Hernando School District

School Board Regular Meeting

Agenda - Final

Tuesday, June 23, 2026 **6:00 PM** **District Office-Board Room**
919 N. Broad Street
Brooksville, FL 34601

CALL TO ORDER

REFLECTION

PLEDGE OF ALLEGIANCE

ADOPTION OF AGENDA

1. **26-3892** Approval to adopt the agenda dated 6/23/2026.

ELECTED OFFICIALS

PRESENTATIONS

2. **26-3890** Recognition of the 2025-2026 HCSD Retirees

   Attachments: Budget Sheet - NO Financial Impact (1)

APPROVAL OF THE MINUTES

3. **26-3893** Approval of the Minutes from the Informal, Workshop and Regular School Board Meeting of 6/9/2026.

   Attachments: 06-09-26 Informal Minutes DRAFT
   06-09-26 Workshop Minutes DRAFT
   06-09-26 Regular Meeing Minutes with links DRAFT

PUBLIC HEARING ITEMS (WHITE SPEAKER FORMS)

4. **26-3836** Public Hearing and final approval of the 2026-27 Instructional Personnel Evaluation System Manual that received tentative approval at the May 12, 2026, Board Workshop.

Attachments: MOU Evaluation Manual 25-26
School Counselor Evaluation.docx
Florida School Counselor Standards
hcsd_district_instructional-acc- strike final
Instructional Evaluation Manual- Clean Final
Budget Sheet - NO Financial Impact

EXPULSION RECOMMENDATIONS

5. **26-3850** Enter a Final Order Expelling the Student in Case No. E2026-05-03 for one (1) year with educational services.

Attachments: Budget Sheet Sept 2021 Revised NO Financial Impact ACC

CITIZEN INPUT ON AGENDA ITEMS (GREEN SPEAKER FORMS)

6. **26-3894** Citizen Input on agenda items (Green Form)

Attachments: Citizen Input Speaker Green Form 031424 ACC

ADOPTION OF CONSENT AGENDA (Item # 7-24)

Personnel Recommendations

7. **26-3878** Approval of the Personnel Recommendations

Attachments: 25-26 BOARD AGENDA JUNE 23 2026.pdf
Instructional 26-27.pdf
Administrative 26-27.pdf
Non-Instructional 26-27.pdf
PTS 26-27.pdf
Confidential 26-27.pdf
2026 Inst. Supplements & Differentiated Pay for 6-23-2026.pdf
2026 Noninst., PTS & Adm. Supplements for 6-23-2026.pdf

All Other Teaching & Learning Agenda Items

8. **26-3382** Approve the agreement with Chambers Law Firm, P.A. for the exclusive naming right to the beach volleyball courts located at F.W. Springstead High School in the amount of $20,000.00.

Attachments: Agreement FWSHS Beach VB Court Naming.pdf
Exhibits for.pdf
Affidavit.pdf
PUR 1355.pdf
WS Chambers Law Naming Rights Summary.pdf
Budget Sheet Sept 2021 Revised NO Financial Impact ACC.pdf

9. **26-3824** Approve the Memorandum of Understanding between Hernando County School District and Pace Center for Girls, Inc. "Reach Program" for one (1) year from May 1, 2026, to May 1, 2027.

Attachments: Reach MOU Hernando County 2026-2027 (1) Atty approved
Standard Addendum to Agreements - HCSB PACE
Budget Sheet Sept 2021 Revised NO Financial Impact ACC

10. **26-3847** Approve an overnight field trip for Weeki Wachee High School Volleyball students to attend the Battle of the Beach from September 17 - 19, 2026 in Venice, FL.

Attachments: WWHS Volleyball budget

11. **26-3869** Approve the Overnight Field Trip for F.W. Springstead High School Cheer to Orlando, Florida to Attend the UCA Cheer Camp from July 17, 2026 - July 19, 2026.

Attachments: SHS Budget Sheet - UCA Cheer Camp 7-17-2026

All Other Business Services Agenda Items

12. **26-3851** Approve Ordinary Expenditures Between July 1 and the Date the Tentative Budget is Adopted

All Other Support Operations Agenda Items

13. **26-3465** Approval of Multiple Agreements for Somerset & Explorer K-8 Access

Attachments: 26-3465.1 RESOLUTION NO R26-008 FINAL
26-3465.2 DUKE-HCSD Final Termination of Encroachment Agreement 6.10.26 DUKE SIGNED
26-3465.3 Somerset-Acts-HCSD Access Agreement Release 62773637.5 DEVELOPER SIGNED
26-3465.4 HCSD Explorer Blvd Transfer Agreement 62729103.9 COUNTY SIGNED
26-3465.5 County-District Deed of Dedication Explorer Blvd 65358207.1 FINAL
26-3465.6 Somerset- HCSD Temp Construction Easement 65022868.4 DEVELOPER SIGNED
26-3465.7 Somerset Dedication of Land to HCSD 65021053.9 DEVELOPER SIGNED
26-3465.8 Hernando SB Explorer - Drainage Easement 65027562.2
26-3465 Budget Sheet NO Financial Impact

14. **26-3875** Approve the removal, disposal, sale, or exchange of Tangible Property from the District Inventory Records.

Attachments: PROPERTY INVENTORY TO BE REMOVED 6-23
Budget Sheet NO Financial Impact ACC (1) 6-2025 agenda item

15. **26-3877** Approve the Deletion of Surplus Property from District Inventory Records.

Attachments: BUS AUCTION 2025-2026
Bus Auction 06-2026 Budget Sheet file 26-3877

All Other Purchase Order/Bid Agenda Items

16. **26-3839** Approve the Purchase Order in the amount of $200,000 to BloomBoard for the renewal of the Associate Teacher Program

Attachments: 1. BBI_Hernando Schools Scope of Work and Contract - May 2026
2. Bloomboard Orders
3. Hernando - Invoice Breakdown
4. BBI Signed Standard Addendum to Agreements - HCSB May 2026
5. BBI Signed Affidavit Regarding the Use of Coercion for Labor Services May 2026
6. BBI Signed Foreign Country of Concern Attestation May 2026
Budget Sheet Bloomboard Renewal

17. **26-3866** Approve the renewal of Bid No. 22-962-34 RN: Food and Supply Purchasing Services for the purchase of food, food related products and supplies from HPS, LLC's contracted vendor, which is currently Gordon Food Services, Inc., for an estimated annual expenditure of $7,503,440.00.

Attachments: Food & Supply Purchasing Services 26-3866
Budget Sheet 26-3866

18. **26-3872** Approve the renewal of the piggyback of the Citrus County Schools, ITB No. 2023-48: Ice Cream Products, awarded to DeConna Ice Cream Company Inc., for the purchase of various ice cream/frozen products for an estimated annual expenditure of $80,000.00.

Attachments: Agenda 26-3872
DeConna Budget Sheet

19. **26-3873** Approve the Adoption and Purchase of Wayground as a District Educational Engagement Platform for Grades K-12 and Authorize the Issuance of a Purchase Order in an Estimated Amount of $79,743.30

Attachments: Hernando Wayground June 9 Workshop
Wayground Quote Q 79937
Standard Addendum to Agreements
State of Florida Affidavit
PUR 1355
Budget Sheet Wayground

20. **26-3874** Approve the Renewal of Bid No. 23-785-40 RN: Classroom Instructional Materials, Supplies and Equipment (Catalog Discount) and Authorize the Purchase of Goods and/or Services from Multiple Vendors for an Estimated Annual Amount of $500,000.00

Attachments: 23 785 40 RN Classroom Instructional Material 06 23 2026
Budget Sheet Bid 23-785-40 RN Classroom Supplies

21. **26-3876** Approve the Renewal of Bid No. 23-968-02 RN: Electrical Repairs & Services, awarded to multiple vendors for Electrical Repairs & Services, and authorize the purchase of services on an as-needed basis for an estimated annual spending of $200,000.00.

Attachments: 23-968-02 RN Electrical Repairs & Services (06-23-2026)
Budget Sheet Electical Repairs 6-26

22. **26-3879** Approve the renewal of Bid No. 25-60/929-05 RN: Buses & District Wide Vehicles: Specialized Repairs, Equipment, Parts and Accessories, awarded to multiple vendors, and authorize the purchases of goods and services for an estimated annual amount of $641,600.00.

Attachments: 25-060-929-05 RN Bus & Vehicle Specialized Repairs (06-23-2026)
3500 Budget Sheet 6-5-2026 1 REV
5100 5500 Budget Sheet 6-5-2026 2 REV

23. **26-3880** Approve the Purchase of Goods and/or Services from Curriculum Associates and Authorize Purchase Orders in an Amount Not to Exceed $1,000,000.00

Attachments: Program Evaluation Hernando iReady
Quote 4388463 Reach Academy iReady
Quote 4460494
Standard Addendum
NDPA Standard V2
Federal Terms and Conditions
State of Florida Affidavit
PUR 1355
Budget Sheet iReady

24. **26-3883** Approve the renewal of the Risk Management Program Contract and Instructional Services Program Contract with Putnam County School Board on Behalf of the North East Florida Educational Consortium and Issuance of a PO in the Amount of $3,949,669.15 for the Contract and Non-Consortium Member fee.
body

Attachments: Hernando 2026-2027 NEFEC Contractractual Agreement STAMPED
2026-2027 - Budget Sheet for Agenda Item No 26-3883

ITEMS REMOVED FROM CONSENT AGENDA FOR ACTION

ADDENDUM ITEMS

CITIZEN INPUT ON GENERAL TOPICS (PINK SPEAKER FORMS)

25. **26-3895** Citizen Input on Hernando County School issues on which the School Board customarily takes action (Pink Form - non-agenda items)

Attachments: Citizen Input Speaker Pink Form 031424 ACC

INFORMATIONAL AGENDA ITEMS

26. **26-3848** Accept Notification of the Annual Comprehensive Safety Inspections for District Schools and Facilities for the 2025-2026 school year.

Attachments: 26-3848 Budget Sheet NO Financial Impact

GENERAL COUNSEL

SCHOOL BOARD COMMENTS

ADJOURNMENT

The next School Board Meetings are scheduled for July 28, 2026:
11:30 AM - Student Expulsion Appeal Hearing
1:00 PM - Informal Meeting
2:00 PM - Workshop
5:01 PM - First Public Budget Hearing
6:00 PM - Regular Meeting

Hernando School District

School Board Regular Meeting

Agenda Item # 1. 26-3892 6/23/2026

Title and Board Action Requested
Approval to adopt the agenda dated 6/23/2026.

Executive Summary
The Superintendent of Schools, hereby requests the Board adopt the agenda dated 6/23/2026.

My Contact
Ray Pinder
Superintendent of Schools

2023-28 Strategic Focus Area
Other

Financial Impact
No Financial Impact

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

Hernando School District

School Board Regular Meeting

Agenda Item # 2. 26-3890 6/23/2026

Title and Board Action Requested
Recognition of the 2025-2026 HCSD Retirees

Executive Summary
The Director of Communications, on behalf of the Superintendent of Schools, hereby wishes to recognize the 2025-2026 Hernando School District's retirees.

My Contact
Aaron Ellerman
Director of Communications
(352) 797-7009 ext. 70129

2023-28 Strategic Focus Area
Priority 4: Community Connection

Financial Impact
See attached budget sheet.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name: No Financial Impact

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

B. Item Currently Not Budgeted -**

Funding Source

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Amount $

Funding Source

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Amount $

C. History

Check one:
Prior Year Budget: ○
New for Current Year: ○

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****

Hernando School District

School Board Regular Meeting

Agenda Item # 3. 26-3893 6/23/2026

Title and Board Action Requested
Approval of the Minutes from the Informal, Workshop and Regular School Board Meeting of 6/9/2026.

Executive Summary
The Superintendent of Schools, hereby requests the Board approve the minutes.

My Contact
Kelly A. Pogue
Executive Office Manager to the School Board and General Counsel
Pogue_k@hcsb.k12.fl.us

2023-28 Strategic Focus Area
Other

Financial Impact
No Financial Impact

Hernando School District

School Board Informal Meeting

Minutes - Draft

Tuesday, June 9, 2026 | **1:00 PM** | **District Office-Board Room, 919 N. Broad Street, Brooksville, FL 34601**

CALL TO ORDER

Present	Vice Chair Shannon Rodriguez
	Board Member Michelle Bonczek
	Board Member Susan Duval
Absent	Board Chair Kayce Hawkins
	Board Member Mark Johnson

This meeting was called to order at 1:02 P.M. Also present were Robert Meyers, School Board Attorney; and Ray Pinder, Superintendent. Board members Hawkins and Johnson were absent.

GENERAL DISCUSSION

An informal meeting of the School Board has been scheduled for general discussion among Board Members on Educational Matters

Topics of Discussion:

Bonczek: Valedictorian and Salutatorian designation
Board members discussed the current Valedictorian and Salutatorian designation policy within the Pupil Progression Plan, with specific consideration of a unique student scenario involving completion of both the AICE and IB programs. Mrs. Bonczek presented a situation involving a student who completed both programs, earning significant college credit hours with a high GPA, but who is not eligible for Valedictorian/Salutatorian designation under existing policy due to transferring schools. Mrs. Rodriguez stated that these type of situations have come up in prior years. Board members reviewed the intent and history of the current policy. Concerns were expressed that creating individual exceptions could result in unintended consequences. John Morris, Director of Secondary Programs, provided input regarding: practices in other districts, including program-specific recognitions; and potential impacts of modifying policy on currently enrolled students; the importance of maintaining a consistent and clearly communicated policy framework. Board consensus supported maintaining the current policy without modification. Alternative approaches were discussed to recognize exceptional student achievement, including: allowing schools to provide special recognition at graduation ceremonies. Direction was given for district administration to collaborate with high school principals to develop guidance for identifying and recognizing students with exceptional academic achievements and ensuring that recognition practices are communicated and implemented consistently across schools while preserving site-based flexibility.

ADJOURNMENT

The meeting was adjourned at 1:45 P.M.

Superintendent **Board Chair**

Hernando School District

School Board Workshop

Minutes - Draft

Tuesday, June 9, 2026 | **2:00 PM** | **District Office-Board Room, 919 N. Broad Street, Brooksville, FL 34601**

CALL TO ORDER

Present: Vice Chair Shannon Rodriguez
Board Member Michelle Bonczek
Board Member Susan Duval

Absent: Board Chair Kayce Hawkins
Board Member Mark Johnson

The Workshop was called to order at 2:03 P.M. Also present were Robert Meyers, School Board Attorney; and Ray Pinder, Superintendent. Board members Hawkins and Johnson were absent.

PRESENTATIONS

1. **26-3833** Review and Tentative Approval of the 2026-2027 Student Progression Plan and School Procedures Handbook

   Attachments: Discussion Items 2026 2027
   2026 2027 SPP Strikethrough Copy
   2026 2027 SPP Clean Copy
   Budget Sheet Sept 2021 Revised NO Financial Impact ACC
   06-09-26 Workshop Handout by J. Morris 26-3833

   John Morris, Director of Secondary Programs came forward to present this item. Board discussion focused on the attendance provision, with clarification that the threshold level applies per semester.

2. **26-3692** Review and Tentative Approval of the 2026-27 Staff Handbook Changes that Support the Ongoing Operational Needs of the District.

   Attachments: Summary of Changes to Staff Handbook 2026-27.pdf
   Master Strike 2026-27 Staff Handbook.pdf
   Master Clean 2026-27 Staff Handbook.pdf
   Budget Sheet NO Financial Impact.pdf

   Alexis Brown, Director of Human Resources, and Rachel Becker, Coordinator of Human Resources, came forward to present this item. Board Member Bonczek noted that on page 50, Eastside Elementary School is not listed as a shelter. The correction will be made prior to final approval.

3. 26-3492 Review and Tentative Approval of Neola Policy Volume 26 No. 1.

Attachments: Vol 26 N 1 REVISED June Workshop
Vol 26 No 1 Workshop Index
Budget Sheet Sept 2021 Revised NO Financial Impact ACC

Barbara Kidder, Assistant Superintendent, came forward to present this item. Board members indicated that they had reviewed the materials and had no concerns.

4. 26-3693 Review and Tentative Approval of the Revised Safe Driver Plan for the 2026-27 School Year.

Attachments: Summary of Changes to Safe Driver Plan 2026-27.pdf
Master Strike Safe Driver Plan 2026-2027.pdf
Master Clean Safe Driver Plan 2026-2027.pdf
Budget Sheet NO Financial Impact.pdf

Awilda Rodriguez-Fonte, Supervisor of Risk & Benefits, and Rachel Becker, Coordinator of HR came forward to present this item. No questions were raised by the Board.

5. 26-3841 Presentation on the Adoption and Purchase of Wayground as a District Educational Engagement Platform for Grades K-12

Attachments: Hernando Wayground June 9 Workshop
Wayground Hernando County Order Form
Standard Addendum to Agreements
PUR 1355
Budget Sheet Wayground

Jesse Diaz, Supervisor of Instructional Technology came forward to present this item. He explained that Wayground is a unified instructional platform that is to replace Seesaw and Nearpod. The Board discussion emphasized on the importance of comprehensive teacher training, monitoring program usage and effectiveness, and ensuring proper implementation of student accommodations. Follow up data on usage and outcomes will be provided. The consensus of the Board is to move forward for approval.

6. 26-3802 Presentation of 2026 Survey Results for Staff, Parent and Student Annual Engagement Surveys

Attachments: 2026 HCSD Combined Survey Presentation
Budget Sheet - NO Financial Impact (1)

Aaron Ellerman, Director of Communications; Alexa Neal, Supervisor of Human Resources; and Jennifer Merschbach, Director of Research and Accountability, came forward to present this item.

GENERAL COUNSEL

ADDENDUM ITEMS

GOOD OF THE ORDER/BOARD DISCUSSION

School Board Comments

ADJOURNMENT

The Workshop adjourned at 3:13 P.M.

Superintendent **Board Chair**

Hernando School District

School Board Regular Meeting

Minutes - Draft

Tuesday, June 9, 2026 **6:00 PM** **District Office-Board Room**
919 N. Broad Street
Brooksville, FL 34601

CALL TO ORDER

Present:	Vice Chair Shannon Rodriguez Board Member Michelle Bonczek Board Member Susan Duval
Absent:	Board Chair Kayce Hawkins Board Member Mark Johnson

This meeting was called to order at 6:01 P.M. Also present were Robert Meyers, School Board Attorney; and Ray Pinder, Superintendent. Board Members Hawkins and Johnson were absent.

REFLECTION

The reflection was provided by Vice Chair Rodriguez.

PLEDGE OF ALLEGIANCE

ADOPTION OF AGENDA

1. **26-3852** Approval to adopt the agenda dated 6/9/2026.

RESULT: **ADOPTED AS AMENDED**
MOVER: Susan Duval
SECONDER: Michelle Bonczek
AYES: Rodriguez, Bonczek, Duval

Vice Chair Rodriguez stated that she has read the agenda and finds that there is good cause to allow the deletion of item #6. 26-3384 and the revision of item #25. 26-3849.

ELECTED OFFICIALS

No one came forward to speak on this item.

PRESENTATIONS

2. **26-3844** Recognize the Graduation of the Citizens Academy Class of 2026

Attachments: Budget Sheet - NO Financial Impact (1)

Aaron Ellerman, Director of Communications came forward to present this item.

3. **26-3845** Recognize the Hernando County School Districts Food and Nutrition Department the One eighty Café for receiving a Summer Break Spot Meal Service Milestone Award for their efforts in attaining the highest percentage increase in meals served during the 2025 FDACS summer meal service program.

Attachments: Budget Sheet - NO Financial Impact (1)

Aaron Ellerman, Director of Communications came forward to present this item. Holly Longo, Director of FNS and Jennifer Patrick, Assistant Director came forward to speak about this recognition.

APPROVAL OF THE MINUTES

4. **26-3853** Approval of the Minutes from the Workshop and Regular School Board Meeting of 5/26/2026.

Attachments: 05-26-26 Workshop Minutes with links DRAFT
05-26-26 Regular Meeting Minutes with links DRAFT

RESULT: **ADOPTED**
MOVER: Susan Duval
SECONDER: Michelle Bonczek
AYES: Rodriguez, Bonczek, Duval

EXPULSION RECOMMENDATIONS

5. **26-3815** Enter a Final Order Expelling the Student in Case No. E2026-05-01 for one (1) year with educational services.

Attachments: Budget Sheet Sept 2021 Revised NO Financial Impact ACC

RESULT: **ADOPTED**
MOVER: Michelle Bonczek
SECONDER: Susan Duval
AYES: Rodriguez, Bonczek, Duval

6. **26-3834** Enter a Final Order Expelling the Student in Case No. E2026-05-02 for one (1) year with educational services.

Attachments: Budget Sheet Sept 2021 Revised NO Financial Impact ACC

This item was removed from the agenda.

CITIZEN INPUT ON AGENDA ITEMS (GREEN SPEAKER FORMS)

7. **26-3854** Citizen Input on agenda items (Green Form)

Attachments: Citizen Input Speaker Green Form 031424 ACC

No one came forward to speak on this item.

ADOPTION OF CONSENT AGENDA (Item # 8-25)

RESULT: APPROVED THE CONSENT AGENDA
MOVER: Michelle Bonczek
SECONDER: Susan Duval
AYES: Rodriguez, Bonczek, Duval

Personnel Recommendations

8. **26-3840** Approval of the Personnel Recommendations

Attachments: 25-26 BOARD AGENDA JUNE 9 2026.pdf
2026 Inst. Supplements & Differentiated Pay for 6-9-2026.pdf
2026 Noninst., PTS & Adm. Supplements for 6-9-2026.pdf

All Other Teaching & Learning Agenda Items

9. **26-3818** Approve an overnight field trip for Nature Coast Technical High School Competitive Cheer Team to attend the UCA Summer Cheer Camp from 6/22/26 - 6/25/26 in Orlando, FL.

Attachments: CHEER CAMP BUDGET SHEET SMR 2026 RE SUBM

10. **26-3837** Approve Out-of-State Travel for Tina Vieira to Attend EdCon 2026 in Reno, Nevada from June 16 - 18, 2026

Attachments: EdCon 2026 Agenda Packet
Budget Sheet EdCon

11. **26-3838** Approve the MOU between Hernando County School Board and Pasco-Hernando Workforce Board, Inc. dba Career Source Pasco Hernando for Workforce Development.

Attachments: CSPH HCSB MOU April 2026 Final
Budget Sheet Sept 2021 Revised NO Financial Impact ACC

12. **26-3843** Approve the Overnight Field Trip for F.W. Springstead High School Marching Band - Drum Majors to St. Petersburg, Florida to Attend the Eckard College - Drum Majors Camp from June 21, 2026 - June 24, 2026.

Attachments: Budget Sheet - SHS Marching Band - Drum Major Camp @ Eckerd College

All Other Business Services Agenda Items

13. **26-3816** Approve Fiscal Year 2025-2026 Budget Amendment No. 3 for Quarter Ending March 31, 2026

Attachments: 26 GF BA 3
26 DSF BA 3 ..
26 CPF BA 3 ..
26 FSF BA 3 ..
26 SRF BA 3
26 ESSER III BA 3

All Other Support Operations Agenda Items

14. **26-3778** Approval of the Melton Property Development Agreements.

Attachments: 26-3778 Black Jack Ridge Development Agreement 6.9.26.pdf
26-3778 Ginny Grove Development Agreement 6.9.26.pdf
26-3778 Budget Sheet NO Financial Impact ACC

15. **26-3820** Approve the Declination of the Sunrise School Site.

Attachments: 26-3820 Decline Sunrise School Site - Letter
26-3820 Budget Sheet NO Financial Impact

16. **26-3823** Approval of the Florida Department of Transportation US 41 Sidewalk Easement Near Safe Schools.

Attachments: 26-3823 FDOT US41 Easement Signed
26-3823 Budget Sheet NO Financial Impact

All Other Purchase Order/Bid Agenda Items

17. **26-3789** Approve the renewal of Bid No. 23-205-35 RN: Transportation Management System, award to Wheres the Bus, LLC and Education Logistics Inc. (Edulog) and authorize the purchase of goods and services in the amount of $128,751.00

Attachments: 23-205-35 RN Transportation Management System (06-09-2026)
Budget Sheet for Agenda Item#26-3789 Wheres the Bus & Edlog

18. **26-3791** Approve Piggybacking the extension of OMNIA Partners/US Communities, RFP #269-2017-028, Contract Nos. 2017001135 and 2017001134: Playground Equipment, Outdoor Fitness Equipment Site Accessories, Surfacing and Related Products and Services, awarded to Kompan, Inc. and Game Time and authorize purchases for an estimated annual spending amount of $350,000.00.

Attachments: 22-650-36 PB EXT Playground Equipment (06-09-2026)
Budget Sheet _ Playground Equip 6-26

19. **26-3813** Approve the Renewal of the Piggyback of Citrus County School Board Bid #2025-01-ITB: Plumbing Services, awarded to Don's Plumbing of Citrus Co., Inc., and authorize the purchase of services for an estimated annual spending amount of $75,000.00.

Attachments: 25-968-06 PB RN Plumbing Services (06-09-26)
Budget Sheet_Dons Plumbing 6-26

20. **26-3819** Approve the renewal of the piggyback of the School Board of Brevard County, Florida, RFP No. 23-711-P-JW: Surplus Instructional Materials Disposal, awarded to Textbook Warehouse, LLC.

Attachments: 24-998-02 PB RN Surplus Instruction Material (06-09-2026)
Budget Sheet

21. **26-3822** Award Bid No. 9009-2605-005: Fire Alarm and Intercom Replacement for Pine Grove Elementary School to Everon, LLC, and approve the contract and the purchase of construction goods and services for $1,695,210.75 using Capital Millage.

Attachments: 26-3822 Bid Advertisement PGES Fire Alarm & Intercom
26-3822 Everon Bid Submittal
26-3822 PGES Bid Tabulation
26-3822 PGES Award Reccomendation
26-3822 Everon Notice of Intent to Award
26-3822 A101-2017 GC Agreement with Exhibits Signed
26-3822 Budget Sheet

22. **26-3825** Approve the Renewal of Bid No. 23-580-31 RN: Musical Instruments, Sheet Music & Instrument Repair Awarded to Multiple Vendors and Authorize the Purchase of Goods and/or Services for an Estimated Annual Amount of $225,000.00

Attachments: 23 580 31 RN Musical Instruments 06 09 26
Budget Sheet Bid No 23 580 31 RN

23. **26-3827** Approve the renewal of Bid No. 25-595-07 RN, Playground Mulch: Purchase & Installation, awarded to American Mulch & Soil LLC and IMulchFL for the purchase of playground mulch, and authorize the purchase of goods and services for an estimated annual spending of $120,000.00.

Attachments: 25-595-07 RN Playground Mulch (06-09-2026)
Budget Sheet_Mulch 6-26

24. **26-3831** Approve the renewal of the Piggyback of Citrus County School District, 2024-03-ITB: Fuel, awarded to Whetstone Oil Company, Inc., for the delivery of Tank Wagon Unleaded and Diesel Fuel and authorize purchases for an estimated annual spending amount of $175,000.00.

Attachments: 25-405-39 PB RN Fuel (06-09-2026)
Budget Sheet_Whetstone 6-26

25. **26-3849** Approve the Change Order 001 to the contract with Walbridge Aldinger LLC for Drainage & Turf Improvements for Springstead High School for $915,094.00.

Attachments: 26-3849 Springstead Drainage Change Order 01R 6-01-26
26-3849 Budget Sheet- Change Order 001 SHS Track
REVISED Draina26-3849 Springstead Drainage Change Order 01R 6-01-26ge Turf - SHS - CO #001 060926

ITEMS REMOVED FROM CONSENT AGENDA FOR ACTION

ADDENDUM ITEMS

CITIZEN INPUT ON GENERAL TOPICS (PINK SPEAKER FORMS)

26. **26-3855** Citizen Input on Hernando County School issues on which the School Board customarily takes action (Pink Form - non-agenda items)

Attachments: Citizen Input Speaker Pink Form 031424 ACC

Mr. Meyers read the instructions for this item. The following citizens came forward to speak: 1. Beverly Coe, 2. Carol Eckenroth 3. Carol Yakimo-Alvelo, 2. Carol Eckenroth, 4. John Labriola, 5. Luciano Vignali, 6. Pastor Jack Martin, 7. Sheila Barr.

INFORMATIONAL AGENDA ITEMS

27. **26-3826** Deductive Change Order 002 to the contract with J.E. Dunn Construction Co. for HVAC Replacement for Springstead High School is provided for the Board's information. No board action is required.

Attachments: 26-3826 SHS CO2 G701-2017 FINAL Signed with Credit Table
26-3826 Budget Sheet NO Financial Impact

GENERAL COUNSEL

SCHOOL BOARD COMMENTS

ADJOURNMENT

The Meeting adjourned at 6:49 P.M.

Superintendent **Board Chair**

Agenda Item # 4. 26-3836 6/23/2026

Title and Board Action Requested

Public Hearing and final approval of the 2026-27 Instructional Personnel Evaluation System Manual that received tentative approval at the May 12, 2026, Board Workshop.

Executive Summary

The Supervisor of Human Resources, on behalf of the Superintendent of Schools, hereby requests the Board give final approval for the 2026-2027 Instructional Personnel Evaluation Manual that received tentative approval at the May 12,2026 Board Workshop. HCSB Policy 3220 Evaluation of Instructional Personnel indicates the need for the Board to approve the evaluation instrument used when changes are made and that it complies with State law. The substantial change made was the addition of the School Counselors rubric, aligned with 6A-5.079, Florida School Counseling Standards. A committee of school administrators, school counselors, district personnel, HCTA Members, and a school board member worked collaboratively to develop this rubric. Then the Evaluation Manual Annual Review Team (EMART) met with some of those same members to review the developed school counselors rubric and the updated Instructional Personnel Evaluation System Manual. All other parts of the manual remain the same.

My Contact

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2023-28 Strategic Focus Area

Priority 2: Talent Management

Financial Impact

See attached budget sheet.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

MEMORANDUM OF UNDERSTANDING

Between

The Hernando County School Board

And

The Hernando Classroom Teachers' Association

The following Memorandum of Understanding (MOU) is an agreement between the Hernando County School Board (HCSB) and the Hernando Classroom Teachers' Association (HCTA) to fully implement the changes to the 2025-26 Instructional Evaluation Manual as recommended by the EMART committee. HCSB and HCTA have reached tentative agreement on the attached changes to the Evaluation Manual.

Until official ratification, final School Board approval, and acceptance from the Florida Department of Education (FLDOE) parties agree that the changes can be fully implemented in order to ensure that teachers are aware of how they will be evaluated for the 2026-27 school year.

The changes to the Evaluation Manual are accepted as noted in the changes listed in the attached document of the additional rubric for the certified school counselor evaluation type. No other substantive changes were made.

For the Board — Date: 4/20/26

For HCTA — Date: 4/20/26

School Counselors

Effective school counselors develop, implement, and evaluate programs that cultivate a school environment that promotes the academic success and well-being of all students, while using multiple means of communication to promote the academic success and well-being of all students.

Standard One: Professional, Legal, and Ethical Expectations

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
1a. Hold self accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081 FAC, and adhere to guidelines for student welfare pursuant to section 1001.42(8), FS, the rights of students and parents enumerated in section 1002.20 and 1014.04,FS, local school board and governing board policies.	1. Fully comply with and educate/support all stakeholders in adhering to state, district, and school policies, rules, procedures, state statutes, and the Florida Code of Ethics for Educators. 2. Comply with guidelines for student welfare and student and parental rights. 3.Models professional conduct while ensuring protection of student welfare and student and parental rights.	1. Fully comply with and educate/support all state, district, and school policies, rules, procedures, state statutes, and the Florida Code of Ethics for Educators. 2. Comply with guidelines for student welfare and student and parental rights.	1. Inconsistently complies with state, district, and school policies, rules, procedures, state statutes, and the Florida Code of Ethics for Educators. 2. Inconsistently complies with guidelines for student welfare and student and parental rights.	1. Does not comply with state, district, and school policy.
1b. Seeks opportunities for professional learning applicable to the role of a school counselor.	1. Implements newly acquired professional learning and shares with stakeholders to improve counseling practice.	1. Participates in and applies relevant professional learning.	1. Attends professional learning opportunities with limited application to practice.	1. Does not participate in relevant professional learning.
1c. Adhere to state and federal legal rights of students and parents or guardians with regard to student records per Rule 6A-1.0955, FAC	1. Consistently adheres to and informs stakeholders of the Family Educational Rights and Privacy Act (FERPA). 2. Maintains secure, highly organized, and compliant	1. Adheres to and informs stakeholders of the Family Educational Rights and Privacy Act (FERPA). 2. Maintains records in compliance with district and state policies.	1. Adheres to the Family Educational Rights and Privacy Act (FERPA) requires consultation and support. 2. Recordkeeping practices lack organization.	1. Inconsistent adherence to the Family Educational Rights and Privacy Act (FERPA). 2. Student records are insecure or inaccessible to authorized individuals, and

	records, ensuring personally identifiable(PII) is protected.			record-keeping practices are inappropriate.

Look fors:

- References or shares the Florida Code of Ethics or FERPA guidelines with staff or families.
- Maintains secure, organized student records.
- Participates in or leads professional learning communities (PLCs, attend training on Track, Teachers In Action).
- Displays or distributes materials on student rights or welfare.
- Demonstrates evidence of proactive communication (emails, newsletters, presentations, Parentsquare).
- Maintains documentation demonstrating compliance with professional, legal, and ethical standards (signed forms, training logs, audit reports, Guidance tab on skyward, Educlimber, TA system).
- Serves on and participates in district and/or school committees.
- Membership in and/or participation in School Counseling associations including ACSA and FSCA.
- Demonstrates compliance with all reporting requirements including (mandatory reporting, threat assessment, self-harm protocols).
- Exhibits professional conduct during meetings, crises, and interactions with stakeholders.
- Maintains appropriate professional boundaries with students, parents, and staff.
- Adheres to school board and district procedures (attendance, communication, documentation, crisis protocols).
- Collaborates with administrators when clarification of policy, procedure, or legal guidance is needed.
- Demonstrates student-centered advocacy while respecting parental rights defined in statute.
- Provides evidence of professional development related to counseling practice, such as certificates or agendas for ASCA, SEL, trauma-informed care, MTSS, or crisis response training.
- Participates in district-provided counselor meetings and trainings related to assessment updates, graduation requirements, and dual enrollment processes.
- Maintains timely and accurate student records, including schedule changes, grade-level placement updates, and 504/IEP documentation.
- Uses Skyward, EduClimber, and other district systems appropriately and in accordance with confidentiality and access guidelines.
- Communicates with families in a manner that reflects understanding of parent rights to information, access, and consent.

