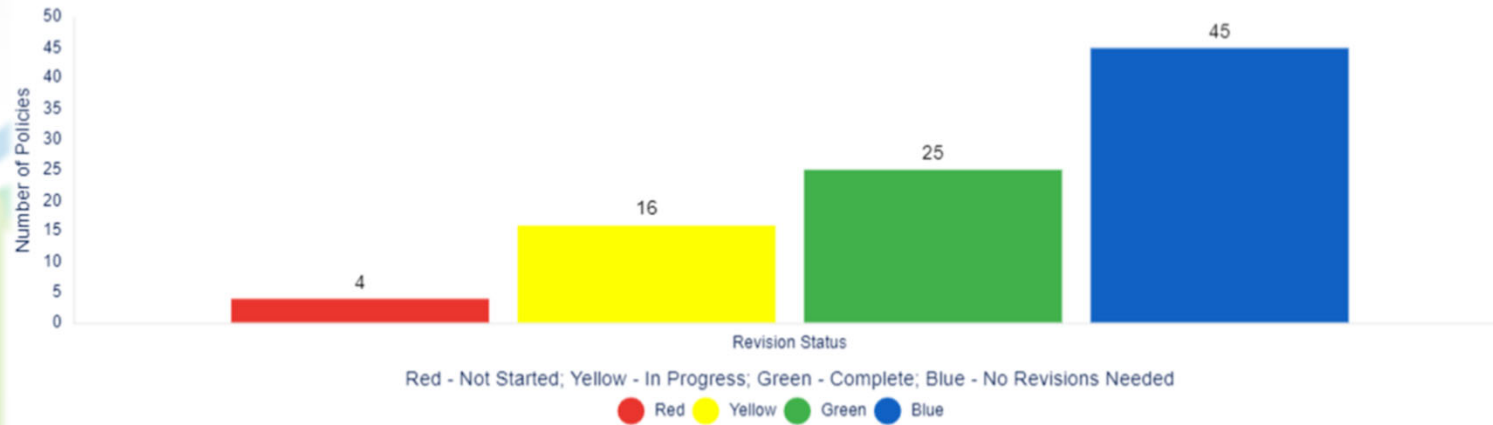


- Minor changes to align with State Statute
- School Plant Survey is no longer required every five years, aligning spot surveys to Statute
- Revision to Superintendent considerations for over- or under-utilization of schools
- Notice of Rule Development was published September 3, 2024

Policy Review Cycle Update



Quarter 3 Revision/Adoption Report



2024 New Policies by Quarter

7 New Policies
1 New Policy
2 New Policies
4 New Policies (2023)

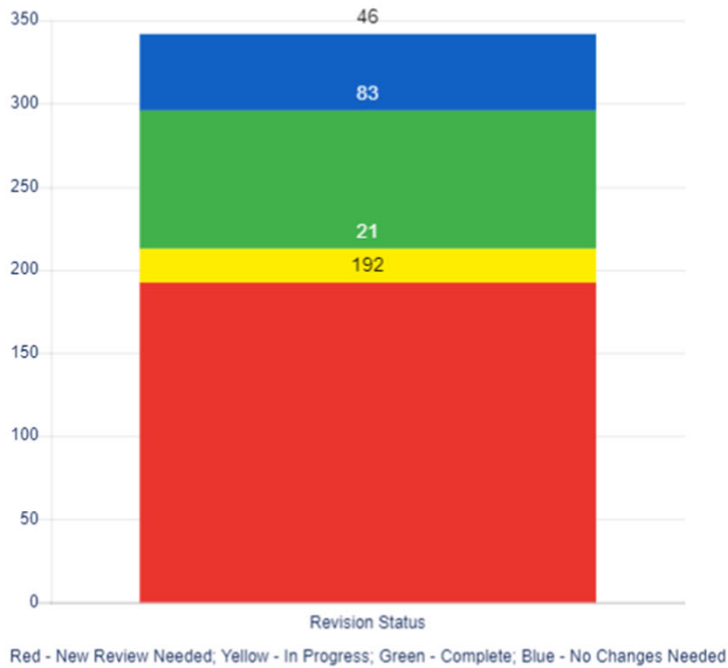
Quarter 1
Quarter 2
Quarter 3
Quarter 4



Policy Review Cycle Update

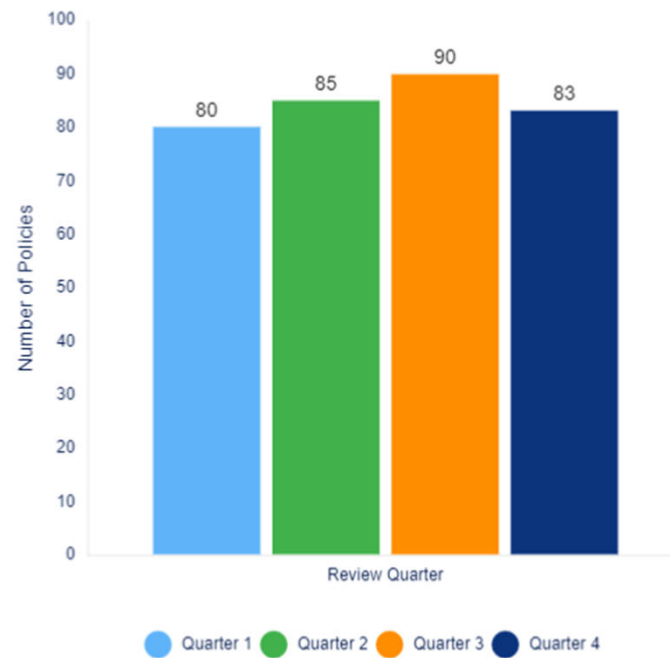


Annual Review Status Report



Red - New Review Needed; Yellow - In Progress; Green - Complete; Blue - No Changes Needed

Review Quarters Report



Quarter 1 Quarter 2 Quarter 3 Quarter 4



**EVERY STUDENT.
EVERY DAY!**



September 17, 2024 Board Meeting
Agenda Item 2.

Title

AUDITOR SELECTION COMMITTEE UPDATE

Contact

ENOS & PENNER

ATTACHMENTS:

Description	Upload Date	Type
Policy 2.29	9/9/2024	Cover Memo
Florida Statute	9/9/2024	Cover Memo
Presentation	9/11/2024	Cover Memo

CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

AUDITOR SELECTION COMMITTEE

2.29

- I. The Board has created an Auditor Selection Committee, which reports to the Board, and shall perform the duties listed below. The Committee shall be governed by rules and procedures set forth in this section.
- II. Purpose, Responsibility, and Organization
 - A. The purpose of the Committee is to:
 1. Assist the School Board in selecting an auditor to conduct the annual financial audit and to perform all the functions described in Section 218.391, Florida Statutes.
 2. Review findings and management responses in audit reports of Board operations and provide advice and recommendations to the Board for correcting deficiencies.
 3. Provide advice and recommendations to the School Board on initiatives to improve operational efficiencies in order to incorporate business experience and best practices in action plans.
 - B. The Committee will be comprised of seven (7) members as described in paragraphs 1-3 below:
 1. Five (5) community appointees
 2. The Chair of the School Board or his/ her designee. Any designee must be a member of the School Board.
 3. A Florida licensed Certified Public Accountant (identified hereinafter as the "CPA Member") who must be either a resident of, or practicing accountancy in, Sarasota County.
 4. Additionally, the District's Chief Financial Officer shall serve the Committee in an advisory capacity.
 - C. Each School Board member shall recommend the appointment of one of the five community appointees. All community appointees shall be approved by the Board. All community appointees shall be residents of Sarasota County. The initial term of each community appointee approved by the Board shall run concurrently with the then-existing term being served by the Board member who recommends the appointee - i.e., District 1, 4, and 5 Board member's terms through November 2022 and

CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

District 2 and 3 Board member's terms through November 2020. After the expiration of each community appointee's initial term, the then-Board member shall recommend the appointment of a community appointee who, upon approval by the Board, shall serve for four (4) years, concurrent with the term of the respective Board member who recommends them. This process will repeat with each Board election, as applicable for each District.

- D. The Chair of the School Board or his/her designee shall serve as the Chair of the Committee.
- E. The CPA Member shall be a Florida licensed Certified Public Accountant in good standing, and must either reside in, or practice accountancy in, Sarasota County. The nomination of the CPA Member may be made by any School Board Member. If more than one qualified CPA Member is nominated to serve on the committee, then the School Board by majority vote of quorum present shall decide the CPA Member who shall serve. The CPA Member shall serve a term in office of four (4) years, and the term shall run regardless of the term of any School Board Member. The CPA Member, and his or her firm or business, may not perform any accounting or audit work for the School Board or School District of Sarasota County, for any form of compensation during such time that the CPA Member serves on the Auditor Selection Committee. This rule does not preclude any one or more of the five community appointees from also being certified public accountants, but in such event the CPA and his or her firm will be precluded from providing audit or accounting services to the same extent as the CPA Member is precluded.
- F. All community appointees and the CPA Member serve in a voluntary capacity. Any community appointee or the CPA Member may be removed by majority vote of the School Board.
- G. In accordance with §112.313, Florida Statutes, and pertinent opinions of the Florida Commission on Ethics, voting Committee members and any business entities in which such members have a direct financial interest will not do business with the district during such members' terms. If it is determined that a voting Committee member has a conflict of interest, then an exception can be submitted from the Committee, for consideration of approval or removal by the majority vote of the School Board.
- H. The Superintendent will be invited to all meetings and will be included in all communications of the Committee.

CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

- I. The Board will provide adequate support to the Committee to discharge its responsibilities, including providing notices of meeting, agendas, and necessary secretarial support. Committee activities shall be reported to the Board on a regular basis.

III. Meetings

The Committee will meet as needed and as called by the Chair. Four (4) voting members will constitute a quorum at all meetings. In the case of special circumstances, the Committee Chair or a majority of the Committee members may call special meetings as required with proper notice. Committee meetings are to be conducted under the Robert's Rules of Order, and in addition, all committee and subcommittee meetings are governed by the Sunshine Law as required by Florida law.

STATUTORY AUTHORITY:


1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED:

1001.42(12), 218.391 F.S.

HISTORY:

ADOPTED: 11/19/19

Select Year: 2024 

The 2024 Florida Statutes

[Title XIV](#)
TAXATION AND
FINANCE

[Chapter 218](#)
FINANCIAL MATTERS PERTAINING TO POLITICAL
SUBDIVISIONS

[View Entire
Chapter](#)

218.391 Auditor selection procedures.—

(1) Each local governmental entity, district school board, charter school, or charter technical career center, prior to entering into a written contract pursuant to subsection (7), except as provided in subsection (8), shall use auditor selection procedures when selecting an auditor to conduct the annual financial audit required in s. [218.39](#).

(2) The governing body of a county, municipality, special district, district school board, charter school, or charter technical career center shall establish an auditor selection committee.

(a) The auditor selection committee for a county must, at a minimum, consist of each of the county officers elected pursuant to the county charter or s. 1(d), Art. VIII of the State Constitution or their respective designees and one member of the board of county commissioners or its designee.

(b) The auditor selection committee for a municipality, special district, district school board, charter school, or charter technical career center must consist of at least three members. One member of the auditor selection committee must be a member of the governing body of an entity specified in this paragraph, who shall serve as the chair of the committee.

(c) An employee, a chief executive officer, or a chief financial officer of the county, municipality, special district, district school board, charter school, or charter technical career center may not serve as a member of an auditor selection committee established under this subsection; however, an employee, a chief executive officer, or a chief financial officer of the county, municipality, special district, district school board, charter school, or charter technical career center may serve in an advisory capacity.

(d) The primary purpose of the auditor selection committee is to assist the governing body in selecting an auditor to conduct the annual financial audit required in s. [218.39](#); however, the committee may serve other audit oversight purposes as determined by the entity's governing body. The public may not be excluded from the proceedings under this section.