Standard Two: Data Driven Planning

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
2a. Gather, synthesize and apply data from a variety of sources to inform the School Counseling Program.	1. Consistently gathers, analyzes, and synthesizes data from a variety of sources to inform the School Counseling Program.	1. Gathers and synthesizes data from a variety of sources to inform the School Counseling Program.	1. Rarely gathers and synthesizes data from a variety of sources to inform the School Counseling Program.	1. Does not use data from a variety of sources to inform the School Counseling Program.
2b. Communicate data from a variety of sources to students and parents or guardians.	1. Proactively maintains effective communication using multiple methods and appropriate technology. **2.** Regularly communicates relevant data from multiple sources to students, parents/guardians, and stakeholders.	1. Communicates with students and parents/guardians using multiple methods, including documentation. 2. Shares data as needed.	1.Communication relies primarily on one method and is inconsistent. 2.Rarely communicates relevant data.	1. Does not communicate data to students, parents / guardians.
2c. Provide all students with opportunities for academic enrichment while offering targeted support to those identified as academically at risk.	1. Analyzes and utilizes data to foster ongoing collaboration with school stakeholders to ensure all students have opportunities for academic enrichment. 2. Engage in continuous consultation and collaboration with stakeholders to provide support to students identified as academically at-risk. 3. Assist in identifying and implementing evidence-based interventions and support for students academically at risk.	1 Analyze and apply data to ensure all students have opportunities for academic enrichment. 2. Collaborates and consults with stakeholders to provide support to students identified as academically at risk.	1. Practice is developing and would benefit from continued professional development to ensure all students have opportunities for academic enrichment. 2. Does not consistently consult and collaborate with stakeholders to provide support to students identified as academically at-risk.	1. Does not use data to provide students with opportunities for academic enrichment. 2. Does not consistently consult and collaborate with stakeholders to provide support to students identified as academically at-risk.

Look fors:

- Demonstrates evidence of data-informed interventions, including MTSS plans and progress monitoring.
- Communicates student progress data to students and families through multiple methods, such as emails, phone calls, ParentSquare, newsletters, and conferences.
- Maintains meeting notes or documentation reflecting collaboration with stakeholders based on data analysis.
- Develops and maintains at-risk student rosters using early warning indicators (e.g., attendance, behavior, course failures, GPA, credits earned, assessment data, retention history, acceleration status, and 504 documentation).
- Applies data to guide intentional, data-driven scheduling decisions, including ESE and 504 accommodations, behavioral supports, credit recovery placement, and OJT participation.
- Communicates identified student needs clearly and appropriately with relevant stakeholders.
- Participates in school-based leadership or problem-solving teams that analyze and apply data to support student success.
- Facilitates, documents, and reports Child Study Team meetings in accordance with district procedures.
- Manages 504 plans, including documentation, compliance, and ongoing monitoring.
- Supports gifted referral processes, including administration or coordination of KBIT or Naglieri assessments and referrals.
- Uses multiple data sources: including Skyward, EduClimber, FAST/EOC results, attendance reports, behavior referrals, and academic history, to identify and address student needs.
- Uses pre- and post-assessment data from classroom lessons or small-group counseling to refine and improve interventions.
- Identifies students requiring additional support through the use of early warning systems and indicators.
- Applies data findings directly to scheduling decisions, intervention planning, small-group development, and student referrals.
- Incorporates district and state data (e.g., Florida graduation requirements, CTE enrollment trends, assessment requirements) to inform and shape the school counseling program.
- Provides individualized academic updates to students and families, including credit checks, GPA, graduation progress, and assessment requirements.
- Uses Xello or similar platforms to share career interest survey results and pathway recommendations with students.
- Conducts parent nights or classroom lessons explaining academic requirements and expectations, including graduation requirements, promotion criteria, assessment scores, Bright Futures eligibility, GPA, academic skills, and executive functioning.

- Communicates with families regarding assessment performance, academic progress, and remediation or intervention needs.
- Maintains documentation of academic interventions, such as tutoring referrals, study-skills groups, credit recovery enrollment, check-in/check-out systems, and MTSS supports.

Standard Three: School Counseling Program and Services

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
3a. Apply evidence-based strategies that promote academic success, career readiness, resiliency education, civic and character education, and life skill education as defined in Rule 6A-1.094124, F.A.C.	1. Works collaboratively to consistently and proactively implement strategies that promote academic success, career readiness, resiliency education, civic and character education, and life skill education as defined in Rule 6A-1.094124, F.A.C.	1. Implements strategies that promote academic success, career readiness, resiliency education, civic and character education, and life skill education as defined in Rule 6A-1.094124, F.A.C.	1. Practice is emerging but requires supervision, support, and/or training to independently implement strategies that promote academic success, career readiness, resiliency education, civic and character education, and life skill education as defined in Rule 6A-1.094124, F.A.C.	1. Fails to demonstrate an understanding of how to implement strategies that promote academic success, career readiness, resiliency education, civic and character education, and life skill education as defined in Rule 6A-1.094124, F.A.C.
3b. Apply practices for identifying and closing gaps in student achievement.	1. Analyzes data consistently to identify and close gaps in student achievement utilizing various resources.	1. Uses data to identify and close gaps in student achievement.	1.Does not consistently use data to identify and close gaps in student achievement.	1.Does not use data to identify and close gaps in student achievement.
3c. Develop strategies that promote academic success, career readiness, resiliency education, civic and character education, and life skill education.	1. Strategies or instruction are consistently age and developmentally appropriate as outlined in 1001.42. (8)(c)3., FS. 2. Works collaboratively to facilitate and contribute to the development of plans to meet the requirements of state/district initiatives.	1. Strategies or instructions are age and developmentally appropriate as outlined in 1001.42. (8)(c)3., FS. 2. Supports and contributes to the implementation of state and district-mandated initiatives.	1. Strategies or instruction are somewhat age and developmentally appropriate. 2. Practice is developing but requires supervision, support, and/or training to be independently effective. 3. Accesses data but shows little application when	1. Strategies or instruction are not age and developmentally appropriate. 2. Little to no evidence of strategies that promote academic success, career readiness, resiliency education, civic and character education, and life skill education.

	3. Strategies are developed using state, district, or school- level data to intentionally align with school-level initiatives.	3. Strategies are developed using state, district, or school level data.	developing school-based strategies.	3. Does not consider data when developing school-based strategies.
3d. Provides response and support to students in a crisis.	1. Consistently provides verbal de-escalation strategies and techniques. 2. Consistently utilizes district policy and procedures in crisis using available resources. 1001.42(8), F.S 3. Proactively collaborates with family service providers, students, and parents/guardians.	1. Provide verbal de-escalation strategies and techniques. 2. Adheres to district and state policy/procedures in crisis. 1001.42(8), F.S.3Collaborates with family service providers, students, and parents/guardians, and other school staff.	1. Developing verbal de-escalation strategies and techniques. 2. Inconsistently applies district policy and procedures in crisis. 3. Inconsistently collaborates with family service providers, students, and parents/guardians, and other school staff.	1. Does not use verbal de-escalation strategies or techniques. 2. Does not comply with district policy and procedures in crisis. 3. Does not collaborate with family service providers, students, and parents/guardians, and other school staff.

Look fors:

- Plans and/or deliver activities promoting life skills, character education, resiliency, or career readiness.
- Maintains documentation of interventions and supports for students identified as at risk.
- Demonstrates implementation of gap-closing strategies, including tutoring referrals, mentoring programs, MTSS supports, and collaboration with social services. (e.g., tutoring referrals, mentoring, MTSS, social work).
- Maintains crisis response documentation, including protocols and logs of student support provided.
- Conducts and documents risk and threat assessments in accordance with district procedures.
- Uses an established system to routinely analyze academic, behavioral, attendance, and other relevant data.
- Maintains documentation of tiered interventions within approved data platforms (e.g., Skyward, EduClimber).
- Keeps records of group counseling sessions and classroom guidance lessons focused on conflict resolution and social-emotional skills.
- Utilizes career exploration and planning tools such as Xello to support student development.
- Coordinates and documents credit recovery placement, progress monitoring, and program management.
- Implements interventions addressing bullying and harassment.
- Collaborates with administrators to conduct and document bullying investigations.

- Plans, participates in, and promotes schoolwide initiatives such as Red Ribbon Week and Kindness Week.
- Integrates evidence-based and district-approved curricula (e.g., Second Step, Sanford Harmony) into classroom lessons, small groups, or schoolwide programs.
- Designs and/or co-leads schoolwide programming (career fairs, resilience lessons).
- Collaborates with MTSS teams, school social workers, and school psychologists to support student needs.
- Uses multiple data sources (academic, attendance, behavioral, and career interest data) to create intentional scheduling plans that support student success.

Standard Four: Consultation, Collaboration, and Coordination

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
4a. Model and support respectful collaboration practices between school leaders, parents or guardians, district and school personnel and community partners.	1. Consistently initiates and sustains respectful collaboration with all stakeholders. 2. Proactively engages school leaders, families, and community partners in decision-making and program development.	Collaborates respectfully with all stakeholders. Makes regular efforts to engage school leaders, families, and community partners in decision-making and program development.	1. Minimally collaborates with stakeholders. 2. Inconsistently engages with school leaders, families, and community partners in decision-making and program development.	1. Does not engage school leaders, families, and community partners in decision-making and program development.
4b. Demonstrates professionalism through visibility, accessibility, and collaboration with stakeholders.	1. Actively promotes a two-way partnership between school and home to support student expectations and academic performance. 2. Consistently and successfully connects to families and communities to address stakeholder's concerns. 3. Develops and utilizes effective communication tools, including documentation, to meet the	1. Frequently provides information about student expectations and academic performance between school and home. 2. Makes regular efforts to successfully connect with families, schools, and communities to stakeholders' concerns. 3. Uses multiple communication tools to provide visibility and accessibility.	1. Inconsistently provides information between school and home. 2. Partially addresses stakeholders' concerns. 3. Uses some communication tools to provide visibility and accessibility.	1. Does not provide information. 2. Does not respond to stakeholders' concerns or needs. 3. Uses few to no communication tools to provide visibility and accessibility.

	needs of stakeholders maintaining consistent visibility and accessibility.			
4c. Utilize policies and procedures to make appropriate community-based referrals.	1.Consistently utilizes policies and procedures to make appropriate community-based referrals and proactively follows-up with students and/or family.	1. Utilizes policies and procedures to make appropriate community-based referrals and follow-up with students.	1. Inconsistently utilizes policies and procedures to make appropriate community-based referrals and inconsistently follows-up with students.	1.Does not utilize policies and procedures to make appropriate community-based referrals or follow up with students or family.
4d. Apply effective methods and skills for coordinating with community partners in the implementation of a school counseling program.	1. Initiates and develops opportunities for community partners to support the school counseling program.	1. Regularly utilizes community partners to support the school counseling program.	1.Provides limited opportunities for community partner support.	1. Does not connect with community partners.
4e. Apply appropriate use of data and technology in supporting student learning and development.	1. Consistently uses technology to organize data to support student learning and development.	1. Uses data and technology to support student learning and development.	1. Minimally uses technology to support student learning and development.	1. Does not use technology to support student learning and development.

Look fors:

- Maintains meeting agendas or documentation demonstrating collaboration with community partners and families.
- Completes referral forms and maintains follow-up documentation for community-based services (e.g., People Helping People, McKinney-Vento, BayCare, Phoenix).
- Uses multiple communication tools to engage stakeholders, including ParentSquare, newsletters, emails, phone calls, and district social media.
- Provides evidence of stakeholder engagement in program planning through surveys, School Advisory Council (SAC) participation, meeting agendas, or sign-in sheets.
- Plans and delivers parent workshops focused on supporting student academic, social-emotional, and behavioral growth.
- Maintains communication logs documenting strategies shared with families to support students at home.
- Distributes newsletters and resources to families to promote awareness of school programs and student supports.
- Maintains documentation or meeting notes reflecting participation and advocacy in IEP, 504, MTSS, and parent-teacher conferences (PTC).
- Provides documentation of recommended accommodations and student supports.
- Maintains communication records with teachers and parents related to student needs and interventions.

- Completes and manages Student Services Intervention (SSI) paperwork in accordance with district procedures.
- Actively participates in schoolwide initiatives such as PBIS.
- Participates in schoolwide events such as Open House and Open Campus to engage families and stakeholders.
- Provides or facilitates professional development for staff on topics such as coping strategies, executive functioning skills, and college and career readiness.
- Leads or co-facilitates professional learning communities (PLCs) focused on student well-being and support systems.
- Demonstrates the use of respectful, strengths-based language in communication artifacts when engaging families, staff, and community partners.
- Evidence of accommodations or supports recommended.

Standard Five: Academic Advisement and Planning

5a. Implements and supports instruction for student success.	1. Consistently plans and implements approved skills and strategies by using a variety of resources. 1001.42.(8)(c), FS 2. Proactively communicates regarding the safety, mental health, and well-being of students.	1. Plans and supports approved skills and strategies in individual or group settings. 1001.42.(8)(c), FS 2. Communicates regarding the safety, mental health, and well-being of students.	1. Inconsistently applies approved skills and strategies in individual or group settings. 1001.42.(8)(c), FS 2. Limited communication regarding the safety, mental health, and well-being of students.	1. Does not apply approved skills and strategies in individual or group settings. 1001.42.(8)(c), FS 2. Provides little to no communication regarding the safety, mental health, and well-being of students.
5b. Assist all students with developing a path to effectively prepare for secondary and postsecondary educational and employment opportunities.	1. Ongoing collaboration with students, parents, or guardians to develop a path for secondary and postsecondary educational and employment opportunities.	1. Prepare students to develop a path for secondary and postsecondary educational and employment opportunities.	1. Practice is emerging but requires supervision, support, and/or training to effectively prepare students to develop a path for secondary and postsecondary educational and employment opportunities.	1. Fails to prepare students in developing a path for secondary and postsecondary educational and employment opportunities.
5c. Promote awareness of student progression, assessment requirements, appropriate educational placement, and high school graduation requirements.	1. Effectively understands and communicates student progression, assessment requirements, and appropriate educational placement for promotion	1. Understands student progression, assessment requirements, and appropriate educational placement for promotion	1. Emerging understanding of student progression, assessment requirements, and appropriate educational placement for promotion	1 .Lack of understanding of student progression, assessment requirements, and appropriate educational placement for promotion

	and/or high school graduation requirements to all stakeholders.	and/or high school graduation requirements.	and/or high school graduation requirements.	and/or high school graduation requirements.

Look fors:

- Maintains student academic plans or graduation checklists, including Bright Futures evaluations.
- Plans and documents parent nights, advisement sessions, and outreach activities, including flyers and sign-in sheets.
- Maintains communication logs documenting discussions with students and families regarding academic progress, placement, or pathway decisions.
- Plans, coordinates, or supports career and college planning events, such as workshops, fairs, or informational sessions.
- Ensures students are scheduled into appropriate courses aligned to academic performance, remediation needs, course prerequisites, and graduation pathways.
- Creates and manages elementary class placements based on data, student needs, and district guidelines.
- Conducts ESSA-required communications or outreach, as applicable.
- Evaluates student transcripts to determine accurate credit status, graduation progress, and eligibility for academic pathways.
- Coordinates and supports postsecondary transition events, including college fairs, college visits, Dual Enrollment/AP nights, and district transition initiatives.
- Provides essential student-related information while consistently upholding FERPA confidentiality standards.
- Proctors required assessments in accordance with testing protocols.
- Supports completion of Common Application requirements and senior clearance processes.
- Manages and submits accommodation requests for ACT, SAT, and CLT assessments.

- Conducts routine credit checks to monitor student progress toward graduation.
- Supports documentation related to valedictorian and salutatorian determinations.
- Maintains documentation of participation in MTSS meetings and academic intervention planning.
- Develops and maintains individualized student academic and career plans (e.g., Xello outputs, credit checks, course requests, future planning forms).
- Documents academic and career advising sessions with students and families related to college, career, vocational, and military pathways.
- Provides guidance and support for students completing postsecondary planning requirements, including: FAFSA, College applications, Scholarship applications, Bright Futures submissions, Credit recovery referrals.
- Provides students and families with accurate information about available acceleration options, including Dual Enrollment, Advanced Placement (AP), Honors, and CTE pathways.

Standard Six: Career Development and Postsecondary Planning

6a. Utilize resources and data to provide counseling services that promote college and career readiness and career success (includes financial resources for high school students).	1. Consistently integrates a wide range of local, state, and national resources into counseling services. 2. Uses comprehensive data analysis to design targeted interventions that significantly improve college and career readiness. 3. Proactively engages families and community partners to expand access to financial literacy and postsecondary planning. 4. Demonstrates leadership in training staff and mentoring peers on best practices in college/career advising.	1. Uses available resources and data to support college and career readiness. 2. Provides students with accurate and timely information on financial aid, scholarships, and career pathways. 3. Collaborates with families and community partners to ensure students have access to relevant planning tools and advising, and financial literacy.	1. Rarely uses resources and data inconsistently or superficially in college and career counseling. 2. Financial literacy and postsecondary planning are addressed but lack depth or personalization. 3. Limited collaboration with families and community partners.	1. Does not use resources or data to guide college and career counseling. 2. Fails to provide students with essential financial aid for career planning information. 3. Counseling is inaccurate or inaccessible to students.
6b. Apply counseling services to address financial or educational challenges experienced by students.	1. Proactively and consistently applies counseling services to address financial and/or educational challenges experienced by students.	1. Applies counseling services to address financial and/or educational challenges experienced by students.	1. Occasionally applies counseling services to address financial and/or educational challenges experienced by students.	1. Does not apply counseling services to address financial or educational challenges experienced by students.
6c. Apply strategies and activities that address students' college and career readiness across developmental levels, including decision-making approaches for students in various stages of career development.	1. Proactively utilizes and promotes resources, to include formal and informal inventories and data driven methods to promote college and career readiness. 2. Utilizes school data to develop and coordinate initiatives to address career	1. Utilizes and promotes a variety of resources to support college and career readiness. 2. Collaboration with stakeholders to support career development across all grade levels.	1. Inconsistently utilizes resources to support college and career readiness. 2. Minimal collaborations with stakeholders to support career development across all grade levels.	1. Little evidence to demonstrate the utilization of resources to support college and career readiness. 2. Does not collaborate with stakeholders to support career development across all grade levels.

	readiness needs of all students. 3. Develops an approach to sharing personalized information related to career and educational opportunities.			

Look fors:

- Plans, coordinates, or supports FAFSA workshops, ACT/SAT fee waiver distribution, scholarship information sessions, and college visits.
- Demonstrates evidence of students completing career inventories or interest surveys and maintaining individualized career portfolios or plans within Xello.
- Collaborates with Career and Technical Education (CTE) programs and workforce or industry partners to support student career readiness.
- Maintains student career portfolios showcasing individual strengths, interests, and goals, including documentation related to ESE transition meetings or vocational rehabilitation planning.
- Develops and distributes flyers, agendas, or promotional materials for college and career exploration events.
- Facilitates or refers students in grades K–5 for weekly food support, holiday assistance, and community-based resources.
- Facilitates or refers students in grades 6–8 for weekly food support, holiday assistance, and community-based resources.
- Facilitates or refers students in grades 9–12 for weekly food support, holiday assistance, community-based resources, FAFSA completion, and scholarship opportunities.
- Maintains student academic plans or graduation checklists to support progression and postsecondary readiness.
- Maintains documentation of advising meetings and postsecondary planning resources shared with students and families.
- Prepares and submits counselor letters of recommendation in support of student applications for postsecondary education, scholarships, and specialized programs.
- Manages dual enrollment processes, including eligibility determination, scheduling, documentation, and clear communication with students and families.
- Delivers or supports presentations or workshops on Bright Futures eligibility, dual enrollment tuition coverage, financial aid processes, and application deadlines.

- Coordinates on-campus and/or off campus college admissions events, instant-decision days, recruiter visits, and related postsecondary engagement activities.
- Maintains documentation of individualized support provided to students experiencing barriers such as homelessness (McKinney-Vento referrals), food insecurity, transportation challenges, mental health concerns, or lack of technology or school supplies.
- Collaborates with case managers, school social workers, and student services personnel to address student financial, academic, and social-emotional needs.
- Participates in ESE transition IEP meetings to address postsecondary, financial, and service-based needs.
- Provides evidence of long-term academic and postsecondary planning conversations that may include: four-year plans, graduation pathways, technical school options, and military opportunities.
- Plans, coordinates, or supports college and career events and maintains participation documentation, including student sign-in sheets for planning sessions.

6A-5.079, Florida School Counseling Standards.

(1) Purpose and Structure of the Standards.

(a) Purpose. The purpose of these standards is to establish Florida's expectations for school counselors. These standards inform the foundation for school counseling preparation programs, educator certification requirements, professional learning for school counselors, and school counselor evaluation systems.

(b) Structure. There are seven (7) standards, each comprised of a title, description, and descriptors that further clarify and define the work required to demonstrate mastery of the standard.

(2) Definitions.

(a) "School Counselor" means staff members certified under Rule 6A-4.0181, F.A.C., who are responsible for: advising students with regard to their abilities and aptitudes, educational and occupational opportunities, and personal and social adjustments; providing placement services; and similar functions as described in Section 1012.01(2)(b), F.S.

(b) "School Counseling Program" means a set of focused resources and supports designed by schools and districts to meet the unique needs of the students. The key aspects of the program include academic advisement and planning, career guidance and postsecondary planning, responsive mental health counseling services, community partnerships, and support with the provision of resiliency education, civic and character education, and life skill education.

(3) PK-12 School Counseling Standards.

(a) Standard one (1). Professional, Legal, and Ethical Expectations. School counselors act ethically and according to professional standards to promote the academic success and well-being of all students. School counselors:

1. Hold self accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare pursuant to Section 1001.42(8), F.S., the rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S., local school board, and governing board policies;

2. Adhere to the state and federal legal rights of students and parents or guardians with regard to student records per Rule 6A-1.0955, F.A.C.; and

3. Seek opportunities for professional learning applicable to the role of a school counselor.

(b) Standard two (2). Data-Driven Planning. Effective school counselors utilize resources including available school data to guide decision making and counseling services. School counselors:

1. Gather and synthesize data from a variety of sources to inform the School Counseling Program;

2. Communicate data from a variety of sources to students and parents or guardians; and

3. Apply appropriate use of data and technology in supporting student learning and development.

(c) Standard three (3). School Counseling Program. Effective school counselors develop, implement, and evaluate programs that cultivate a school environment that promotes the academic success and well-being of all students. School counselors:

1. Apply evidence-based strategies that promote academic success; career readiness; and resiliency education, civic and character education, and life skill education as defined in Rule 6A-1.094124, F.A.C.

2. Apply principles and practices of crisis planning, response, and preventative programs;

3. Apply practices for identifying and closing gaps in student achievement; and

4. Apply strategies for progress monitoring and sharing School Counseling Program outcomes.

(d) Standard four (4). Consultation, Collaboration, and Coordination. Effective school counselors utilize multiple means of communication to promote the academic success and well-being of all students. School counselors:

1. Model and support respectful collaboration practices between school leaders, parents or guardians, district and school personnel and community partners;

2. Maintain high visibility and accessibility, and actively listen to and respond to parents or guardians, students, district and school personnel and community partners;

3. Recognize parents or guardians, students, district and school personnel and community partners for contributions and engagement that enhance the school community; and

4. Utilize appropriate technologies and other forms of communication with parents or guardians, students, district and school personnel and families on student expectations and academic performance.

5. Utilize state, local school board, and governing board policies and procedures to make appropriate community-based referrals.

6. Apply effective methods and skills for coordinating with community partners in the implementation of a school counseling program.

(e) Standard five (5). Counseling Services. Effective school counselors provide direct and indirect services that support the safety, mental health, and well-being of all students. School counselors:

1. Apply counseling skills when delivering evidence-based, direct services to individual students and groups;

2. Assist with the provision of resiliency education, civic and character education, and life skill education in the classroom setting; and

3. Apply verbal de-escalation strategies to assist in the response and support of students in a crisis situation.

(f) Standard six (6). Academic Advising and Planning. Effective school counselors cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students.

1. Promote awareness of student progression, assessment requirements, appropriate educational placement, and high school graduation requirements;

2. Assist all students with developing a path to effectively prepare for secondary and postsecondary educational and employment opportunities;

3. Provide all students with opportunities for academic enrichment; and

4. Support students who are identified as academically at-risk.

(g) Standard seven (7). Career Development and Postsecondary Planning. Effective school counselors provide opportunities for all students to develop the behaviors necessary to learn work-related skills, resilience, perseverance, an understanding of lifelong learning as a part of long-term career success, the value of volunteerism and mentorship, and a strong work ethic. School counselors:

1. Promote awareness of application and admission processes for various postsecondary options, including financial resources such as the Free Application for Federal Student Aid and Florida Financial Aid Application for all students and families;

2. Apply school counseling strategies and activities that address students' college and career readiness across developmental levels, including decision-making approaches for students in various stages of career development;

3. Apply procedures of formal and informal career inventories and data-driven methods for evaluating students' college and career readiness;

4. Apply college and career readiness counseling services and schoolwide approaches across all levels that promote lifelong learning and career success;

5. Utilize resources that provide students with personalized information about postsecondary and career and technical educational opportunities and sources of financial assistance; and

6. Apply counseling services to address the challenges experienced by students.

Rulemaking Authority 1001.02, 1012.55, 1012.56 FS. Law Implemented 1012.55, 1012.56 History-New

HERNANDO SCHOOL DISTRICT

Instructional Personnel Evaluation System

0

Purpose

The purpose of this document is to provide the district with a template for its instructional personnel evaluation system that addresses the requirements of Section 1012.34, Florida Statutes (F.S.), and Rule 6A-5.030, Florida Administrative Code (F.A.C.). This template, Form IEST-2023, is incorporated by reference in Rule 6A-5.030, F.A.C., effective November 2023.

Instructions

Each of the sections within the evaluation system template provides specific directions, but does not limit the amount of space or information that can be added to fit the needs of the district. Where documentation or evidence is required, copies of the source documents (e.g., rubrics, policies and procedures, observation instruments) shall be provided at the end of the document as appendices in accordance with the Table of Contents.

Before submitting, ensure the document is titled and paginated.

Submission

Upon completion, the district shall email this form and any required supporting documentation as a Microsoft Word document for submission to DistritEvalSysEQ@fldoe.org.

Modifications to an approved evaluation system may be made by the district at any time. Substantial revisions shall be submitted for approval, in accordance with Rule 6A-5.030(3), F.A.C. The entire template shall be sent for the approval process.

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Part I: Evaluation System Overview

In Part I, the district shall describe the purpose and provide a high-level summary of the instructional personnel evaluation system.

The Instructional Evaluation System for Hernando County School District (HCSD) is annually reviewed by the Evaluation Manual Annual Review Team (EMART), which is comprised of approximately equal numbers of administrators and instructional staff. A document is prepared for the annual Board Approval. After Board Approval, the document is then posted on the district website and each site administrative team shares out the information during their pre-school week activities and training. New instructional staff and late hires receive additional training to support their transition.

The Evaluation System for HCSD is made up of two parts. Sixty five percent (65%) is Observed Practices and thirty five percent (35%) is Student Outcome Measurement (SOM). HCSD had adopted the Danielson Model for the Observed Practices portion of the evaluation. The purpose of the evaluation system is to support each instructional staff member being aware of and working on progress towards the Florida Educator Accomplished Practices. This is done through feedback and discussion about the components of the Danielson Model. The student outcome measurement portion also gives focus to instructional staff members analyzing student data for the purposes of assessing the effectiveness of educator practices and differentiating instruction as needed. HCSD currently used the 2021 Danielson language that is modified slightly to communicate expectations for all instructional staff.

Each instructional staff is assigned an evaluation type in the Frontline professional growth system based on their job title. Evaluation types include classroom teacher, probationary classroom teacher, ESE teacher, probationary ESE teacher, student services, coach, non-classroom, media center, eSchool teacher, certified school counselor and therapeutic specialist. Classroom teachers receive five observations from administration.
Probationary teachers also receive five observations and their first observation is the 3-step observation. Non-classroom teachers receive one to two observations. All instructional staff have a mid-year progress face to face meeting with their evaluator. This allows conversation to make expectations clear and set goals for the final observed practices review that is called Part A Observed Practices. If at the mid-year point an instructional staff member is concerned about the mid-year ratings and wants to request additional observations take place beyond the expected, this is the appropriate time to request those observations to be scheduled. For example, a classroom teacher who has had three observations request that six be completed instead of the minimum of five. The deadline to request an additional observation is April 1st. Student data and other measurements for each instructional staff member are identified and used to finalize a summative evaluation for each instructional staff member. If an instructional employee has an overall score of HE (57) at their mid-year progress meeting they can choose to opt out of a fifth observation. Administrator and instructional employee should both sign and notate this on the mid-year evaluation form.

Part II: Evaluation System Requirements

In Part II, the district shall provide assurance that its instructional personnel evaluation system meets each requirement established in section 1012.34, F.S., below by checking the respective box. School districts should be prepared to provide evidence of these assurances upon request.

System Framework

☒ The evaluation system framework is based on sound educational principles and contemporary research in effective educational practices.

☒ The observation instrument(s) to be used for classroom teachers include indicators based on each of the Florida Educator Accomplished Practices (FEAP) adopted by the State Board of Education.

☒ The observation instrument(s) to be used for non-classroom instructional personnel include indicators based on the FEAP, and may include specific job expectations related to student support.

Training

☒ The district provides training programs and has processes that ensure

- Employees subject to an evaluation system are informed of the evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place; and
- Individuals with evaluation responsibilities and those who provide input toward evaluations understand the proper use of the evaluation criteria and procedures.

Data and Reporting

☒ The district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.

☒ The district school superintendent annually reports accurate class rosters for the purpose of calculating district and statewide student performance, and the evaluation results of instructional personnel.

☒ The district may provide opportunities for parents to provide input into performance evaluations, when the district determines such input is appropriate.

District Procedures

☒ The district acknowledges that its established evaluation procedures set the standards of service to be offered to the public within the meaning of section 447.209, F.S., and are not subject to mandatory collective bargaining.

☒ The district's system ensures all instructional personnel, classroom and non-classroom, are evaluated at least once a year.

☒ The district's system ensures all newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district. Each evaluation must include indicators of student performance; instructional practice; and any other indicators of performance, if applicable.

☒ The district acknowledges that the instructional practice evaluation procedures and criteria under section 1012.34, F.S., do not preclude a school administrator from visiting and observing classroom teachers throughout the school year for the purposes of providing mentorship, training, instructional feedback, or professional learning.

☒ The district's system identifies teaching fields for which special evaluation procedures or criteria are necessary, if applicable.

☒ The district's evaluation procedures comply with the following statutory requirements in accordance with section 1012.34, F.S.

- The evaluator must be the individual responsible for supervising the employee; the evaluator may consider input from other personnel trained on the evaluation system.
- The evaluator must provide timely feedback to the employee that supports the improvement of professional skills.
- The evaluator must submit a written report to the employee no later than 10 days after the evaluation takes place.
- The evaluator must discuss the written evaluation report with the employee.
- The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
- The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
- The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days of the end of the school year.

Use of Results

☒ The district has procedures for how evaluation results will be used to inform the

- Planning of professional learning; and
- Development of school and district improvement plans.

☒ The district's system ensures instructional personnel who have been evaluated as less than effective are required to participate in specific professional learning programs, pursuant to section 1012.98(11), F.S.

Notifications

☒ The district has procedures for the notification of unsatisfactory performance that comply with the requirements outlined in section 1012.34(4), F.S.

☒ The district school superintendent shall annually notify the Department of Education of any instructional personnel who

- Receive two consecutive unsatisfactory evaluation ratings; or

- Are given written notice by the district of intent to terminate or not renew their employment, as outlined in section 1012.34(5), F.S.

District Self-Monitoring

☒ The district has a process for monitoring implementation of its evaluation system that enables it to determine the following:

- Compliance with the requirements of section 1012.34, F.S., and Rule 6A-5.030, F.A.C.;
- Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability;
- Evaluators provide necessary and timely feedback to employees being evaluated;
- Evaluators follow district policies and procedures in the implementation of evaluation system(s);
- Use of evaluation data to identify individual professional learning; and,
- Use of evaluation data to inform school and district improvement plans.

Part III: Evaluation Procedures

In Part III, the district shall provide the following information regarding the observation and evaluation of instructional personnel. The following tables are provided for convenience and may be customized to accommodate local evaluation procedures.

1. Pursuant to section 1012.34(3)(b), F.S., all personnel must be fully informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process before the evaluation takes place. In the table below, describe when and how the following instructional personnel groups are informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process: classroom teachers, non-classroom teachers, newly hired classroom teachers, and teachers hired after the beginning of the school year.

	Annually	Annual Review, Board Approval Process, Preschool Activities and Training, Manual Posted on website
	Annually	Annual Review, New Teacher Orientation, Preschool Activities and Training, Manual Posted on website
	Annually	Annual Review, New Teacher Orientation, ad-hoc Training, Manual Posted on website

2. Pursuant to section 1012.34(3)(a), F.S., an observation must be conducted for each employee at least once a year, except that a classroom teacher who is newly hired by the district school board must be observed at least twice in the first year of teaching in the school district. In the table below, describe when and how many observations take place for the following instructional personnel groups: classroom teachers, non-classroom teachers, newly hired classroom teachers, and teachers hired after the beginning of the school year.

Instructional Personnel Group	Number of Observations	When Observations Occur	When Observation Results are Communicated to Personnel

Classroom and Non-Classroom Teachers			
Hired before the beginning of the school year	5+ classroom, (4for HE @midyear) 1+ nonclassroom	Throughout the year	Immediately after submission
Hired after the beginning of the school year	Prorated based on how much of the year has passed.	Throughout the year	Immediately after submission
Newly Hired Classroom Teachers			
Hired before the beginning of the school year	5+ classroom, (4for HE @midyear) 1+ nonclassroom	1st observation is 3 step and occurs in first 30 days	Immediately after submission, post conference within 10 days
Hired after the beginning of the school year	Prorated based on how much of the year has passed.	1st observation is 3 step and occurs in first 30 days	Immediately after submission, post conference within 10 days

3. Pursuant to section 1012.34(3)(a), F.S., a performance evaluation must be conducted for each employee at least once a year, except that a classroom teacher who is newly hired by the district school board must be evaluated at least twice in the first year of teaching in the school district. In the table below, describe when and how many summative evaluations are conducted for the following instructional personnel groups: classroom teachers, non-classroom teachers, newly hired classroom teachers, and teachers hired after the beginning of the school year.

Instructional Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
Classroom and Non-Classroom Teachers			
Hired before the beginning of the school year	1	April Observed Practices SOM added and finalized next year	April and following November
Hired after the beginning of the school year	1	April Observed Practices SOM added and finalized next year	April and following November
Newly Hired Classroom Teachers			
Hired before the beginning of the school year	2	December and April SOM added and finalized next year	December, April and following November
Hired after the beginning of the school year	2	December and April SOM added and finalized next year	December, April and following November

Part IV: Evaluation Criteria

A. Instructional Practice

In this section, the district shall provide the following information regarding the instructional practice data that will be included for instructional personnel evaluations.

1. Pursuant to section 1012.34(3)(a)2., F.S., at least one-third of the evaluation must be based upon instructional practice. In Hernando County, instructional practice accounts for 65% of the instructional personnel performance evaluation.

2. Description of the step-by-step calculation for determining the instructional practice rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

    - For all instructional personnel, the percentage of the evaluation that is based on the instructional practice criterion as outlined in s. 1012.34(3)(a)2., F.S., will be 65% [Rule 6A-5.030(2)(b)1., F.A.C.]. This will be called Part A of the evaluation and calculated by the administration at each school using the Danielson components, and the state framework for student services. (Please note the number of components varies from 16 to 25 over the nine ~~eight~~ job types: classroom, non-classroom, instructional coach, media specialist, therapeutic specialist, ESE, eSchool, certified school counselor and student services.) Each of the nine ~~eight~~ job types have a separate rubric for 16-22 of their components that can be viewed and rated during observations to provide feedback to the teacher to imp~~rove in~~structional practice. There are only seven Part A forms as classroom and eSchool share one Part A form. Each component is rated on the following rating scale:

Highly Effective: 3.0 | Effective: 2.25 | Needs Improvement/Developing: 1.0 | Unsatisfactory: 0.0

Ratings should be based on no less than the expected total of five observations/walkthroughs for classroom teachers, ESE teachers and e-School teachers. Administrators will consider both trend data and averages that are generated from progress over time from the observation tool. The midyear report will also inform instructional staff of trends halfway through the year. The sum of each domain is calculated. Then the sum of the domains is calculated and referred to as the total score. The total score is then divided by the number of the components to get an average referred to as a Raw Score. The Raw Score is then multiplied by 21.67 to create a scale score. The scale score is a number out of 65 that will form 65% of the instructional personnel evaluation. Components are rated over the course of the year through observations, and a site planned process for unobserved components not measured by observations. Administrators are encouraged to give feedback during all observations. For any component that is marked needs improvement/developing an administrator must provide feedback that outlines what in the rubric was noted and what suggestions are recommended for improvement. Administrators who mark an unsatisfactory rating for a component should then contact the teacher to set up a face-to-face meeting to discuss concerns and suggestions for improvement. Face-to-face mid-year progress meetings are very important for establishing expectations, so employees have a clear understanding of what to expect in April. Mid-year meetings are the best time for instructional staff members to request additional observations beyond the minimum that will expand the data available to the administrator for the

upcoming Part A meetings. The final deadline for requesting an additional observation will be April 1st. Additionally, if a teacher earns 57 on their observed practices at their mid-year, they can reduce the total number of observations needed to four 4. Both parties will agree to this change. Administrators receive training to look for trends and patterns to reach the rating for the year for each component. The observation instrument contains a rubric to support the determination of the rating. Following this narrative are the nine ~~eight~~ observation forms based on job types listed in the first bullet. These forms are also used for the 3-Step Observation for Probationary Classroom teachers along with the pre-Observation and Post Observation forms also included at the end of section 2. Description of the district evaluation framework for instructional personnel and the contemporary research basis in effective educational practices [Rule 6A-5.030(2)(b)2., F.A.C.].

The HCSD Evaluation System is aligned with the six Florida Educator Accomplished Practices identified as the "essential practices of effective teaching". They are:

1. **Instructional Design and Lesson Planning -** Applying concepts from human development and learning theories, the effective educator consistently:

    a. Aligns instruction with state-adopted standards at the appropriate level or rigor
    b. Sequences lessons and concepts to ensure coherence and required prior knowledge
    c. Designs instruction for students to achieve mastery
    d. Selects appropriate formative assessments to monitor learning
    e. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons
    f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies

2. **The Learning Environment** - To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:
    a. Organizes, allocates, and manages the resources of time, space, and, attention
    b. Manages individual and class behaviors through a well-planned management system
    c. Conveys high expectations to all students
    d. Respects students' cultural, linguistic and family background
    e. Models clear, acceptable oral and written communication skills
    f. Maintains a climate of openness, inquiry, fairness and support
    g. Integrates current information and communication technologies
    h. Adapts the learning environment to accommodate the differing needs and diversity of students
    i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals

3. **Instructional Delivery and Facilitation** - The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

    a. Deliver engaging and challenging lessons

b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter
c. Identify gaps in students' subject matter knowledge
d. Modify instruction to respond to preconceptions or misconceptions
e. Relate and integrate the subject matter with other disciplines and life experiences
f. Employ higher-order questioning techniques
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding
h. Differentiate instruction based on assessment of student learning needs and recognition of individual differences in students
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement
j. Utilize student feedback to monitor instructional needs and to adjust instruction

4. **Assessment -** The effective educator consistently:

a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge
e. Shares the importance and outcomes of student assessment data with the student and the students' parent/caregiver(s)
f. Applies technology to organize and integrate assessment information

5. **Continuous Professional Improvement** - The effective educator consistently:

a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs
b. Examines and uses data-informed research to improve instruction and student achievement
c. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement
d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues
e. Implements knowledge and skills learned in professional development in the teaching and learning process

6. **Professional Responsibility and Ethical Conduct** - Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principals of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C, and

fulfills the expected obligations to students, the public and the education profession.

There is a clear connection to each of the six Florida Educator Accomplished Practices (FEAPS) as indicated on the Final Observation Rubric. Indicators are sufficiently specific to support inter-rater reliability.

The Hernando County School District's instructional personnel evaluation is based on Charlotte Danielson's research-based framework, which is endorsed by the Florida Department of Education.

All administrators who evaluate instructional personnel have attended training to learn best practices for teaching and evaluating. Administrators will focus on collecting evidence to formulate ratings using the Danielson components and the four ratings used for State reporting: Unsatisfactory, Needs Improvement, Effective, and Highly Effective. All will use the same core standards and procedures. The purpose of this system has changed to increase rigor and student engagement and the connection of specific practices to research and evidence of student learning is now needed. [Rule 6A-5.030(2)(b)3., F.A.C.]

- Classroom teachers (including ESE and Hernando eSchool templates) shall have 5 completed observations with feedback using the HCSD Observation template for the Danielson components for those areas. Probationary classroom teachers will receive a 3-step Observation. Ratings will be reviewed by administrators based on trajectory, patterns, and history of the observations. [Rule 6A-5.030(2)(b)4., F.A.C.]. A few classroom teachers (ESE) or stand-alone instructional assignments will be placed on Classroom B which requires only 2 observations.
- Non-classroom instructional personnel will receive at least one observations using one of six ~~5~~ templates non-classroom, coach, media, therapeutic specialist, certified school counselor and student services using those templates that range from 16 to 25 components [Rule 6A-5.030(2)(b)5., F.A.C.].

B. Other Indicators of Performance

In this section, the district shall provide the following information regarding any other indicators of performance that will be included for instructional personnel evaluations.

1. Pursuant to section 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other indicators of performance. In Hernando County, other indicators of performance account for 0% of the instructional personnel performance evaluation.

2. Description of additional performance indicators, if applicable.

3. Description of the step-by-step calculation for determining the other indicators of performance rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

C. Performance of Students

In this section, the district shall provide the following information regarding the student performance data that will be included for instructional personnel evaluations.

1. Pursuant to section 1012.34(3)(a)1., F.S., at least-one third of the performance evaluation must be based upon data and indicators of student performance, as determined by each school district. This portion of the evaluation must include growth or achievement data of the teacher's students over the course of at least three years. If less than three years of data are available, the years for which data are available must be used. Additionally, this proportion may be determined by instructional assignment. In Hernando County, performance of students accounts for 35% of the instructional personnel performance evaluation.

2. Description of the step-by-step calculation for determining the student performance rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

    - **All instructional staff will have 35% of their evaluation calculated by a defined student outcome measurement (SOM) in accordance with s. 1012.34(3)(a)1., F.S.**
    - **All student measures are weighted equally and proportionately, including growth levels and proficiency. Each student score has a value of one unit.**

Hernando County will use 3 years of aggregated data** from student performance for all scores, the calculations below will be used:

- If 3 years of data are available:
    - 33.3% will come from the current year
    - 33.3% will come from the prior year
    - 33.3% will come from the second prior year
- If only 2 years of data are available:
    - 50% will come from the current year
    - 50% will come from the prior year or the second prior year
- If only 1 year of data is available*:
    - 100% will come from the current year

*For example: 1st year teachers or probationary contract instructional staff will follow this one-year calculation.

Instructional staff members who teach a course for which the state provides a growth model or VAM data will have their SOM assigned by the rubric score generated:

SOM Rubric	Summative Rating	Point Range**	Points Awarded on Annual Evaluation
Level 4	Highly Effective	31 – 35	35
Level 3	Effective	20 – 30	30.1
Level 2	Needs Improvement/Developing	9 – 19	19.25
Level 1	Unsatisfactory	0 – 8	8.4
Unclassified			

****as calculated by the aggregate score or combined score**

For all teachers, the values in the ranges below will help clarify ratings based on a scale of 1-100.

Using a point range of 100, the following ranges have been established for the annual evaluations:

Highly Effective	87-100
Effective	56-86
Needs Improvement/Developing	25-55
Unsatisfactory	0-24

Any teacher who uses a statewide or third-party assessment has a level rating system will have a proficiency score. Scores from 2 to 5 (or from one mark below proficiency up to maximum results) will form the numerator and the number of students tested will form the denominator. This fraction will be changed to a percentage, correlated to the (0-100) point range above, and then assigned the same rubric score in the chart noted in the first bullet. Examples-Science Grade 5, Civics, Bio I, US History (not an exhaustive list)

Any teacher that teaches Grades K-10 ELA and/or Grades K-8 Math that has a State Generated Series or District Assigned Series of 3 progress monitoring tests will use a growth calculation based on a comparison of results from Test 1 to Test 3. Students will be assigned to buckets after the results are finalized. The calculation will be a numerator that does not include students in the lowest bucket over a denominator of students that were in the class and completed both T1 and T3.

Probationary teachers (newly hired) will receive a probationary evaluation which will also be known as a formative evaluation. 35% of this will be based on a student outcome measure since VAM will not be available. Principals will set the appropriate measure based on the teaching assignment and available tests. First semester exams will be the default when no other measurement is available. While the probationary evaluation is indicative of predictable student performance for the final summative evaluations scores, the probationary evaluation will not mathematically be included in the final summative evaluation calculation.

For classroom teachers of students for courses not assessed by statewide, standardized assessments, the district-determined student performance measure(s) [Rule 6A-5.030(2)(a)5., F.A.C.] will be a district common assessment or teacher created/administrator approved assessment. Students passing this assessment with a district passing score will form the numerator and the number of students tested will form the denominator to be calculated and correlated to the (0-100) point range and then assigned the same rubric score in the chart noted in the first bullet.

For instructional personnel who are not classroom teachers, the district-determined student outcomemeasure(s) [Rule 6A-5.030(2)(a)6., F.A.C.] will be discussed in the special fields table and assessment table.

For school wide student outcome measurement, see the school wide student outcome measurement table below that will include the school wide SOM state calculation in varying percentage based on grade level(s).

- ☐ K-8
- ☐ All Based on T3 growth compared to T1 (State or District Selected)

  87-100%=4

  56-86%=3

  25-55%=2

  0-24%=1

- High School
- One sixth One sixth One sixth One sixth One sixth One sixth
- ELA T3-T1 Alg I &GEO BIO US History Graduation Acceleration
- Growth Proficiency Proficiency Proficiency Rate Rate
-
- For ELA, Math, Graduation For BIO, US HIST, Acceleration
- 87-100%=4 75-100%=4
- 56-86%=3 50-74%=3
- 25-55%=2 25-49%=2
- 0-24%=1 0-24%=1

Attendance of students may be considered for teachers Students that miss 80 days or more from the year or 40 days or more from a semester course may qualify to be removed from the student outcome measurement calculation for that teacher. To qualify for this removal the teacher must complete the following actions: 1. The teacher must record the absences in the student data management system that can be documentation of the high number of absences. 2. The teacher must submit to their principal proof of these absences for the student(s) and the period and class they are attached to by August 20 of the next school year. The principal will forward these student removal requests to the Human Resources Department ~~Professional Standards Department~~ by August 30 of the next school year. 3. The teacher must regularly check their school email during this time as email will be the communication method that the Human Resources Department ~~Professional Services Department~~ will use to request additional information to finalize any student removal. If additional information is requested, then the teacher has eight schoolwork days to furnish that information, or the case will be closed and cannot be reopened.

A teacher's student outcome measurement may be made up of a mixture of all or some of the types of student outcome measurement described above. The student outcome measurement follows the student so that each student has a value of one in the calculation for the teacher.**

The Superintendent reserves the right to adjust these tables to account for issues that arise and EMART will make recommendations to address the issues. These might include new postions, specifications not addressed correctly or fully in print, conform to any new law or statute, or to address a measurement that is recognized to need adjustment. This includes any adjustment that needs to be made due to cancelled testing or data the state will no longer provide. Any decision will always be accompanied by informing those instructional staff members it impacts.

****Example:** If a high school teacher who teaches Algebra I for two courses (50 students), AP Calculus for one course (36 students), and two math courses assessed by teacher created exams (40 students) then their student outcome measurement will be 50/126 EOC Proficiency, 36/126 AP Proficiency, and 40/126 district passing score proficiency combine to make 35% of their evaluation score.

D. Summative Rating Calculation

In this section, the district shall provide the following information regarding the calculation of summative evaluation ratings for instructional personnel.

1. Description of the step-by-step calculation for determining the summative rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

   Each of the evaluation types has a separate form for Part A of the evaluation for observed practices. Each of the 16-25 components are rated in one of the four ratings listed below:

   Highly Effective: 3.0 | Effective: 2.25 | Needs Improvement/Developing: 1.0 | Unsatisfactory: 0.0

   These ratings are totaled for a sum. The sum is divided by the number of components for an average or raw score. The raw score is then multiplied by the established multiplier to contribute 65% of the evaluation score. For example, the multiplier for the twenty-two component classroom Part A form will be 21.67. Part B will be the student outcome measurement. See section C. Student Performance above for the types including VAM, proficiency calculation, district passing score calculation and special fields. The factors of each student counting as 1 unit for the calculation of the score and the final 3-year aggregate combined score described above will be involved in the 35% Student Outcome Measurement portion of the Evaluation. Part A and B will be added together to form an overall evaluation score out of a possible 100 points. See rating description and corresponding value ranges below. The summative rating is based on aggregating data from each of two components – Student Growth and Observed Practice. The following ratings will be used:

   - Highly Effective: Level of performance that shows that the teacher has mastered all of the underlying concepts of the component. The classroom functions as a community of learners with students assuming responsibility for their learning.

   - Effective: Level of performance that shows that the teacher has thorough knowledge of the concepts underlying the component. Students are engaged in learning. This level of performance represents successful, professional and effective teaching.

- Needs Improvement/Developing: Level of performance that shows that the teacher understands the concepts underlying the component and attempts to implement the elements, however, the implementation is sporadic, intermittent, or otherwise not entirely successful. (Instructional personnel in the first three years of teaching who need improvement are considered to be at the developing level).

- Unsatisfactory: Level of performance that shows that the teacher does not understand the concepts underlying the component. This level represents teaching that requires intervention.

Using a point range of 0-100 the following ranges have been established for the annual evaluations s. 1012.34(2)(e), F.S. [Rule 6A-5.030(2)(e), F.A.C.]:

Highly Effective	87-100
Effective	56-86
Needs Improvement/Developing	25-55
Unsatisfactory	0-24

Instructional staff have 30 days to review their summative evaluation score from the date of receipt indicated by their signature and date. Instructional staff can contact Alexa Neal ~~Matthew Goldrick~~ in Human Resources ~~Professional Standards~~ if they believe a miscalculation has taken place due to math errors, clerical errors, or missing data. The evaluation calculation will be reviewed for accuracy and will be corrected to be in line with the evaluation manual procedures.

2. Pursuant to section 1012.34(2)(e), F.S., the evaluation system for instructional personnel must differentiate across four levels of performance. Using the district's calculation methods and cut scores described above in sections A – C, illustrate how a second-grade teacher and a ninth grade English language arts teacher can earn a highly effective and an unsatisfactory summative performance rating respectively.

Observed Practices Example Highly Effective: Both a second-grade teacher and a ninth grade English teacher will be the same evaluation type: classroom teacher. They will have the classroom template for observation. Administrators will rate them throughout the five observations over the course of the year with different ratings for all 22 components. Any components not rated during the observation will be discussed at the mid-year and through the Part A discussion. If both of these teachers are utilizing the Florida Educator Accomplished Practices, they will likely receive effective and highly effective ratings. Let's say the ninth grade English teacher has 12 components marked highly effective and 10 marked effective while the second-grade teacher has 10 components marked highly effective and 12 components marked effective. Using the Part A Classroom Teacher (203) on paper or in Frontline, the calculations would be as follows. For the ninth-grade teacher's 12 highly effective (3 pts. each) and 10 effective (2.25 pts. each) would add up to a total score of 58.5. The Total Score is divided by the number of components, 22, to create the Raw Score which would be 2.66. This is multiplied by 21.67 and creates the Scale Score of 57.64. The second-grade teacher would have a Total Score of 57, a Raw Score of 2.59, and a Scale Score of 56.12.

SOM Example for different teachers: The ninth-grade English teacher might teach 5 sections of English 1 which culminates with the State test. Students of this teacher receives a T3 score that we compare to the TI score from the state. When compared to the other scores in the district her students

earn her a 3 on the rubric. A three-aggregate based on the average of these three rubric scores would be 3. According to the chart this earns a point value of 30.1 for the SOM. The ninth grade English teacher would have a final total score of 57.64 + 30.1 =87.64. This falls in the range of 87-100 for a summative evaluation rating of highly effective. The second-grade teacher has a different assessment but similar state test with a T3 and T1 comparison. Students are leveled based on their growth and can end up in one of 4 areas. Each student counts separately for the teacher. The teacher has 18 students. Each student takes both tests so the teacher calculation has a denominator of 36. All 18 students made adequate growth in ELA while in math 14 of 18 students made adequate growth. The teacher had 32 out of 36 make adequate growth or 88.9%. This earns a rubric score of 4. Last year the teacher earned a 3 and the previous year the teacher earned a 4. A three aggregate based on the average of these three rubric scores would be 4. According to the chart this earns a point value of 35 for the SOM. The second-grade teacher would have a final total score of 56.12 + 35 =91.12. This falls in the range of 87-100 for a summative evaluation rating of highly effective.

Observed Practices Example Unsatisfactory: Both a second-grade teacher and a ninth grade English teacher will be the same evaluation type: classroom teacher. They will have the classroom template for observation. Administrators will rate them throughout the five observations over the course of the year with different ratings for all 22 components. Any components not rated during the observation will be discussed at the mid-year and through the Part A discussion. In this example, both of these teachers are likely not utilizing the Florida Educator Accomplished Practices, so they will receive needs improvement and unsatisfactory ratings. Let's say the ninth grade English teacher has 12 components marked needs improvement and 10 marked unsatisfactory while the second-grade teacher has 5 components marked needs improvement and 17 components unsatisfactory. Using the Part A Classroom Teacher (203) on paper or in Frontline the calculations would be as follows. For the ninth-grade teacher's 12 needs improvement (1 pt. each) and 10 unsatisfactory (0 pts. each) would add up to a total score of 12. The Total Score is divided by the number of components, 22, to create the Raw Score which would be 0.55. This is multiplied by 21.67 and creates the Scale Score of 11.92. The second-grade teacher would have a Total Score of 5, a Raw Score of 0.23, and a Scale Score of 4.98.

SOM Example for different teachers: The ninth grade English teacher might teach 5 sections of English 1 which culminates with the State test. Students of this teacher receives a T3 score that we compare to the TI score from the state. When compared to the other scores in the district her students earn her a 1 on the rubric. . Last year it was a 2, and the previous year it was a 1. A three-year aggregate based on the average of these three rubric scores would be 1. According to the chart this earns a point value of 8.4 for the SOM. The ninth grade English teacher would have a final total score of 11.92 + 8.4 =20.32. This falls in the range of 0-24 for a summative evaluation rating of unsatisfactory.

The second-grade teacher has a different but similar state test with a T3 and T1 comparison.. Students are leveled based on their growth and can end up in one of 4 areas. Each student counts separately for the teacher. The teacher has 18 students. Each student takes both tests so the teacher calculation has a denominator of 36. Nine students made adequate growth in ELA and in math. The teacher had 18 out of 36 make adequate growth or 50%. This earns a rubric score of 2. Last year the teacher earned a 1 and the previous year the teacher earned a 2. A three aggregate based on the average of these three rubric scores would be 2.

According to the chart this earns a point value of 19.25 for the SOM. The second-grade teacher would have a final total score of 4.98 + 19.25 =24.23. This falls in the range of 0-24 for a summative evaluation rating of unsatisfactory.

Appendix A – Evaluation Framework Standards

In Appendix A, the district shall include a crosswalk of the district's evaluation framework to each of the Florida Educator Accomplished Practices (FEAP).

Alignment to the Florida Educator Accomplished Practices	
Foundational Principles	
The Florida Educator Accomplished Practices are based upon and further describe the below four (4) essential principles.	
1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.	
2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.	
3. The effective educator exemplifies the standards of the profession.	
4. The effective educator acknowledges that all persons are equal before the law and have inalienable rights, and provides instruction that is consistent with the principles of individual freedom as outlined in s. 1003.42(3), F.S.	
Practice	**Evaluation Indicators**
1. Instructional Design and Lesson Planning	
Applying concepts from human development and learning theories, the effective educator consistently:	
a. Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity;	1a, 1c
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	1e
c. Designs instruction for students to achieve mastery;	1a, 1e
d. Selects appropriate formative assessments to monitor learning;	1f, 3d
e. Uses diagnostic student data to plan lessons;	1b, 3d, 4d
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies; and	1e
g. Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S.	1a, 1b, 1c, 1e,
2. The Learning Environment	
To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:	
a. Organizes, allocates, and manages the resources of time, space, and attention;	2c. 2e
b. Manages individual and class behaviors through a well-planned management system;	2d
c. Conveys high expectations to all students;	2b
d. Respects students' cultural linguistic and family background;	2a, 4c
e. Models clear, acceptable oral and written communication skills;	3a
f. Maintains a climate of openness, inquiry, fairness and support;	2a, 2b
g. Integrates current information and communication technologies;	2e, 3c
h. Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S.;	2e, 3e
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals; and	2e

j. Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.	1c, 1e, 3a, 4c
3. Instructional Delivery and Facilitation	
The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:	
a. Deliver engaging and challenging lessons;	3c
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	3, 3c
c. Identify gaps in students' subject matter knowledge;	3d
d. Modify instruction to respond to preconceptions or misconceptions;	3e
e. Relate and integrate the subject matter with other disciplines and life experiences;	3a, 1e
f. Employ questioning that promotes critical thinking;	3b
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	3c
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	1b
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and,	3a, 3d
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	3d, 3e
4. Assessment	
The effective educator consistently:	
a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	1b
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	1f
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	3d
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	1f, 3d
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	3d, 4c
f. Applies technology to organize and integrate assessment information.	1f, 3c, 3d
5. Continuous Professional Improvement	
The effective educator consistently:	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	4e
b. Examines and uses data-informed research to improve instruction and student achievement;	4b, 4e
c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;	1e, 1f, 3d, 4b
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	4c, 4d
e. Engages in targeted professional growth opportunities and reflective practices; and,	4a, 4e
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	4a, 4e
6. Professional Responsibility and Ethical Conduct	
Understanding that educators are held to a high moral standard in a community, the effective educator fulfills the expected obligations to students, the public and the education profession and adheres to:	

a. Guidelines for student welfare adopted pursuant to s. 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse or neglect as defined in s. 39.01, F.S.;	4f
b. The rights of students and parents enumerated in ss. 1002.20 and 1014.04, F.S.; and	4c, 4f
c. The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.	4f

Appendix B – Observation Instruments for Classroom Teachers

In Appendix B, the district shall include the observation rubric(s) to be used for collecting instructional practice data for classroom teachers.

Domain 1: Planning and Preparations				
Criteria	**Highly Effective**	**Effective**	**Needs Improvement**	**Unsatisfactory**
1a: Demonstrating Knowledge of Content and Pedagogy • Content Area Expertise • Knowledge of Prerequisite Skills • Knowledge of Misconceptions	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates an accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.
1b: Knowing and Addressing Student Needs • Understanding of Students' Current Knowledge and Skills • Knowledge of the Learning Process • Knowledge of Learner Differences	The teacher understands the active nature of student learning and acquires and applies information about levels of development for individual students. (Formative Assessments) The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages. The teacher has a comprehensive understanding of the learning process and of individual learning differences.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. (Formative Assessments) The teacher also purposefully acquires and applies knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages. The teacher has substantial understanding of the learning process and of individual learning differences.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole. The teacher has limited understanding of the learning process and of individual learning differences.	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable. The teacher has minimal or no understanding of the learning process and of individual learning differences.
1c: Setting Instructional Outcomes • Relevance • Alignment to Grade-level Standards • Clarity of Purpose for Learning	Instructional outcomes represent high-level learning of important content and support student autonomy, curiosity and intellectual risk-taking. Instructional outcomes consistently reflect important, meaningful, and relevant learning that requires critical thinking. Instructional outcomes consistently reflect grade-level standards that	Instructional outcomes are rigorous and appropriate for students. Instructional outcomes are mostly relevant and reflect important learning and development. Instructional outcomes mostly reflect grade-level standards. Instructional outcomes are mostly clear and specific, and likely to ensure that students understand what they will learn and how.	Instructional outcomes are moderately rigorous and are appropriate for some students in the class. Instructional outcomes are somewhat relevant and partially reflect important learning and development. Instructional outcomes partially reflect grade-level standards. Instructional outcomes ae somewhat clear and partially describe what students will learn.	Instructional outcomes are not identified, are not rigorous, or are inappropriate. Instructional outcomes are not relevant or meaningful or do not reflect important learning. Instructional outcomes do not reflect grade-level standards. Instructional outcomes are unclear or are stated as activities. Outcomes reflect only one type of learning

	challenge all students and encourage intellectual risk-taking. Instructional outcomes are uniformly clear and specific and support students to extend their learning.			and are suitable for only some students
1d: Using Resources Effectively • Instructional Materials • Technology and Digital Resources • Supports for Students	The teacher uses instructional materials and other resources to meet individual student needs and support student autonomy and intellectual engagement. When instructional materials are provided, the teacher uses them to support each student's mastery of outcomes, further learning, deep intellectual engagement, and autonomy. When instructional materials are not provided, the teacher identifies a core set of instructional materials and uses them, integrating other resources, if appropriate, to support each student's mastery of outcomes, further learning, and deep intellectual engagement. Technology and other digital resources support intellectual engagement, personalized instructional pathways for student learning. Resources and supports provided or suggested by the teacher promote student agency and increase efficacy in utilizing resources to support their own learning.	The teacher's knowledge of instructional materials and other resources supports learning. When instructional materials are provided, the teacher's understanding of the materials supports appropriate choices based on the specific needs of students. When instructional materials are not provided, the teacher relies on a strong core set of instructional materials aligned to rigorous standards and makes choices based on the specific needs of students. Technology and other digital resources are used effectively to support student learning. The teacher provides resources and support aligned to students' individual needs and learning differences, allowing each student to meet the learning outcomes.	The teacher understands and uses instructional materials and other resources to support student learning and development, but these resources represent only a narrow band of what is available. When instructional materials are provided, the teacher implements them with some success, develops some understanding of their features and design. When instructional materials are not provided, the teacher selects and uses materials that are partially aligned to standards to serve as a core instruction and support student learning. The teacher uses technology and accesses digital resources that partially support student learning but may be primarily a substitution for other resources. The teacher seeks some additional resources and supports aligned to the individual needs of students.	The teacher is not aware of, or does not appropriately or effectively use, instructional materials and other resources to support student learning and development. When instructional materials are provided, the teacher does not use or effectively implement them. When instructional materials are not provided, the teacher uses inappropriate or ineffective materials of their own choosing that do not support rigorous instruction or engagement. The teacher does not appropriately access digital resources to support student learning and development. The teacher does not inquire about or seek out resources to support individual student needs.
1e: Planning • Alignment to Standards • Differentiation • Sequence and Pacing	The sequence of learning activities is coherent, is aligned to instructional goals (Standards Alignment), and is designed to engage students in high-level cognitive activity (Writing in Content, Multiple Text Sources, Student Projects) These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.	Most of the learning activities (Writing in Content, Multiple Text Sources, Student Projects) are aligned with the instructional outcomes (Standards Alignment) and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenges, with some differentiation for separate groups of students and varied use of instructional groups.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable-for the activities and offer no variety.
1f: Design and Analysis of Student Assessments • Alignment with Instructional Outcomes • Criteria and Standards	Students have the opportunity to demonstrate mastery of content and analyze their own progress through multiple assessments.	Assessments are planned throughout the instructional process and provide timely and valuable information to teachers and feedback to students.	Assessments partially help teachers determine whether students have learned or are learning the intended outcomes. Assessments, including formatives, are partially	There is no plan for assessment, or the assessments will not provide evidence that students have learned the intended outcomes. Assessments, including

• Planning Formative Assessments • Analysis and Application of Assessment Data	Students have varied and multiple opportunities to demonstrate mastery of outcomes; assessments allow for the analysis of student misunderstandings, revealing how and why the misunderstanding occurred. Assessment criteria and standards are clearly presented to students. Formative assessments provide accurate and timely information to teachers and students. Assessment results consistently drive planning and preparation to inform instructional decision-making and instructional pathways for students.	Assessments, including formatives, are aligned to instructional outcomes and provide evidence of student understanding of the content and mastery of outcomes, as well as reveal misunderstandings. Assessment criteria and standards established, clear, and fully understood by students. Assessments, including formative assessments, give an accurate picture of student learning. Plans for lessons indicate needed adjustments based on assessment data. Assessment results frequently drive planning and preparation to inform instructional decision-making and instructional pathways for students.	aligned to instructional outcomes but may not assess them completely. Assessment criteria and standards have been developed, but they are unclear. Some formative assessments are planned and give a partially accurate picture of student learning throughout the lesson. Assessment results sometimes drive planning and preparation to inform instructional decision-making and instructional pathways for students	formatives, are not aligned to the instructional outcomes. Assessments lack criteria by which student performance can be accurately assessed. There are no formative assessments planned. Assessment results are not relevant or used for future planning.

Domain 2:

Criteria	Highly Effective	Effective	Needs Improvement	Unsatisfactory
2a: Cultivating respectful and affirming environments • Positive relationships • Sense of belonging • Cultural responsiveness • Positive conflict resolution	Students play an active role in creating learning environments characterized by a sense of community where each member feels safe, valued and connected. Patterns of interacting in the classroom are culturally responsive and foster positive relationships between both the teachers and the students. This includes, but is not limited to, positive conflict resolution by teachers and students, as well as celebrating the identities of all students. The net result is an environment where all students feel a sense of belonging and are comfortable taking intellectual risks.	Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated. The learning environment and classroom interactions, by both teachers and students, demonstrate caring and respect that honors students' identities, race, cultural background, and developmental levels. The teacher and students effectively use a clear and culturally competent approach to conflict resolution to minimizee conflicts and restore trust.	Learning environments are partially characterized by caring and respectful interactions. The learning environment and classroom interactions, by both teachers and students, sometimes demonstrate caring and respect that honors students' identities, race, cultural background, and developmental levels. The teacher addresses conflict and disrespectful interactions with uneven results.	Students do not feel safe and valued; learning environments are characterized by negativity, disrespect, inappropriateness, insensitivity, and/or conflict. The learning environment and classroom interactions, by both teachers and students, rarely demonstrate caring and respect that honors students' identities, race, cultural background, and developmental levels. Conflict and disrespectful interactions are not addressed.
2b: Fostering a culture for learning • Purpose and motivation • Dispositions for learning • Student agency and pride in work • Support and perseverance	Students play an active role in establishing a culture that consistently fosters dialogue, reflection, and growth, allowing all students to experience success. Both teachers and students display dedication to learning the content and a sense of purpose for learning. Student curiosity, critical thinking, and reflection are clearly evident in the classroom. Students exercise autonomy in their learning and actively suggest ways	The culture in the class is characterized by high expectations and supports students' learning and development. Both teacher and students demonstrate a belief in the importance of learning and personal growth that motivates them to succeed and flourish. The teacher encourages and develops student critical thinking, curiosity, and reflection. Students have multiple opportunities to exercise autonomy, which is celebrated. The teacher	The culture of the class is somewhat conducive to learning and development. The teacher communicates the importance of the content, the ultimate purpose of learning, and the value of personal growth with some success. The teacher occasionally encourages critical thinking, reflecting, and/or student curiosity. The teacher occasionally encourages confidence, resilience, persistence, and	The culture of the class is not conducive to learning and does not support development. There is little to no sense of purpose for the work. The teacher ignores or discourages student curiosity and does not ask students to think critically or to reason and reflect. The teacher conveys the work is too challenging for some students or that they lack the perseverance to succeed.

	to make the classroom purposeful. Students encourage one another to persevere and use strategies to support another through challenging work.	encourages confidence, resilience, persistence, and teamwork that supports perseverance.	teamwork; promotes perseverance.	
2c: Maintaining purposeful environments • Productive collaboration • Student autonomy and responsibilities • Equitable access to resources and support • Non-instructional tasks	Students have a voice and play an active role in designing and adjusting routines and procedures that actively create a learning environment and support the growth of each community member. Students play an active role in ensuring their time in groups is used purposefully and meets their individual and group needs. Students take responsibility for routines, resources, and procedures, while if needed, suggesting adjustments that would further support their learning and development. Non-instructional tasks are completed seamlessly with no loss of instructional time.	Shared routines and efficient procedures are managed by students and teachers together and maximize opportunity for student learning and development. Students are productively engaged in small groups, working purposefully, and collaborating with peers. Routines, resources, and procedures allow students to operate autonomously and take responsibility for learning. Most non-instructional tasks are completed efficiently, with little loss to instructional time.	Classroom routines and procedures, established and managed only by the teacher, support opportunities for student learning and development. Students are somewhat engaged in group work. Routines, resources, and procedures partially support student autonomy and assumption of responsibility. Non-instructional tasks are completed with some efficiency, but instructional time is lost.	Student learning and development are hindered by a lack of routines or inefficient classroom procedures. Students are not engaged during group work. Routines and resources do not support student autonomy or assumption of responsibility. Non-instructional tasks are not completed or completed inefficiently resulting in loss of instructional time.
2d: Supporting positive student behavior • Expectations for learning • Modeling and teaching habits of character • Self-monitoring and collective responsibility	Students consistently and independently display positive behaviors and seek opportunities to build a better school community. Teachers and students play an active role in establishing and maintaining expectations, critically reflect when necessary, and reinforcing habits of character. Students successfully monitor their own behavior and appropriately supports one another in demonstrating positive behavior.	Students display positive behavior, which are modeled by teachers and reinforced to promote reflection and adjustment. The teacher and students established and agree upon expectations. The teacher models, explicitly teachers, and reinforces habits of character that promotes learning, ethical behavior, and citizenship. Students successfully monitor their own behavior most of the time. Minimal corrections happen when needed.	Positive behavior is modeled by the teacher, but implementation is inconsistent. The teacher models, establishes expectations for positive behavior and habits of character, and encourages students to monitor their own behavior, but with uneven success.	There is little evidence of explicit modeling, instruction, or guidance related to positive student behavior or habits of character. The teacher does not communicate expectations or address negative behavior. Students take no responsibility for their own behavior.
2e: Organizing spaces for learning • Safety and accessibility • Design for learning and development • Co-creation and shared ownership	Learning spaces are thoughtfully designed and modified as needed by the members of the community to address the needs of individuals and create a collaborative, joyful space for all to learn and grow. Modifications are made to optimize the environment as necessary by students and teachers to accommodate individual needs. Students demonstrate a sense of pride and ownership of the learning space.	Learning spaces are thoughtfully designed to address the needs of learners within the context of shared experiences. The space is safe and accessible to all students. The design of the space supports learning and development. Most students have/show pride and/or ownership of the learning space.	Learning space arrangement and use of resources partially supports student learning and development. The space is generally safe and accessible with some issues that need to be addressed. The design of space is not an impediment to learning but does not enhance it. Students show little pride and/or ownership of the learning space.	Learning spaces are not conducive to learning and development. The space is not accessible for collaboration and growth. Students show no pride and/or ownership of the learning space.
Domain 3:				