(3) The auditor selection committee shall:

(a) Establish factors to use for the evaluation of audit services to be provided by a certified public accounting firm duly licensed under chapter 473 and qualified to conduct audits in accordance with government auditing standards as adopted by the Florida Board of Accountancy. Such factors shall include, but are not limited to, ability of personnel, experience, ability to furnish the required services, and such other factors as may be determined by the committee to be applicable to its particular requirements.

(b) Publicly announce requests for proposals. Public announcements must include, at a minimum, a brief description of the audit and indicate how interested firms can apply for consideration.

(c) Provide interested firms with a request for proposal. The request for proposal shall include information on how proposals are to be evaluated and such other information the committee determines is necessary for the firm to prepare a proposal.

(d) Evaluate proposals provided by qualified firms. If compensation is one of the factors established pursuant to paragraph (a), it shall not be the sole or predominant factor used to evaluate proposals.

(e) Rank and recommend in order of preference no fewer than three firms deemed to be the most highly qualified to perform the required services after considering the factors established pursuant to paragraph (a). If

fewer than three firms respond to the request for proposal, the committee shall recommend such firms as it deems to be the most highly qualified.

(4) The governing body shall inquire of qualified firms as to the basis of compensation, select one of the firms recommended by the auditor selection committee, and negotiate a contract, using one of the following methods:

(a) If compensation is not one of the factors established pursuant to paragraph (3)(a) and not used to evaluate firms pursuant to paragraph (3)(e), the governing body shall negotiate a contract with the firm ranked first. If the governing body is unable to negotiate a satisfactory contract with that firm, negotiations with that firm shall be formally terminated, and the governing body shall then undertake negotiations with the second-ranked firm. Failing accord with the second-ranked firm, negotiations shall then be terminated with that firm and undertaken with the third-ranked firm. Negotiations with the other ranked firms shall be undertaken in the same manner. The governing body, in negotiating with firms, may reopen formal negotiations with any one of the three top-ranked firms, but it may not negotiate with more than one firm at a time.

(b) If compensation is one of the factors established pursuant to paragraph (3)(a) and used in the evaluation of proposals pursuant to paragraph (3)(d), the governing body shall select the highest-ranked qualified firm or must document in its public records the reason for not selecting the highest-ranked qualified firm.

(c) The governing body may select a firm recommended by the audit committee and negotiate a contract with one of the recommended firms using an appropriate alternative negotiation method for which compensation is not the sole or predominant factor used to select the firm.

(d) In negotiations with firms under this section, the governing body may allow a designee to conduct negotiations on its behalf.

(5) The method used by the governing body to select a firm recommended by the audit committee and negotiate a contract with such firm must ensure that the agreed-upon compensation is reasonable to satisfy the requirements of s. 218.39 and the needs of the governing body.

(6) If the governing body is unable to negotiate a satisfactory contract with any of the recommended firms, the committee shall recommend additional firms, and negotiations shall continue in accordance with this section until an agreement is reached.

(7) Every procurement of audit services shall be evidenced by a written contract embodying all provisions and conditions of the procurement of such services. For purposes of this section, an engagement letter signed and executed by both parties shall constitute a written contract. The written contract shall, at a minimum, include the following:

(a) A provision specifying the services to be provided and fees or other compensation for such services.

(b) A provision requiring that invoices for fees or other compensation be submitted in sufficient detail to demonstrate compliance with the terms of the contract.

(c) A provision specifying the contract period, including renewals, and conditions under which the contract may be terminated or renewed.

(8) Written contracts entered into pursuant to subsection (7) may be renewed. Such renewals may be done without the use of the auditor selection procedures provided in this section. Renewal of a contract shall be in writing.

(9) If the entity fails to select the auditor in accordance with the requirements of subsections (3)-(6), the entity must again perform the auditor selection process in accordance with this section to select an auditor to conduct audits for subsequent fiscal years.

History.—s. 65, ch. 2001-266; s. 1, ch. 2005-32; s. 15, ch. 2019-15.



Sarasota County School Board
Audit Committee
Update

September 17, 2024



Types of Audits

- **Independent Audit** – Audit of the Annual Financial Report

- Required per Section 218.39, Florida Statute
- Performed in accordance with Government Auditing Standards as issued by the Comptroller General of the United States and Rules of the Auditor General.
- Includes compliance with the Single Audit Act which requires governmental entities that expend more than \$750k from federal awards undergo an annual audit that **encompasses the audit of the financial statements, internal controls and compliance with federal requirements.**

- **Internal Audit** – Audit of procedures, compliance and other various topics.

- School Districts receiving funds exceeding \$500M are required per section 1001.42 (12)(l) to employ an internal auditor.
 - The Internal Auditor is to perform a comprehensive risk assessment of all areas of the school system every 5 years.
- **Operational Audit** – performed every 3 years by the Auditor General's Office



Statutory Requirements

- **218.391 Auditor selection procedures.**—(1) Each local governmental entity, district school board, charter school, or charter technical career center, prior to entering into a written contract pursuant to subsection (7), except as provided in subsection (8), shall use auditor selection procedures when selecting an auditor to conduct the annual financial audit required in s. [218.39](#).
- (2) The governing body of a county, municipality, special district, district school board, charter school, or charter technical career center shall establish an auditor selection committee.
- (d) The primary purpose of the auditor selection committee is to assist the governing body in selecting an auditor to conduct the annual financial audit required in s. [218.39](#); however, the committee may serve other audit oversight purposes as determined by the entity's governing body. The public may not be excluded from the proceedings under this section.



Sarasota County Schools

- Board Policy 2.29 – Auditor Selection Committee
- Audit Selection Committee Guidelines established

District	Audit Committee Member	Term
District 1	Sue Memminger	11/2026
District 2	Thomas Chaffee	11/2024
District 3	Christine Stobaugh	11/2024
District 4	Clayton Taylor	11/2026
District 5	Jeff King	11/2026
CPA	Eric Robinson	



Auditor Selection

- Prior results

- Contract with Cherry Bekaert for the independent audit issued on April 2, 2019, to include auditing services for 3 years starting with the 2020-21 fiscal year (one year audited by the Auditor General's office.) – Not to exceed \$730,100
- Contract with RSM US, LLP for the risk assessment for the development of an internal audit plan – Not to exceed \$25,000
- Contract with Carr, Riggs and Ingram for the internal audit issued on December 8, 2020, to include internal auditing services for 3 years with 2 additional one-year renewals based on mutual agreement. Hourly fee structure with not to exceed pricing on each audit area.

- Current Process

- Request for Proposals issued July 15, 2024.
- Seven proposals were received by the August 12, 2024 deadline.
- The Audit Committee ranked the firms. The Purchasing department is finalizing the process for recommendation at the October 1, 2024 Board meeting





**EVERY STUDENT.
EVERY DAY!**





September 17, 2024 Board Meeting
Agenda Item 3.

Title

STUDENT SERVICES UPDATE

Contact

O'DEA & HUTCHINSON & GIACOLONE & COKER

ATTACHMENTS:

Description	Upload Date	Type
Presentation	9/17/2024	Cover Memo
Handouts Descriptions	9/12/2024	Cover Memo
Truancy Court Referral Checklist	9/12/2024	Cover Memo
Behavior Response Flowchart	9/12/2024	Cover Memo
Notice of Intervention Supports	9/12/2024	Cover Memo
Parental Consent for Student Participation	9/12/2024	Cover Memo
Referral and Consent Form	9/12/2024	Cover Memo
STRIVE 5 Dorrhangers	9/12/2024	Cover Memo



Sarasota County Schools
**School Board
Presentation**

September 17, 2024

Student Services Updates

School Board Workshop
September 17, 2024

The Division of Student Support Services



The diagram features five overlapping circles of different colors (green, orange, blue, purple, and red) arranged in a circular pattern. Each circle contains text representing a different service area. The circles overlap in the center, creating a star-like pattern. The background is dark with a subtle geometric pattern of triangles.