Criteria	Highly Effective	Effective	Needs Improvement	Unsatisfactory
3a: Communicating with Students	The teacher links the instructional purpose (Standards Alignment) of the lesson to the larger curriculum. The directions and procedures are clear and anticipate student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding, and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use, Students contribute to the correct use of academic vocabulary	The instructional purpose (Standards Alignment) of the lesson is clearly communicated to students, including, where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student engagement. The teacher spoken and written language is clear and correct and is relevant to the students' ages and interests. The teachers use of academic vocabulary is precise and serves to extend student understanding	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear; others are difficult to follow. The teacher's explanation does not invite students to engage or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly leaving students confused.
3b: Using Questioning and Discussion Techniques	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition (Level 4-Extended Thinking). Students formulate questions, initiate discussion, justify reasoning, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding (Level 3 Strategic / Reasoning). The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking (Level 2-Skill / Concept), but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another and to explain their thinking, but only some students answer or participate in the discussion.	The teacher's questions are of low cognitive challenge with single correct responses (Level 1-Recall). Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. The teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.
3c: Engaging Students in Learning	Virtually all students are intellectually engaged in challenging content through well designed learning tasks and activities (Writing in Content, Multiple Text Sources, Student Projects) that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking (Level 4-Extended Thinking). There is evidence of some student	The Learning Tasks and activities (Writing and content Multiple text sources, Student Projects) are fully aligned with the instructional outcomes and are designed to challenge student thinking. Inviting students to make their thinking visible (Level 3-Strategic/Reasoning). This technique results in active engagement by most students with important and challenging content and with teacher scaffolding to	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, (Level 2-Skill/Concept) allowing most students to be passive or merely compliant. The groupings of students are moderately suitable for the activities. Instructional materials, technology, and resources	The learning tasks, activities, materials, and resources are poorly aligned with the instructional outcomes or require only rote responses. Level one recall with only one approach possible. Students do not collaborate, they do not engage with one another effectively, and/or instructional groupings are inappropriate for the task. Instructional materials, technology, and resources are not used correctly or

	initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. Students take initiative in using instructional materials, technology, and resources. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed, not only to intellectually engage with and reflect upon their learning but also to solidify new learning.	support that engagement. The groupings of students are suitable for the activities (Whole Group, Small Group or Independent), and instructional materials, technology, and resources are used effectively. The lesson has a clearly defined structure, and the pacing of the lesson supports high levels of intellectual engagement and deeper learning; teacher plans for multiple and effective opportunities to think, reflect, and solidify new learning.	are used with partial effectiveness. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "down time."	effectively. The lesson has no clearly defined structure or the pace of the lesson is too slow or rushed. Opportunities for thought or reflection are poorly implemented; students do not have time to reflect or solidify new learning.
3d: Using Assessment in Instruction	Assessment is fully integrated into instruction through extensive use of formative assessment. Students have an active voice in establishing standards for success that are relevant and ambitious; they clearly understand how their progress is being assessed. Questions and assessments are used regularly to evaluate learning by individual students. A variety of forms of feedback from both teacher and peers is accurate and specific, and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.	Assessment is integrated into instruction through use of formative assessment. Students appear to be aware of the assessment criteria and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to evaluate learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment	Students appear to be only partially aware of the assessment criteria, and the use of a formative assessment only partially supports student learning and development. The teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to evaluate learning. Feedback to students is general, and few students assess their own work.	Students do not appear to be aware of the assessment criteria and formative assessments are not used. There is little or no monitoring of student learning; feedback is absent or of poor quality. The teacher does not explain how students will know they are successful. Students do not engage in self- or peer assessment.
3e: Demonstrating Flexibility and Responsiveness	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches to deepen understanding and assist students who have difficulty learning. The teacher effectively adjusts learning experiences based on real-time evidence and students' individual and specific needs.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher does not recognize, or ignores, evidence of low engagement or lack of student understanding. The teacher brushes aside or does not fully address students' questions or difficulties. The teacher does not convey a level of responsibility for student learning and success.
Domain 4:				
Criteria	Highly Effective	Effective	Needs Improvement	Unsatisfactory
4a: Engaging on Reflective	The teacher makes a thoughtful and accurate assessment of a lesson's	The teacher makes an accurate assessment of a lesson's effectiveness and	The teacher's reflective practice leads to some accurate assessment of	The teacher does not appear to engage in reflective practice, does not know

Practice	effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.	the extent to which it achieved its instructional outcomes and can cite general references to support the judgement (Formative Assessment). The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	student success of instruction but does not follow through with analysis and changes to practice.	whether students achieved the outcomes, or misjudges the success of instruction.
4b: Documenting Student Progress	Students are consistently aware of their own progress toward mastery of their goals; they can identify, reflect on, and discuss their strengths and needs based on clear evidence and progress. Students and those who support them are engaged as full partners in setting goals, monitoring progress, and evaluating and celebrating success.	The teacher engages students and those who support them in setting and monitoring their progress toward their goals; students play an active role in analyzing and celebrating their success.	The teacher documents some aspects of student progress in a manner that is accessible to students and those who support them.	There is no system for documenting student progress, the system is ineffective and inefficient, or it does not provide relevant information to students and those who support them. The teacher does not adequately track student progress, or the approach is not focused on mastery or aligned to goals.
4c: Engaging Families	The teacher's frequent and ongoing engagement of families and communities demonstrates a clear value for the role they play in student learning and is focused on forging partnerships that further the academic and personal success of each and every student. The teacher views and incorporates families as essential partners in learning experiences.	The teacher provides feedback and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally responsive way.	The teacher makes some efforts to engage families and communities and does so in a respectful manner.	The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond or responds unprofessionally to parental concerns.
4d: Participating in the Professional Community	The teacher takes a leadership role in defining, modeling, and holding self and peers accountable to the values and intellectual life of the school, leading with an emphasis on meeting the needs of students and families.	The teacher takes initiative in contributing to and leading events, programs, or activities that further the culture of learning in the school and bring the values of the school to life through modeling and positive action.	The teacher makes few contributions to the school culture, supporting professional learning and upholding the values of the school.	The teacher is not an active member of the school community or contributes negatively to the culture of learning and values of the school. The teacher avoids activities promoting professional inquiry or only participates when required, making few or negative contributions.
4e: Growing and Developing Professionally	The teacher seeks out opportunities for professional development and makes a systematic effort to keep improving their practice. The teacher solicits feedback on practice form both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	The teacher participates to a limited extent in professional activities when it is convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversations about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and assume professional responsibilities.	The teacher engages in no professional development activities to enhance knowledge or skills. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others, or to assume professional responsibilities.
4f: Showing	The teacher can be counted upon to hold the highest	The teacher displays high standards of honesty,	The teacher is honest in interactions with	The teacher displays dishonesty in interactions

Professionalism	standards of honesty, integrity, and confidentiality. And has collaborative relationships with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes an active role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations.	integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.	colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisor about complying with school and district regulations.	with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interest. The teacher does not comply with school and district regulations.

ESE Rubric

Rubric Report - 9 Domain 1: Planning and Preparation

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
1a Demonstrating Knowledge of Content and Pedagogy	The teacher's plans and practice reflect extensive knowledge to include differentiation specific to student(s). The teacher clearly articulates knowledgeable responses to students. Teacher anticipates student misconceptions for full student understanding. The special education teacher will meet with the general education teacher to support understanding of IEP goals and strategies to meet them. **0 of 0 (0%)**	The teacher's plans and practice reflect solid knowledge and adjusts for student. The teacher forms reasonable responses to the students. During planning time the teacher will make sure all the IEP goals are being met. **0 of 0 (0%)**	The teacher's plans and practice reflect solid knowledge, prerequisite relationships between important concepts,. The teacher's responses to students may be vague or unclear and suggest only limited knowledge of a way to support student growth. **0 of 0 (0%)**	The teacher's plans and practice display limited knowledge and little to no plans to differentiate. Teacher may have limited or no responses to student questions. **0 of 0 (0%)**
1b Demonstrating Knowledge of Students	The special education teacher demonstrates knowledge of child and adolescent development and the learning process. The teacher indicates awareness of students' skills, knowledge, and language proficiency. The teacher indicates discovery of students' interests, cultural heritage, and special needs. This knowledge and awareness is woven into lesson plans consistently. **0 of 0 (0%)**	The special education teacher demonstrates knowledge of child and adolescent development and the learning process. The teacher indicates awareness of students' skills, knowledge, and language proficiency. The teacher indicates discovery of students' interests, cultural heritage, and special needs. This knowledge and awareness is woven into lesson plans most of the time. . **0 of 0 (0%)**	The special education teacher indicates knowledge of students only when prompted by others and indications in plans are inconsistent to address individual approaches to students and individual student needs. **0 of 0 (0%)**	The special education teacher makes no effort to understand individual students and plans reflect a homogeneous approach for all students. **0 of 0 (0%)**
1c Setting Instructional Outcomes	Instructional outcomes are stated as goals that can be assessed, reflecting knowledge of IEP goals and data based on that. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students. Paras are scheduled and instructed when present. **0 of 0 (0%)**	Instructional outcomes are stated as goals reflecting connection to IEP goals. They are suitable for most students in the class, represents different types of learning, and can be assessed. The outcomes reflect opportunities for coordination. The teacher reviews the expectations and modifies some goals to be in line with students' IEPs. **0 of 0 (0%)**	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration. Outcomes are stated in terms of student activities rather than student learning. **0 of 0 (0%)**	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment. **0 of 0 (0%)**
1d Demonstrating Knowledge of Resources	The teacher seeks out resources in and beyond the school or district in professional organizations, on the internet, and in the community to enhance their own knowledge, to use in teaching, to support goal attainment in the IEPs, and for students who need them. The special education teacher makes these internet or community resources readily available to students, parents, and/or general education teachers. The teacher is fully aware of the materials and resources being used in the regular classroom, understands the degree to which the student will be able to access the material and plans a means of accessibility for the student. **0 of 0 (0%)**	The teacher is fully aware of the resources available through the school or district to enhance their own knowledge, to use in teaching, or for students who need them. **0 of 0 (0%)**	The teacher demonstrates some familiarity with resources available through the school or district to enhance their own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge. **0 of 0 (0%)**	The teacher demonstrates little or no familiarity with resources available through the school or district to enhance their own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge. **0 of 0 (0%)**
1e Designing Coherent Instruction	Lesson activities, instructional materials, and instructional groups are designed to create meaningful learning for diverse needs. The lesson or unit framework is clear and where a daily lesson fits into the whole. Paras are utilized effectively when available. The special education teacher meets regularly with other parties, such as OT/PT or general education teacher to ensure solid plan for instruction for students' needs. **0 of 0 (0%)**	Lesson activities, instructional materials, and instructional groups are designed to create meaningful learning for the group. The lesson or unit framework is mostly clear. **0 of 0 (0%)**	Lesson activities, instructional materials, and instructional groups coming together are somewhat evident in the classroom. The overall unit framework is less clear. The special education teacher may have the materials present but does not explain the plan. **0 of 0 (0%)**	The series of learning experiences is poorly aligned with the instructional outcomes. The special education teacher's lesson plans reflect whole group lessons throughout the day. Paras are doing the majority of instruction. **0 of 0 (0%)**
1f Designing Student Assessments	All the instructional outcomes may be assessed by the proposed assessment plan with clear criteria for assessing student work. Assessment methodologies have been adapted for individual students as needed. Teacher uses data obtained through progress monitoring to determine if goals will be met and adjusts instruction and/or reconvenes IEP teams when data indicates that goals will not be met. **0 of 0 (0%)**	All the instructional outcomes may be assessed by the proposed assessment plan with clear criteria for assessing student work. Assessment methodologies have been adapted for individual students as the need has arisen most of the time. **0 of 0 (0%)**	Some instructional outcomes may be assessed by the proposed assessment plan with clear criteria for assessing student work. Assessment methodologies have been adapted for individual students as the need has arisen some of the time. **0 of 0 (0%)**	Assessments do not have any indication of being adapted to meet student needs or the goals of the IEP. Assessments are not correlated to instruction. **0 of 0 (0%)**
Totals	**0 of 0 (0%)**	**0 of 0 (0%)**	**0 of 0 (0%)**	**0 of 0 (0%)**

Rubric Report - 9 Domain 2: The Classroom Environment

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
2a Creating an Environment of Respect and Rapport	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. **0 of 0 (0%)**	Classroom interactions, both between teacher and students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students. **0 of 0 (0%)**	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students. **0 of 0 (0%)**	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and/or characterized by sarcasm, put-downs, or conflict. **0 of 0 (0%)**

2b Establishing a Culture for Learning	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject. Teacher encourages students hold themselves to high standards of performance—for example, by initiating improvements to their work. **0 of 0 (0%)**	The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work. **0 of 0 (0%)**	The teacher's attempts to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and/or little student pride in work. Both teacher and students appear to be only "going through the motions." **0 of 0 (0%)**	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and/or little or no student pride in work. **0 of 0 (0%)**
2c Managing Classroom Procedures	Teacher contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties. Both teachers contribute to grouping of students for small group activities or centers. **0 of 0 (0%)**	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties, which occur smoothly. **0 of 0 (0%)**	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are only partially effective. **0 of 0 (0%)**	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties. **0 of 0 (0%)**
2d Managing Student Behavior	Standards of conduct are clear and are reviewed when necessary. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. **0 of 0 (0%)**	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher response to student misbehavior is appropriate and respects the students' dignity **0 of 0 (0%)**	It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with inconsistent results, to monitor student behavior and respond to student misbehavior. **0 of 0 (0%)**	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity. **0 of 0 (0%)**
Totals	**0 of 0 (0%)**	**0 of 0 (0%)**	**0 of 0 (0%)**	**0 of 0 (0%)**

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
3a Communicating with Students	Expectations for learning, directions and procedures are clear to students. The teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions. **0 of 0 (0%)**	Expectations for learning, directions and procedures are clear to students. Communications are appropriate for students' cultures and levels of development. **0 of 0 (0%)**	Expectations for learning, directions and procedures are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development. **0 of 0 (0%)**	Expectations for learning, directions and procedures are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development **0 of 0 (0%)**
3b Using Questioning and Discussion Techniques	Questions reflect high expectations and are culturally and developmentally appropriate. Teacher works ensure that all voices are heard. **0 of 0 (0%)**	Teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. Students participate in the discussion, with the teacher stepping aside when appropriate. **0 of 0 (0%)**	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful. **0 of 0 (0%)**	The teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion. **0 of 0 (0%)**
3c Engaging Students in Learning	Teachers design a lesson that is developmentally appropriate learning and plan student groupings and materials to maximize success for students. Teachers help students overcome obstacles and take pride in their work. The lesson is adapted as individual needs as the teacher strives to increase the engagement for each individual child.(Authentic-student led/owned, inquiry, real world, problem solving) Technology is used skillfully when appropriate to the lesson. **0 of 0 (0%)**	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. Most students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace. **0 of 0 (0%)**	Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained. **0 of 0 (0%)**	Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced. **0 of 0 (0%)**
3d Using Assessment in Instruction	Assessment is seamlessly embedded in an appropriate manner that could include multiple modalities. Monitoring of progress is evident by the teacher, and high quality feedback is given to students through a variety of formats. **0 of 0 (0%)**	Assessment is regularly used in instruction, monitoring of progress of learning by the teacher and high-quality feedback is given to students. Students are fully aware of the assessment criteria used to evaluate their work. **0 of 0 (0%)**	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is inconsistent, and students are aware of only some of the assessment criteria used to evaluate their work. **0 of 0 (0%)**	Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or feedback to students. Students are not aware of the assessment criteria used to evaluate their work. **0 of 0 (0%)**
3e Demonstrating Flexibility and Responsiveness	**Totals**	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjust and differentiates instruction to address individual student misunderstandings. The teacher uses an extensive repertoire of instructional strategies and solicits	additional resources from the school or community. The teacher persists in seeking effective approaches for students who need help. **0 of 0 (0%)** **0 of 0 (0%)**	The teacher promotes the successful learning of all students, making adjustments as needed to instruction and accommodating student questions, needs, and interests. **0 of 0 (0%)**

4a Reflecting on Teaching	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it	The teacher has generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher

	many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action. 0 of 0 (0%)	achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught. 0 of 0 (0%)	suggestions about how a lesson could be improved. 0 of 0 (0%)	profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved. 0 of 0 (0%)
4b Maintains Accurate Records	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records. The teacher collects and uses multiple sources of data to design IEPs. 0 of 0 (0%)	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. 0 of 0 (0%)	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for non- instructional activities are adequate but inefficient and, unless given frequent oversight by the administration are prone to errors. 0 of 0 (0%)	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for non-instructional activities are in disarray, resulting in errors and confusion. 0 of 0 (0%)
4c Communication with Families	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful. 0 of 0 (0%)	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program. 0 of 0 (0%)	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families. 0 of 0 (0%)	The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns. 0 of 0 (0%)
4d Participating in a Professional Community	The teacher makes a substantial contribution to the professional	community and to school and district events and projects, or assumes a	leadership role among the faculty or actively seeks opportunities for development beyond those dictated.	0 of 0 (0%)

eSchool Teacher

8 eSchool Teacher

Component	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
1a demonstrating knowledge of content and pedagogy	Core understanding of relationships among concepts and provides the online tools to motive and ensure understanding. Grading feedback is specific to the student and the assignment.	Core understanding of relationships among concepts. Grading feedback reflects corrections but is not specific to the assignment.	Some understanding of relationships, evidence of inaccuracy or lack of depth. Grading feedback is generic, copy and paste.	Little understanding of concept relationships, inaccuracies and gaps are occurring. There is no evidence of grading feedback.
	Enter Notes			
1b demonstrating knowledge of students	Teachers uses online tools to collect information about students' background, culture interests and special needs in order to structure online assignments. Consistent, documented weekly lab visits.	Teacher is aware of individual students' backgrounds, talents and interests that contribute to success online. Documented lab visits 3 times per month.	Teacher demonstrates some knowledge of individual students' backgrounds, talents and interests. Documented one lab visit per month.	Teacher demonstrates little knowledge of individual students' backgrounds, talents and interests. No documented lab visits.
	Enter Notes			
1c Setting instructional outcomes	Stated outcomes reflect a higher order learning and allow for various forms of assessment. Learning goals and progress are consistently communicated to the student through week specific emails using My Progress data.	Instructional outcomes can be measured and assessed within an online environment. Learning goals and progress are sometimes communicated to the student through week specific emails using My Progress data.	Instructional outcomes can be measured, but few demonstrate mastery. Learning goals and progress are rarely communicated to the student through week specific emails using My Progress data.	Instructional outcomes are not measurable. Learning goals and progress are never communicated to the student through week specific emails using My Progress data.
	Enter Notes			
1d Demonstrating Knowledge of resources	Teacher uses resource knowledge for self-growth and growth of the students in teaching and learning. The teacher attends all faculty meetings and participates in the breakout rooms.	Teacher demonstrates familiarity with digital resources and uses them regularly in the classroom. The teacher watches all faculty meetings but does not attend the live sessions.	Teacher uses basic digital resources. The teacher does not attend or watch faculty meetings.	Teacher does not seek to expand their basic knowledge beyond current skill level.
	Enter Notes			
1e Designing coherent instruction	Students have a variety of ways to demonstrate mastery and are able to progress one mastery is demonstrated. Evidence of students maintaining the pace of the course as determined by weeks active and percent complete. 90% or more of the students are on pace.	Learning activities have a structure and reasonable time allocations, activities represent higher-order cognitive activities. Evidence of students maintaining the pace of the course as determined by weeks active and percent complete. 89% - 80% of the students are on pace.	Learning activities have a recognizable structure but the progression lacks reasonable time frames. Evidence of students maintaining the pace of the course as determined by weeks active and percent complete. 79% - 70% of the students are on pace.	Learning activities are not designed to engage students. There is not evidence of variety. Evidence of students maintaining the pace of the course as determined by weeks active and percent complete. 69% or fewer of the students are on pace.
	Enter Notes			
1f Designing student assessments	Online assessments are wholly reflective of the relevant learning outcomes and students are aware of the outcomes. Learning outcomes are consistently stated in the lessons and are tied to the grading rubrics. DBAs are logged and specific.	Online assessments are well planned and reflect desired outcomes. Learning outcomes are mostly stated in the lessons and are tied to the grading rubrics. DBAs are logged and specific.	Online assessments encompass a few of the relevant learning outcomes. Learning outcomes are rarely stated in the lessons and some are tied to the grading rubrics. Most DBAs are logged, but not specific.	Online assessments are not reflective of learning outcomes. Learning outcomes are not stated in the lessons and are not tied to the grading rubrics. DBAs are not logged.
	Enter Notes			
2a Creating an environment of respect and rapport	Interactions between students are self-monitored and supported by the teacher. There is no disrespectful behavior. Written communication between student and teacher are relationship building and learning focused.	Teacher and student maintain positive and appropriate interactions. Written communication between student and teacher are learning focused.	Interactions between teacher and student are occasionally insensitive. Written communication between student and teacher are not relationship building.	Disrespectful interactions between students are disregarded or added to by the teacher. Written communication between student and teacher are not relationship building nor are they learning focused.
	Enter Notes			
2b Establishing a culture for learning.	Teacher conveys infectious enthusiasm for digital age resources and content expecting students to hold themselves to high standards. Announcements include updates on general course progress or teacher availability that would pertain to all students. Announcements are positive in tone. Old announcements are removed.	Teacher conveys enthusiasm for digital resources and instruction and encourages their use. Announcements include updates on general course progress or teacher availability that would pertain to all students. Announcements are positive in tone.	Teacher conveys minimal enthusiasm for digital resources and instruction. Announcements include updates on general course progress or teacher availability that would pertain to all students. Announcements are not positive in tone.	Teacher has a negative attitude and demeanor for digital age resources. Announcements are not used.
	Enter Notes			

2d managing student behavior	Student behavior in the online environment is appropriate and self-regulated. 85% of students are submitting work as defined by last assignment submitted.	Student behavior in the online environment is mostly appropriate. 84% - 75% of students are submitting work as defined by last assignment submitted.	Students inconsistently follow established norms of behaviors. 74% - 70% of students are submitting work as defined by last assignment submitted.	Teacher is not monitoring communication with student for forward momentum. 69% or below of students are submitting work as defined by last assignment submitted.
	Enter Notes			
2 e organizing virtual space	Online learning environment supports productivity, efficiency and a safe learning environment. Message boards are created for student contribution and discussion. Teacher's Home page is easy to navigate, it has help features for the student to use for contacting the teacher and accessing the course/information. Contacts are returned in a 24 hour period.	Teacher provides assistance to the student if they are not able to access a resource. Teacher's Home page is mostly easy to navigate, it has help features for the student to use for contacting the teacher and accessing the course/information. Most contacts are returned in a 24 hour period.	Online learning environment is mostly safe and structured. Teacher relies on student and parent to initiate contact. Teacher's Home page is not easy to navigate, it does not have help features for the student to use for contacting the teacher and accessi	Online learning environment is not safe or structured. Teacher fails to address student concerns. Teacher's Home page is not easy to navigate, it does not have help features for the student to use for contacting the teacher and accessing the course/infor
	Enter Notes			
3a Communicating with students	Teacher creates a learning environment where the lesson's purpose is clearly known by the student as demonstrated through extending and connecting the curriculum. Teachers hold synchronous lessons to review and explain content. Live lessons are used by the teacher on a scheduled basis.	Teacher clearly states the lesson's purpose and emphasize procedures that support the success of the task. Synchronous instruction or videos are accompanied by written lesson objectives and outcomes. Live lessons are recorded/used by the teacher on a regular but not scheduled basis.	Teacher's explanations are unclear or incomplete. Teacher rarely responds to students' posts. Live lessons are not used.	Teacher's explanations lack procedures or strategies for student use. . Live lessons are not used.
	Enter Notes			
3b Using questioning and discussion techniques	Teacher engages all learners in the synchronous discussion and steps aside, when appropriate, allowing students to control the discussion. Students extend the discussion and invite comments from classmates/teacher. DBAs and discussion boards cover appropriate content with higher level questioning techniques and check for academic integrity.	Teacher engages all learners in content rich discussions. Teacher creates discussion group assignment that requires students to meet synchronously and be actively involved by posting comments. DBAs and discussion boards cover appropriate content, there are more recall questions and fewer higher order thinking skills. Questions still check for academic integrity.	Teacher provides opportunities that promote content rich discussions though posting in the course. DBAs and discussion boards cover minimal content, there are more recall questions and fewer higher order thinking skills. Questions do not check for academ	Teacher dominates the online conversation with little or no content rich discussion. There are few questions in DBAs or discussion boards, most of which are recall. Questions do not check for academic integrity.
	Enter Notes			
3c Engaging Students in learning	Teacher provides opportunities for students to make personal connections with the content for active cognitive engagement. Students can pace their own learning and go beyond the requirements of the lesson. 85% of students are submitting assignments as defined by last assignment submitted.	Teacher creates online learning tasks to encourage higher level learning, teacher is responsive to students' needs for pacing. 84% - 75% of students are submitting assignments as defined by last assignment submitted.	Teacher creates online learning tasks to encourage some higher level learning, teacher is occasionally responsive to student pacing. 74% to 70% of students are submitting assignments as defined by last assignment submitted.	Teacher creates online learning tasks that do not encourage higher level thinking. Teacher is not responsive to student pacing. Less than 69% of students are submitting assignments as defined by last assignment submitted.
	Enter Notes			
3d Using Assessment in Instruction	Teacher gives detailed feedback about learning outcomes. Students utilize the feedback to meet or exceed learning targets.	Teacher feedback is timely and specific. Student is aware of where points were lost and areas for improvement.	Teacher feedback is delayed or does not address improvements.	Teacher feedback is not provided.
	Enter Notes			
3e Demonstrating Flexibility and Responsiveness	Teacher uses multiple means of representation, expression and engagement to persist by pulling from an extensive knowledge base of tools. Teachers have scheduled live lessons.	Teacher uses multiple means of representation to ensure all students persist in learning. Teachers have live lessons.	Teacher is limited in representation to ensure all students persist in learning. Teacher is not offering live lessons.	Teacher does not use representation to ensure all students persist in learning. Teacher is not offering live lessons.
	Enter Notes			
4a Reflecting on Teaching	Teacher consistently engages with others and seeks online resources to help evaluate current lessons and future lessons. Teacher leads a presentation in a PLC.	Teacher regularly engages with others and seeks online resources to help evaluate lessons. Teacher share an unsuccessful lesson with their PLC and seeks feedback.	Teacher engages with other occasionally to seek online resources. Teacher identifies a lesson as being unsuccessful but has no plans on adjustments for the future.	Teacher does not engage with others and lacks awareness that a lesson was unsuccessful. Teacher does not participate in PLCs.
	Enter Notes			
4b Maintaining Accurate Records	Teacher's method of maintaining instructional and non- instructional student online records is exemplary and rarely contains errors. Teacher logs DBAs, Welcome Calls, and Monthly calls accurately. Teacher checks First Class and responds daily.	Teacher's method of maintaining instructional and non- instructional student online records is effective and accurate. Teacher logs DBAs, Welcome Calls, and Monthly calls accurately. Teacher checks First Class and responds daily.	Teacher's method of maintaining instructional and non- instructional student online records is ineffective. Teacher logs DBAs, Welcome Calls, and Monthly calls occasionally. There is a delay in teacher checking First Class and a delay in response time.	Teacher's method of maintaining instructional and non-instructional student online records is nonexistent. There is a delay in teacher checking First Class and a delay in response time.
	Enter Notes			

Families	**families is frequent and meaningful using multiple modalities. Monthly calls are at or above 90%.**	**families is often and meaningful using multiple modalities. Monthly calls are between 89% and 80%.**	**communicate with families. Monthly calls are between 79%-70%.**	**sporadic or non-existent. Monthly calls are less than 69%**
		Enter Notes		
4d Participating in the Professional Community	**Teacher facilitates opportunity's for collaboration and leads presentations for the school. Teacher is a mentor to new teachers or a Lead teacher for part-time support.**	**Teacher regularly alerts colleagues of a useful tool that he/she has found. Teacher shares tools in PLC, Faculty meeting or weekly update.**	**Teacher participate[pates in online professional learning communities only as required. Teacher has PD hours logged but does not share out.**	**Teacher functions in isolation avoiding interactions with colleagues. Teacher does not participate in PD.**
		Enter Notes		
4e Growing and developing Professionally	**Teacher utilizes memberships in organizations to actively participate in professional learning networks to increase content knowledge and pedagogical skills. There is documented evidence of implemented instruction throughout the course using PD strategies.**	**Teacher utilizes memberships in organizations to actively participate in professional learning networks to increase content knowledge and pedagogical skills. There is documented evidence of some implemented instruction in the course from PD offerings.**	**Teacher utilizes professional development to actively participate in professional learning. Teacher attends professional development when required, but does not implement in the course.**	**Teacher utilizes professional development to actively participate in professional learning. Teacher does not partake in professional development.**
		Enter Notes		
4f Showing Professionalism	**Teachers act with integrity and honesty. Teachers support their students' best interests, even in the face of traditional practice or beliefs. Teachers solve problems with students' needs as a priority. Teachers adhere to policies and established procedures.**	**Teachers solve problems with students' needs as a priority. Teachers adhere to policies and established procedures.**	**Teachers solve some problems with students' needs as a priority. Teachers sometimes adhere to policies and established procedures.**	**Teachers do not solve problems with students' needs as a priority. Teachers do not adhere to policies and established procedures.**

Appendix C – Observation Instruments for Non-Classroom Instructional Personnel

In Appendix C, the district shall include the observation rubric(s) to be used for collecting instructional practice data for non-classroom instructional personnel.

Observation of Non-Classroom Instructional Teacher Rubric

Directions: Consider your teaching practice and determine, for each component of the framework for teaching, the level of performance that best reflects your own assessment. Circle or highlight the appropriate words, and then transfer your judgments to the last page of this form. This will provide you with a summary of your current level of practice.

30 Domain 1: Planning and Preparation

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
1a: Demonstrating knowledge of current trends in specialty area	The teacher's knowledge of specialty area is wide and deep; teacher is regarded as an expert by colleagues.	The teacher demonstrates thorough knowledge of specialty area.	The teacher demonstrates basic familiarity with specialty area.	The teacher demonstrates little or no familiarity with specialty area.
	Enter Notes			
1b: Demonstrating knowledge of school/district's programs	The teacher is deeply familiar with the school/district's programs and works to shape the future direction of such programs.	The teacher demonstrates thorough knowledge of the school/district's programs and participates in them.	The teacher demonstrates basic knowledge of the school/district's programs.	The teacher demonstrates little or no knowledge of the school/district's programs and does not seek such understanding.
	Enter Notes			
1c: Setting goals	Goals are highly appropriate for the assignment and have been developed in collaboration with administrators and/or colleagues.	Goals are clear and suitable for the needs of the assignment.	Goals are of moderate rigor and are partially suitable for the needs of the assignment	Goals are unsuitable for assignment and do not permit viable methods of assessment or goals are not clear/non-existent.
	Enter Notes			
1d: Demonstrating knowledge of resources	The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance his/her own knowledge.	The teacher is fully aware of the resources available through the school or district to enhance his/her own knowledge.	The teacher demonstrates some familiarity with resources available through the school or district to enhance his/her own knowledge. The teacher does not seek to extend such knowledge.	The teacher demonstrates little or no familiarity with resources to enhance his/her own knowledge. The teacher does not seek such knowledge.
	Enter Notes			

Rubric Score: 0/0

30 DOMAIN 2 FOR NON-CLASSROOM INSTRUCTIONAL TEACHERS: THE ENVIRONMENT

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
2a: Creating an environment of respect and rapport	Interactions with peers are highly respectful, reflecting genuine warmth and caring and sensitivity to cultural differences.	Interactions with peers are polite and respectful.	Interactions with peers, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural differences.	Interactions with peers are negative, inappropriate, or insensitive to cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.
	Enter Notes			
2c: Managing procedures in a professional setting	The teacher consistently applies effective procedures to ensure professional practice.	The teacher establishes effective procedures to ensure professional practice and applies them most of the time.	The teacher establishes procedures to ensure professional practice but applies them inconsistently.	The teacher has a limited number of/ no procedures to ensure effective professional practice.
	Enter Notes			
2e: Organizing physical Space	The teacher makes highly effective use of the physical environment.	The teacher makes effective use of physical resources.	The teacher's use of physical resources is moderately effective. The teacher may attempt to modify the physical arrangement to suit the assignment with partial success.	The teacher makes poor use of the physical environment.
	Enter Notes			

Rubric Score: 0/0

30 DOMAIN 3 FOR NON-CLASSROOM INSTRUCTIONAL TEACHERS: INSTRUCTION

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
3c: Sharing expertise with staff	Students, throughout the lesson, are highly intellectually engaged in significant learning and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.
	Enter Notes			
3d: Using technology	The teacher makes use of technology resources and uses innovative strategies to integrate technology use specific to assignment while promoting its uses to others.	The teacher uses technology effectively in the delivery of services.	The teacher inconsistently uses technology in the delivery of services and relies on others for technology needs.	The teacher rarely uses technology as required by job responsibilities.
	Enter Notes			

and responsiveness	to improve upon plans/programs, in response to the input of others. The teacher uses an extensive repertoire of strategies to affect change.	success of their programs, making adjustments as needed.	his/her plans/programs when needed, with moderate success. The teacher accepts responsibility for success but has only a limited repertoire of strategies to draw upon.	plans/programs, even when a change would improve it. The teacher brushes aside questions and often blames others.
	Enter Notes			

Rubric Score: 0/0

30 DOMAIN 4 FOR NON-CLASSROOM INSTRUCTIONAL TEACHERS: PROFESSIONAL RESPONSIBILITIES

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
4a: Reflecting on practice	The teacher's reflection is highly accurate and perceptive, citing specific evidence. The teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each.	The teacher's reflection provides an accurate and objective description of practice, citing specific evidence. The teacher makes some specific suggestions as to improve.	The teacher's reflection on practice is partially accurate and objective but does not cite specific evidence. The teacher makes only general suggestions as to how to improve.	The teacher does not reflect on practice, or the reflections are inaccurate or self- serving.
	Enter Notes			
4b: Maintaining accurate records	The teacher's systems for maintaining records/budgets are accurate, efficient, and effective. The teacher anticipates and responds to the needs of others when preparing reports/budgets and always submits them on time.	The teacher's systems for maintaining records/budgets are accurate, efficient, and effective.	The teacher's systems for maintaining records/budgets are rudimentary and only partially effective.	The teacher's systems for maintaining records/budgets are either nonexistent or in disarray, resulting in errors and confusion.
	Enter Notes			
4c: Coordinating work with other staff	The teacher takes a leadership role in coordinating projects with others within and beyond the district.	The teacher initiates efforts to collaborate with others in the district.	The teacher responds positively to the efforts of others to collaborate.	The teacher makes no attempt to collaborate with other staff in the district.
	Enter Notes			
4d: Participating in a professional community	The teacher makes a substantial contribution to the professional community and to school /district events and projects, and assumes a leadership role among the faculty.	The teacher participates actively in the professional community and in school/ district events and projects, and maintains positive and productive relationships with colleagues.	The teacher becomes involved in the professional community and in school/ district events and projects when specifically asked; relationships with colleagues are cordial.	The teacher avoids participating in a professional community or in school/ district events and projects; relationships with colleagues are negative or self-serving.
	Enter Notes			
4e: Growing and developing professionally	The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues.	The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues.	The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues.	The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues.
	Enter Notes			
4f: Showing professionalism and confidentiality	The teacher displays the highest standards of ethical conduct and confidentiality and takes a leadership role in seeing that colleagues comply with school and district regulations.	The teacher displays a high level of ethics and professionalism in dealings with colleagues and complies fully and voluntarily with norms of confidentiality.	The teacher is well intentioned in interactions with colleagues and respects norms of confidentiality but interacts on a limited basis.	The teacher displays dishonesty in interactions with colleagues and violates norms of confidentiality.