Student
Services

ESE

Academic
Intervention
Programs

FDLRS

PreK

Student Support Services

Reduce Barriers;
Effective Resources,
Tools & Strategies

Implement
Evidence Based
Practices

Engaging
Professional
Learning

Problem Solving &
Data Analysis



Attendance



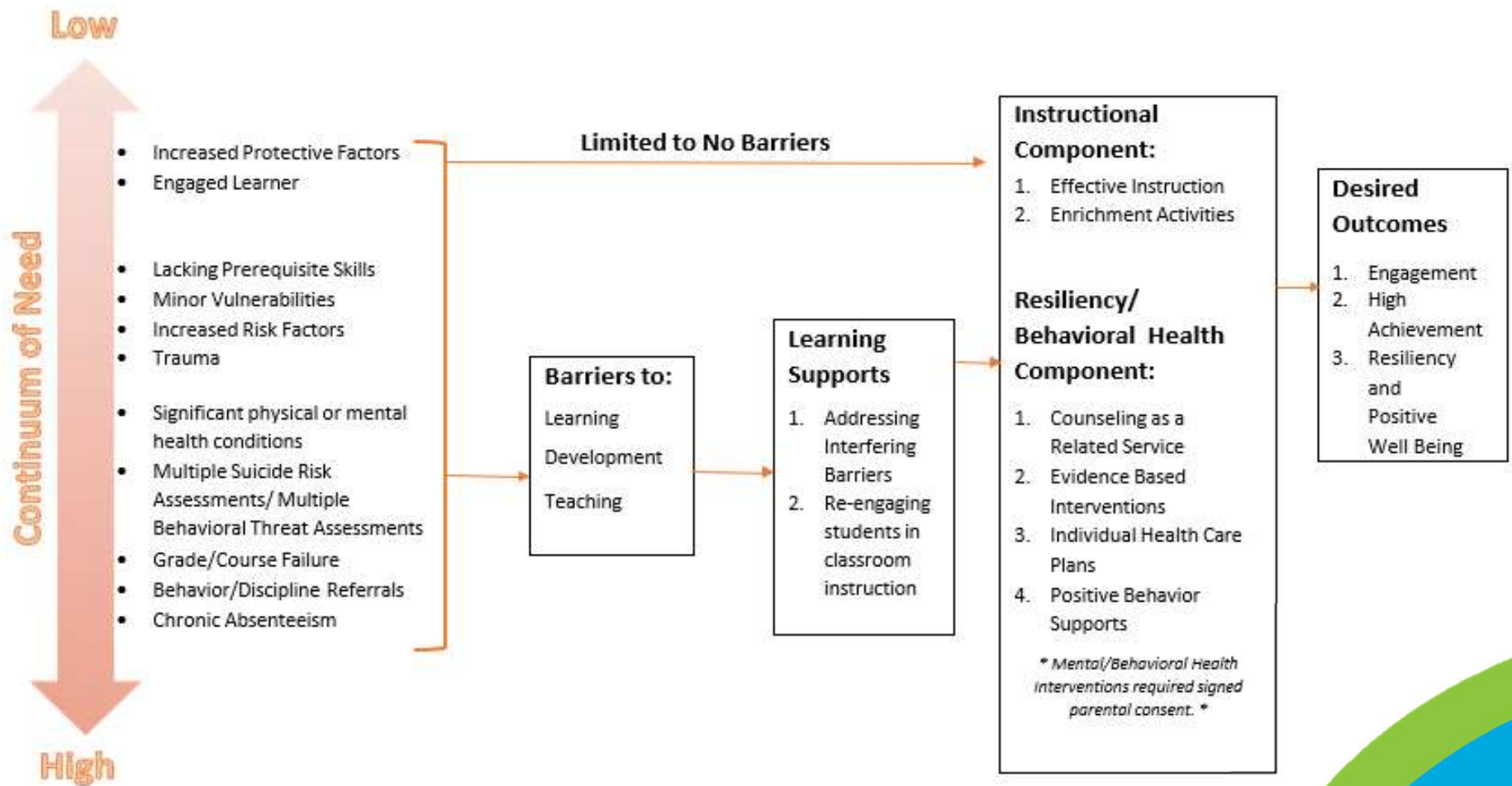
Behavior



Resiliency

Student Services Pillars of Success

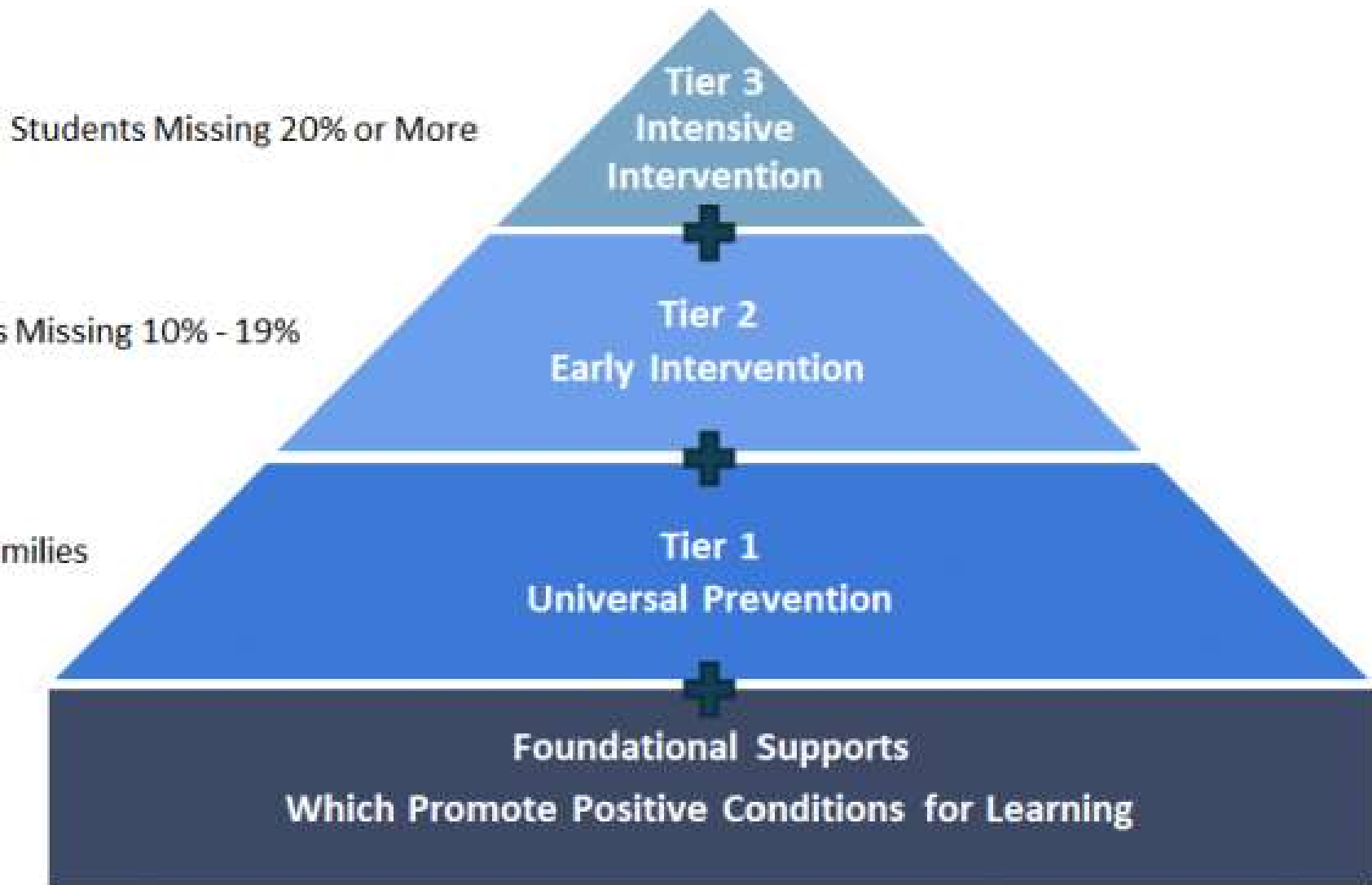




SEPTEMBER

School Attendance Awareness Month

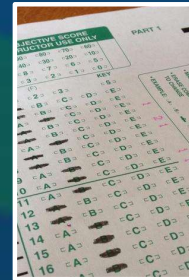




Chronic Absenteeism



Less likely to read on grade-level by third grade



More likely to score lower on standardized assessments



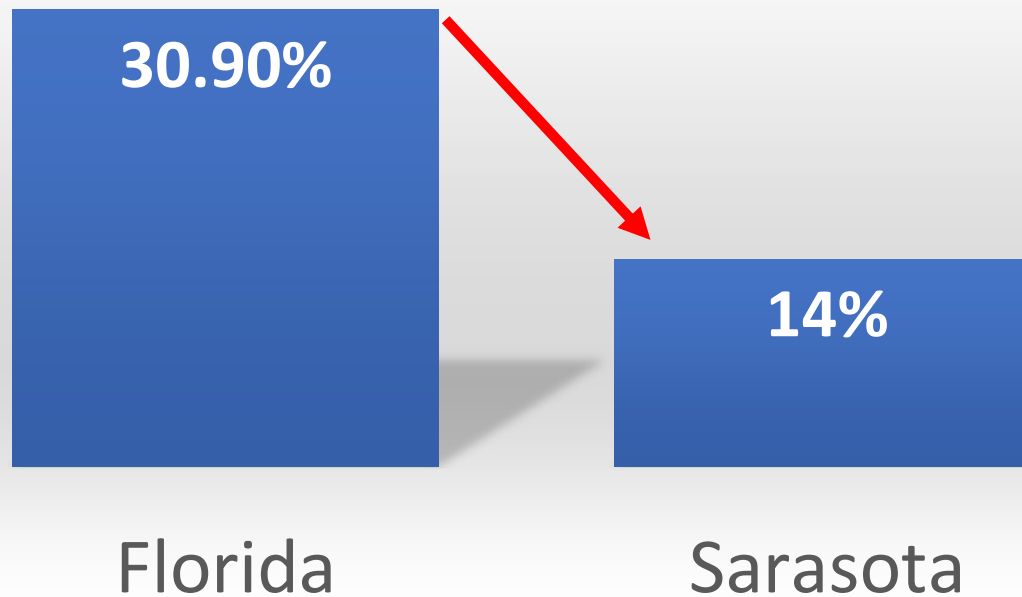
More likely to be suspended in middle school



By 9th grade, a better indicator of dropping out of high school than 8th grade scores

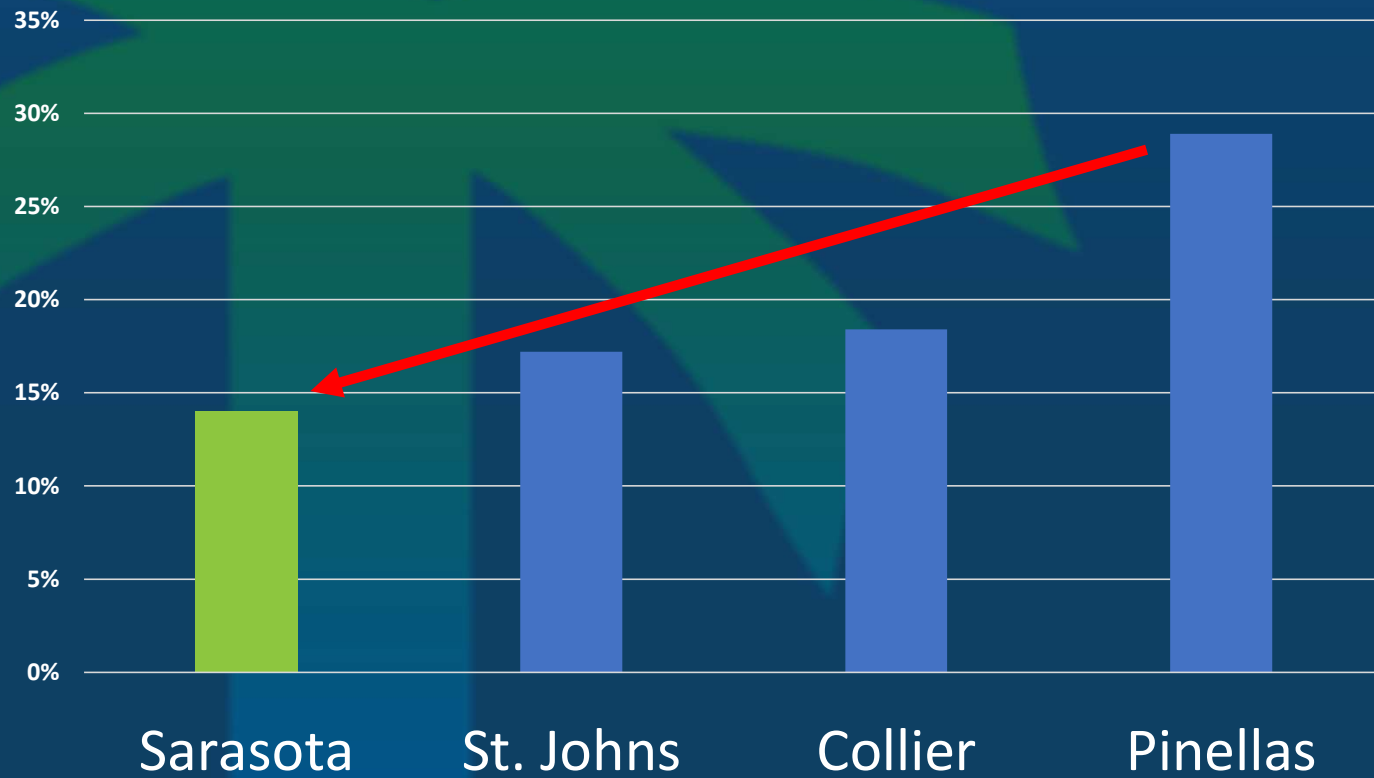
Sarasota Chronic Absenteeism Rates

22-23 SY



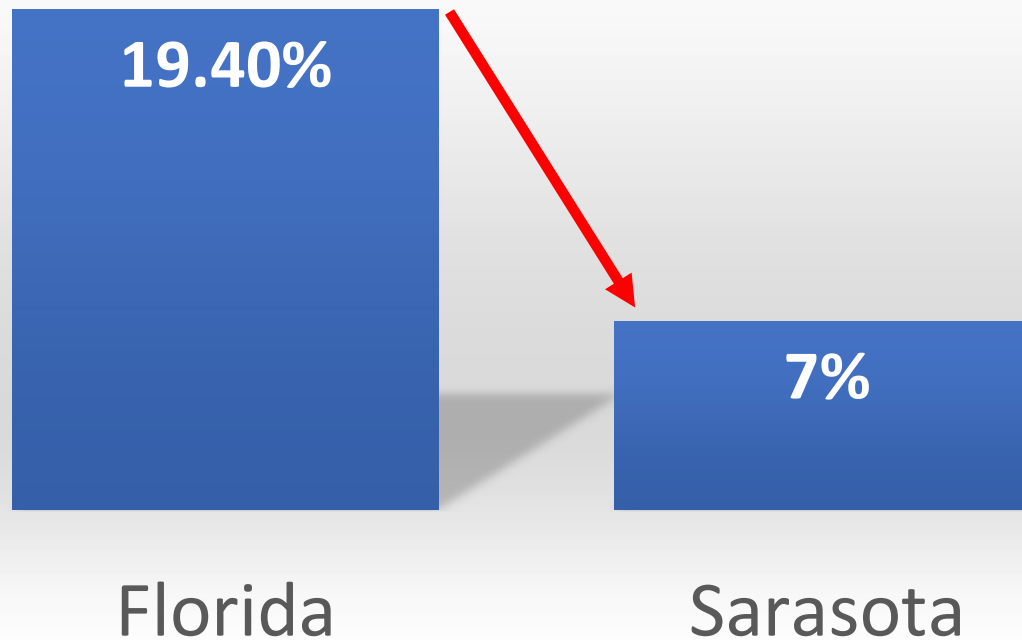
Chronic Absenteeism Rates

22-23 SY



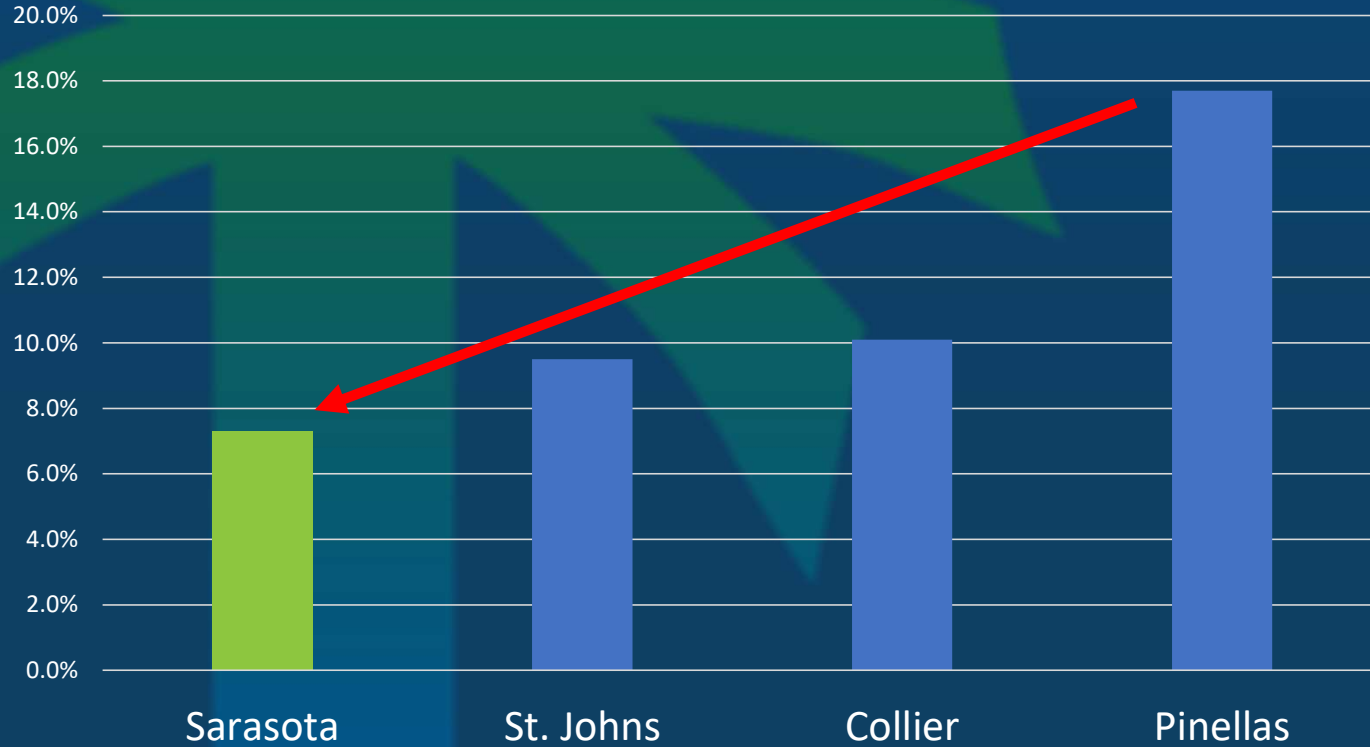
Sarasota Habitual Truancy Rates

22-23 SY



Habitual Truancy Rates

22-23 SY



Attendance Works in Sarasota

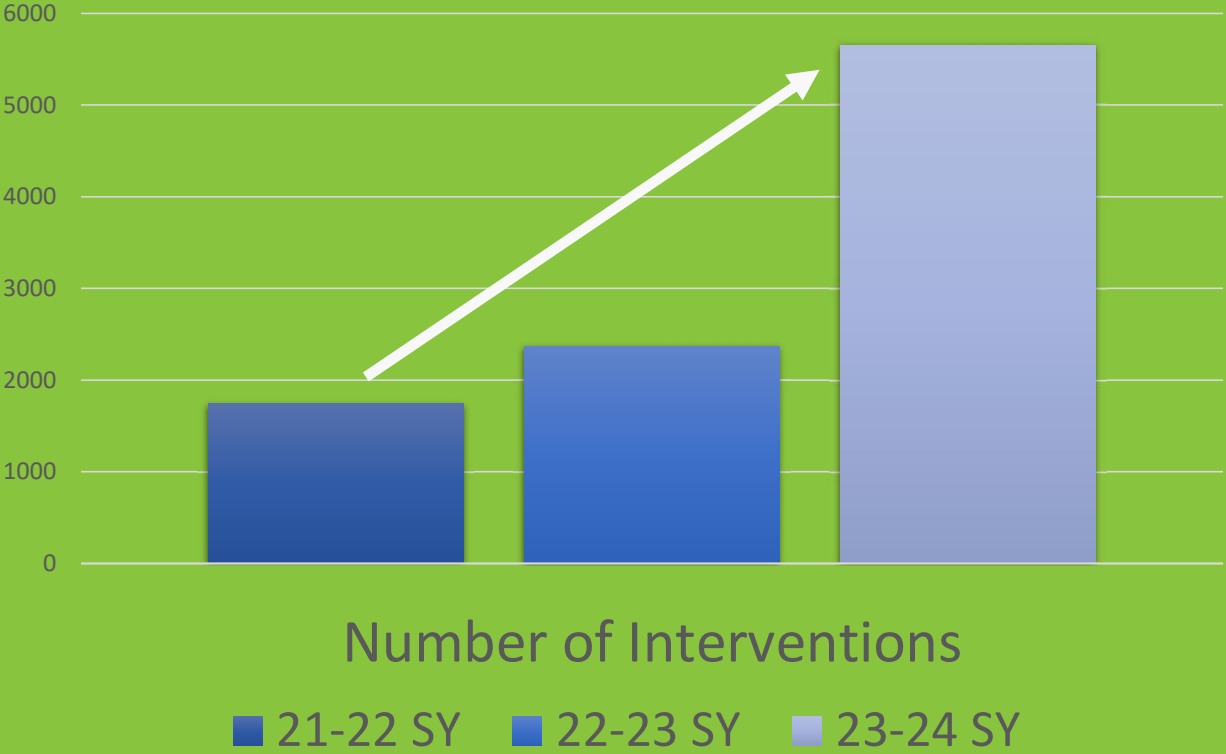
School Teams

- Attendance Teams
- Family Involvement and Engagement
- Interventions
- 5-day/10-day letters
- Referral to Truancy Worker
- Data Monitoring

District Support

- Home Visits
- Referrals to district and community support
- Door Tags
- Interventions
- Proactive Truancy Court
- Data Monitoring

Attendance Interventions

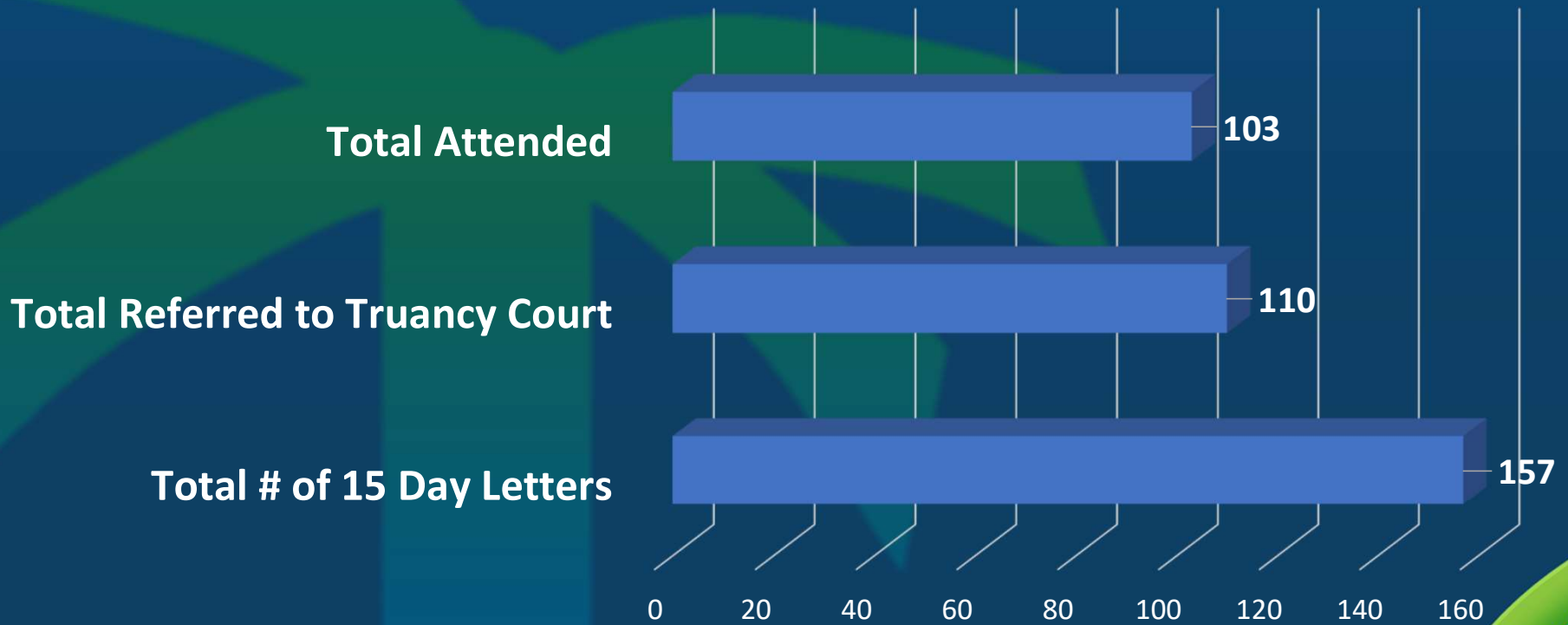




Truancy Court

**There is no substitute for being PRESENT!
We need our students HERE!**

23-24 SY Truancy Data



Truancy Court Outcomes

103 Students Attended
Truancy Court

36 Students Engaged in
School Based Interventions

67 Students Referred to
Community Agencies

25% of Students Dismissed
from Truancy Court



**Attendance
Matters**

Every student. Every day.