Observation of Instructional Coaches

5 Domain 1: Planning and Preparation

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
1a: Demonstrating knowledge of current trends in specialty area and professional development	Instructional coach's knowledge of specialty area and trends in professional development is wide and deep; coach is regarded as an expert by colleagues.	Instructional coach demonstrates thorough knowledge of specialty area and trends in professional development.	Instructional coach demonstrates basic familiarity with specialty area and trends in professional development.	Instructional coach demonstrates little or no familiarity with specialty area or trends in professional development.
	Enter Notes			
1b: Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program	Instructional coach is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program.	Instructional coach demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	Instructional coach demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	Instructional coach demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.
	Enter Notes			
1c: Establishing goals for the instructional support program appropriate to the setting and the teachers served	Instructional coach's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.	Instructional coach's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	Instructional coach's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Instructional coach has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.
	Enter Notes			
1d: Demonstrating knowledge of resources, both within and beyond the school and district	Instructional coach actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.	Instructional coach is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Instructional coach demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Instructional coach demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.
	Enter Notes			
1e: Planning the instructional support program, integrated with the overall school program	Instructional coach's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.	Instructional coach's plan is well designed to support teachers in the improvement of their instructional skills.	Instructional coach's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Instructional coach's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.
	Enter Notes			
1f: Developing a plan to evaluate the instructional support program	Instructional coach's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.	Instructional coach's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Instructional coach has a rudimentary plan to evaluate the instructional support program.	Instructional coach has no plan to evaluate the program or resists suggestions that such an evaluation is important.
	Enter Notes			
Rubric Score: 0/0				

5 Domain 2: The Environment

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
2a: Creating an environment of trust and respect	Relationships with the instructional coach are highly respectful and trusting, with many contacts initiated by teachers.	Relationships with the instructional coach are respectful, with some contacts initiated by teachers.	Relationships with the instructional coach are cordial; teachers don't resist initiatives established by the instructional coach.	Teachers are reluctant to request assistance from the instructional coach, fearing that such a request will be treated as a sign of deficiency.
	Enter Notes			
2b: Establishing a culture for ongoing instructional improvement	Instructional coach has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the coach.	Instructional coach promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Teachers do not resist the offerings of support from the instructional coach.	Instructional coach conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.
	Enter Notes			
2c: Establishing clear procedures for teachers to gain access to instructional support	Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.	Instructional coach has established clear procedures for teachers to use in gaining access to support.	Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.	When teachers want to access assistance from the instructional coach, they are not sure how to go about it.
	Enter Notes			
2d: Establishing and maintaining norms of behavior for professional interactions	Instructional coach has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.	Instructional coach has established clear norms of mutual respect for professional interaction.	Instructional coach's efforts to establish norms of professional conduct are - partially successful.	No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another.
	Enter Notes			

space for workshops or training	effective use of the physical environment, with teachers contributing to the physical arrangement.	use of the physical environment, resulting in engagement of all participants in the workshop activities.	not impede workshop activities.	use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.
	Enter Notes			
Rubric Score: 0/0				

5 Domain 3: Delivery of Service

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
3a: Collaborating with teachers in the design of instructional units and lessons	Instructional coach initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.	Instructional coach initiates collaboration with classroom teachers in the design of instructional lessons and units.	Instructional coach collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Instructional coach declines to collaborate with classroom teachers in the design of instructional lessons and units.
	Enter Notes			
3b: Engaging teachers in learning new instructional skills	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.	All teachers are engaged in acquiring new instructional skills.	Instructional coach's efforts to engage teachers in professional learning are partially successful, with some participating.	Teachers decline opportunities to engage in professional learning.
	Enter Notes			
3c: Sharing expertise with staff	The quality of the instructional coach's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The instructional coach conducts extensive follow-up work with teachers.	The quality of the instructional coach's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of the instructional coach's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served.	Instructional coach's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.
	Enter Notes			
3d: Locating resources for teachers to support instructional improvement	Instructional coach is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.	Instructional coach locates resources for instructional improvement for teachers when asked to do so.	Instructional coach's efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available.	Instructional coach fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.
	Enter Notes			
3e: Demonstrating flexibility and responsiveness	Instructional coach is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.	Instructional coach makes revisions to the support program when it is needed.	Instructional coach makes modest changes in the support program when confronted with evidence of the need for change.	Instructional coach adheres to his plan, in spite of evidence of its inadequacy.
	Enter Notes			
Rubric Score: 0/0				

5 Domain 4: Professional Responsibilities

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
4a: Reflecting on practice	Instructional coach's reflection is highly accurate and perceptive, citing specific examples. Instructional coach draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.	Instructional coach's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional coach makes some specific suggestions as to how the support program might be improved.	Instructional coach's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Instructional coach does not reflect on practice, or the reflections are inaccurate or self-serving.
	Enter Notes			
4b: Preparing and submitting budgets and reports	Instructional coach anticipates and responds to teacher needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are always submitted on time.	Instructional coach's budgets are complete, anticipating all expenditures and following established procedures. Reports are submitted on time.	Instructional coach's efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time.	Instructional coach does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.
	Enter Notes			
4c: Coordinating work with other instructional coaches	Instructional coach takes a leadership role in coordinating projects with other instructional coaches within and beyond the district.	Instructional coach initiates efforts to collaborate with other instructional coaches within the district.	Instructional coach responds positively to the efforts of other instructional coaches within the district to collaborate.	Instructional coach makes no effort to collaborate with other instructional coaches within the district.
	Enter Notes			
4d: Participating in a professional community	Instructional coach makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.	Instructional coach participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Instructional coach's relationships with colleagues are cordial, and the coach participates in school and district events and projects when specifically requested.	Instructional coach's relationships with colleagues are negative or self-serving, and the coach avoids being involved in school and district events and projects.
	Enter Notes			

4e: Engaging in professional development	**Instructional coach actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other coaches.**	**Instructional coach seeks out opportunities for professional development based on an individual assessment of need.**	**Instructional coach's participation in professional development activities is limited to those that are convenient or are required.**	**Instructional coach does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.**
	Enter Notes			
4f: Showing professionalism, including integrity and confidentiality	**Instructional coach can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.**	**Instructional coach displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.**	**Instructional coach is honest in interactions with colleagues and respects norms of confidentiality.**	**Instructional coach displays dishonesty in interactions with colleagues and violates norms of confidentiality.**
	Enter Notes			

Observation of Media Specialists Rubric

Directions: Consider your teaching practice and determine, for each component of the framework for teaching, the level of performance that best reflects your own assessment.Circle or highlight the appropriate words, and then transfer your judgments to the last page of this form. This will provide you with a summary of your current level of practice.

28 DOMAIN 1 FOR LIBRARY/MEDIA SPECIALISTS: PLANNING AND PREPARATION

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
1a: Demonstrating knowledge of literature and current trends in library/media practice and information technology	Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology.	Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.
	Enter Notes			
1b: Demonstrating knowledge of the school's program and student information needs within that program	Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.	Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards.
	Enter Notes			
1c: Establishing goals for the library/media program appropriate to the setting and the students served	Library/media specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.	Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.	Library/media specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.	Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students.
	Enter Notes			
1d: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as - interlibrary loan	Library/media specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.	Library/media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.
	Enter Notes			
1e: Planning the library/ media program integrated with the overall school program	Library/media specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the plan has been developed after consultation with teachers.	Library/media specialist's plan is well designed to support both teachers and students in their information needs.	Library/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall - structure.
	Enter Notes			
1f: Developing a plan to evaluate the library/media program	Library/media specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.	Library/media specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Library/media specialist has a rudimentary plan to evaluate the library/media program.	Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.
	Enter Notes			
Rubric Score: 0/0				

28 DOMAIN 2 FOR LIBRARY/MEDIA SPECIALISTS: THE ENVIRONMENT

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
2a: Creating an environment of respect and rapport	Interactions among the library/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library.	Interactions, both between the library/media specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Interactions, both between the library/media specialist and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.
	Enter Notes			
2b: Establishing a culture for investigation and love of literature	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.	Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it.	Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.
	Enter Notes			

2c: Establishing and maintaining library procedures	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role.
	Enter Notes			
2d: Managing student behavior	Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.	Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist's response to student misbehavior is appropriate and respectful to students.	It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.
	Enter Notes			
2e: Organizing physical space to enable smooth flow	Library/media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.	Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, clear sign- age, and adequate space devoted to work areas and computer use.	Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.	Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.
	Enter Notes			
Rubric Score: 0/0				

28 DOMAIN 3 FOR LIBRARY/MEDIA SPECIALISTS: DELIVERY OF SERVICE

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
3a: Maintaining and extending the library collection in accordance with the school's needs and within budget limitations	Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas.	Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas.	Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.	Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among - different areas.
	Enter Notes			
3b: Collaborating with teachers in the design of instructional units and lessons	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.
	Enter Notes			
3c: Engaging students in enjoying literature and in learning information skills	Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.
	Enter Notes			
3d: Assisting students and teachers in the use of technology in the library/media center	Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center.	Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center.	Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so.	Library/media specialist declines to assist students and teachers in the use of technology in the library/media center.
	Enter Notes			
3e: Demonstrating flexibility and responsiveness	Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input.	Library/media specialist initiates revisions to the library/media program when they are needed.	Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change.	Library/media specialist adheres to the plan, in spite of evidence of its inadequacy.
	Enter Notes			
Rubric Score: 0/0				

28 DOMAIN 4 FOR LIBRARY/MEDIA SPECIALISTS: PROFESSIONAL RESPONSIBILITIES

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory

4a: Reflecting on practice	Library/media specialist's reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.	Library/media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved.	Library/media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	Library/media specialist does not reflect on practice, or the reflections are inaccurate or self -serving.
	Enter Notes			
4b: Preparing and submitting reports and budgets	Library/media specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are always submitted on time.	Library/media specialist honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	Library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time.	Library/media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.
	Enter Notes			
4c: Communicating with the larger community	Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.	Library/media specialist engages in outreach efforts to parents and the larger community.	Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community.
	Enter Notes			
4d: Participating in a professional community	Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.	Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.
	Enter Notes			
4e: Engaging in professional development	Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.	Library/media specialist seeks out opportunities for professional development based on an individual assessment of need.	Library/media specialist's participation in professional development activities is limited to those that are convenient or are required.	Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.
	Enter Notes			
4f: Showing professionalism	Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws.	Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws.	Library/media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.

Hernando County School District
Observation for Therapeutic Specialists Rubric

Directions: Consider your teaching practice and determine, for each component of the framework for teaching, the level of performance that best reflects your own assessment. Circle or highlight the appropriate words, and then transfer your judgments to the last page of this form. This will provide you with a summary of your current level of practice.

DOMAIN 1 FOR THERAPEUTIC SPECIALISTS: PLANNING AND PREPARATION				
COMPONENT	**Level of Performance**			
	UNSATISFACTORY	**NEEDS IMPROVEMENT/ DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
1a: Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license	Specialist demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license.	Specialist demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license.
1b: Establishing goals for the therapy program appropriate to the setting and the students served	Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students.	Specialist's goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the students.	Specialist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.	Specialist's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers.
1c: Demonstrating knowledge of district, state, and federal regulations and guidelines	Specialist demonstrates little or no knowledge of special education laws and procedures.	Specialist demonstrates basic knowledge of special education laws and procedures.	Specialist demonstrates thorough knowledge of special education laws and procedures.	Specialist's knowledge of special education laws and procedures is extensive. Specialist takes a leadership role in reviewing and revising district policies.
1d: Demonstrating knowledge of resources, both within and beyond the school and district	Specialist demonstrates little or no knowledge of resources for students available through the school or district.	Specialist demonstrates basic knowledge of resources for students available through the school or district.	Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
1e: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Specialist has developed a plan that includes the important aspects of work in the setting.	Specialist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.
1f: Developing a plan to evaluate the therapy program	Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Specialist has a rudimentary plan to evaluate the therapy program.	Specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

DOMAIN 2 FOR THERAPEUTIC SPECIALISTS: THE ENVIRONMENT				
COMPONENT	**Level of Performance**			
	UNSATISFACTORY	**NEEDS IMPROVEMENT/ DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
2a: Establishing rapport with students	Specialist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment center.	Specialist's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful.	Specialist's interactions with students are positive and respectful; students appear comfortable in the testing and treatment center.	Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.
2b: Organizing time effectively	Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Specialist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Specialist demonstrates excellent time- management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.
2c: Establishing and maintaining clear procedures for referrals	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Specialist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.
2d: Establishing standards of conduct in the treatment center	No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment.	Standards of conduct appear to have been established for the testing and treatment center. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	Standards of conduct have been established for the testing and treatment center. Specialist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established for the testing and treatment center. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
2e: Organizing physical space for testing of students and providing therapy	The testing and treatment center is disorganized and poorly suited to working with students. Materials are usually unavailable.	The testing and treatment center is somewhat organized and somewhat well suited to working with students. Materials are difficult to find.	The testing and treatment center is well organized; materials are available when needed.	The testing and treatment center is highly organized and is inviting to students. Materials are convenient when needed.

DOMAIN 3 FOR THERAPEUTIC SPECIALISTS: DELIVERY OF SERVICE				
COMPONENT	**Level of Performance**			
	UNSATISFACTORY	**NEEDS IMPROVEMENT/ DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
3a: Responding to referrals and evaluating student needs	Specialist fails to respond to referrals or makes hasty assessments of student needs.	Specialist responds to referrals when pressed and makes adequate assessments of student needs.	Specialist responds to referrals and makes thorough assessments of student needs.	Specialist is proactive in responding to referrals and makes highly competent assessments of student needs.
3b: Developing and implementing treatment plans to maximize students' success	Specialist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.	Specialist's plans for students are partially suitable for them or sporadically aligned with identified needs.	Specialist's plans for students are suitable for them and are aligned with identified needs.	Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
3c: Communicating with families	Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Specialist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.	Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust.
3d: Collecting information; writing reports	Specialist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.	Specialist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	Specialist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	Specialists is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.
3e: Demonstrating flexibility and responsiveness	Specialist adheres to the plan or program, in spite of evidence of its inadequacy.	Specialist makes modest changes in the treatment program when confronted with evidence of the need for change.	Specialist independently makes revisions in the treatment program when they are needed.	Specialist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.

DOMAIN 4 FOR THERAPEUTIC SPECIALISTS: PROFESSIONAL RESPONSIBILITIES				
COMPONENT	**Level of Performance**			
	UNSATISFACTORY	**NEEDS IMPROVEMENT/ DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
4a: Reflecting on practice	Specialist does not reflect on practice, or the reflections are inaccurate or self- serving.	Specialist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved.	Specialist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.
4b: Collaborating with teachers and administrators	Specialist is not available to staff for questions and planning and declines to provide background material when requested.	Specialist is available to staff for questions and planning and provides background material when requested.	Specialist initiates contact with teachers and administrators to confer regarding individual cases.	Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.
4c: Maintaining an effective data-management system	Specialist's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and parents.
4d: Participating in a professional community	Specialist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.	Specialist's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so.	Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
4e: Engaging in professional development	Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Specialist's participation in professional development activities is limited to those that are convenient or are required.	Specialist seeks out opportunities for professional development based on an individual assessment of need.	Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality	Specialist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.	Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
A1: Collects and uses data to develop and implement interventions within a problem-solving framework	Uses and/or facilitates collecting district data relevant to informing problem identification, problem analysis, and intervention design at the systems level.	Uses available school data and collects additional student data (e.g., screening, progress monitoring, and diagnostic assessment) relevant to informing problem identification, problem analysis, and intervention design.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not collect or use data to inform interventions within a problem-solving framework OR ineffectively demonstrates the practice/skill required.
	Enter Notes			
A2: Analyzes multiple sources of qualitative and quantitative data to inform decision making	Analyzes, integrates, and interprets data from multiple sources at the school or district level, and uses the data to inform systems-level decisions.	Analyzes, integrates, and interprets data from multiple sources at the individual and group level, and uses the data to inform decisions.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not analyze, integrate, and interpret data from multiple sources or use data to inform decisions OR ineffectively demonstrates the practice/skill required.
	Enter Notes			
A3: Uses data to monitor student progress (academic, social/emotional/behavioral) and health and evaluate the effectiveness of services on student achievement	Uses school or district data to monitor the effectiveness of MTSS supports and district intervention program outcomes.	Uses individual and group data to monitor student progress, evaluate the effectiveness of academic and behavioral instruction/intervention, and modify interventions based on student data.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not monitor student progress or evaluate the effectiveness of academic and behavioral instruction/ intervention OR ineffectively demonstrates the practice/skill required.
	Enter Notes			
A4: Shares student performance data in a relevant and understandable way with students, parents, and administrators	Trains or mentors others to provide feedback on student performance and other assessment data to stakeholders and to present data in a way that is understandable and relevant to stakeholder interest/needs.	Provides feedback on student performance and other assessment data to stakeholders (students, teachers, parents, administrators, school teams) and presents data in a way that is understandable and relevant to stakeholder interest/needs.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not provide feedback on student performance and other assessment data; does not present data in a way that is understandable and relevant OR ineffectively demonstrates the practice/skill required.
	Enter Notes			
Rubric Score: 0/0				

18 Domain B: Instruction/Intervention Planning and Design

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
B1: Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral, and health interventions and supports	Provides a leadership role by training others and facilitating team members' ability to identify, problem solve, and plan academic and behavioral interventions.	Works with team and team members to identify, problem solve, and plan academic, behavioral, and health interventions.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not work with team to identify, problem solve, and plan academic and behavioral interventions OR ineffectively demonstrates the practice/skill required
	Enter Notes			
B2: Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates	Trains or mentors others in collecting and using multiple sources of data, including classroom, district, and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates.	Uses multiple sources of data, including classroom, district, and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Instruction and interventions are not aligned OR are poorly aligned with school improvement priorities and other mandates.
	Enter Notes			
B3: Applies evidence-based research and best practices to improve instruction/interventions	Applies evidenced-based best practices when developing and planning instruction and interventions across all levels of MTSS (individual, targeted group, school, systems).	Applies evidence-based and best practices when developing and planning instruction and intervention.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Fails to apply OR poorly applies evidence-based and best practices when developing and planning instruction and intervention.
	Enter Notes			
B4: Develops intervention support plans that help the student, family, or other community agencies and systems of support to reach a desired goal	Collaborates to identify systems -level needs, resources, and infrastructure to access services and supports.	Develops a support plan that reflects the goals of student/client systems and supports the goal.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Support plans are ineffectively developed (i.e., plans do not reflect goals or systems coordination and support to obtain stated goal).
	Enter Notes			
B5: Engages parents and community partners in the planning and design of instruction/interventions	Develops systems-level strategies (e.g., validate participation, decision making, two-way communication) for engaging families and community when planning and designing instruction and interventions.	Engages families, community, and educational stakeholders when planning and designing instruction and interventions. Parent input is valued and incorporated into plans.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not engage OR ineffectively engages families and community when planning and designing instruction/ intervention.
	Enter Notes			
Rubric Score: 0/0				

18 Domain C: Instruction/Intervention Delivery and Facilitation				
Criteria	**Highly Effective**	**Effective**	**Needs Improvement/Developing**	**Unsatisfactory**
C1: Collaborates with school-based and district-level teams to develop and maintain a multi-tiered continuum of services (MTSS) to support the academic, social, emotional, and behavioral success and health of all students.	Facilitates the development of MTSS at the district level by planning and implementing interventions that address systemic issues/concerns.	Facilitates the development of MTSS at the school level by planning and implementing interventions whose intensity matches student, group, or school needs.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not contribute to the development and implementation of MTSS at the school level OR ineffectively demonstrates the practice/skill required.
	Enter Notes			
C2: Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction and intervention services.	Consults and collaborates at the school/systems level to plan, implement, and evaluate academic and socialemotional/ behavioral services.	Consults and collaborates at the individual, family, and group levels to plan, implement, and evaluate academic, social-emotional/ behavioral, and health services.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not consult/collaborate OR demonstrates practice/skill ineffectively when planning, implementing, or evaluating academic and social-emotional/behavioral services.
	Enter Notes			
C3: Implements evidence-based practices within a multi-tiered framework.	Assists in identifying and implementing evidence-based practices relevant to system-wide (school or district) interventions and supports.	Incorporates evidence-based practices in the implementation of interventions for individual students and targeted groups.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not incorporate OR ineffectively demonstrates evidence-based practices when implementing interventions for individual students and targeted groups
	Enter Notes			
C4: Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning.	Identifies the systemic barriers to learning and facilitates the development of broader support systems for students and families.	Identifies barriers to learning and connects students with resources that support positive student outcomes/ goals.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not identify barriers to learning or connect students with resources that support positive outcomes/ goals OR ineffectively demonstrates the practice/skill required.
	Enter Notes			
C5: Promotes student outcomes related to career and college readiness.	Develops/plans district-level or school-level policies/interventions/ supports that address student postsecondary goal attainment.	Develops/plans interventions or programs to increase student engagement (e.g., attendance, on-task behavior, rigorous/relevant instruction, participation in school activities) and support attainment of postsecondary goals.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not develop interventions that increase student engagement or support attainment of postsecondary goals OR ineffectively demonstrates practice/skill required.
	Enter Notes			
C6: Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.	Develops/provides trainings that include best practices related to developmental issues, barriers to learning, and risk factors.	Provides students, staff, and parents with information, research, and best practices related to developmental issues, barriers to learning, and risk factors.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not inform students, staff, or parents about best practices related to developmental issues, barriers to learning, or risk factors OR demonstrates practice/skill ineffectively.
	Enter Notes			
Rubric Score: 0/0				

18 Domain D: Learning Environment				
Criteria	**Highly Effective**	**Effective**	**Needs Improvement/Developing**	**Unsatisfactory**
D1: Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.	Interacts with school, district, parents, and community partners to sustain and promote effective systemwide programs/services that result in a healthy school climate.	Interacts with school personnel to promote and implement school-wide positive behavior supports.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not interact with school personnel to promote and implement school-wide positive behavior supports OR poorly demonstrates the practice/skill required.
	Enter Notes			
D2: Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).	Examines need and feasibility for systemic intervention to support and increase student engagement district-wide.	Consults with school staff and students to identify strengths and weaknesses as part of problem solving and intervention planning to increase student engagement.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not consult with school personnel to support and/or increase student engagement OR ineffectively demonstrates the practice/skill required.
	Enter Notes			
D3: Promotes safe school environments.	Interacts with learning community to enhance, support, and/or create safe and violence-free school climates through training and advancement of initiatives that relate to healthy and violence-free schools.	Interacts with school personnel to promote and implement effective programs/services that result in a healthy and violence-free school climate (i.e., readiness, school failure, attendance, dropout, bullying, child abuse, youth suicide, school violence).	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Fails to demonstrate OR ineffectively demonstrates understanding, advocacy, and implementation of services/programs that address risk and protective factors among students/staff.
	Enter Notes			
D4: Integrates relevant cultural issues and contexts that impact family–school partnerships.	Creates and promotes multicultural understanding and dialogue through training and information dissemination to examine the broader context of cultural issues that impact family –school partnerships.	Identifies relevant cultural issues and contexts that impact family–school partnerships and uses this knowledge as the basis for problem solving related to prevention and intervention.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not OR ineffectively demonstrates knowledge of cultural influences on students, teachers, communication styles, techniques, and practices.
	Enter Notes			

D5: Provides a continuum of crisis intervention services.	Engages the learning community in strengthening crisis preparedness and response by organization, training, and information dissemination.	Collaborates in crisis planning, prevention, response, and recovery and/or collaborates in implementing/ evaluating programs.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not OR ineffectively demonstrates skills related to collaboration for crisis intervention along the continuum of services.
	Enter Notes			

Rubric Score: 0/0

18 Domain E: Professional Learning, Responsibility, and Ethical

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
E-1. Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice and addresses areas of need on the evaluation.	Establishes continuous improvement strategy to identify and self-monitor areas for skill and professional growth based on performance outcomes.	Maintains a plan for continuous professional growth and skill development aligned with performance evaluation outcomes and personal/ professional goals.	Practice is emerging but requires supervision, support, and/ or training to be independently effective.	Does not develop a personal professional growth plan with goals related to performance evaluation outcomes OR shows ineffective effort in this practice / skill.
	Enter Notes			
E-2. Engages in targeted professional growth opportunities and reflective practices (e.g., PLC).	Facilitates professional learning communities' review of practices and response to feedback from supervisor and / or coworkers.	Participates in professional learning opportunities consistent with the professional growth plan and uses feedback from supervisor and / or colleagues for skill enhancement.	Practice is emerging but requires supervision, support, and / or training to be independently effective.	Does not participate in professional development opportunities OR demonstrates poor acceptance and / or use of constructive feedback to enhance skills.
	Enter Notes			
E-3. Implements knowledge and skills learned in professional development activities.	Integrates acquired knowledge and training into practice for professional community.	Integrates and applies acquired knowledge and training into professional practice.	Practice is emerging but requires supervision, support, and / or training to be independently effective.	Demonstrates little or no interest in altering practices and delivery of services to accommodate new knowledge and skills.
	Enter Notes			
E-4. Demonstrates effective record keeping and communication skills.	Supports record / date management system impact on practice and facilitates active listening among professional learning community members.	Demonstrates reliable record-keeping skills; demonstrates coherent, professional written / oral communication; adapts communication style and content to a variety of audiences; establishes rapport and is an active listener.	Practice is emerging but requires supervision, support, and / or training to be independently effective.	Does not OR ineffectively maintains reliable system of record keeping; fails to or poorly demonstrates active listening, written, and / or verbal communication skills.
	Enter Notes			
E-5. Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards.	Demonstrates a clear understanding of professional practice standards and ethics. Operationalizes standards in day -to-day practice as a model for professional community members.	Adheres to professional standards, ethics and practices; maintains accurate, timely, and confidential records; and complies with relevant laws, rules, guidelines, and policies at the national, state, and local levels.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not adhere to standards of professional practice, national and state laws, and/or local policy and procedures in the professional arena.
	Enter Notes			

School Counselors

Effective school counselors develop, implement, and evaluate programs that cultivate a school environment that promotes the academic success and well-being of all students, while using multiple means of communication to promote the academic success and well-being of all students.

Standard One: Professional, Legal, and Ethical Expectations

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
1a. Hold self accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081 FAC, and adhere to guidelines for student welfare pursuant to section 1001.42(8), FS, the rights of students and parents enumerated in section 1002.20 and 1014.04,FS, local school board and governing board policies.	1. Fully comply with and educate/support all stakeholders in adhering to state, district, and school policies, rules, procedures, state statutes, and the Florida Code of Ethics for Educators. 2. Comply with guidelines for student welfare and student and parental rights. 3.Models professional conduct while ensuring protection of student welfare and student and parental rights.	1. Fully comply with and educate/support all state, district, and school policies, rules, procedures, state statutes, and the Florida Code of Ethics for Educators. 2. Comply with guidelines for student welfare and student and parental rights.	1. Inconsistently complies with state, district, and school policies, rules, procedures, state statutes, and the Florida Code of Ethics for Educators. 2. Inconsistently complies with guidelines for student welfare and student and parental rights.	1. Does not comply with state, district, and school policy.
1b. Seeks opportunities for professional learning applicable to the role of a school counselor.	1. Implements newly acquired professional learning and shares with stakeholders to improve counseling practice.	1. Participates in and applies relevant professional learning.	1. Attends professional learning opportunities with limited application to practice.	1. Does not participate in relevant professional learning.
1c. Adhere to state and federal legal rights of students and parents or guardians with regard to student records per Rule 6A-1.0955, FAC	1. Consistently adheres to and informs stakeholders of the Family Educational Rights and Privacy Act (FERPA). 2. Maintains secure, highly organized, and compliant records, ensuring personally identifiable(PII) is protected.	1. Adheres to and informs stakeholders of the Family Educational Rights and Privacy Act (FERPA). 2. Maintains records in compliance with district and state policies.	1. Adheres to the Family Educational Rights and Privacy Act (FERPA) requires consultation and support. 2. Recordkeeping practices lack organization.	1. Inconsistent adherence to the Family Educational Rights and Privacy Act (FERPA). 2. Student records are insecure or inaccessible to authorized individuals, and record-keeping practices are inappropriate.

Look fors:

- References or shares the Florida Code of Ethics or FERPA guidelines with staff or families.
- Maintains secure, organized student records.
- Participates in or leads professional learning communities (PLCs, attend training on Track, Teachers In Action).

- Displays or distributes materials on student rights or welfare.
- Demonstrates evidence of proactive communication (emails, newsletters, presentations, Parentsquare).
- Maintains documentation demonstrating compliance with professional, legal, and ethical standards (signed forms, training logs, audit reports, Guidance tab on skyward, Educlimber, TA system).
- Serves on and participates in district and/or school committees.
- Membership in and/or participation in School Counseling associations including ACSA and FSCA.
- Demonstrates compliance with all reporting requirements including (mandatory reporting, threat assessment, self-harm protocols).
- Exhibits professional conduct during meetings, crises, and interactions with stakeholders.
- Maintains appropriate professional boundaries with students, parents, and staff.
- Adheres to school board and district procedures (attendance, communication, documentation, crisis protocols).
- Collaborates with administrators when clarification of policy, procedure, or legal guidance is needed.
- Demonstrates student-centered advocacy while respecting parental rights defined in statute.
- Provides evidence of professional development related to counseling practice, such as certificates or agendas for ASCA, SEL, trauma-informed care, MTSS, or crisis response training.
- Participates in district-provided counselor meetings and trainings related to assessment updates, graduation requirements, and dual enrollment processes.
- Maintains timely and accurate student records, including schedule changes, grade-level placement updates, and 504/IEP documentation.
- Uses Skyward, EduClimber, and other district systems appropriately and in accordance with confidentiality and access guidelines.
- Communicates with families in a manner that reflects understanding of parent rights to information, access, and consent.

Standard Two: Data Driven Planning

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
2a. Gather, synthesize and apply data from a variety of sources to inform the School Counseling Program.	1. Consistently gathers, analyzes, and synthesizes data from a variety of sources to inform the School Counseling Program.	1. Gathers and synthesizes data from a variety of sources to inform the School Counseling Program.	1. Rarely gathers and synthesizes data from a variety of sources to inform the School Counseling Program.	1. Does not use data from a variety of sources to inform the School Counseling Program.
2b. Communicate data from a variety of sources to students and parents or guardians.	1. Proactively maintains effective communication using multiple methods and appropriate technology. **2.** Regularly communicates relevant data from multiple sources to students, parents/guardians, and stakeholders.	1. Communicates with students and parents/guardians using multiple methods, including documentation. 2. Shares data as needed.	1.Communication relies primarily on one method and is inconsistent. 2.Rarely communicates relevant data.	1. Does not communicate data to students, parents / guardians.
2c. Provide all students with opportunities for academic enrichment while offering targeted support to those identified as academically at risk.	1. Analyzes and utilizes data to foster ongoing collaboration with school stakeholders to ensure all students have opportunities for academic enrichment. 2. Engage in continuous consultation and collaboration with stakeholders to provide support to students identified as	1 Analyze and apply data to ensure all students have opportunities for academic enrichment. 2. Collaborates and consults with stakeholders to provide support to students identified as academically at risk.	1. Practice is developing and would benefit from continued professional development to ensure all students have opportunities for academic enrichment. 2. Does not consistently consult and collaborate with stakeholders to provide support to students identified as academically at-risk.	1. Does not use data to provide students with opportunities for academic enrichment. 2. Does not consistently consult and collaborate with stakeholders to provide support to students identified as academically at-risk.

	academically at-risk. 3. Assist in identifying and implementing evidence- based interventions and support for students academically at risk.			

Look fors:

- Demonstrates evidence of data-informed interventions, including MTSS plans and progress monitoring.
- Communicates student progress data to students and families through multiple methods, such as emails, phone calls, ParentSquare, newsletters, and conferences.
- Maintains meeting notes or documentation reflecting collaboration with stakeholders based on data analysis.
- Develops and maintains at-risk student rosters using early warning indicators (e.g., attendance, behavior, course failures, GPA, credits earned, assessment data, retention history, acceleration status, and 504 documentation).
- Applies data to guide intentional, data-driven scheduling decisions, including ESE and 504 accommodations, behavioral supports, credit recovery placement, and OJT participation.
- Communicates identified student needs clearly and appropriately with relevant stakeholders.
- Participates in school-based leadership or problem-solving teams that analyze and apply data to support student success.
- Facilitates, documents, and reports Child Study Team meetings in accordance with district procedures.
- Manages 504 plans, including documentation, compliance, and ongoing monitoring.
- Supports gifted referral processes, including administration or coordination of KBIT or Naglieri assessments and referrals.
- Uses multiple data sources: including Skyward, EduClimber, FAST/EOC results, attendance reports, behavior referrals, and academic history, to identify and address student needs.
- Uses pre- and post-assessment data from classroom lessons or small-group counseling to refine and improve interventions.
- Identifies students requiring additional support through the use of early warning systems and indicators.
- Applies data findings directly to scheduling decisions, intervention planning, small-group development, and student referrals.
- Incorporates district and state data (e.g., Florida graduation requirements, CTE enrollment trends, assessment requirements) to inform and shape the school counseling program.
- Provides individualized academic updates to students and families, including credit checks, GPA, graduation progress, and assessment requirements.
- Uses Xello or similar platforms to share career interest survey results and pathway recommendations with students.
- Conducts parent nights or classroom lessons explaining academic requirements and expectations, including graduation requirements, promotion criteria, assessment scores, Bright Futures eligibility, GPA, academic skills, and executive functioning.
- Communicates with families regarding assessment performance, academic progress, and remediation or intervention needs.
- Maintains documentation of academic interventions, such as tutoring referrals, study-skills groups, credit recovery enrollment, check-in/check-out systems, and MTSS supports.