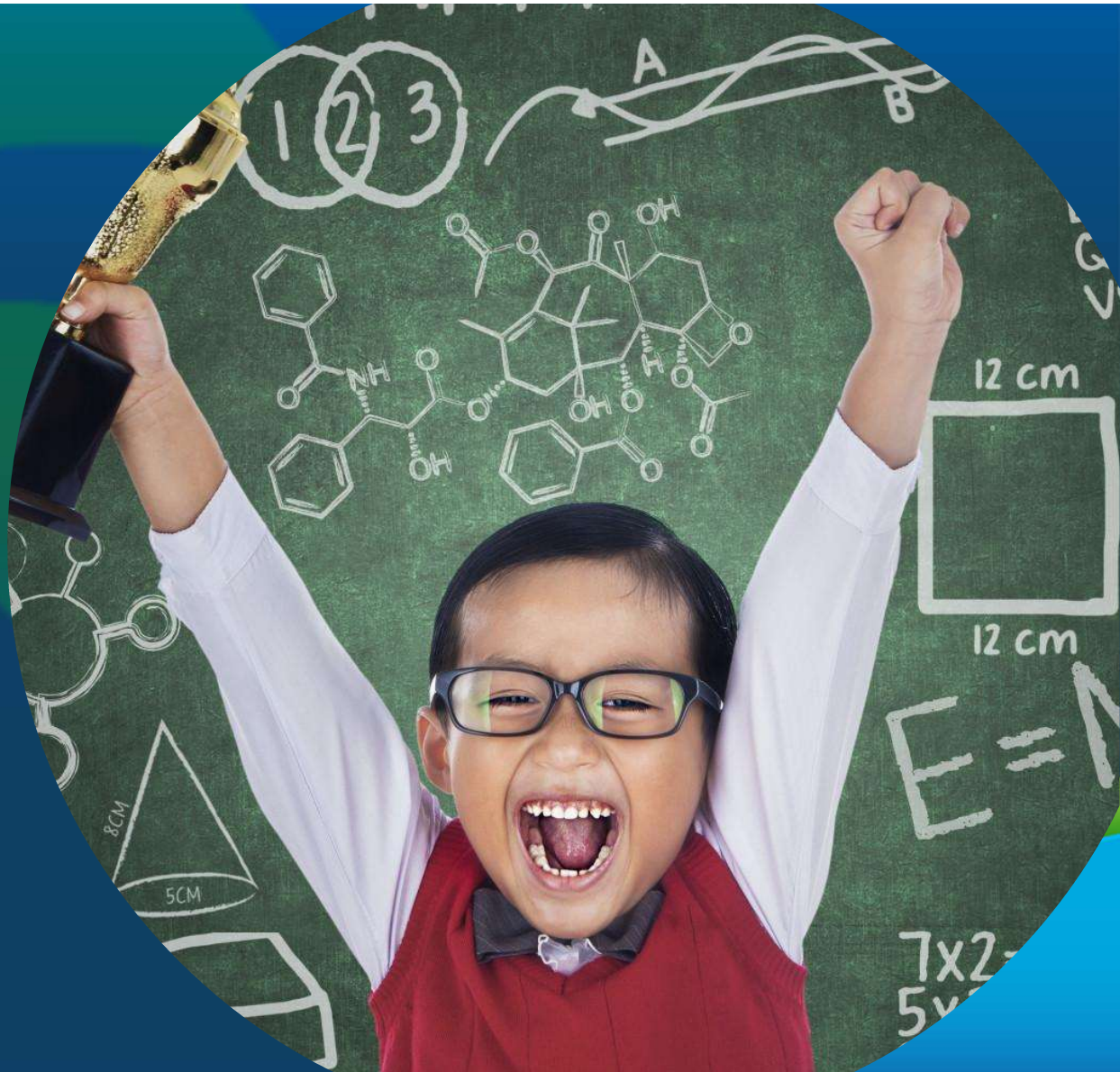
Heron Creek Attendance Successes



Continued Enhancements



RESILIENCY FLORIDA



BUILDING *Resiliency*

RESILIENCY EDUCATION STANDARDS

- ✓ Character
- ✓ Personal Responsibility
- ✓ Mentorship and Citizenship
- ✓ Critical Thinking and Problem Solving

SCHOOL STAFF TRAINING

80% or more of school staff receive youth mental health awareness training.

MENTAL HEALTH ASSISTANCE ALLOCATION AND FLORIDA SAFE SCHOOLS ASSESSMENT TOOL

District funding and planning tools to strengthen school safety and support school staff training, services and resources.

RESILIENCY TOOLKIT

Dynamic resources for students, parents/caregivers, educators and community partners.

STRATEGIC PLAN Pillar 2: Every Student Supported

RESILIENCY EDUCATION, CIVIC AND CHARACTER EDUCATION AND LIFE SKILLS EDUCATION

School districts provide 5 hours of data-driven instruction annually to students in grades 6-12 related to resiliency, character development, and mental health.

Positive Behavior Intervention Supports (PBIS)

PBIS

**Focus on Strong Tier 1 Practices for
school systems and classroom setting**

**Expand Intervention
Resources and
Professional Learning**

FBA/BIP

PBIS Model Schools

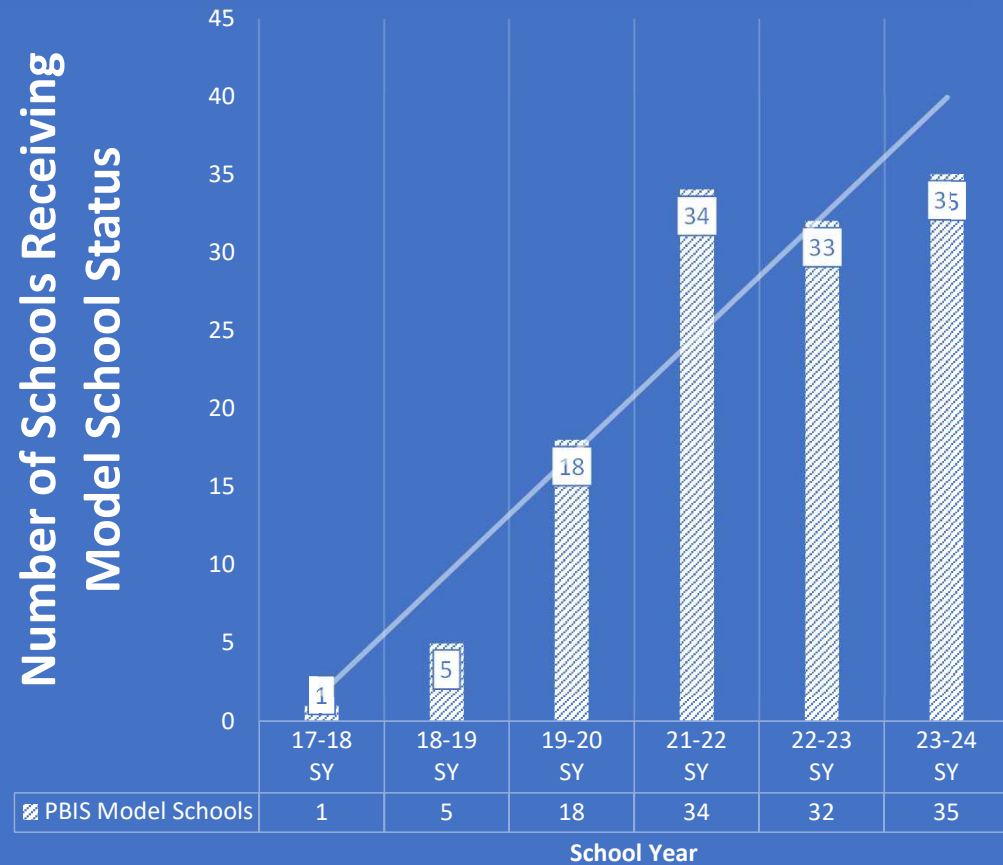
Walk Through
Data

Benchmarks of
Quality

Tiered Fidelity
Indicator

Appropriate
Discipline
Practices

Number of Schools Receiving
Model School Status



Resiliency Education

Student Services	Resiliency Education and Required Instruction
Behavioral & Mental Health	
PBIS and MTSS	
Resiliency Education and Required Instruction	 Sarasota County's Implementation Plans
Bullying Prevention	 Resiliency Toolkit
College & Career Resources	 2024-2025 Required Instruction Timeline
Family Resources	
Florida Diagnostic and Learning Resource System (FDLRS)	
High School Community Service & Volunteering Hours	
Student Resources	

Required Instruction Calendar
2024-2025 School Year


To access Middle and High School Required Instruction Modules, select the appropriate month below and

August

September

Summer Workgroups Consisting of School Based Mental Health Service Providers Created Enhanced Lessons!

Required Instruction Lessons Now Available on District Website!



**MASTERING
RESILIENCY
MIDDLE SCHOOL**

Resiliency Education

- Building Capacity through Streamlined Professional Learning
- Utilizing Community Partnerships to Enhance Resiliency Education
- Increasing Family Engagement through Parent Resources

GRADES 6-8

CITIZENSHIP

Parent Resource

What is citizenship?
Citizenship means helping my neighbor, community and nation.

As your child gets older, he or she will have opportunities to make choices that impact the school, community and nation.

In grades six to eight, children begin:

- ✓ Developing a sense of pride in accomplishments and awareness of challenges.
- ✓ Gaining an understanding of his or her civic responsibility and how values inform decisions.
- ✓ Understanding there could be a need to help others at school and in the community.

Below are ways you can help your child learn, practice and demonstrate citizenship:

ASK FOR EXAMPLES
Volunteering can foster a sense of responsibility and pride in your community. It strengthens the community when everyone works together. Ask your child how he or she can demonstrate good citizenship through volunteerism.

EXAMPLE
For example, your child can organize a cleanup event at the local park or beach to build leadership skills and benefit the community.

DISCUSS THE QUALITIES OF A GOOD LEADER
Discuss with your child the qualities of a leader from American history such as a U.S. President or a Founding Father. Ask your child to think about the qualities he or she shares with this leader. How can your child further develop these qualities?

SKILLS TO CONSIDER PRACTICING WITH YOUR CHILD:

- Identifying the importance of informed civic responsibility in positively affecting your local community and nation.
- Discussing ways a leader can build the trust of individuals and groups through honesty and responsible decision-making.

ACTIVITY TO DO WITH YOUR CHILD
Visit the Volunteer Florida website (volunteerflorida.org) and explore the various resources and information about volunteerism. Click on "Volunteer Services," then "Find Volunteer Opportunities" to check out different opportunities in your local community. Consider a way you can volunteer together!

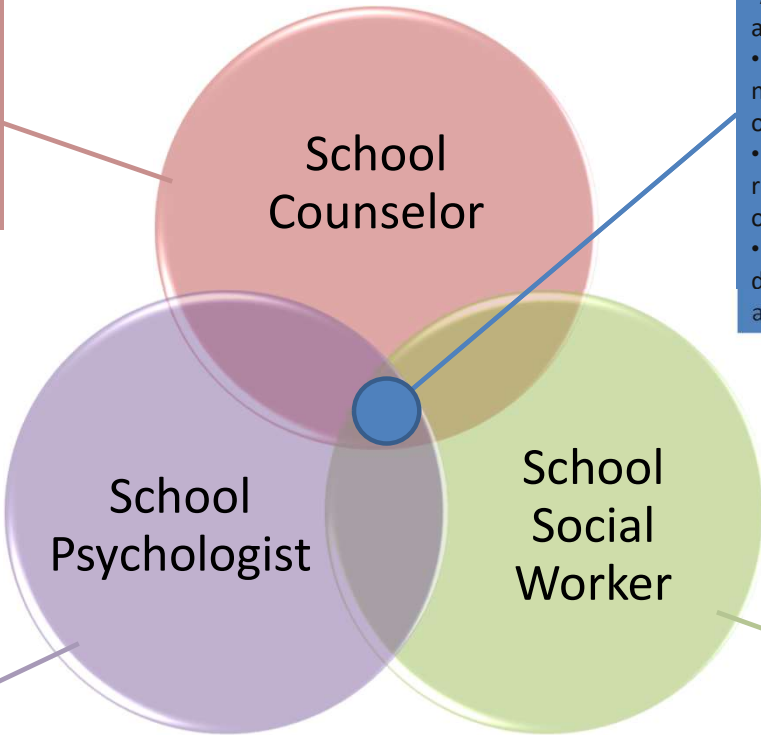
HELPING YOUR CHILD UNDERSTAND THE IMPORTANCE OF CITIZENSHIP WILL PREPARE HIM OR HER TO CONTRIBUTE TO AND TAKE PRIDE IN OUR COMMUNITY AND NATION.