Standard Three: School Counseling Program and Services

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
3a. Apply evidence-based strategies that promote academic success, career readiness, resiliency education, civic and character education, and	1. Works collaboratively to consistently and proactively implement strategies that promote academic success, career readiness, resiliency education, civic and character education, and life skill	1. Implements strategies that promote academic success, career readiness, resiliency education, civic and character education, and life skill education as defined in Rule 6A-1.094124, F.A.C.	1. Practice is emerging but requires supervision, support, and/or training to independently implement strategies that promote academic success, career readiness, resiliency education, civic and character education, and life skill education as defined in Rule	1. Fails to demonstrate an understanding of how to implement strategies that promote academic success, career readiness, resiliency education, civic and character education, and life skill

life skill education as defined in Rule 6A-1.094124, F.A.C.	education as defined in Rule 6A-1.094124, F.A.C.		6A-1.094124, F.A.C.	education as defined in Rule 6A-1.094124, F.A.C.
3b. Apply practices for identifying and closing gaps in student achievement.	1. Analyzes data consistently to identify and close gaps in student achievement utilizing various resources.	1. Uses data to identify and close gaps in student achievement.	1.Does not consistently use data to identify and close gaps in student achievement.	1.Does not use data to identify and close gaps in student achievement.
3c. Develop strategies that promote academic success, career readiness, resiliency education, civic and character education, and life skill education.	1. Strategies or instruction are consistently age and developmentally appropriate as outlined in 1001.42. (8)(c)3., FS. 2. Works collaboratively to facilitate and contribute to the development of plans to meet the requirements of state/district initiatives. 3. Strategies are developed using state, district, or school-level data to intentionally align with school-level initiatives.	1. Strategies or instructions are age and developmentally appropriate as outlined in 1001.42. (8)(c)3., FS. 2. Supports and contributes to the implementation of state and district-mandated initiatives. 3. Strategies are developed using state, district, or school level data.	1. Strategies or instruction are somewhat age and developmentally appropriate. 2. Practice is developing but requires supervision, support, and/or training to be independently effective. 3. Accesses data but shows little application when developing school-based strategies.	1. Strategies or instruction are not age and developmentally appropriate. 2. Little to no evidence of strategies that promote academic success, career readiness, resiliency education, civic and character education, and life skill education. 3. Does not consider data when developing school- based strategies.
3d. Provides response and support to students in a crisis.	1. Consistently provides verbal de-escalation strategies and techniques. 2. Consistently utilizes district policy and procedures in crisis using available resources. 1001.42(8), F.S 3. Proactively collaborates with family service providers, students, and parents/guardians.	1. Provides verbal de-escalation strategies and techniques. 2. Adheres to district and state policy/procedures in crisis. 1001.42(8), F.S. 3. Collaborates with family service providers, students, and parents/guardians, and other school staff.	1. Developing verbal de-escalation strategies and techniques. 2. Inconsistently applies district policy and procedures in crisis. 3. Inconsistently collaborates with family service providers, students, and parents/guardians, and other school staff.	1. Does not use verbal de-escalation strategies or techniques. 2. Does not comply with district policy and procedures in crisis. 3. Does not collaborate with family service providers, students, and parents/guardians, and other school staff.

Look fors:

- Plans and/or deliver activities promoting life skills, character education, resiliency, or career readiness.
- Maintains documentation of interventions and supports for students identified as at risk.
- Demonstrates implementation of gap-closing strategies, including tutoring referrals, mentoring programs, MTSS supports, and collaboration with social services. (e.g., tutoring referrals, mentoring, MTSS, social work).
- Maintains crisis response documentation, including protocols and logs of student support provided.
- Conducts and documents risk and threat assessments in accordance with district procedures.
- Uses an established system to routinely analyze academic, behavioral, attendance, and other relevant data.
- Maintains documentation of tiered interventions within approved data platforms (e.g., Skyward, EduClimber).
- Keeps records of group counseling sessions and classroom guidance lessons focused on conflict resolution and social-emotional skills.
- Utilizes career exploration and planning tools such as Xello to support student development.
- Coordinates and documents credit recovery placement, progress monitoring, and program management.
- Implements interventions addressing bullying and harassment.

- Collaborates with administrators to conduct and document bullying investigations.
- Plans, participates in, and promotes schoolwide initiatives such as Red Ribbon Week and Kindness Week.
- Integrates evidence-based and district-approved curricula (e.g., Second Step, Sanford Harmony) into classroom lessons, small groups, or schoolwide programs.
- Designs and/or co-leads schoolwide programming (career fairs, resilience lessons).
- Collaborates with MTSS teams, school social workers, and school psychologists to support student needs.
- Uses multiple data sources (academic, attendance, behavioral, and career interest data) to create intentional scheduling plans that support student success.

Standard Four: Consultation, Collaboration, and Coordination

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
4a. Model and support respectful collaboration practices between school leaders, parents or guardians, district and school personnel and community partners.	1. Consistently initiates and sustains respectful collaboration with all stakeholders. 2. Proactively engages school leaders, families, and community partners in decision-making and program development.	1. Collaborates respectfully with all stakeholders. 2. Makes regular efforts to engage school leaders, families, and community partners in decision-making and program development.	1. Minimally collaborates with stakeholders. 2. Inconsistently engages with school leaders, families, and community partners in decision-making and program development.	1. Does not engage school leaders, families, and community partners in decision-making and program development.
4b. Demonstrates professionalism through visibility, accessibility, and collaboration with stakeholders.	1. Actively promotes a two-way partnership between school and home to support student expectations and academic performance. 2. Consistently and successfully connects to families and communities to address stakeholder's concerns. 3. Develops and utilizes effective communication tools, including documentation, to meet the needs of stakeholders maintaining consistent visibility and accessibility.	1. Frequently provides information about student expectations and academic performance between school and home. 2. Makes regular efforts to successfully connect with families, schools, and communities to stakeholders' concerns. 3. Uses multiple communication tools to provide visibility and accessibility.	1. Inconsistently provides information between school and home. 2. Partially addresses stakeholders' concerns. 3. Uses some communication tools to provide visibility and accessibility.	1. Does not provide information. 2. Does not respond to stakeholders' concerns or needs. 3. Uses few to no communication tools to provide visibility and accessibility.
4c. Utilize policies and procedures to make appropriate community-based referrals.	1.Consistently utilizes policies and procedures to make appropriate community-based referrals and proactively follows-up with students and/or family.	1. Utilizes policies and procedures to make appropriate community-based referrals and follow-up with students.	1. Inconsistently utilizes policies and procedures to make appropriate community-based referrals and inconsistently follows-up with students.	1.Does not utilize policies and procedures to make appropriate community-based referrals or follow up with students or family.
4d. Apply effective methods and skills for coordinating with community partners in the implementation of a school counseling program.	1. Initiates and develops opportunities for community partners to support the school counseling program.	1. Regularly utilizes community partners to support the school counseling program.	1.Provides limited opportunities for community partner support.	1. Does not connect with community partners.
4e. Apply appropriate use of data and technology in supporting student learning	1. Consistently uses technology to organize data to support student learning and	1. Uses data and technology to support student learning and	1. Minimally uses technology to support student learning and development.	1. Does not use technology to support student learning and development.

and development.	development.	development.		

Look fors:

- Maintains meeting agendas or documentation demonstrating collaboration with community partners and families.
- Completes referral forms and maintains follow-up documentation for community-based services (e.g., People Helping People, McKinney-Vento, BayCare, Phoenix).
- Uses multiple communication tools to engage stakeholders, including ParentSquare, newsletters, emails, phone calls, and district social media.
- Provides evidence of stakeholder engagement in program planning through surveys, School Advisory Council (SAC) participation, meeting agendas, or sign-in sheets.
- Plans and delivers parent workshops focused on supporting student academic, social-emotional, and behavioral growth.
- Maintains communication logs documenting strategies shared with families to support students at home.
- Distributes newsletters and resources to families to promote awareness of school programs and student supports.
- Maintains documentation or meeting notes reflecting participation and advocacy in IEP, 504, MTSS, and parent-teacher conferences (PTC).
- Provides documentation of recommended accommodations and student supports.
- Maintains communication records with teachers and parents related to student needs and interventions.
- Completes and manages Student Services Intervention (SSI) paperwork in accordance with district procedures.
- Actively participates in schoolwide initiatives such as PBIS.
- Participates in schoolwide events such as Open House and Open Campus to engage families and stakeholders.
- Provides or facilitates professional development for staff on topics such as coping strategies, executive functioning skills, and college and career readiness.
- Leads or co-facilitates professional learning communities (PLCs) focused on student well-being and support systems.
- Demonstrates the use of respectful, strengths-based language in communication artifacts when engaging families, staff, and community partners.
- Evidence of accommodations or supports recommended.

Standard Five: Academic Advisement and Planning

5a. Implements and supports instruction for student success.	1. Consistently plans and implements approved skills and strategies by using a variety of resources. 1001.42.(8)(c), FS 2. Proactively communicates regarding the safety, mental health, and well-being of students.	1. Plans and supports approved skills and strategies in individual or group settings. 1001.42.(8)(c), FS 2. Communicates regarding the safety, mental health, and well-being of students.	1. Inconsistently applies approved skills and strategies in individual or group settings. 1001.42.(8)(c), FS 2. Limited communication regarding the safety, mental health, and well-being of students.	1. Does not apply approved skills and strategies in individual or group settings. 1001.42.(8)(c), FS 2. Provides little to no communication regarding the safety, mental health, and well-being of students.
5b. Assist all students with developing a path to effectively prepare for secondary and postsecondary educational and employment opportunities.	1. Ongoing collaboration with students, parents, or guardians to develop a path for secondary and postsecondary educational and employment opportunities.	1. Prepare students to develop a path for secondary and postsecondary educational and employment opportunities.	1. Practice is emerging but requires supervision, support, and/or training to effectively prepare students to develop a path for secondary and postsecondary educational and employment opportunities.	1. Fails to prepare students in developing a path for secondary and postsecondary educational and employment opportunities.
5c. Promote awareness of student progression, assessment requirements, appropriate educational placement, and high school graduation requirements.	1. Effectively understands and communicates student progression, assessment requirements, and appropriate educational placement for promotion and/or high school graduation requirements to all stakeholders.	1. Understands student progression, assessment requirements, and appropriate educational placement for promotion and/or high school graduation requirements.	1. Emerging understanding of student progression, assessment requirements, and appropriate educational placement for promotion and/or high school graduation requirements.	1 .Lack of understanding of student progression, assessment requirements, and appropriate educational placement for promotion and/or high school graduation requirements.

Look fors:

- Maintains student academic plans or graduation checklists, including Bright Futures evaluations.
- Plans and documents parent nights, advisement sessions, and outreach activities, including flyers and sign-in sheets.
- Maintains communication logs documenting discussions with students and families regarding academic progress, placement, or pathway decisions.
- Plans, coordinates, or supports career and college planning events, such as workshops, fairs, or informational sessions.
- Ensures students are scheduled into appropriate courses aligned to academic performance, remediation needs, course prerequisites, and graduation pathways.
- Creates and manages elementary class placements based on data, student needs, and district guidelines.
- Conducts ESSA-required communications or outreach, as applicable.
- Evaluates student transcripts to determine accurate credit status, graduation progress, and eligibility for academic pathways.
- Coordinates and supports postsecondary transition events, including college fairs, college visits, Dual Enrollment/AP nights, and district transition initiatives.
- Provides essential student-related information while consistently upholding FERPA confidentiality standards.
- Proctors required assessments in accordance with testing protocols.
- Supports completion of Common Application requirements and senior clearance processes.
- Manages and submits accommodation requests for ACT, SAT, and CLT assessments.
- Conducts routine credit checks to monitor student progress toward graduation.
- Supports documentation related to valedictorian and salutatorian determinations.
- Maintains documentation of participation in MTSS meetings and academic intervention planning.
- Develops and maintains individualized student academic and career plans (e.g., Xello outputs, credit checks, course requests, future planning forms).
- Documents academic and career advising sessions with students and families related to college, career, vocational, and military pathways.
- Provides guidance and support for students completing postsecondary planning requirements, including: FAFSA, College applications, Scholarship applications, Bright Futures submissions, Credit recovery referrals.
- Provides students and families with accurate information about available acceleration options, including Dual Enrollment, Advanced Placement (AP), Honors, and CTE pathways.

Standard Six: Career Development and Postsecondary Planning

6a. Utilize resources and data to provide counseling services that promote college and career readiness and career success (includes financial resources for high school students).	1. Consistently integrates a wide range of local, state, and national resources into counseling services. 2. Uses comprehensive data analysis to design targeted interventions that significantly improve college and career readiness. 3. Proactively engages families and community partners to expand access to financial literacy and postsecondary planning. 4. Demonstrates leadership in training staff and mentoring peers on best practices in college/career advising.	1. Uses available resources and data to support college and career readiness. 2. Provides students with accurate and timely information on financial aid, scholarships, and career pathways. 3. Collaborates with families and community partners to ensure students have access to relevant planning tools and advising, and financial literacy.	1. Rarely uses resources and data inconsistently or superficially in college and career counseling. 2. Financial literacy and postsecondary planning are addressed but lack depth or personalization. 3. Limited collaboration with families and community partners.	1. Does not use resources or data to guide college and career counseling. 2. Fails to provide students with essential financial aid for career planning information. 3. Counseling is inaccurate or inaccessible to students.
6b. Apply counseling services to address financial or educational challenges experienced by students.	1. Proactively and consistently applies counseling services to address financial and/or educational challenges experienced by students.	1. Applies counseling services to address financial and/or educational challenges experienced by students.	1. Occasionally applies counseling services to address financial and/or educational challenges experienced by students.	1. Does not apply counseling services to address financial or educational challenges experienced by students.
6c. Apply strategies and activities that address students' college and career readiness across developmental levels, including decision-making approaches for students in various stages of career development.	1. Proactively utilizes and promotes resources, to include formal and informal inventories and data driven methods to promote college and career readiness. 2. Utilizes school data to develop and coordinate initiatives to address career readiness needs of all students. 3. Develops an approach to	1. Utilizes and promotes a variety of resources to support college and career readiness. 2. Collaboration with stakeholders to support career development across all grade levels.	1. Inconsistently utilizes resources to support college and career readiness. 2. Minimal collaborations with stakeholders to support career development across all grade levels.	1. Little evidence to demonstrate the utilization of resources to support college and career readiness. 2. Does not collaborate with stakeholders to support career development across all grade levels.

	sharing personalized information related to career and educational opportunities.			

Look fors:

- Plans, coordinates, or supports FAFSA workshops, ACT/SAT fee waiver distribution, scholarship information sessions, and college visits.
- Demonstrates evidence of students completing career inventories or interest surveys and maintaining individualized career portfolios or plans within Xello.
- Collaborates with Career and Technical Education (CTE) programs and workforce or industry partners to support student career readiness.
- Maintains student career portfolios showcasing individual strengths, interests, and goals, including documentation related to ESE transition meetings or vocational rehabilitation planning.
- Develops and distributes flyers, agendas, or promotional materials for college and career exploration events.
- Facilitates or refers students in grades K–5 for weekly food support, holiday assistance, and community-based resources.
- Facilitates or refers students in grades 6–8 for weekly food support, holiday assistance, and community-based resources.
- Facilitates or refers students in grades 9–12 for weekly food support, holiday assistance, community-based resources, FAFSA completion, and scholarship opportunities.
- Maintains student academic plans or graduation checklists to support progression and postsecondary readiness.
- Maintains documentation of advising meetings and postsecondary planning resources shared with students and families.
- Prepares and submits counselor letters of recommendation in support of student applications for postsecondary education, scholarships, and specialized programs.
- Manages dual enrollment processes, including eligibility determination, scheduling, documentation, and clear communication with students and families.
- Delivers or supports presentations or workshops on Bright Futures eligibility, dual enrollment tuition coverage, financial aid processes, and application deadlines.
- Coordinates on-campus and/or off campus college admissions events, instant-decision days, recruiter visits, and related postsecondary engagement activities.
- Maintains documentation of individualized support provided to students experiencing barriers such as homelessness (McKinney-Vento referrals), food insecurity, transportation challenges, mental health concerns, or lack of technology or school supplies.
- Collaborates with case managers, school social workers, and student services personnel to address student financial, academic, and social-emotional needs.
- Participates in ESE transition IEP meetings to address postsecondary, financial, and service-based needs.
- Provides evidence of long-term academic and postsecondary planning conversations that may include: four-year plans, graduation pathways, technical school options, and military opportunities.

- Plans, coordinates, or supports college and career events and maintains participation documentation, including student sign-in sheets for planning sessions.

Appendix D – Student Performance Measures

In Appendix D, the district shall provide the list of assessments and the performance standards that will apply to the assessment results to be used for calculating the performance of students assigned to instructional personnel. The following table is provided for convenience; other ways of displaying information are acceptable.

Student Performance Measures		
Teaching Assignment	**Assessment(s)**	**Performance Standard(s)**
Pre-Kindergarten (PK)	IEP mastery	Points for Mastery, NI
Kindergarten (K)	District Selected PM	T3 compared to TI calculation
First Grade (1)	District Selected PM	T3 compared to TI calculation
Second Grade (2)	District Selected PM	T3 compared to TI calculation
Third Grade (3)	New State PM	T3 compared to TI calculation
Fourth Grade (4)	New State PM	T3 compared to TI calculation
Fifth Grade (5)	New State PM	T3 compared to TI calculation
Other (K-5) (including non-classroom instructional personnel)	Varies	School wide SOM or teacher created tests- district passing score
English/Language Arts, Reading Courses (6-8)	New State PM	T3 compared to TI calculation
Math Courses (6-8)	New State PM	T3 compared to TI calculation
Science Courses (8)	NGSSS	Scores two to five 1, Score of one 0
Other (6-8) (including non-classroom instructional personnel)	Site created test, principal approved for standards	District passing score of 60 + 1
English 1	New State PM	T3 compared to TI calculation
English 2	New State PM	T3 compared to TI calculation
English 3	District Created	District passing score of 60 + 1
English 4	District Created	District passing score of 60 + 1
AP English Comp	AP test EOC	Scores three to seven 1, below 0 Scores two to five 1, Score of one 0
Algebra 1 (Honors); Algebra 1B	Site created test, principal approved for standards	District passing score of 60 + 1
Pre-AICE Mathematics 1	EOC	Scores two to five 1, Score of one 0
IB Middle Years Algebra 1 Honors	Geometry EOC	Scores two to five 1, Score of one 0
Geometry (Honors)	Geometry EOC	Scores two to five 1, Score of one 0
IB Middle Years Geometry Honors	Site created test, principal approved for standards	District passing score of 60 + 1
Pre-AICE Mathematics 2	New State PM	T3 compared to TI calculation
Student Performance Measures (Continued)		

Teaching Assignment	Assessment(s)	Performance Standard(s)
Biology 1 (Honors); Biology Technology; Biology 1 Pre-IB; Integrated Science 3 (Honors)	Biology EOC	Scores two to five 1, Score of one 0
Pre-AICE Biology	Biology EOC	Scores two to five 1, Score of one 0
IB Middle Years Biology Honors	Biology EOC	Scores two to five 1, Score of one 0
Civics	Civics EOC	Scores two to five 1, Score of one 0
U.S. History	US History EOC	Scores two to five 1, Score of one 0
ROTC	Site created test; principal approved for standards	District passing score of 60 + 1 Below 60 0
Other (9-12) (including non-classroom instructional personnel)	Varies	See Tables
District Non-Classroom Instructional Personnel	Varies	See Tables

Special Fields Table

Special Fields or Classroom	Position	Students	Measure 1	Value	Measure 2	Value	Measure 3	Value	Measure 4	Value	Notes
Special Fields	Assistive Tech Inst Spec	Assigned Students - Survey 2-3, Match if Possible	Observed Practice	65%	Mastery of identified IEP communication goals specific to AAC device or tool (Mastery of IEP Goal = 1, Needs Improvement on IEP Goal = .5)	35%					Mastery = 1, Needs Improvement =0.5
Special Fields	Behavior Analyst	Assigned Students - Survey 2-3, Match if Possible	Observed Practice	65%	Mastery of IEP goals related to behavior (Mastery of IEP Goal = 1, Needs Improvement on IEP Goal = .5)	35%					Mastery = 1, Needs Improvement = 0.5
Special Fields	Behavioral Specialist	Assigned Students - Survey 2-3, Match if Possible	Observed Practice	65%	Mastery of IEP goals related to behavior (Mastery of IEP Goal = 1, Needs Improvement on IEP Goal = .5)	35%					Mastery = 1, Needs Improvement = 0.5
Special Fields	Career Specialist - CTE	Assigned Schools	Observed Practice	65%	Percentage of eligible CTE students in registered career themed courses assessed using IC exams	35%					
Special Fields	Coor Of IB Diploma Prgm	IB Students	Observed Practice	65%	Percentage of eligible IB students assessed	20%*	Professional Development as documented in ERO or by Time and Effort Log with Sign-in Sheet where each offering is 2 pts for a max of 20 points.	*15%	Applicable student outcome measurement for classes taught by Coor of IB Diploma Program	**OR** 35%	
Special Fields	Elementary Assistant	School-wide	Observed Practice	65%	School SOM	35%					
Special Fields	Employment Specialist - ESE	Assigned Students - Survey 2-3, Match if Possible	Observed Practice	65%	Mastery of IEP goals related to post-school outcomes (Mastery of IEP Goal =1 Needs Improvement on IEP Goal = .5)	35%					Mastery = 1, Needs Improvement = 0.5
Classroom - Special Circumstances	Endeavor/Discovery Academy Electives	Assigned Students	Observed Practice	65%	District Developed/Selected Assessment	15%		20% For End.	Endeavor Program Completion Measurement 50-100% = 4, 20-49% = 3, 10-19% = 2, and 0-9% = 1. Student must be present 50 days to be included in calculation.	20% For Dis.	Discovery Program Grade Promotion Measurement 70-100% = 4, 40-69% = 3, 20-39% = 2, and 0-19% = 1.
Classroom - Special Circumstances	Endeavor/Discovery Academy Math	Assigned Students	Observed Practice	65%	VAM Math	15%		20% For End.	Endeavor Program Completion Measurement 50-100% = 4, 20-49% = 3, 10-19% = 2, and 0-9% = 1. Student must be present 50 days to be included in calculation.	20% For Dis.	Discovery Program Grade Promotion Measurement 70-100% = 4, 40-69% = 3, 20-39% = 2, and 0-19% = 1.

Special Fields or Classroom	Position	Students	Measure 1	Value	Measure 2	Value	Measure 3	Value	Measure 4	Value	Notes
Classroom - Special Circumstances	Endeavor/Discovery Academy Reading	Assigned Students	Observed Practice	65%	VAM Reading	15%		20% For End.	Endeavor Program Completion Measurement 50-100% = 4, 20-49% = 3, 10-19% = 2, and 0-9% = 1. Student must be present 50 days to be included in calculation.	20% For Dis.	Discovery Program Grade Promotion Measurement 70-100% = 4, 40-69% = 3, 20-39% = 2, and 0-19% = 1.
Classroom - Special Circumstances	Endeavor/Discovery Academy Science	Assigned Students	Observed Practice	65%	District Developed/Selected Assessment or State EOC Where Available	15%		20% For End.	Endeavor Program Completion Measurement 50-100% = 4, 20-49% = 3, 10-19% = 2, and 0-9% = 1. Student must be present 50 days to be included in calculation.	20% For Dis.	Discovery Program Grade Promotion Measurement 70-100% = 4, 40-69% = 3, 20-39% = 2, and 0-19% = 1.
Classroom - Special Circumstances	Endeavor/Discovery Academy Social Studies	Assigned Students	Observed Practice	65%	District Developed/Selected Assessment or State EOC Where Available	**15%**		20% For End.	Endeavor Program Completion Measurement 50-100% = 4, 20-49% = 3, 10-19% = 2, and 0-9% = 1. Student must be present 50 days to be included in calculation.	20% For Dis.	Discovery Program Grade Promotion Measurement 70-100% = 4, 40-69% = 3, 20-39% = 2, and 0-19% = 1.
Special Fields	ESE Instructional Specialist	Assigned Schools	Observed Practice	65%	Percentage of eligible students participating in FSAA	35%					This position is responsible for training staff to deliver Florida Standards Alternate Assessment and ensuring fidelity of test administration protocols
Special Fields	ESOL Coach	Assigned Schools	Observed Practice	65%	Combination of ESOL Lead TCHR scores	20%	Percentage of Edivate ESOL courses completed by registrants	15%			
Special Fields	ESOL/Lead Tchr	Assigned Schools	Observed Practice	65%	Percentage of students demonstrating growth on district or state assessment	35%					
Special Fields	Inst. Cert. School Couns. K-5	School Wide	Observed Practice	65%	Prepare and present to students, staff and/or families Bullying Prevention trainings as documented by sign-in sheets and attested by principal.	15%	Direct service to students as documented by log provided to Certified School Counselor by HR and approved by school administrator. Limit of 400 students for case load calculation. 75% success rate = 20 points. 50-74% = 10 points. Less than 50% contact rate = no points.	20%			
Special Fields	Inst. Cert. School Couns. K-8	Assigned Students	Observed Practice	65%	Prepare and present to students, staff and/or families Bullying Prevention trainings as documented by sign-in sheets and attested by principal.	15%	Direct service to students as documented by log provided to Certified School Counselor by HR and approved by school administrator. Limit of 400 students for case load calculation. 75% success rate = 20 points. 50-74% = 10 points. Less than 50% contact rate = no points.	20%			

Special Fields or Classroom	Position	Students	Measure 1	Value	Measure 2	Value	Measure 3	Value	Measure 4	Value	Notes
Special Fields	Inst. Cert. School Couns. 6-8	School Wide	Observed Practice	65%	Prepare and present to students, staff and/or families Bullying Prevention trainings as documented by sign-in sheets and attested by principal.	15%	Direct service to students as documented by log provided to Certified School Counselor by HR and approved by school administrator. Limit of 400 students for case load calculation. 75% success rate = 20 points. 50-74% = 10 points. Less than 50% contact rate = no points.	20%			
Special Fields	Inst. Cert. School Couns. 9-12	School Wide	Observed Practice	65%	Prepare and present to students, staff and/or families College and Career Readiness and Graduation Requirements trainings. as documented by sign in sheets and attested by principal.	15%	Direct service to students as documented by log provided to Certified School Counselor by HR and approved by school administrator. Limit of 400 students for case load calculation. 75% success rate = 20 points. 50-74% = 10 points. Less than 50% contact rate = no points.	20%			
Special Fields	Inst. Media Spc. 6-8	Assigned Students	Observed Practice	65%	Reading VAM	35%					
Special Fields	Inst. Media Spc. 9-12	Assigned Students	Observed Practice	65%	Reading VAM	35%					
Special Fields	Inst. Media Spc. K-5	Assigned Students	Observed Practice	65%	Reading VAM	35%					
Special Fields	Inst. Media Spc. K-8	Assigned Students	Observed Practice	65%	Reading VAM	35%					
Special Fields	Instructional Practice Coach - Elementary Generalist	Assigned Schools	Observed Practice	65%	Math VAM	10%	Reading VAM	10%	Professional Development as documented in ERO or by Coach Time and Effort Log with Sign-in Sheet-1.5 point per PD for a maximum of 30 points.	15%	
Special Fields	Instructional Practice Coach - Math	Assigned Schools	Observed Practice	65%	Math VAM	20%	Professional Development as documented in ERO or by Coach Time and Effort Log with Sign-in Sheet-1.5 point per PD for a maximum of 30 points.	15%			
Special Fields	Instructional Practice Coach - Science	Assigned Schools	Observed Practice	65%	Percent Proficient on Science FCAT (1 point for levels 3-5 and .5 for level 2)	20%		15%			
Special Fields	Instructional Practice Coach - Writing	Assigned Schools	Observed Practice	65%	Percent Proficient on Writing FSA (1 point for passing, 0 points for not passing)	20%	Professional Development as documented in ERO or by Coach Time and Effort Log with Sign-in Sheet-1.5 point per PD for a maximum of 30 points.	15%			

Special Fields or Classroom	Position	Students	Measure 1	Value	Measure 2	Value	Measure 3	Value	Measure 4	Value	Notes
Special Fields	Instructional Practice Coach - Reading	Assigned Schools	Observed Practice	65%	Reading VAM	20%	Professional Development as documented in ERO or by Coach Time and Effort Log with Sign-in Sheet-1.5 point per PD for a maximum of 30 points.	15%			
Special Fields	Instructional Tech Specialist	District	Observed Practice	65%	Reading and Math VAM	10%	Professional Development as documented in ERO or by Time and Effort Log with Sign-in Sheet where each offering is 2 pts for a max of 20 points.	25%			
Special Fields	Occupational Therapist	Assigned Students	Observed Practice	65%	Mastery of independent functioning goals relevent to OT Services (Mastery of IEP Goal = 1, Needs Improvement on IEP Goal = .5)	35%					
Special Fields	Occupational Therapist Asst.	Assigned Students	Observed Practice	65%	Mastery of independent functioning goals relevent to OT Services (Mastery of IEP Goal = 1, Needs Improvement on IEP Goal = .5)	35%					
Special Fields	Physical Therapist	Assigned Students	Observed Practice	65%	Mastery of independent functioning goals relevent to PT Services (Mastery of IEP Goal = 1, Needs Improvement on IEP Goal = .5)	35%					
Special Fields	Physical Therapist Asst. Licen.	Assigned Students	Observed Practice	65%	Mastery of independent functioning goals relevent to PT Services (Mastery of IEP Goal = 1, Needs Improvement on IEP Goal = .5)	35%					
Special Fields	Program / Staffing Spec.	Assigned Students	Observed Practice	65%	Percentage of annual IEP meetings convened and new IEP completed	35%					
Special Fields	Reading Coach 6-8	Assigned Schools	Observed Practice	65%	Reading VAM	20%	Professional Development as documented in ERO or by Coach Time and Effort Log with Sign-in Sheet-1.5 point per PD for a maximum of 30 points.	15%			Reading Coaches work with all teachers at their assigned schools. For every training a coach has provided and can document, they will receive 2 points. They must provide at least 15 trainings to be awarded 30%. A full day of PLCs at one school on one topic equals only one training or 2 points. However, training on one topic at three different schools would equal 6 points. Coaches who supervise the practucum for the Reading Endorsement and NGCAR-PD will receive 2 points per participant.

Special Fields or Classroom	Position	Students	Measure 1	Value	Measure 2	Value	Measure 3	Value	Measure 4	Value	Notes
Special Fields	Reading Coach 9-12	Assigned Schools	Observed Practice	65%	Reading VAM	20%	Professional Development as documented in ERO or by Coach Time and Effort Log with Sign-in Sheet-1.5 point per PD for a maximum of 30 points.	15%			Reading Coaches work with all teachers at their assigned schools. For every training a coach has provided and can document, they will receive 2 points. They must provide at least 15 trainings to be awarded 30%. A full day of PLCs at one school on one topic equals only one training or 2 points. However, training on one topic at three different schools would equal 6 points. Coaches who supervise the practucum for the Reading Endorsement and NGCAR-PD will receive 2 points per participant.
Special Fields	Reading Coach K-5	Assigned Schools	Observed Practice	65%	Reading VAM	20%	Professional Development as documented in ERO or by Coach Time and Effort Log with Sign-in Sheet-1.5 point per PD for a maximum of 30 points.	15%			Reading Coaches work with all teachers at their assigned schools. For every training a coach has provided and can document, they will receive 2 points. They must provide at least 15 trainings to be awarded 30%. A full day of PLCs at one school on one topic equals only one training or 2 points. However, training on one topic at three different schools would equal 6 points. Coaches who supervise the practucum for the Reading Endorsement and NGCAR-PD will receive 2 points per participant.
Special Fields	School Psychologist	Assigned Schools	Observed Practice	65%	Gifted evaluations completed within 90 school days in which the student is in attendance from the date the school psychologist received the referral: 80-100% of gifted evaluations completed within time frame = 10 points, 60-79% of gifted evaluations completeed within time frame = 5 points, 0-59% of gifted evaluations completed within time frame = 0 points.	17.50%	Initial referrals for ESE evaluations completed within 60 school days in which the student is in attendance from the date the school psychologist received the referral: 80-100% of initial referral evaluations completed within time frame = 10 points, 60-79% of initial referral evaluations completed within time frame = 5 points, 0-59% of initial referral evaluations completed within time frame = 0 points.	17.50%			
Special Fields	School Social Worker - Homeless	District	Observed Practice	65%	Professional Development as documented in ERO or by Time and Effort Log with Sign-in Sheet	20%	Two documented follow-ups per referral	15%			
Special Fields	School Social Worker - Single School	Assigned Students	Observed Practice	65%	Prepare and present to students, staff and/or families Bullying Prevention trainings. as documented by sign in sheets and attested by principal.	15%	Direct service to students as documented by log provided to Certified School Counselor by HR and approved by school administrator. Limit of 400 students for case load calculation. 75% success rate = 20 points, 50-74% = 10 points, less than 50% contact rate = no points.	15%			

Special Fields or Classroom	Position	Students	Measure 1	Value	Measure 2	Value	Measure 3	Value	Measure 4	Value	Notes
Special Fields	School Social Worker - Multi-School	Assigned Schools	Observed Practice	65%	Initial Comprehensive Clinical Histories Completed within 60 school days: 0-59% = no points, 60-79% = 10 points, 80-100% = 15 points.	15%	Completion of Truancy Case Staffing after school referral: 0-59% completed = no points, 60-79% completed = 10 points, 80-100% completed = 15 points.	15%			
Special Fields	School Social Worker - Teen Parenting	Assigned Schools	Observed Practice	65%	Drop-out Prevention of program participants: 0-59% = no points, 60-79% = 5 points, 80-100% = 10 points.	10%	If no students are assigned, Direct Service Delivery as documented by log and verified by program director. Monthly contact with 75% of assinged students = 20 points, monthly contact with 50-74% of program students = 10 points.	15%			
Special Fields	Science Resource - Not Title I	Assigned Students	Observed Practice	65%	State Science Assessment or District Developed / Selected EOC if there is no state science assessment for students served.	35%					
Special Fields	Speech / Lang Pathologist K- 12	Assigned Students	Observed Practice	65%	Mastery of independent functioning goals relevent to Speech and Language Services (Mastery of IEP Goal = 1, Needs Improvement on IEP Goal = .5)	35%					
Special Fields	Speech / Lang Pathologist K- 12 (PreK)	School Wide	Observed Practice	65%	Percentage of students assessed within mandatory time frame	17.50%	Percentage of students referred from Dept. of Health Early Steps Part C evaluated and referred for staffing by third birthday.	17.50%			
Classroom	Tch Voc Multi Media Design Tec	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr 1 - Elem Basic	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr 2 - Elem Basic	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr 3 - Elem Basic	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr 4 - Elem Basic	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr 5 - Elem Basic	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Special Fields	Tchr K-5 Assessment	Assigned Schools	Observed Practice	65%	Percentage of eligible students assessed on state-wide assessments (FCAT / FSA / FSAA)	15%	Professional Development as documented in ERO or by Time and Effort Log with Sign-in Sheet where each offering is 2 pts for a max of 20 points.	20%			
Special Fields	Tchr K-8 Assessment	Assigned Schools	Observed Practice	65%	Percentage of eligible students assessed on state-wide assessments (FCAT / FSA/ FSAA)	15%	Professional Development as documented in ERO or by Time and Effort Log with Sign-in Sheet where each offering is 2pts for a maximum of 20 points.	20%			

Special Fields or Classroom	Position	Students	Measure 1	Value	Measure 2	Value	Measure 3	Value	Measure 4	Value	Notes
Special Fields	Tchr 6-8 Assessment	Assigned Schools	Observed Practice	65%	Percentage of eligible students assessed on state-wide assessments (FCAT / FSA/ FSAA)	15%	Professional Development as documented in ERO or by Time and Effort Log with Sign-in Sheet where each offering is 2pts for a maximum of 20 points.	20%			
Special Fields	Tchr 9-12 Assessment	Assigned Schools	Observed Practice	65%	Percentage of eligible students assessed on state-wide assessments (FCAT / FSA/ FSAA)	15%	Professional Development as documented in ERO or by Time and Effort Log with Sign-in Sheet where each offering is 2pts for a maximum of 20 points.	20%			
Classroom	Tchr Art 6-8	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Art 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Art K-5	Assigned Students	Observed Practice	65%	School wide VAM	35%					
Classroom	Tchr Computer Ed 6-8	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Construction Technologies	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Cosmetology	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Critical Thinking MS	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Culinary Arts	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Special Fields	Tchr D/O Prev 9-12	Assigned Students	Observed Practice	65%	VAM, State EOC or District Developed / Selected if no state assessment for students served.	35%					
Classroom	Tchr Dance	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Drama 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Drama K-5	Assigned Students	Observed Practice	65%	School Wide VAM	35%					
Special Fields	Tchr Emotional / Behavioral Dis.	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Engineering & Manufacture	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr e-School 6-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr e-School Foreign Lang 6-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr e-School K-6	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr e-School Lang Arts 6-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					

Special Fields or Classroom	Position	Students	Measure 1	Value	Measure 2	Value	Measure 3	Value	Measure 4	Value	Notes
Classroom	Tchr e-School Math 6-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr e-School Science 6-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%	If Reading and Math are taught - 25% for each subject				
Classroom	Tchr e-School Social St. 6-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%	If Reading and Math are taught - 25% for each subject				
Special Fields	Tchr ESE Co-Teach	Assigned Students	Observed Practice	65%	VAM for subject taught	35%					Minimum student numbers no longer apply
Special Fields	Tchr ESE Inclusion	Assigned Students	Observed Practice	65%	VAM for subject taught	35%					If only one subject is taught, only that VAM is used and percentage is increased to 50%. If students are grades K-2, percent proficient of district developed assessment (EOC) is used. If students are grade 3, percent proficient on FCAT is used with levels 3-5 counting 1 and level 2 counting .5.
Special Fields	Tchr ESE Pre-K	4 year olds	Observed Practice	65%	Mastery of IEP goals related to behavior (Mastery of IEP Goal = 1, Needs Improvement on IEP Goal = .5) Mastery of goals for school-based VAM for subject(s) taught or school-wide VAM if no assigned students.	35%					
Special Fields	Tchr ESE Resource	Assigned Students	Observed Practice	65%	VAM for subject(s) taught or School wide VAM if no assigned students.	35%					
Classroom	Tchr ESOL 6-8	Assigned Students	Observed Practice	65%	See Assessment Table, Calculation Structured on Actual Assignment	35%					
Classroom	Tchr ESOL 9-12	Assigned Students	Observed Practice	65%	WIDA Access Score Growth, Spreadsheet by Teacher, Grad req also counts, only students with both scores are counted.	35%					
Classroom	Tchr Exploratory Wheel MS	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Forgn Lang 6-8	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Forgn Lang 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Gifted PK-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Global Writing Lab Elem	Assigned Students	Observed Practice	65%	School-wide VAM	35%					
Classroom	Tchr Graphic Design	Assigned Students	Observed Practice	65%	See Assessment Table	35%					

Special Fields or Classroom	Position	Students	Measure 1	Value	Measure 2	Value	Measure 3	Value	Measure 4	Value	Notes
Special Fields	Tchr Hearing Impaired PK-12	Assigned Students	Observed Practice	65%	Mastery of IEP goals related to hearing (Mastery of IEP Goal =1, Needs Improvement on IEP Goal = .5)	35%					
Special Fields	Tchr Hospital Homebound	Assigned Students	Observed Practice	65%	Assigned students - VAM where available. For FSAA students maintaining achievement levels 4 and above, increasing a level, or achieving an increase of 5 raw points within levels 1-3 below or above FCAT assessed grades - mastery of IEP goals for reading and math.	35%					
Special Fields	Tchr In-Schl Susp 9-12	School- wide	Observed Practice	65%	School-wide VAM or Assigned Students - See Assessment Table	35.00%					
Special Fields	Tchr Intellectual Disabilities	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr K-Elem Basic	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Lang Arts 6-8	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Lang Arts 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Law Enforcement Inst	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Life Management 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Math 6-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Math 6-8	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Math 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Math K-5	Assigned Students	Observed Practice	65%	School Wide VAM	35%					
Special Fields	Tchr Math Resource K-5	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Special Fields	Tchr Micro SOC Coor Elem	School-wide	Observed Practice	65%	Professional Development as documented in ERO or by Coach Time and Effort Log with Sign-in Sheet-1.5 point per PD for a maximum of 25 points.	25%	School-wide VAM	10%			

Special Fields or Classroom	Position	Students	Measure 1	Value	Measure 2	Value	Measure 3	Value	Measure 4	Value	Notes
Classroom	Tchr Music 6-8	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Music 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Music K-5 Elem	Assigned Students	Observed Practice	65%	School Wide VAM	35%					
Special Fields	Tchr on Admin Assignment	School Wide	Observed Practice	65%	Reading and Math VAM	10%	Reduction in instructional days lost due to ISS or OSS placement of students (as measured by reduction in total student days in ISS and OSS (combined) over prior year)	10%	Professional Development as documented in ERO or by Time and Effort Log with Sign-in Sheet-1 point per PD for a maximum of 15 points.	15%	
Special Fields	Tchr on Assignment of Prof Dev		Observed Practice	65%	Professional Development Initiatives at Schools- 1.0 pt. per event for a maximum of 35	35%					
No Eval	Tchr on Spec Assignment HCTA										
Classroom	Tchr PE 6-8	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr PE 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr PE K-5	Assigned Students	Observed Practice	65%	School wide VAM	35%					
Classroom	Tchr PE K-8	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Special Fields	Tchr Profoundly Hand PK-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Reading 6-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Reading 6-8	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Reading 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Special Fields	Tchr Reading Resource 6-8	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Special Fields	Tchr Reading Resource K-5	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Reading / Lang Arts 6-8	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Remediation K-5	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Robotics	Assigned Students	Observed Practice	65%	See Assessment Table	35%					

Special Fields or Classroom	Position	Students	Measure 1	Value	Measure 2	Value	Measure 3	Value	Measure 4	Value	Notes
Classroom	Tchr ROTC / Mil T6E Trng 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr ROTC / Mil Trng 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Science 6-8	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Science 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Science K-5	Assigned Students	Observed Practice	65%	NGSSS Proficiency	35%					
Classroom	Tchr Soc Studies 6-8	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Soc Studies 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Soc Studies 6-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Special Fields	Tchr Spec. Assign - Springs Coast Environmental	Assigned Students	Observed Practice	65%	Percentage of students at mastery on post test for	35%					
Classroom	Tchr STEM	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Tech Ed 6-8	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Tech Ed 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Tech Ed K-5	Assigned Students	Observed Practice	65%	School Wide VAM	35%					
Classroom	Tchr Teen Parenting	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Special Fields	Tchr Title I Math Coach 6-8	Assigned Schools	Observed Practice	65%	Math VAM	15%	Professional Development as documented in ERO or by Coach Time and Effort Log with sign-in sheet - 1 point per PD for a maximum of 20 points.				VAM will be assigned students or school wide based on students assigned on TERMS and verified during Roster Verification. For split loads calculations will be proportional to teaching assignments and schedule.
Special Fields	Tchr Title I Match Coach K-5	Assigned Schools	Observed Practice	65%	Math VAM	15%	Professional Development as documented in ERO or by Coach Time and Effort Log with sign-in sheet - 1 point per PD for a maximum of 20 points.				See note above.
Special Fields	Tchr Title I Match Res 6-8	Assigned Students	Observed Practice	65%	Math VAM	35%					See note above.
Special Fields	Tchr Title I Match Res K-5	Assigned Students	Observed Practice	65%	Math VAM	35%					See note above.
Special Fields	Tchr Title I Reading Res 6-8	Assigned Students	Observed Practice	65%	Reading VAM	35%					See note above.
Special Fields	Tchr Title I Reading Res K-5	Assigned Students	Observed Practice	65%	Reading VAM	35%					See note above.
Special Fields	Tchr Title I Resource	Assigned Students	Observed Practice	65%	Reading VAM	35%					See note above.
Special Fields	Tchr Title I Sci Resource 6-8	Assigned Students	Observed Practice	65%	Percent Proficient on Science FCAT (1 point for levels 2-5 and 0 for level 1)	35%					See note above.

Special Fields or Classroom	Position	Students	Measure 1	Value	Measure 2	Value	Measure 3	Value	Measure 4	Value	Notes
Special Fields	Tchr Title I Science Resource	Assigned Students	Observed Practice	65%	Percent Proficient on Science FCAT (1 point for levels 2-5 and 0 for level 1)	35%					See note above.
Special Fields	Tchr Train Mntl Hand PK-12	Assigned Students	Observed Practice	65%	See Business Rules and Assessment Table	35%					
Classroom	Tchr Transitional	Assigned Students	Observed Practice	65%	Reading VAM	17.50%	Math VAM	17.50%			If only one subject is taught, only that VAM is used and percentage is increased to 50%. If students are grades K-2, percent proficient on district developed assessment (EOC) is used. If Grade 3 - percent proficient on FSA is used with levels 2-5 counting 1 and level 1 counting 0. If teacher has subjects other than reading or math, the assessment designated for that course is used.
Special Fields	Tchr Varying Excep PK-12	Assigned Students	Observed Practice	65%	See Business Rules and Assessment Table	35%					
Special Fields	Tchr Visually Impaired PK-12	Assigned Students	Observed Practice	65%	Mastery of IEP goals (Mastery of IEP goal = 1, Needs Improvement on IEP goal = .5)	35%					
Classroom	Tchr Voc Agri Bus 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Voc Auto Mechanics 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Voc Bus Ed 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Voc Electrical Tech	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Voc Fam/Consumer Sci 6-8	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Voc Family Consumer 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Voc Graphics 6-8	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Voc Hlth Occ 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Voc Ind Arts/Tech 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Voc Market Educ 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Voc Small Engines	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Voc TV Production	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Special Fields	Tchr Writing Resource K-5	Assigned Students	Observed Practice	65%		35%					

Special Fields or Classroom	Position	Students	Measure 1	Value	Measure 2	Value	Measure 3	Value	Measure 4	Value	Notes
Special Fields	Teacher Support Specialist for Recruitment and Retention	District	Observed Practice	65%	Recruitment Initiatives - 3 points per event as documented in Time and Effort Log or TDL Travel Documentation	15%	Retention of New Teachers Initiatives - 2 points per event as documented in Time and Effort Log	20%			
Special Fields	TSA Title I 6-8 Facilitator	Assigned Schools	Observed Practice	65%	Percentage of Title I Compacts attempted to be signed	20%	Percentage of Title I budget spent or encumbered by June 30th	15%			
Special Fields	TSA Title I K-5 Facilitator	Assigned Schools	Observed Practice	65%	Percentage of Title I Compacts attempted to be signed	20%	Percentage of Title I budget spent or encumbered by June 30th	15%			
Special Fields	TSA Title I K8 Facilitator	Assigned Schools	Observed Practice	65%	Percentage of Title I Compacts attempted to be signed	20%	Percentage of Title I budget spent or encumbered by June 30th	15%			
Special Fields	Writing Coach 9-12	Assigned Schools	Observed Practice	65%	Percent Proficient on Writing Assessment (1 point for levels 3.5 - 6 and .5 for level 3)	35%	Percentage of Title I budget spent or encumbered by June 30th	15%			
Special Fields	Grade Spans beyond K-12 such as PreK 3 yrs old and FAPE 22 and any ESE not covered under other rules.	Assigned Students	Observed Practice	65%	Mastery of independent functioning goals relevant to services (mastery of IEP goal = 1, needs improvement on IEP goal = .5)	35%					

Conversion chart for special fields depending on the breakdown of components to make-up the 35% of the student growth measure:

%	35	30	25	20	17.5	15	10	5
HE	35	30	25	20	17.5	15	10	5
E	30.1	25.8	21.5	17.2	15.05	12.9	8.6	4.3
NI/D	19.25	16.5	13.75	11	9.625	8.25	5.5	2.75
U	8.4	7.2	6	4.8	4.2	3.6	2.4	1.2

For example: 30% at HE (30 points) + 5% (5 points) or 30% at U (7.2 points) + 5% (1.2 points)

Appendix E – Summative Evaluation Forms

In Appendix E, the district shall include the summative evaluation form(s) to be used for instructional personnel.

Hernando County School District Instructional Personnel
INSTRUCTIONAL ANNUAL EVALUATION FORM for School Year

Summative Evaluation Form

Employee ID _____ Employee's Name _____ Work Site _____

TOTALS **Observed Practices (65%)** = _____ points awarded for Observed Practices

Year 1= _ **Year 2=** _ **Year 3=** ___ **3 Year Aggregate** **= _____ rubric value(s)**

Student Growth (35%) (corresponding to 3 YR Agg.) = _____ points awarded for Student Growth section

TOTAL SCORE (add points above): _____

0–24 = Unsatisfactory **25–55** = Needs Improvement/Developing **56–86** = Effective **87–100** = Highly Effective

Employee has performed at the following level during this school year: _____

The summative rating is based on aggregating data from Observed Instructional Practices, the teacher's Individual Professional Development Plan and Student Growth as measured by FLDOE's approved multi-measure of student outcome data, which may include the Value-Added Model (VAM) data.

The following ratings were used:
Highly Effective - level of performance that shows that the teacher has mastered all of the underlying concepts of the component, and the classroom functions as a community of learners with students assuming responsibility for their learning.
Effective – level of performance that shows that the teacher has thorough knowledge of the concepts underlying the component. Students are engaged in learning. This level of performance represents successful, professional and effective teaching.
Needs Improvement/Developing - level of performance that shows that the teacher understands the concepts underlying the component and attempts to implement the elements, however, the implementation is sporadic, intermittent, or otherwise not entirely successful. (Instructional personnel in the first three years of teaching who receive needs improvement are considered to be at the Developing level)
Unsatisfactory – level of performance that shows that the teacher does not understand the concepts underlying the component. This level represents teaching that requires intervention.

Signature of **Employee**** _____ Date _____

Signature of **Evaluator** _____ Date _____

Signature of **Principal** (if different from evaluator) _____ Date _____

****My signature does not imply agreement but does acknowledge that I have read and received this document. I understand that I may submit a written statement (rebuttal) to the Human Resources Department in response to this evaluation** Comments (optional):_____

_____

_____

HERNANDO SCHOOL DISTRICT

Instructional Personnel Evaluation System

Purpose

The purpose of this document is to provide the district with a template for its instructional personnel evaluation system that addresses the requirements of Section 1012.34, Florida Statutes (F.S.), and Rule 6A-5.030, Florida Administrative Code (F.A.C.). This template, Form IEST-2023, is incorporated by reference in Rule 6A-5.030, F.A.C., effective November 2023.

Instructions

Each of the sections within the evaluation system template provides specific directions, but does not limit the amount of space or information that can be added to fit the needs of the district. Where documentation or evidence is required, copies of the source documents (e.g., rubrics, policies and procedures, observation instruments) shall be provided at the end of the document as appendices in accordance with the Table of Contents.

Before submitting, ensure the document is titled and paginated.

Submission

Upon completion, the district shall email this form and any required supporting documentation as a Microsoft Word document for submission to DistritEvalSysEQ@fldoe.org.

Modifications to an approved evaluation system may be made by the district at any time. Substantial revisions shall be submitted for approval, in accordance with Rule 6A-5.030(3), F.A.C. The entire template shall be sent for the approval process.

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Part I: Evaluation System Overview

In Part I, the district shall describe the purpose and provide a high-level summary of the instructional personnel evaluation system.

The Instructional Evaluation System for Hernando County School District (HCSD) is annually reviewed by the Evaluation Manual Annual Review Team (EMART), which is comprised of approximately equal numbers of administrators and instructional staff. A document is prepared for the annual Board Approval. After Board Approval, the document is then posted on the district website and each site administrative team shares out the information during their pre-school week activities and training. New instructional staff and late hires receive additional training to support their transition.

The Evaluation System for HCSD is made up of two parts. Sixty five percent (65%) is Observed Practices and thirty five percent (35%) is Student Outcome Measurement (SOM). HCSD had adopted the Danielson Model for the Observed Practices portion of the evaluation. The purpose of the evaluation system is to support each instructional staff member being aware of and working on progress towards the Florida Educator Accomplished Practices. This is done through feedback and discussion about the components of the Danielson Model. The student outcome measurement portion also gives focus to instructional staff members analyzing student data for the purposes of assessing the effectiveness of educator practices and differentiating instruction as needed. HCSD currently used the 2021 Danielson language that is modified slightly to communicate expectations for all instructional staff.

Each instructional staff is assigned an evaluation type in the Frontline professional growth system based on their job title. Evaluation types include classroom teacher, probationary classroom teacher, ESE teacher, probationary ESE teacher, student services, coach, non-classroom, media center, eSchool teacher, certified school counselor, and therapeutic specialist. Classroom teachers receive five observations from administration.
Probationary teachers also receive five observations and their first observation is the 3-step observation. Non-classroom teachers receive one to two observations. All instructional staff have a mid-year progress face to face meeting with their evaluator. This allows conversation to make expectations clear and set goals for the final observed practices review that is called Part A Observed Practices. If at the mid-year point an instructional staff member is concerned about the mid-year ratings and wants to request additional observations take place beyond the expected, this is the appropriate time to request those observations to be scheduled. For example, a classroom teacher who has had three observations request that six be completed instead of the minimum of five. The deadline to request an additional observation is April 1st. Student data and other measurements for each instructional staff member are identified and used to finalize a summative evaluation for each instructional staff member. If an instructional employee has an overall score of Highly Effective (57) at their mid-year progress meeting they can choose to opt out of a fifth observation. Administrator and instructional employee should both sign and notate this on the mid-year evaluation form.

Part II: Evaluation System Requirements

In Part II, the district shall provide assurance that its instructional personnel evaluation system meets each requirement established in section 1012.34, F.S., below by checking the respective box. School districts should be prepared to provide evidence of these assurances upon request.

System Framework

☒ The evaluation system framework is based on sound educational principles and contemporary research in effective educational practices.

☒ The observation instrument(s) to be used for classroom teachers include indicators based on each of the Florida Educator Accomplished Practices (FEAP) adopted by the State Board of Education.

☒ The observation instrument(s) to be used for non-classroom instructional personnel include indicators based on the FEAP, and may include specific job expectations related to student support.

Training

☒ The district provides training programs and has processes that ensure

- Employees subject to an evaluation system are informed of the evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place; and
- Individuals with evaluation responsibilities and those who provide input toward evaluations understand the proper use of the evaluation criteria and procedures.

Data and Reporting

☒ The district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.

☒ The district school superintendent annually reports accurate class rosters for the purpose of calculating district and statewide student performance, and the evaluation results of instructional personnel.

☒ The district may provide opportunities for parents to provide input into performance evaluations, when the district determines such input is appropriate.

District Procedures

☒ The district acknowledges that its established evaluation procedures set the standards of service to be offered to the public within the meaning of section 447.209, F.S., and are not subject to mandatory collective bargaining.

☒ The district's system ensures all instructional personnel, classroom and non-classroom, are evaluated at least once a year.

☒ The district's system ensures all newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district. Each evaluation must include indicators of student performance; instructional practice; and any other indicators of performance, if applicable.

☒ The district acknowledges that the instructional practice evaluation procedures and criteria under section 1012.34, F.S., do not preclude a school administrator from visiting and observing classroom teachers throughout the school year for the purposes of providing mentorship, training, instructional feedback, or professional learning.

☒ The district's system identifies teaching fields for which special evaluation procedures or criteria are necessary, if applicable.

☒ The district's evaluation procedures comply with the following statutory requirements in accordance with section 1012.34, F.S.

- The evaluator must be the individual responsible for supervising the employee; the evaluator may consider input from other personnel trained on the evaluation system.
- The evaluator must provide timely feedback to the employee that supports the improvement of professional skills.
- The evaluator must submit a written report to the employee no later than 10 days after the evaluation takes place.
- The evaluator must discuss the written evaluation report with the employee.
- The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
- The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
- The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days of the end of the school year.

Use of Results

☒ The district has procedures for how evaluation results will be used to inform the

- Planning of professional learning; and
- Development of school and district improvement plans.

☒ The district's system ensures instructional personnel who have been evaluated as less than effective are required to participate in specific professional learning programs, pursuant to section 1012.98(11), F.S.

Notifications

☒ The district has procedures for the notification of unsatisfactory performance that comply with the requirements outlined in section 1012.34(4), F.S.

☒ The district school superintendent shall annually notify the Department of Education of any instructional personnel who

- Receive two consecutive unsatisfactory evaluation ratings; or

- Are given written notice by the district of intent to terminate or not renew their employment, as outlined in section 1012.34(5), F.S.

District Self-Monitoring

☒ The district has a process for monitoring implementation of its evaluation system that enables it to determine the following:

- Compliance with the requirements of section 1012.34, F.S., and Rule 6A-5.030, F.A.C.;
- Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability;
- Evaluators provide necessary and timely feedback to employees being evaluated;
- Evaluators follow district policies and procedures in the implementation of evaluation system(s);
- Use of evaluation data to identify individual professional learning; and,
- Use of evaluation data to inform school and district improvement plans.

Part III: Evaluation Procedures

In Part III, the district shall provide the following information regarding the observation and evaluation of instructional personnel. The following tables are provided for convenience and may be customized to accommodate local evaluation procedures.

1. Pursuant to section 1012.34(3)(b), F.S., all personnel must be fully informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process before the evaluation takes place. In the table below, describe when and how the following instructional personnel groups are informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process: classroom teachers, non-classroom teachers, newly hired classroom teachers, and teachers hired after the beginning of the school year.

	Annually	Annual Review, Board Approval Process, Preschool Activities and Training, Manual Posted on website
	Annually	Annual Review, New Teacher Orientation, Preschool Activities and Training, Manual Posted on website
	Annually	Annual Review, New Teacher Orientation, ad-hoc Training, Manual Posted on website

2. Pursuant to section 1012.34(3)(a), F.S., an observation must be conducted for each employee at least once a year, except that a classroom teacher who is newly hired by the district school board must be observed at least twice in the first year of teaching in the school district. In the table below, describe when and how many observations take place for the following instructional personnel groups: classroom teachers, non-classroom teachers, newly hired classroom teachers, and teachers hired after the beginning of the school year.

Instructional Personnel Group	Number of Observations	When Observations Occur	When Observation Results are Communicated to Personnel
Classroom and Non-Classroom Teachers			
Hired before the beginning of the school year	5+ classroom, (4for HE @midyear) 1+ nonclassroom	Throughout the year	Immediately after submission
Hired after the beginning of the school year	Prorated based on how much of the year has passed.	Throughout the year	Immediately after submission
Newly Hired Classroom Teachers			
Hired before the beginning of the school year	5+ classroom, (4for HE @midyear) 1+ nonclassroom	1st observation is 3 step and occurs in first 30 days	Immediately after submission, post conference within 10 days
Hired after the beginning of the school year	Prorated based on how much of the year has passed.	1st observation is 3 step and occurs in first 30 days	Immediately after submission, post conference within 10 days

3. Pursuant to section 1012.34(3)(a), F.S., a performance evaluation must be conducted for each employee at least once a year, except that a classroom teacher who is newly hired by the district school board must be evaluated at least twice in the first year of teaching in the school district. In the table below, describe when and how many summative evaluations are conducted for the following instructional personnel groups: classroom teachers, non-classroom teachers, newly hired classroom teachers, and teachers hired after the beginning of the school year.

Instructional Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
Classroom and Non-Classroom Teachers			
Hired before the beginning of the school year	1	April Observed Practices SOM added and finalized next year	April and following November
Hired after the beginning of the school year	1	April Observed Practices SOM added and finalized next year	April and following November
Newly Hired Classroom Teachers			
Hired before the beginning of the school year	2	December and April SOM added and finalized next year	December, April and following November
Hired after the beginning of the school year	2	December and April SOM added and finalized next year	December, April and following November

Part IV: Evaluation Criteria

A. Instructional Practice

In this section, the district shall provide the following information regarding the instructional practice data that will be included for instructional personnel evaluations.

1. Pursuant to section 1012.34(3)(a)2., F.S., at least one-third of the evaluation must be based upon instructional practice. In Hernando County, instructional practice accounts for 65% of the instructional personnel performance evaluation.

2. Description of the step-by-step calculation for determining the instructional practice rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

    - For all instructional personnel, the percentage of the evaluation that is based on the instructional practice criterion as outlined in s. 1012.34(3)(a)2., F.S., will be 65% [Rule 6A-5.030(2)(b)1., F.A.C.]. This will be called Part A of the evaluation and calculated by the administration at each school using the Danielson components, and the state framework for student services. (Please note the number of components varies from 16 to 25 over the nine job types: classroom, non-classroom, instructional coach, media specialist, therapeutic specialist, ESE, eSchool, certified school counselor and student services.) Each of the nine job types have a separate rubric for 16-22 of their components that can be viewed and rated during observations to provide feedback to the teacher to improve instructional practice. There are only eight Part A forms as classroom and eSchool share one Part A form. Each component is rated on the following rating scale:

Highly Effective: 3.0 | Effective: 2.25 | Needs Improvement/Developing: 1.0 | Unsatisfactory: 0.0

Ratings should be based on no less than the expected total of five observations/walkthroughs for classroom teachers, ESE teachers and e-School teachers. Administrators will consider both trend data and averages that are generated from progress over time from the observation tool. The midyear report will also inform instructional staff of trends halfway through the year. The sum of each domain is calculated. Then the sum of the domains is calculated and referred to as the total score. The total score is then divided by the number of the components to get an average referred to as a Raw Score. The Raw Score is then multiplied by 21.67 to create a scale score. The scale score is a number out of 65 that will form 65% of the instructional personnel evaluation. Components are rated over the course of the year through observations, and a site planned process for unobserved components not measured by observations. Administrators are encouraged to give feedback during all observations. For any component that is marked needs improvement/developing an administrator must provide feedback that outlines what in the rubric was noted and what suggestions are recommended for improvement. Administrators who mark an unsatisfactory rating for a component should then contact the teacher to set up a face-to-face meeting to discuss concerns and suggestions for improvement. Face to face mid-year progress meetings are very important for establishing expectations so employees have a clear understanding of what to expect in April. Mid-year meetings are the best time for instructional staff members to request additional observations beyond the minimum that will expand the data available to the administrator for the

upcoming Part A meetings. The final deadline for requesting an additional observation will be April 1st. Additionally, if a teacher earns 57 on their observed practices at their mid-year, they can reduce the total number of observations needed to four. Both parties will agree to this change. Administrators receive training to look for trends and patterns to reach the rating for the year for each component. The observation instrument contains a rubric to support the determination of the rating. Following this narrative are the nine observation forms based on job types listed in the first bullet. These forms are also used for the 3-Step Observation for Probationary Classroom teachers along with the pre-Observation and Post Observation forms also included at the end of section 2. Description of the district evaluation framework for instructional personnel and the contemporary research basis in effective educational practices [Rule 6A-5.030(2)(b)2., F.A.C.].

The HCSD Evaluation System is aligned with the six Florida Educator Accomplished Practices identified as the "essential practices of effective teaching". They are:

1. **Instructional Design and Lesson Planning -** Applying concepts from human development and learning theories, the effective educator consistently:

    a. Aligns instruction with state-adopted standards at the appropriate level or rigor
    b. Sequences lessons and concepts to ensure coherence and required prior knowledge
    c. Designs instruction for students to achieve mastery
    d. Selects appropriate formative assessments to monitor learning
    e. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons
    f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies

2. **The Learning Environment** - To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:
    a. Organizes, allocates, and manages the resources of time, space, and, attention
    b. Manages individual and class behaviors through a well-planned management system
    c. Conveys high expectations to all students
    d. Respects students' cultural, linguistic and family background
    e. Models clear, acceptable oral and written communication skills
    f. Maintains a climate of openness, inquiry, fairness and support
    g. Integrates current information and communication technologies
    h. Adapts the learning environment to accommodate the differing needs and diversity of students
    i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals

3. **Instructional Delivery and Facilitation** - The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

    a. Deliver engaging and challenging lessons

b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter
c. Identify gaps in students' subject matter knowledge
d. Modify instruction to respond to preconceptions or misconceptions
e. Relate and integrate the subject matter with other disciplines and life experiences
f. Employ higher-order questioning techniques
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding
h. Differentiate instruction based on assessment of student learning needs and recognition of individual differences in students
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement
j. Utilize student feedback to monitor instructional needs and to adjust instruction

4. **Assessment -** The effective educator consistently:

a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge
e. Shares the importance and outcomes of student assessment data with the student and the students' parent/caregiver(s)
f. Applies technology to organize and integrate assessment information

5. **Continuous Professional Improvement** - The effective educator consistently:

a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs
b. Examines and uses data-informed research to improve instruction and student achievement
c. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement
d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues
e. Implements knowledge and skills learned in professional development in the teaching and learning process

6. **Professional Responsibility and Ethical Conduct** - Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principals of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C, and

fulfills the expected obligations to students, the public and the education profession.

There is a clear connection to each of the six Florida Educator Accomplished Practices (FEAPS) as indicated on the Final Observation Rubric. Indicators are sufficiently specific to support inter-rater reliability.

The Hernando County School District's instructional personnel evaluation is based on Charlotte Danielson's research-based framework, which is endorsed by the Florida Department of Education.

All administrators who evaluate instructional personnel have attended training to learn best practices for teaching and evaluating. Administrators will focus on collecting evidence to formulate ratings using the Danielson components and the four ratings used for State reporting: Unsatisfactory, Needs Improvement, Effective, and Highly Effective. All will use the same core standards and procedures. The purpose of this system has changed to increase rigor and student engagement and the connection of specific practices to research and evidence of student learning is now needed. [Rule 6A-5.030(2)(b)3., F.A.C.]

- Classroom teachers (including ESE and Hernando eSchool templates) shall have 5 completed observations with feedback using the HCSD Observation template for the Danielson components for those areas. Probationary classroom teachers will receive a 3-step Observation. Ratings will be reviewed by administrators based on trajectory, patterns, and history of the observations. [Rule 6A-5.030(2)(b)4., F.A.C.]. A few classroom teachers (ESE) or stand-alone instructional assignments will be placed on Classroom B which requires only 2 observations.
- Non-classroom instructional personnel will receive at least one observations using one of six templates non-classroom, coach, media, therapeutic specialist, certified school counselor, and student services using those templates that range from 16 to 25 components [Rule 6A-5.030(2)(b)5., F.A.C.].

B. Other Indicators of Performance

In this section, the district shall provide the following information regarding any other indicators of performance that will be included for instructional personnel evaluations.

1. Pursuant to section 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other indicators of performance. In Hernando County, other indicators of performance account for 0% of the instructional personnel performance evaluation.

2. Description of additional performance indicators, if applicable.

3. Description of the step-by-step calculation for determining the other indicators of performance rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

C. Performance of Students

In this section, the district shall provide the following information regarding the student performance data that will be included for instructional personnel evaluations.

1. Pursuant to section 1012.34(3)(a)1., F.S., at least-one third of the performance evaluation must be based upon data and indicators of student performance, as determined by each school district. This portion of the evaluation must include growth or achievement data of the teacher's students over the course of at least three years. If less than three years of data are available, the years for which data are available must be used. Additionally, this proportion may be determined by instructional assignment. In Hernando County, performance of students accounts for 35% of the instructional personnel performance evaluation.

2. Description of the step-by-step calculation for determining the student performance rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

    - **All instructional staff will have 35% of their evaluation calculated by a defined student outcome measurement (SOM) in accordance with s. 1012.34(3)(a)1., F.S.**
    - **All student measures are weighted equally and proportionately, including growth levels and proficiency. Each student score has a value of one unit.**

Hernando County will use 3 years of aggregated data** from student performance for all scores, the calculations below will be used:

- If 3 years of data are available:
    - 33.3% will come from the current year
    - 33.3% will come from the prior year
    - 33.3% will come from the second prior year
- If only 2 years of data are available:
    - 50% will come from the current year
    - 50% will come from the prior year or the second prior year
- If only 1 year of data is available*:
    - 100% will come from the current year

*For example: 1st year teachers or probationary contract instructional staff will follow this one-year calculation.

Instructional staff members who teach a course for which the state provides a growth model or VAM data will have their SOM assigned by the rubric score generated:

SOM Rubric	Summative Rating	Point Range**	Points Awarded on Annual Evaluation
Level 4	Highly Effective	31 – 35	35
Level 3	Effective	20 – 30	30.1
Level 2	Needs Improvement/Developing	9 – 19	19.25
Level 1	Unsatisfactory	0 – 8	8.4
Unclassified			

****as calculated by the aggregate score or combined score**

For all teachers, the values in the ranges below will help clarify ratings based on a scale of 1-100.

Using a point range of 100, the following ranges have been established for the annual evaluations:

Highly Effective	87-100
Effective	56-86
Needs Improvement/Developing	25-55
Unsatisfactory	0-24

Any teacher who uses a statewide or third-party assessment has a level rating system will have a proficiency score. Scores from 2 to 5 (or from one mark below proficiency up to maximum results) will form the numerator and the number of students tested will form the denominator. This fraction will be changed to a percentage, correlated to the (0-100) point range above, and then assigned the same rubric score in the chart noted in the first bullet. Examples-Science Grade 5, Civics, Bio I, US History (not an exhaustive list)

Any teacher that teaches Grades K-10 ELA and/or Grades K-8 Math that has a State Generated Series or District Assigned Series of 3 progress monitoring tests will use a growth calculation based on a comparison of results from Test 1 to Test 3. Students will be assigned to buckets after the results are finalized. The calculation will be a numerator that does not include students in the lowest bucket over a denominator of students that were in the class and completed both T1 and T3.

Probationary teachers (newly hired) will receive a probationary evaluation which will also be known as a formative evaluation. 35% of this will be based on a student outcomemeasure since VAM will not be available. Principals will set the appropriate measure based on the teaching assignment and available tests. First semester exams will be the default when no other measurement is available. While the probationary evaluation is indicative of predictable student performance for the final summative evaluations scores, the probationary evaluation will not mathematically be included in the final summative evaluation calculation.