RESILIENCY FLORIDA

School Based Mental Health Service Provider Ratios

	21-22 SY	22-23 SY	23-24 SY	24-25 SY
School Counselors	1:435	1:465	1:401	1:364
School Psychologists	1:1,619	1:1,457	1:1,412	1:1,337
School Social Workers	1:1,525	1:1,435	1:1,315	1:1,235

- Establish the School Counseling Program as an integral component of the academic mission of the school
- Deliver instruction that proactively enhances awareness of mental health; promotes positive, healthy behaviors; and seeks to remove the stigma associated with mental health issues
- Provide short-term counseling and crisis intervention focused on mental health or situational concerns such as grief or difficult transitions
- Provide referrals to school and community resources that treat mental health issues
- Provide individual and group-level behavioral and mental health services



- Implement universal, targeted, and individual supports within a multi-tiered framework;
- Deliver prevention, intervention, and postvention services as part of comprehensive school safety plans;
- Promote physical and psychological well-being by fostering positive school and social climates;
- Assist administrators and school resource officers during risk and/or threat scenarios
- Facilitate “next steps” in crisis situations, restore a sense of normalcy, and foster posttraumatic growth after emergencies occur.
- Ensure that schools have appropriate process for referring and reporting students at-risk for or in need of academic, behavioral, or mental health support services
- Foster student success in schools through increased attendance, decreased discipline referrals, increased engagement and academic achievement

- Provide individual and group-level behavioral and mental health services
- Evaluate students’ learning needs
- Develop individualized plans to support academic, behavioral and social functioning.
- Consultation and professional learning for school personnel
- Sharing resources and strategies with students and families

- Provision of evidence-based education, behavior, and mental health services.
- Promotion of a school climate and culture conducive to student learning and teaching excellence.
- Maximization of access to school-based and community-based resources
- Consultation and professional learning related to identifying mental health needs and referral processes.

Interagency Support Services

*Signed Parental Consent
Required*



The
Florida
Center

NAMI

Lightshare
SAP
Specialist

Court

Consent Documentation

THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA
STUDENT SERVICES
1960 LANDINGS BOULEVARD, SARASOTA, FL 34231
PHONE (941) 927-9000

NOTICE OF INTERVENTION SUPPORTS PROVIDED BY A DISTRICT EMPLOYEE (Academic Groups and Individual Interventions)

Instructions: This form is used in conjunction with the Record of Parent Conference, Form 070-02-SSS.

Date _____
Student Name (Print) _____ Student No. _____ DOB _____
Parent/Guardian Name (Print) _____
Address _____
Street _____ City _____ State _____ Zip _____

Based on your child's current school performance, they have been identified as needing additional support beyond Tier I (core instruction) to address one or more of the following areas:

- Reading Math Writing
 Language Behavior Social Skills
 Attendance Independent Functioning
 Resiliency (Empathy, perseverance, grit, gratitude, responsible decision-making, self-awareness, self-management, mentorship, citizenship, honesty) 1003.42 F.S. /6A-1.094124/6A-1.09401 F.A.C.
 Other _____

Your child will be receiving the intervention _____ (Intervention name) which focuses on _____ (Target skill of intervention). Your child's progress will be monitored and reviewed with you in _____ weeks.

Required: An explanation of need statement is required. The explanation of need statement must include what is being recommended

It is our goal to provide the best instruction and materials to help your child succeed. We will continue monitoring your child's performance. If the support is not helping your child improve, we will adjust intervention support accordingly and notify you of any changes. The staff member below will be providing the intervention. Contact the staff member if you have any questions about these interventions.

Staff Name (Print) _____ Staff Position _____ Staff Phone Number _____

Parent/Guardian Consent (for non-academic interventions)
By signing this form, I acknowledge that I understand the full scope of my child's participation in this intervention and who will be involved with it and fully, freely, knowingly, and voluntarily consent to my child's participation in it, consistent with this form.

Parent/Guardian Signature _____ Date _____

Distribution: Original - Student File/MTSS Copies - Parent/Guardian, Support Staff

THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA
STUDENT SUPPORT SERVICES
1960 LANDINGS BOULEVARD, SARASOTA, FL 34231
PHONE (941) 927-9000

REFERRAL AND CONSENT TO A COMMUNITY OR SCHOOL-BASED MENTAL HEALTH PARTNER

Instructions: Parent/Guardian must complete and sign this form to consent for counseling services by a Community or School based Mental Health Partner. Form must be completed in its entirety and returned to the School Counselor at your child's school. This form is effective for one year. All mental health referrals will be documented in the EdPlan.

Student Name (Print) _____ Student No. _____ Date _____
Sex M F Race _____ DOB _____ Grade _____ School _____
 Reg Education Emotional Behavioral Disorder Other Exceptional Student Education Hard of Hearing or Deaf

LEGAL GUARDIAN NAME/CUSTODY INFORMATION

Parent/Guardian Name (Print) _____
Address _____
Street _____ City _____ State _____ Zip _____
Home Phone _____ Alternative Phone _____ Work _____
Email _____

Are there health related issues that may adversely impact the educational process of this student? Yes No
Are bilingual services requested? Yes No Primary Language _____
Has the parent been contacted regarding issues/concerns of the student? Yes No
What is the reason for the referral? _____

Have Tier II interventions been documented? Yes No
Is the student currently receiving Counseling as a Related Service? Yes No

CONSENT FOR COUNSELING SERVICES - INITIAL AND SIGN

_____ I consent for my child to receive counseling services from a Community or School Based Mental Health Partner and verify that the above contact information is correct.

I authorize one of our community or School Based Mental Health Partners to provide on-going services to my child on the school campus, at a time deemed appropriate by the School and Agency. I understand that my consent for sharing this information between the School Board of Sarasota County, Florida, and the mental health agency is effective for one year and I have the right to withdraw this consent at any time. I understand and acknowledge that neither the School Board of Sarasota County, Florida, nor its employees are providing the referenced services and on behalf of myself and my minor child, I hereby release the School Board from any and all liability or claims arising out of the provision of such services. I further understand and acknowledge that any records maintained and/or generated by the School Based Mental Health Partner concerning my child shall be maintained by the School Based Mental Health Partner at their place of business, not by the School Board.

I, _____ authorize the School Board of Sarasota County, Florida to
Parent/Guardian Name (Print) _____
share information regarding request for services for my child, _____
Insurance Carrier _____ Insurance No. _____
_____ I do NOT give consent for my child to receive counseling services from a Community or School Based Mental Health Partner.

Parent/Guardian Signature _____ Date _____

Distribution: Original - Student File Copies - Parent/Guardian, Mental Health Provider

THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA
STUDENT SERVICES
1960 LANDINGS BOULEVARD, SARASOTA, FL 34231
PHONE (941) 927-9000

PARENTAL CONSENT FOR STUDENT PARTICIPATION

Instructions: The Sarasota County School employee must complete the top part of the form after discussing with the small group facilitator or mentor. The Parent/Guardian must check the appropriate statement at the bottom of the form, sign, and return the original form to the School Counselor.

Student Name (Print) _____ DOB _____ Student No. _____

Sarasota County Schools are committed to helping children reach their highest potential. We provide support that includes instructional groupings for academic, social, behavior, and resiliency skills. These activities/discussions are aligned with state standards and are designed to support students with an identified skill deficit and find success in schools.

Small group activities/discussions are based on a trusting relationship between the facilitator/mentor and participant(s). The facilitator/mentor will keep the information shared by the group member(s) confidential, except in certain circumstances in which there is an ethical or legal obligation to limit confidentiality. In the following circumstances the parent/guardian or the appropriate agency will be notified:

- If the student reveals information about harming themselves or others
- If the student reveals information about child abuse or neglect
- If the facilitator/s/mentor's records are compelled by subpoena or other valid court process
- If otherwise mandated by law

The small group activity/mentor meeting will involve _____ sessions over the course of _____ weeks.

Each session will be about _____ minutes long and will take place on _____ during (class, lunch, etc.) _____

The topic will be _____ and will be facilitated by _____

Facilitator/Mentor Name (Print) _____

Agency (SCS Employee Indicate N/A) _____ Title _____

Contact the facilitator/mentor with any questions you have pertaining to this small group activity/discussion, at _____ (Phone No.) _____

School Counselor Name _____

Parent/Guardian Consent

By signing this form, I acknowledge that I understand the full scope of my child's participation and who will be involved with it and fully, freely, knowingly, and voluntarily consent to my child's participation to all portions, as follows:

(Check all that apply)

- the small group
 individual mentoring

Parent/Guardian Name (Print) _____ Phone No. _____

Parent/Guardian Signature _____ Date _____

Student Services Supports

2,441 Interventions Provided by School Psychologists

13,658 Interventions Provided by School Social Workers

19 Interagency Partnerships

94% of students referred for community based mental health therapy received services

6% Decrease in Suicide Risk Assessments

93% Involuntary Examination Diversion Rate



Behavior Supports



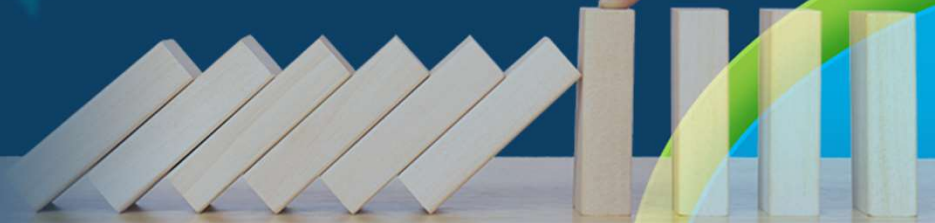
Behavior Threat Management

1,337

Behavior Threat Management

Behavioral Threat Management is a prevention tool that focuses on providing appropriate intervention and care.

- The first step of threat management is to determine exactly where a student is on the pathway to violence - is there imminent danger?
- Some of the next steps are to investigate, evaluate and intervene, as necessary.



Student Support Management Plans (SSMP)

We use the information gathered from the Behavior Threat Management process to provide appropriate intervention and care to our students. We do this through our SSMPs.

164

Behavior Threat Management

Annual
Recertification

Vector Training

Threat
Management
Onsite Support

Multi-
Disciplinary
District Team

Stakeholder Feedback

Opportunities for Growth and Continuous Professional Learning

Onsite MindSet Consultants Support Specialized Programs

ESE Review Recommendations

Feedback from Building Administrators (Impact Review)

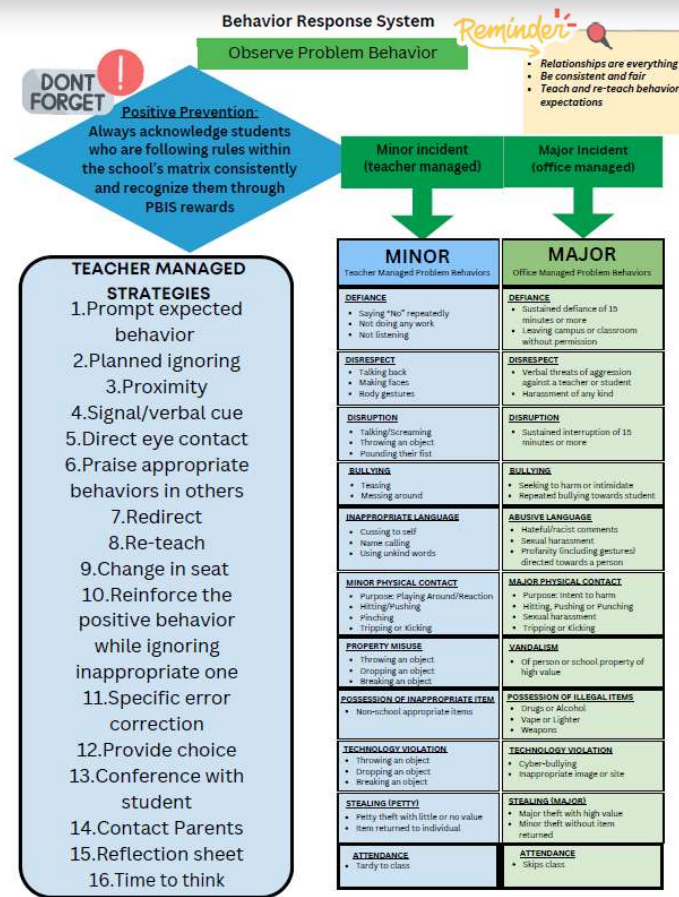
Proactive Behavior Response Team Results

Behavior Relaunch Highlights

District Behavior Relaunch Workgroup
established in June of 2024

- Functional Behavior Assessments/
Behavior Intervention Plans (FBA/BIP)
- Professional Learning for Specialized
Programs
- Behavior Resources for School Teams
- Behavior Resources for Specialized
Programs

Behavior Relaunch Continuous Advancements



- Tier 1 Behavior Tools for Administrators (Classroom Walk-Through Tool, Office Call Logs, FBA/BIP Intervention Organizer)
- Expansion of Behavior Intervention Tools
- Addition of "8 Essentials for Success" Professional Learning for Specialized Classroom Teams
- Classroom Management 101 Professional Learning for Faculty Meeting
- Professional Learning for Paraprofessionals in Specialized Programs

Proactive Behavior Response (PBR/Core) Team

2022-2024

Student Services:

3 School Psychologists
3 Behavior Specialists
1 Behavior Para

Pre-K:

1 Board Certified Behavior Analyst

New SSS
Integrated Team

2024-2025

Student Services:

3 School Psychologists
2 Behavior Coaches
2 Board Certified Behavior Analysts
1 Behavior Para

ESE:

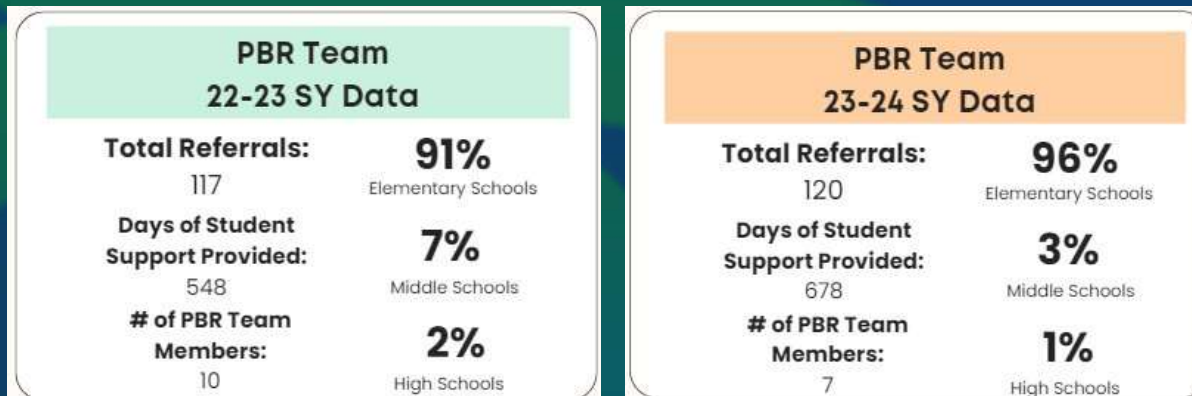
2 Board Certified Behavior Analysts
2 Behavior Paras

Pre-K:

1 Board Certified Behavior Analyst

Proactive Behavior Response Team (PBR/CORE)

Year 2: 24% Increase in days of student support provided to schools



Increase days of student intervention supports provided to teams

Increase technical assistance training to classroom staff

together
WE CAN



**DID YOU
KNOW?**



**EVERY STUDENT.
EVERY DAY!**





Questions?

School Board Workshop

September 17, 2024

Student Services Handouts

Attendance:

- **Door Tags:** Truancy Workers use these tags during home visits. If the family is not available, the tag is left on the door providing school contact information and encouraging the family to connect with their student's school.
- **Truancy Court Referral Checklist:** This form is completed by the School-Wide Support Attendance Team before referring a case to Truancy Court. It ensures that communication, intervention, and collaboration have occurred between the school and the family to support positive attendance.

Resiliency:

- **Notice of Intervention Supports Provided by a District Employee:** This form is used alongside a parent conference to obtain parental consent before a student can participate in intervention services.
- **Parent Consent for Student Participation:** This form is used to secure parental consent for a student's involvement in small group activities or mentorship programs with a Sarasota County School Board-approved agency. The form must be explained to the parent, and signed consent must be obtained before support services commence.
- **Referral and Consent to a Community or School-Based Mental Health Partner:** This form is used to obtain parental consent for counseling services provided by a community or school-based mental health partner. The form must be explained to the parent, and signed consent must be obtained before any referral or services begin.

Behavior Supports:

- **Sarasota County Behavior Response Flowchart:** This flowchart is a guide for staff to differentiate between teacher-managed and office-managed behaviors. It also provides effective strategies for promoting a positive learning environment and student success.

THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA
 STUDENT SERVICES
 1960 LANDINGS BOULEVARD, SARASOTA, FL 34231
 PHONE (941) 927-9000 FAX (941) 927-4087

TRUANCY COURT REFERRAL CHECKLIST

Instructions: This checklist is to be completed during the Attendance SWST Meeting with the Assistant Principal (AP), Truancy Worker, and applicable support staff. This checklist with the petition will be sent to Truancy Court.

Student Name (Print) _____ Student No. _____

School Name _____ Grade _____ DOB _____

ESE 504 Gen Ed DCF DJJ

Parent/Guardian Name (Print) _____ Phone _____

Parent Address _____
 Street _____ City _____ State _____ Zip _____

Admin Initials	Interventions	Date	Person Responsible
	5-Day letter (SIS)		
	Phone call/Family contact (Teacher or Designee)		
	10-Day letter (SIS)		
	10-Day phone call (AP Designee)		
	Attendance SWST meeting		
	Parent conference with AP Designee		
	YPS Counseling referral at 10-day		
	Interventions begin (class change, CICO, etc.)		
	Home visit		
	15-Day letter (SIS)		
	15-Day letter delivered by Truancy Worker		
	Parent conference with Admin to sign contract		
	Any additional communication (text messages through classroom apps)		

Distribution: Original – Truancy Worker Copy – Student File

TRUANCY COURT REFERRAL CHECKLIST

Student Name (Print) _____ Student No. _____

Admin Initials	Interventions	Date	Person Responsible
	FORMS link completed for Positive Teacher Feedback		
	Petition completed, signed by an administrator, and notarized		
	Checklist and petition signed, scanned, and emailed to Truancy worker in one document – Petition on top followed by the checklist.		
	All supporting documents scanned to the Truancy Worker		
For Truancy Worker Use:			
	Email Petition and checklist to Truancy Supervisors and Student Services Admin Assistant		
	Maintain all supporting documents in TEAMS within school specific folder		

Total Number of Days Absent to Date (From _____ to _____):

Unexcused _____ Excused _____ Total Summary _____ / of _____ school days

Dates	Additional Pertinent Background Information/Notes/Personal Information/Interventions

Principal/Designee Name (Print)

Principal/Designee Signature

Date

Behavior Response System

Reminder!

Observe Problem Behavior

DONT FORGET

Positive Prevention:

Always acknowledge students who are following rules within the school's matrix consistently and recognize them through PBIS rewards

- Relationships are everything
- Be consistent and fair
- Teach and re-teach behavior expectations

Minor incident (teacher managed)

Major Incident (office managed)

TEACHER MANAGED STRATEGIES

1. Prompt expected behavior
2. Planned ignoring
3. Proximity
4. Signal/verbal cue
5. Direct eye contact
6. Praise appropriate behaviors in others
7. Redirect
8. Re-teach
9. Change in seat
10. Reinforce the positive behavior while ignoring inappropriate one
11. Specific error correction
12. Provide choice
13. Conference with student
14. Contact Parents
15. Reflection sheet
16. Time to think

MINOR Teacher Managed Problem Behaviors	MAJOR Office Managed Problem Behaviors
DEFIANCE <ul style="list-style-type: none"> • Saying "No" repeatedly • Not doing any work • Not listening 	DEFIANCE <ul style="list-style-type: none"> • Sustained defiance of 15 minutes or more • Leaving campus or classroom without permission
DISRESPECT <ul style="list-style-type: none"> • Talking back • Making faces • Body gestures 	DISRESPECT <ul style="list-style-type: none"> • Verbal threats of aggression against a teacher or student • Harassment of any kind
DISRUPTION <ul style="list-style-type: none"> • Talking/Screaming • Throwing an object • Pounding their fist 	DISRUPTION <ul style="list-style-type: none"> • Sustained interruption of 15 minutes or more
BULLYING <ul style="list-style-type: none"> • Teasing • Messing around 	BULLYING <ul style="list-style-type: none"> • Seeking to harm or intimidate • Repeated bullying towards student
INAPPROPRIATE LANGUAGE <ul style="list-style-type: none"> • Cussing to self • Name calling • Using unkind words 	ABUSIVE LANGUAGE <ul style="list-style-type: none"> • Hateful/racist comments • Sexual harassment • Profanity (including gestures) directed towards a person
MINOR PHYSICAL CONTACT <ul style="list-style-type: none"> • Purpose: Playing Around/Reaction • Hitting/Pushing • Pinching • Tripping or Kicking 	MAJOR PHYSICAL CONTACT <ul style="list-style-type: none"> • Purpose: Intent to harm • Hitting, Pushing or Punching • Sexual harassment • Tripping or Kicking
PROPERTY MISUSE <ul style="list-style-type: none"> • Throwing an object • Dropping an object • Breaking an object 	VANDALISM <ul style="list-style-type: none"> • Of person or school property of high value
POSSESSION OF INAPPROPRIATE ITEM <ul style="list-style-type: none"> • Non-school appropriate items 	POSSESSION OF ILLEGAL ITEMS <ul style="list-style-type: none"> • Drugs or Alcohol • Vape or Lighter • Weapons
TECHNOLOGY VIOLATION <ul style="list-style-type: none"> • Throwing an object • Dropping an object • Breaking an object 	TECHNOLOGY VIOLATION <ul style="list-style-type: none"> • Cyber-bullying • Inappropriate image or site
STEALING (PETTY) <ul style="list-style-type: none"> • Petty theft with little or no value • Item returned to individual 	STEALING (MAJOR) <ul style="list-style-type: none"> • Major theft with high value • Minor theft without item returned
ATTENDANCE <ul style="list-style-type: none"> • Tardy to class 	ATTENDANCE <ul style="list-style-type: none"> • Skips class

Planned Ignoring	This technique is based on the power of praise or specific positive feedback. The teacher praises an appropriately behaving student in proximity to the inappropriately behaving student. The praise serves as an indirect prompt for the misbehaving student and reinforcement for the one behaving appropriately. When the student exhibits the appropriate behavior, attention and praise is then provided.
Physical Proximity	Every teacher knows how effective it is to stand near a child who is having difficulty. This technique is the strategic placement/movement by the teacher in order to encourage positive behavior. the teacher is a source of support and strength and helps the student to control his impulses by her proximity.
Signal/Non-Verbal Cue	Teachers have a variety of signals that communicate to the student what is expected. These non-verbal techniques include such things as eye contact, hand gestures, a card system, picture cues, etc. Such simple cues suggest that the teacher is aware of the student's behavior and is prepared to intervene if the behavior continues. This works best when the teacher has a relationship with the student(s) and the non-verbal cues have already been taught to the group.
Direct Eye Contact	The "teacher look" to get attention and non-verbally prompt a student
Praise (BSPS) the Appropriate Behavior in Others	Identify the correct behavior in another student or group, and use behavior specific praise to remind all students of the rule/expectation
Redirect	Restate the desired behavior as described on the teaching matrix

Support for Procedures/Routine	Identify and install a classroom routine to prevent the problem behavior. Provide a booster for a routine already in place
Re-teach	State and demonstrate the matrix behavior. Have the student demonstrate. Provide immediate feedback.
Differential Reinforcement	Reinforcing one behavior and not another. For example, reinforce the positive behavior while ignoring an inappropriate behavior
Specific and Content Error Correction	Specific directions that prompt or alert the student to stop the undesired behavior and to engage in the desired behavior
Provide Choice	Give choice to accomplish task in another location, about the order of task completion, using alternate supplies to complete the task or for a different type of activity that accomplishes the same instructional objective. Choices should lead to the same outcome.
Conference with Student	Describe the problem. Describe the alternative behavior. Tell why the alternative is better. Practice. Provide feedback.

THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA
STUDENT SERVICES
1960 LANDINGS BOULEVARD, SARASOTA, FL 34231
PHONE (941) 927-9000

NOTICE OF INTERVENTION SUPPORTS PROVIDED BY A DISTRICT EMPLOYEE
(Academic Groups and Individual Interventions)

Instructions: This form is used in conjunction with the Record of Parent Conference, Form 070-02-SSS.

Date _____

Student Name (Print) _____ Student No. _____ DOB _____

Parent/Guardian Name (Print) _____

Address _____
Street City State Zip

Based on your child's current school performance, they have been identified as needing additional support beyond Tier I (core instruction) to address one or more of the following areas:

- Reading Math Writing
 Language Behavior Social Skills
 Attendance Independent Functioning
 Resiliency (Empathy, perseverance, grit, gratitude, responsible decision-making, self-awareness, self-management, mentorship, citizenship, honesty) 1003.42 F.S. /6A-1.094124/6A-1.09401 F.A.C.
 Other _____

Your child will be receiving the intervention _____ which focuses on
(Intervention name)
_____. Your child's progress will be monitored and reviewed with you in _____ weeks.
(Target skill of intervention)

Required: An explanation of need statement is **required**. The explanation of need statement must include what is being recommended

It is our goal to provide the best instruction and materials to help your child succeed. We will continue monitoring your child's performance. If the support is not helping your child improve, we will adjust intervention support accordingly and notify you of any changes. The staff member below will be providing the intervention. Contact the staff member if you have any questions about these interventions.

Staff Name (Print) Staff Position Staff Phone Number

Parent/Guardian Consent (for non-academic interventions)

By signing this form, I acknowledge that I understand the full scope of my child's participation in this intervention and who will be involved with it and fully, freely, knowingly, and voluntarily consent to my child's participation in it, consistent with this form.

Parent/Guardian Signature _____ Date _____

Distribution: Original – Student File/MTSS Copies – Parent/Guardian, Support Staff

THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA
STUDENT SERVICES
1960 LANDINGS BOULEVARD, SARASOTA, FL 34231
PHONE (941) 927-9000

PARENTAL CONSENT FOR STUDENT PARTICIPATION

Instructions: The Sarasota County School employee must complete the top part of the form after discussing with the small group facilitator or mentor. The Parent/Guardian must check the appropriate statement at the bottom of the form, sign, and return the original form to the School Counselor.

Student Name (Print) _____ DOB _____ Student No. _____

Sarasota County Schools are committed to helping children reach their highest potential. We provide support that includes instructional groupings for academic, social, behavior, and resiliency skills. These activities/discussions are aligned with state standards and are designed to support students with an identified skill deficit and find success in schools.

Small group activities/discussions are based on a trusting relationship between the facilitator/mentor and participant(s). The facilitator/mentor will keep the information shared by the group member(s) confidential, except in certain circumstances in which there is an ethical or legal obligation to limit confidentiality. In the following circumstances the parent/guardian or the appropriate agency will be notified:

- If the student reveals information about harming themselves or others
- If the student reveals information about child abuse or neglect
- If the facilitator's/mentor's records are compelled by subpoena or other valid court process
- If otherwise mandated by law

The small group activity/mentor meeting will involve _____ sessions over the course of _____ weeks.

Each session will be about _____ minutes long and will take place on _____
during (class, lunch, etc.) _____

The topic will be _____ and will be facilitated by

Facilitator/Mentor Name (Print) _____

Agency (SCS Employee Indicate N/A) _____ Title _____

Contact the facilitator/mentor with any questions you have pertaining to this small group activity/discussion, at
_____ (Phone No.)

School Counselor Name _____

Parent/Guardian Consent

By signing this form, I acknowledge that I understand the full scope of my child's participation and who will be involved with it and fully, freely, knowingly, and voluntarily consent to my child's participation to all portions, as follows:

(Check all that apply)

- the small group
 individual mentoring

Parent/Guardian Name (Print) _____ Phone No. _____

Parent/Guardian Signature _____ Date _____

THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA
STUDENT SUPPORT SERVICES
1960 LANDINGS BOULEVARD, SARASOTA, FL 34231
PHONE (941) 927-9000

**REFERRAL AND CONSENT TO A
COMMUNITY OR SCHOOL BASED MENTAL HEALTH PARTNER**

Instructions: Parent/Guardian must complete and sign this form to consent for counseling services by a Community or School based Mental Health Partner. Form must be completed in its entirety and returned to the School Counselor at your child's school. This form is effective for one year. All mental health referrals will be documented in the EdPlan.

Student Name (Print) _____ Student No. _____ Date _____

Sex M F Race _____ DOB _____ Grade _____ School _____

Reg Education Emotional Behavioral Disorder Other Exceptional Student Education Hard of Hearing or Deaf

LEGAL GUARDIAN NAME/CUSTODY INFORMATION

Parent/Guardian Name (Print) _____

Address _____
Street City State Zip

Home Phone _____ Alternative Phone _____ Work _____

Email _____

Are there health related issues that may adversely impact the educational process of this student? Yes No

Are bilingual services requested? Yes No Primary Language _____

Has the parent been contacted regarding issues/concerns of the student? Yes No

What is the reason for the referral? _____

Have Tier II interventions been documented? Yes No
Is the student currently receiving Counseling as a Related Service? Yes No

CONSENT FOR COUNSELING SERVICES – INITIAL AND SIGN

_____ I consent for my child to receive counseling services from a Community or School Based Mental Health Partner and verify that the above contact information is correct.

I authorize one of our community or School Based Mental Health Partners to provide on-going services to my child on the school campus, at a time deemed appropriate by the School and Agency. I understand that my consent for sharing this information between the School Board of Sarasota County, Florida, and the mental health agency is effective for one year and I have the right to withdraw this consent at any time. I understand and acknowledge that neither the School Board of Sarasota County, Florida, nor its employees are providing the referenced services and on behalf of myself and my minor child, I hereby release the School Board from any and all liability or claims arising out of the provision of such services. I further understand and acknowledge that any records maintained and/or generated by the School Based Mental Health Partner concerning my child shall be maintained by the School Based Mental Health Partner at their place of business, not by the School Board.

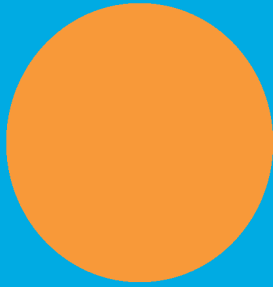
I, _____ authorize the School Board of Sarasota County, Florida to
Parent/Guardian Name (Print)
share information regarding request for services for my child, _____

Insurance Carrier _____ Insurance No. _____

_____ I do **NOT** give consent for my child to receive counseling services from a Community or School Based Mental Health Partner.

Parent/Guardian Signature _____ Date _____

Distribution: Original – Student File Copies – Parent/Guardian, Mental Health Provider



BE IN SCHOOL
 **ON TIME**
 ALL DAY
EVERY DAY

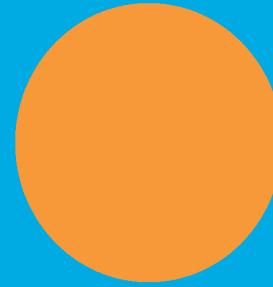
**WE MISS SEEING
 YOUR
 CHILD'S SMILE IN
 SCHOOL!**

STUDENT: _____
 SCHOOL: _____
 VISIT DATE: _____

PLEASE CALL OUR OFFICE

PHONE: (941) _____

ASK FOR: _____



BE IN SCHOOL
 **ON TIME**
 ALL DAY
EVERY DAY

**WE MISS SEEING
 YOUR
 CHILD'S SMILE IN
 SCHOOL!**

STUDENT: _____
 SCHOOL: _____
 VISIT DATE: _____

PLEASE CALL OUR OFFICE

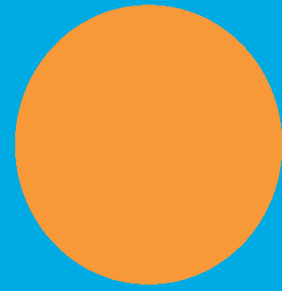
PHONE: (941) _____

ASK FOR: _____

STRIVE
 FOR LESS THAN **5** DAYS ABSENT

STRIVE
 FOR LESS THAN **5** DAYS ABSENT





BE IN SCHOOL
ON TIME
ALL DAY
EVERY DAY

SPANISH

HAITIAN CREOLE

ESTAR EN CLASE...
HA TIEMPA
CADA DIA
POR TODO EL DIA

!EXTRANAMOS LA
SONRISA DE SU
HIJO/A EN
LA ESCUELA!

ESTUDIANTE: _____
ESCUELA: _____

FAVOR LLAMAR A NUESTRA OFICINA:

TELEFONO: (941) _____

PIDA POR: _____

VINI LEKOL...
A LE TOUT JOUNEN
CHAK JOU

SOURI PITIT OU A
MANKE NOU NAN
LEKOL LA!

ELEV: _____
LEKOL: _____

TANPRI RELE BIWO NOU AN:

TELEFON: (941) _____

MANDE POU: _____

VIETNAMESE

RUSSIAN

Chúng tôi muốn thấy
nụ cười của con bạn ở
trường!

Học sinh: _____
Trường: _____

Xin gọi văn phòng của chúng tôi:

Điện thoại số: (941) _____

Yêu cầu nói chuyện với: _____

НАМ НЕ ХВАТАЕТ
УЛЫБКИ

ВАШЕГО РЕБЁНКА В
ШКОЛЕ!

УЧЕНИК: _____
ШКОЛА: _____

ПОЖАЛУЙСТА, ПЕРЕЗВОНИТЕ В НАШ ОФИС

НОМЕР ТЕЛ. (941) _____

СПРОСИТЕ (ИМЯ): _____

SPANISH

HAITIAN CREOLE

ESTAR EN CLASE...
HA TIEMPA
CADA DIA
POR TODO EL DIA

!EXTRANAMOS LA
SONRISA DE SU
HIJO/A EN
LA ESCUELA!

ESTUDIANTE: _____
ESCUELA: _____

FAVOR LLAMAR A NUESTRA OFICINA:

TELEFONO: (941) _____

PIDA POR: _____

VINI LEKOL...
A LE TOUT JOUNEN
CHAK JOU

SOURI PITIT OU A
MANKE NOU NAN
LEKOL LA!

ELEV: _____
LEKOL: _____

TANPRI RELE BIWO NOU AN:

TELEFON: (941) _____

MANDE POU: _____

VIETNAMESE

RUSSIAN

Chúng tôi muốn thấy
nụ cười của con bạn ở
trường!

Học sinh: _____
Trường: _____

Xin gọi văn phòng của chúng tôi:

Điện thoại số: (941) _____

Yêu cầu nói chuyện với: _____

НАМ НЕ ХВАТАЕТ
УЛЫБКИ

ВАШЕГО РЕБЁНКА В
ШКОЛЕ!

УЧЕНИК: _____
ШКОЛА: _____

ПОЖАЛУЙСТА, ПЕРЕЗВОНИТЕ В НАШ ОФИС

НОМЕР ТЕЛ. (941) _____

СПРОСИТЕ (ИМЯ): _____





September 17, 2024 Board Meeting
Agenda Item 4.

Title

MEMBER COMMENTS

Contact

BOARD MEMBERS