For classroom teachers of students for courses not assessed by statewide, standardized assessments, the district-determined student performance measure(s) [Rule 6A-5.030(2)(a)5., F.A.C.] will be a district common assessment or teacher created/administrator approved assessment. Students passing this assessment with a district passing score will form the numerator and the number of students tested will form the denominator to be calculated and correlated to the (0-100) point range and then assigned the same rubric score in the chart noted in the first bullet.

For instructional personnel who are not classroom teachers, the district-determined student outcomemeasure(s) [Rule 6A-5.030(2)(a)6., F.A.C.] will be discussed in the special fields table and assessment table.

For school wide student outcome measurement, see the school wide student outcome measurement table below that will include the school wide SOM state calculation in varying percentage based on grade level(s).

- **K-8:**

  All Based on T3 growth compared to T1 (State or District Selected)
  87-100%=4
  56-86%=3
  25-55%=2
  0-24%=1

- **High School:**

  1/6 ELA T3-T1 Growth
  1/6 Alg I &GEO Proficiency
  1/6 BIO Proficiency
  1/6 US History Proficiency
  1/6 Graduation Rate
  1/6 Acceleration Rate

For ELA, Math, Graduation	For BIO, US HIST, Acceleration
87-100%=4	75-100%=4
56-86%=3	50-74%=3
25-55%=2	25-49%=2
0-24%=1	0-24%=1

Attendance of students may be considered for teachers Students that miss 80 days or more from the year or 40 days or more from a semester course may qualify to be removed from the student outcome measurement calculation for that teacher. To qualify for this removal the teacher must complete the following actions: 1. The teacher must record the absences in the student data management system that can be documentation of the high number of absences. 2. The teacher must submit to their principal proof of these absences for the student(s) and the period and class they are attached to by August 20 of the next school year. The principal will forward these student removal requests to the Human Resources Department by August 30 of the next school year. 3. The teacher must regularly check their school email during this time as email will be the communication method that the Human Resources Department will use to request additional information to finalize any student removal. If additional information is requested, then the teacher has eight schoolwork days to furnish that information, or the case will be closed and cannot be reopened.

A teacher's student outcome measurement may be made up of a mixture of all or some of the types of student outcome measurement described above. The student outcome measurement follows the student so that each student has a value of one in the calculation for the teacher.**

The Superintendent reserves the right to adjust these tables to account for issues that arise and EMART will make recommendations to address the issues. These might include new postions, specifications not addressed correctly or fully in print, conform to any new law or statute, or to address a measurement that is recognized to need adjustment. This includes any adjustment that needs to be made due to cancelled testing or data the state will no longer provide. Any decision will always be accompanied by informing those instructional staff members it impacts.

****Example:** If a high school teacher who teaches Algebra I for two courses (50 students), AP Calculus for one course (36 students), and two math courses assessed by teacher created exams (40 students) then their student outcome measurement will be 50/126 EOC Proficiency, 36/126 AP Proficiency, and 40/126 district passing score proficiency combine to make 35% of their evaluation score.

D. Summative Rating Calculation

In this section, the district shall provide the following information regarding the calculation of summative evaluation ratings for instructional personnel.

1. Description of the step-by-step calculation for determining the summative rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

   Each of the evaluation types has a separate form for Part A of the evaluation for observed practices. Each of the 16-25 components are rated in one of the four ratings listed below:

   Highly Effective: 3.0 | Effective: 2.25 | Needs Improvement/Developing: 1.0 | Unsatisfactory: 0.0

   These ratings are totaled for a sum. The sum is divided by the number of components for an average or raw score. The raw score is then multiplied by the established multiplier to contribute 65% of the evaluation score. For example, the multiplier for the twenty-two component classroom Part A form will be 21.67. Part B will be the student outcome measurement. See section C. Student Performance above for the types including VAM, proficiency calculation, district passing score calculation and special fields. The factors of each student counting as 1 unit for the calculation of the score and the final 3-year aggregate combined score described above will be involved in the 35% Student Outcome Measurement portion of the Evaluation. Part A and B will be added together to form an overall evaluation score out of a possible 100 points. See rating description and corresponding value ranges below. The summative rating is based on aggregating data from each of two components – Student Growth and Observed Practice. The following ratings will be used:

   - Highly Effective: Level of performance that shows that the teacher has mastered all of the underlying concepts of the component. The classroom functions as a community of learners with students assuming responsibility for their learning.

   - Effective: Level of performance that shows that the teacher has thorough knowledge of the concepts underlying the component. Students are engaged in learning. This level of performance represents successful, professional and effective teaching.

- Needs Improvement/Developing: Level of performance that shows that the teacher understands the concepts underlying the component and attempts to implement the elements, however, the implementation is sporadic, intermittent, or otherwise not entirely successful. (Instructional personnel in the first three years of teaching who need improvement are considered to be at the developing level).

- Unsatisfactory: Level of performance that shows that the teacher does not understand the concepts underlying the component. This level represents teaching that requires intervention.

Using a point range of 0-100 the following ranges have been established for the annual evaluations s. 1012.34(2)(e), F.S. [Rule 6A-5.030(2)(e), F.A.C.]:

Highly Effective	87-100
Effective	56-86
Needs Improvement/Developing	25-55
Unsatisfactory	0-24

Instructional staff have 30 days to review their summative evaluation score from the date of receipt indicated by their signature and date. Instructional staff can contact Alexa Neal in Human Resources if they believe a miscalculation has taken place due to math errors, clerical errors, or missing data. The evaluation calculation will be reviewed for accuracy and will be corrected to be in line with the evaluation manual procedures.

2. Pursuant to section 1012.34(2)(e), F.S., the evaluation system for instructional personnel must differentiate across four levels of performance. Using the district's calculation methods and cut scores described above in sections A – C, illustrate how a second-grade teacher and a ninth grade English language arts teacher can earn a highly effective and an unsatisfactory summative performance rating respectively.

Observed Practices Example Highly Effective: Both a second-grade teacher and a ninth grade English teacher will be the same evaluation type: classroom teacher. They will have the classroom template for observation. Administrators will rate them throughout the five observations over the course of the year with different ratings for all 22 components. Any components not rated during the observation will be discussed at midyear and through the Part A discussion. If both teachers are utilizing the Florida Educator Accomplished Practices, they will likely receive effective and highly effective ratings. Let's say the ninth grade English teacher has 12 components marked highly effective and 10 marked effective while the second-grade teacher has 10 components marked highly effective and 12 components marked effective. Using the Part A Classroom Teacher (203) on paper or in Frontline, the calculations would be as follows. For the ninth-grade teacher's 12 highly effective (3 pts. each) and 10 effective (2.25 pts. each) would add up to a total score of 58.5. The Total Score is divided by the number of components, 22, to create the Raw Score which would be 2.66. This is multiplied by 21.67 and creates a Scale Score of 57.64. The second-grade teacher would have a Total Score of 57, a Raw Score of 2.59, and a Scale Score of 56.12.

SOM Example for different teachers: The ninth-grade English teacher might teach 5 sections of English 1 which culminates with the State test. Students of this teacher receives a T3 score that we compare to the TI score from the state. When compared to the other scores in the district her students

earn her a 3 on the rubric. A three-aggregate based on the average of these three rubric scores would be 3. According to the chart this earns a point value of 30.1 for SOM. The ninth grade English teacher would have a final total score of 57.64 + 30.1 =87.64. This falls in the range of 87-100 for a summative evaluation rating of highly effective. The second-grade teacher has a different assessment but similar state test with a T3 and T1 comparison. Students are leveled based on their growth and can end up in one of 4 areas. Each student counts separately for the teacher. The teacher has 18 students. Each student takes both tests, so the teacher calculation has a denominator of 36. All 18 students achieved adequate growth in ELA while in math 14 of 18 students achieved adequate growth. The teacher had 32 out of 36 make adequate growth or 88.9%. This earns a rubric score of 4. Last year the teacher earned a 3 and the previous year the teacher earned a 4. A three-aggregate based on the average of these three rubric scores would be 4. According to the chart this earns a point value of 35 for the SOM. The second-grade teacher would have a final total score of 56.12 + 35 =91.12. This falls in the range of 87-100 for a summative evaluation rating of highly effective.

Observed Practices Example Unsatisfactory: Both a second-grade teacher and a ninth grade English teacher will be the same evaluation type: classroom teacher. They will have the classroom template for observation. Administrators will rate them throughout the five observations over the course of the year with different ratings for all 22 components. Any components not rated during the observation will be discussed at midyear and through the Part A discussion. In this example, both teachers are likely not utilizing the Florida Educator Accomplished Practices, so they will receive needs improvement and unsatisfactory ratings. Let's say the ninth grade English teacher has 12 components marked needs improvement and 10 marked unsatisfactory while the second-grade teacher has 5 components marked needs improvement and 17 components unsatisfactory. Using the Part A Classroom Teacher (203) on paper or in Frontline the calculations would be as follows. For the ninth-grade teacher's 12 needs improvement (1 pt. each) and 10 unsatisfactory (0 pts. each) would add up to a total score of 12. The Total Score is divided by the number of components, 22, to create the Raw Score which would be 0.55. This is multiplied by 21.67 and creates the Scale Score of 11.92. The second-grade teacher would have a Total Score of 5, a Raw Score of 0.23, and a Scale Score of 4.98.

SOM Example for different teachers: The ninth grade English teacher might teach 5 sections of English 1 which culminates with the State test. Students of this teacher receives a T3 score that we compare to the TI score from the state. When compared to the other scores in the district her students earn her a 1 on the rubric. . Last year it was 2, and the previous year it was 1. A three-year aggregate based on the average of these three rubric scores would be 1. According to the chart this earns a point value of 8.4 for SOM. The ninth grade English teacher would have a final total score of 11.92 + 8.4 =20.32. This falls in the range of 0-24 for a summative evaluation rating of unsatisfactory.

The second-grade teacher has a different but similar state test with a T3 and T1 comparison. Students are leveled based on their growth and can end up in one of 4 areas. Each student counts separately for the teacher. The teacher has 18 students. Each student takes both tests, so the teacher calculation has a denominator of 36. Nine students achieved adequate growth in ELA and in math. The teacher had 18 out of 36 make adequate growth or 50%. This earns a rubric score of 2. Last year the teacher earned 1 and the previous year the teacher earned a 2. A three-aggregate based on the average of these three rubric scores would be 2.

According to the chart this earns a point value of 19.25 for SOM. The second-grade teacher would have a final total score of 4.98 + 19.25 =24.23. This falls in the range of 0-24 for a summative evaluation rating of unsatisfactory.

Appendix A – Evaluation Framework Standards

In Appendix A, the district shall include a crosswalk of the district's evaluation framework to each of the Florida Educator Accomplished Practices (FEAP).

Alignment to the Florida Educator Accomplished Practices	
Foundational Principles	
The Florida Educator Accomplished Practices are based upon and further describe the below four (4) essential principles.	
1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.	
2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.	
3. The effective educator exemplifies the standards of the profession.	
4. The effective educator acknowledges that all persons are equal before the law and have inalienable rights, and provides instruction that is consistent with the principles of individual freedom as outlined in s. 1003.42(3), F.S.	
Practice	**Evaluation Indicators**
1. Instructional Design and Lesson Planning	
Applying concepts from human development and learning theories, the effective educator consistently:	
a. Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity;	1a, 1c
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	1e
c. Designs instruction for students to achieve mastery;	1a, 1e
d. Selects appropriate formative assessments to monitor learning;	1f, 3d
e. Uses diagnostic student data to plan lessons;	1b, 3d, 4d
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies; and	1e
g. Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S.	1a, 1b, 1c, 1e,
2. The Learning Environment	
To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:	
a. Organizes, allocates, and manages the resources of time, space, and attention;	2c. 2e
b. Manages individual and class behaviors through a well-planned management system;	2d
c. Conveys high expectations to all students;	2b
d. Respects students' cultural linguistic and family background;	2a, 4c
e. Models clear, acceptable oral and written communication skills;	3a
f. Maintains a climate of openness, inquiry, fairness and support;	2a, 2b
g. Integrates current information and communication technologies;	2e, 3c
h. Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S.;	2e, 3e
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals; and	2e

j. Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.	1c, 1e, 3a, 4c
3. Instructional Delivery and Facilitation	
The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:	
a. Deliver engaging and challenging lessons;	3c
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	3, 3c
c. Identify gaps in students' subject matter knowledge;	3d
d. Modify instruction to respond to preconceptions or misconceptions;	3e
e. Relate and integrate the subject matter with other disciplines and life experiences;	3a, 1e
f. Employ questioning that promotes critical thinking;	3b
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	3c
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	1b
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and,	3a, 3d
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	3d, 3e
4. Assessment	
The effective educator consistently:	
a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	1b
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	1f
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	3d
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	1f, 3d
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	3d, 4c
f. Applies technology to organize and integrate assessment information.	1f, 3c, 3d
5. Continuous Professional Improvement	
The effective educator consistently:	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	4e
b. Examines and uses data-informed research to improve instruction and student achievement;	4b, 4e
c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;	1e, 1f, 3d, 4b
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	4c, 4d
e. Engages in targeted professional growth opportunities and reflective practices; and,	4a, 4e
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	4a, 4e
6. Professional Responsibility and Ethical Conduct	
Understanding that educators are held to a high moral standard in a community, the effective educator fulfills the expected obligations to students, the public and the education profession and adheres to:	

a. Guidelines for student welfare adopted pursuant to s. 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse or neglect as defined in s. 39.01, F.S.;	4f
b. The rights of students and parents enumerated in ss. 1002.20 and 1014.04, F.S.; and	4c, 4f
c. The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.	4f

Appendix B – Observation Instruments for Classroom Teachers

In Appendix B, the district shall include the observation rubric(s) to be used for collecting instructional practice data for classroom teachers.

Domain 1: Planning and Preparations				
Criteria	**Highly Effective**	**Effective**	**Needs Improvement**	**Unsatisfactory**
1a: Demonstrating Knowledge of Content and Pedagogy • Content Area Expertise • Knowledge of Prerequisite Skills • Knowledge of Misconceptions	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates an accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.
1b: Knowing and Addressing Student Needs • Understanding of Students' Current Knowledge and Skills • Knowledge of the Learning Process • Knowledge of Learner Differences	The teacher understands the active nature of student learning and acquires and applies information about levels of development for individual students. (Formative Assessments) The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages. The teacher has a comprehensive understanding of the learning process and of individual learning differences.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. (Formative Assessments) The teacher also purposefully acquires and applies knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages. The teacher has substantial understanding of the learning process and of individual learning differences.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole. The teacher has limited understanding of the learning process and of individual learning differences.	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable. The teacher has minimal or no understanding of the learning process and of individual learning differences.
1c: Setting Instructional Outcomes • Relevance • Alignment to Grade-level Standards • Clarity of Purpose for Learning	Instructional outcomes represent high-level learning of important content and support student autonomy, curiosity and intellectual risk-taking. Instructional outcomes consistently reflect important, meaningful, and relevant learning that requires critical thinking. Instructional outcomes consistently reflect grade-level standards that	Instructional outcomes are rigorous and appropriate for students. Instructional outcomes are mostly relevant and reflect important learning and development. Instructional outcomes mostly reflect grade-level standards. Instructional outcomes are mostly clear and specific, and likely to ensure that students understand what they will learn and how.	Instructional outcomes are moderately rigorous and are appropriate for some students in the class. Instructional outcomes are somewhat relevant and partially reflect important learning and development. Instructional outcomes partially reflect grade-level standards. Instructional outcomes ae somewhat clear and partially describe what students will learn.	Instructional outcomes are not identified, are not rigorous, or are inappropriate. Instructional outcomes are not relevant or meaningful or do not reflect important learning. Instructional outcomes do not reflect grade-level standards. Instructional outcomes are unclear or are stated as activities. Outcomes reflect only one type of learning

	challenge all students and encourage intellectual risk-taking. Instructional outcomes are uniformly clear and specific and support students to extend their learning.			and are suitable for only some students
1d: Using Resources Effectively • Instructional Materials • Technology and Digital Resources • Supports for Students	The teacher uses instructional materials and other resources to meet individual student needs and support student autonomy and intellectual engagement. When instructional materials are provided, the teacher uses them to support each student's mastery of outcomes, further learning, deep intellectual engagement, and autonomy. When instructional materials are not provided, the teacher identifies a core set of instructional materials and uses them, integrating other resources, if appropriate, to support each student's mastery of outcomes, further learning, and deep intellectual engagement. Technology and other digital resources support intellectual engagement, personalized instructional pathways for student learning. Resources and supports provided or suggested by the teacher promote student agency and increase efficacy in utilizing resources to support their own learning.	The teacher's knowledge of instructional materials and other resources supports learning. When instructional materials are provided, the teacher's understanding of the materials supports appropriate choices based on the specific needs of students. When instructional materials are not provided, the teacher relies on a strong core set of instructional materials aligned to rigorous standards and makes choices based on the specific needs of students. Technology and other digital resources are used effectively to support student learning. The teacher provides resources and support aligned to students' individual needs and learning differences, allowing each student to meet the learning outcomes.	The teacher understands and uses instructional materials and other resources to support student learning and development, but these resources represent only a narrow band of what is available. When instructional materials are provided, the teacher implements them with some success, develops some understanding of their features and design. When instructional materials are not provided, the teacher selects and uses materials that are partially aligned to standards to serve as a core instruction and support student learning. The teacher uses technology and accesses digital resources that partially support student learning but may be primarily a substitution for other resources. The teacher seeks some additional resources and supports aligned to the individual needs of students.	The teacher is not aware of, or does not appropriately or effectively use, instructional materials and other resources to support student learning and development. When instructional materials are provided, the teacher does not use or effectively implement them. When instructional materials are not provided, the teacher uses inappropriate or ineffective materials of their own choosing that do not support rigorous instruction or engagement. The teacher does not appropriately access digital resources to support student learning and development. The teacher does not inquire about or seek out resources to support individual student needs.
1e: Planning • Alignment to Standards • Differentiation • Sequence and Pacing	The sequence of learning activities is coherent, is aligned to instructional goals (Standards Alignment), and is designed to engage students in high-level cognitive activity (Writing in Content, Multiple Text Sources, Student Projects) These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.	Most of the learning activities (Writing in Content, Multiple Text Sources, Student Projects) are aligned with the instructional outcomes (Standards Alignment) and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenges, with some differentiation for separate groups of students and varied use of instructional groups.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable-for the activities and offer no variety.
1f: Design and Analysis of Student Assessments • Alignment with Instructional Outcomes • Criteria and Standards	Students have the opportunity to demonstrate mastery of content and analyze their own progress through multiple assessments.	Assessments are planned throughout the instructional process and provide timely and valuable information to teachers and feedback to students.	Assessments partially help teachers determine whether students have learned or are learning the intended outcomes. Assessments, including formatives, are partially	There is no plan for assessment, or the assessments will not provide evidence that students have learned the intended outcomes. Assessments, including

• Planning Formative Assessments • Analysis and Application of Assessment Data	Students have varied and multiple opportunities to demonstrate mastery of outcomes; assessments allow for the analysis of student misunderstandings, revealing how and why the misunderstanding occurred. Assessment criteria and standards are clearly presented to students. Formative assessments provide accurate and timely information to teachers and students. Assessment results consistently drive planning and preparation to inform instructional decision-making and instructional pathways for students.	Assessments, including formatives, are aligned to instructional outcomes and provide evidence of student understanding of the content and mastery of outcomes, as well as reveal misunderstandings. Assessment criteria and standards established, clear, and fully understood by students. Assessments, including formative assessments, give an accurate picture of student learning. Plans for lessons indicate needed adjustments based on assessment data. Assessment results frequently drive planning and preparation to inform instructional decision-making and instructional pathways for students.	aligned to instructional outcomes but may not assess them completely. Assessment criteria and standards have been developed, but they are unclear. Some formative assessments are planned and give a partially accurate picture of student learning throughout the lesson. Assessment results sometimes drive planning and preparation to inform instructional decision-making and instructional pathways for students	formatives, are not aligned to the instructional outcomes. Assessments lack criteria by which student performance can be accurately assessed. There are no formative assessments planned. Assessment results are not relevant or used for future planning.

Domain 2:

Criteria	Highly Effective	Effective	Needs Improvement	Unsatisfactory
2a: Cultivating respectful and affirming environments • Positive relationships • Sense of belonging • Cultural responsiveness • Positive conflict resolution	Students play an active role in creating learning environments characterized by a sense of community where each member feels safe, valued and connected. Patterns of interacting in the classroom are culturally responsive and foster positive relationships between both the teachers and the students. This includes, but is not limited to, positive conflict resolution by teachers and students, as well as celebrating the identities of all students. The net result is an environment where all students feel a sense of belonging and are comfortable taking intellectual risks.	Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated. The learning environment and classroom interactions, by both teachers and students, demonstrate caring and respect that honors students' identities, race, cultural background, and developmental levels. The teacher and students effectively use a clear and culturally competent approach to conflict resolution to minimizee conflicts and restore trust.	Learning environments are partially characterized by caring and respectful interactions. The learning environment and classroom interactions, by both teachers and students, sometimes demonstrate caring and respect that honors students' identities, race, cultural background, and developmental levels. The teacher addresses conflict and disrespectful interactions with uneven results.	Students do not feel safe and valued; learning environments are characterized by negativity, disrespect, inappropriateness, insensitivity, and/or conflict. The learning environment and classroom interactions, by both teachers and students, rarely demonstrate caring and respect that honors students' identities, race, cultural background, and developmental levels. Conflict and disrespectful interactions are not addressed.
2b: Fostering a culture for learning • Purpose and motivation • Dispositions for learning • Student agency and pride in work • Support and perseverance	Students play an active role in establishing a culture that consistently fosters dialogue, reflection, and growth, allowing all students to experience success. Both teachers and students display dedication to learning the content and a sense of purpose for learning. Student curiosity, critical thinking, and reflection are clearly evident in the classroom. Students exercise autonomy in their learning and actively suggest ways	The culture in the class is characterized by high expectations and supports students' learning and development. Both teacher and students demonstrate a belief in the importance of learning and personal growth that motivates them to succeed and flourish. The teacher encourages and develops student critical thinking, curiosity, and reflection. Students have multiple opportunities to exercise autonomy, which is celebrated. The teacher	The culture of the class is somewhat conducive to learning and development. The teacher communicates the importance of the content, the ultimate purpose of learning, and the value of personal growth with some success. The teacher occasionally encourages critical thinking, reflecting, and/or student curiosity. The teacher occasionally encourages confidence, resilience, persistence, and	The culture of the class is not conducive to learning and does not support development. There is little to no sense of purpose for the work. The teacher ignores or discourages student curiosity and does not ask students to think critically or to reason and reflect. The teacher conveys the work is too challenging for some students or that they lack the perseverance to succeed.

	to make the classroom purposeful. Students encourage one another to persevere and use strategies to support another through challenging work.	encourages confidence, resilience, persistence, and teamwork that supports perseverance.	teamwork; promotes perseverance.	
2c: Maintaining purposeful environments • Productive collaboration • Student autonomy and responsibilities • Equitable access to resources and support • Non-instructional tasks	Students have a voice and play an active role in designing and adjusting routines and procedures that actively create a learning environment and support the growth of each community member. Students play an active role in ensuring their time in groups is used purposefully and meets their individual and group needs. Students take responsibility for routines, resources, and procedures, while if needed, suggesting adjustments that would further support their learning and development. Non-instructional tasks are completed seamlessly with no loss of instructional time.	Shared routines and efficient procedures are managed by students and teachers together and maximize opportunity for student learning and development. Students are productively engaged in small groups, working purposefully, and collaborating with peers. Routines, resources, and procedures allow students to operate autonomously and take responsibility for learning. Most non-instructional tasks are completed efficiently, with little loss to instructional time.	Classroom routines and procedures, established and managed only by the teacher, support opportunities for student learning and development. Students are somewhat engaged in group work. Routines, resources, and procedures partially support student autonomy and assumption of responsibility. Non-instructional tasks are completed with some efficiency, but instructional time is lost.	Student learning and development are hindered by a lack of routines or inefficient classroom procedures. Students are not engaged during group work. Routines and resources do not support student autonomy or assumption of responsibility. Non-instructional tasks are not completed or completed inefficiently resulting in loss of instructional time.
2d: Supporting positive student behavior • Expectations for learning • Modeling and teaching habits of character • Self-monitoring and collective responsibility	Students consistently and independently display positive behaviors and seek opportunities to build a better school community. Teachers and students play an active role in establishing and maintaining expectations, critically reflect when necessary, and reinforcing habits of character. Students successfully monitor their own behavior and appropriately supports one another in demonstrating positive behavior.	Students display positive behavior, which are modeled by teachers and reinforced to promote reflection and adjustment. The teacher and students established and agree upon expectations. The teacher models, explicitly teachers, and reinforces habits of character that promotes learning, ethical behavior, and citizenship. Students successfully monitor their own behavior most of the time. Minimal corrections happen when needed.	Positive behavior is modeled by the teacher, but implementation is inconsistent. The teacher models, establishes expectations for positive behavior and habits of character, and encourages students to monitor their own behavior, but with uneven success.	There is little evidence of explicit modeling, instruction, or guidance related to positive student behavior or habits of character. The teacher does not communicate expectations or address negative behavior. Students take no responsibility for their own behavior.
2e: Organizing spaces for learning • Safety and accessibility • Design for learning and development • Co-creation and shared ownership	Learning spaces are thoughtfully designed and modified as needed by the members of the community to address the needs of individuals and create a collaborative, joyful space for all to learn and grow. Modifications are made to optimize the environment as necessary by students and teachers to accommodate individual needs. Students demonstrate a sense of pride and ownership of the learning space.	Learning spaces are thoughtfully designed to address the needs of learners within the context of shared experiences. The space is safe and accessible to all students. The design of the space supports learning and development. Most students have/show pride and/or ownership of the learning space.	Learning space arrangement and use of resources partially supports student learning and development. The space is generally safe and accessible with some issues that need to be addressed. The design of space is not an impediment to learning but does not enhance it. Students show little pride and/or ownership of the learning space.	Learning spaces are not conducive to learning and development. The space is not accessible for collaboration and growth. Students show no pride and/or ownership of the learning space.
Domain 3:				

Criteria	Highly Effective	Effective	Needs Improvement	Unsatisfactory
3a: Communicating with Students	The teacher links the instructional purpose (Standards Alignment) of the lesson to the larger curriculum. The directions and procedures are clear and anticipate student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding, and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use, Students contribute to the correct use of academic vocabulary	The instructional purpose (Standards Alignment) of the lesson is clearly communicated to students, including, where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student engagement. The teacher spoken and written language is clear and correct and is relevant to the students' ages and interests. The teachers use of academic vocabulary is precise and serves to extend student understanding	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear; others are difficult to follow. The teacher's explanation does not invite students to engage or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly leaving students confused.
3b: Using Questioning and Discussion Techniques	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition (Level 4-Extended Thinking). Students formulate questions, initiate discussion, justify reasoning, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding (Level 3 Strategic / Reasoning). The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking (Level 2-Skill / Concept), but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another and to explain their thinking, but only some students answer or participate in the discussion.	The teacher's questions are of low cognitive challenge with single correct responses (Level 1-Recall). Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. The teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.
3c: Engaging Students in Learning	Virtually all students are intellectually engaged in challenging content through well designed learning tasks and activities (Writing in Content, Multiple Text Sources, Student Projects) that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking (Level 4-Extended Thinking). There is evidence of some student	The Learning Tasks and activities (Writing and content Multiple text sources, Student Projects) are fully aligned with the instructional outcomes and are designed to challenge student thinking. Inviting students to make their thinking visible (Level 3-Strategic/Reasoning). This technique results in active engagement by most students with important and challenging content and with teacher scaffolding to	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, (Level 2-Skill/Concept) allowing most students to be passive or merely compliant. The groupings of students are moderately suitable for the activities. Instructional materials, technology, and resources	The learning tasks, activities, materials, and resources are poorly aligned with the instructional outcomes or require only rote responses. Level one recall with only one approach possible. Students do not collaborate, they do not engage with one another effectively, and/or instructional groupings are inappropriate for the task. Instructional materials, technology, and resources are not used correctly or

	initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. Students take initiative in using instructional materials, technology, and resources. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed, not only to intellectually engage with and reflect upon their learning but also to solidify new learning.	support that engagement. The groupings of students are suitable for the activities (Whole Group, Small Group or Independent), and instructional materials, technology, and resources are used effectively. The lesson has a clearly defined structure, and the pacing of the lesson supports high levels of intellectual engagement and deeper learning; teacher plans for multiple and effective opportunities to think, reflect, and solidify new learning.	are used with partial effectiveness. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "down time."	effectively. The lesson has no clearly defined structure or the pace of the lesson is too slow or rushed. Opportunities for thought or reflection are poorly implemented; students do not have time to reflect or solidify new learning.
3d: Using Assessment in Instruction	Assessment is fully integrated into instruction through extensive use of formative assessment. Students have an active voice in establishing standards for success that are relevant and ambitious; they clearly understand how their progress is being assessed. Questions and assessments are used regularly to evaluate learning by individual students. A variety of forms of feedback from both teacher and peers is accurate and specific, and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.	Assessment is integrated into instruction through use of formative assessment. Students appear to be aware of the assessment criteria and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to evaluate learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment	Students appear to be only partially aware of the assessment criteria, and the use of a formative assessment only partially supports student learning and development. The teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to evaluate learning. Feedback to students is general, and few students assess their own work.	Students do not appear to be aware of the assessment criteria and formative assessments are not used. There is little or no monitoring of student learning; feedback is absent or of poor quality. The teacher does not explain how students will know they are successful. Students do not engage in self- or peer assessment.
3e: Demonstrating Flexibility and Responsiveness	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches to deepen understanding and assist students who have difficulty learning. The teacher effectively adjusts learning experiences based on real-time evidence and students' individual and specific needs.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher does not recognize, or ignores, evidence of low engagement or lack of student understanding. The teacher brushes aside or does not fully address students' questions or difficulties. The teacher does not convey a level of responsibility for student learning and success.
Domain 4:				
Criteria	Highly Effective	Effective	Needs Improvement	Unsatisfactory
4a: Engaging on Reflective	The teacher makes a thoughtful and accurate assessment of a lesson's	The teacher makes an accurate assessment of a lesson's effectiveness and	The teacher's reflective practice leads to some accurate assessment of	The teacher does not appear to engage in reflective practice, does not know

Practice	effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.	the extent to which it achieved its instructional outcomes and can cite general references to support the judgement (Formative Assessment). The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	student success of instruction but does not follow through with analysis and changes to practice.	whether students achieved the outcomes, or misjudges the success of instruction.
4b: Documenting Student Progress	Students are consistently aware of their own progress toward mastery of their goals; they can identify, reflect on, and discuss their strengths and needs based on clear evidence and progress. Students and those who support them are engaged as full partners in setting goals, monitoring progress, and evaluating and celebrating success.	The teacher engages students and those who support them in setting and monitoring their progress toward their goals; students play an active role in analyzing and celebrating their success.	The teacher documents some aspects of student progress in a manner that is accessible to students and those who support them.	There is no system for documenting student progress, the system is ineffective and inefficient, or it does not provide relevant information to students and those who support them. The teacher does not adequately track student progress, or the approach is not focused on mastery or aligned to goals.
4c: Engaging Families	The teacher's frequent and ongoing engagement of families and communities demonstrates a clear value for the role they play in student learning and is focused on forging partnerships that further the academic and personal success of each and every student. The teacher views and incorporates families as essential partners in learning experiences.	The teacher provides feedback and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally responsive way.	The teacher makes some efforts to engage families and communities and does so in a respectful manner.	The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond or responds unprofessionally to parental concerns.
4d: Participating in the Professional Community	The teacher takes a leadership role in defining, modeling, and holding self and peers accountable to the values and intellectual life of the school, leading with an emphasis on meeting the needs of students and families.	The teacher takes initiative in contributing to and leading events, programs, or activities that further the culture of learning in the school and bring the values of the school to life through modeling and positive action.	The teacher makes few contributions to the school culture, supporting professional learning and upholding the values of the school.	The teacher is not an active member of the school community or contributes negatively to the culture of learning and values of the school. The teacher avoids activities promoting professional inquiry or only participates when required, making few or negative contributions.
4e: Growing and Developing Professionally	The teacher seeks out opportunities for professional development and makes a systematic effort to keep improving their practice. The teacher solicits feedback on practice form both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	The teacher participates to a limited extent in professional activities when it is convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversations about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and assume professional responsibilities.	The teacher engages in no professional development activities to enhance knowledge or skills. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others, or to assume professional responsibilities.
4f: Showing	The teacher can be counted upon to hold the highest	The teacher displays high standards of honesty,	The teacher is honest in interactions with	The teacher displays dishonesty in interactions

Professionalism	standards of honesty, integrity, and confidentiality. And has collaborative relationships with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes an active role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations.	integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.	colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisor about complying with school and district regulations.	with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interest. The teacher does not comply with school and district regulations.

ESE Template for Observation/Walkthrough

9 Domain 1: Planning and Preparation

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
1a Demonstrating Knowledge of Content and Pedagogy	The teacher's plans and practice reflect extensive knowledge to include differentiation specific to student(s). The teacher clearly articulates knowledgeable responses to students. Teacher anticipates student misconceptions for full student understanding. The special education teacher will meet with the general education teacher to support understanding of IEP goals and strategies to meet them.	The teacher's plans and practice reflect solid knowledge and adjusts for student. The teacher forms reasonable responses to the students. During planning time the teacher will make sure all the IEP goals are being met.	The teacher's plans and practice reflect solid knowledge, prerequisite relationships between important concepts,. The teacher's responses to students may be vague or unclear and suggest only limited knowledge of a way to support student growth.	The teacher's plans and practice display limited knowledge and little to no plans to differentiate. Teacher may have limited or no responses to student questions.
	Enter Notes			
1b Demonstrating Knowledge of Students	The special education teacher demonstrates knowledge of child and adolescent development and the learning process. The teacher indicates awareness of students' skills, knowledge, and language proficiency. The teacher indicates discovery of students' interests, cultural heritage, and special needs. This knowledge and awareness is woven into lesson plans consistently.	The special education teacher demonstrates knowledge of child and adolescent development and the learning process. The teacher indicates awareness of students' skills, knowledge, and language proficiency. The teacher indicates discovery of students' interests, cultural heritage, and special needs. This knowledge and awareness is woven into lesson plans most of the time. .	The special education teacher indicates knowledge of students only when prompted by others and indications in plans are inconsistent to address individual approaches to students and individual student needs.	The special education teacher makes no effort to understand individual students and plans reflect a homogeneous approach for all students.
	Enter Notes			
1c Setting Instructional Outcomes	Instructional outcomes are stated as goals that can be assessed, reflecting knowledge of IEP goals and data based on that. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students. Paras are scheduled and instructed when present.	Instructional outcomes are stated as goals reflecting connection to IEP goals. They are suitable for most students in the class, represents different types of learning, and can be assessed. The outcomes reflect opportunities for coordination. The teacher reviews the expectations and modifies some goals to be in line with students' IEPs.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration. Outcomes are stated in terms of student activities rather than student learning.	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.
	Enter Notes			

Rubric Score: 0/0

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
1d Demonstrating Knowledge of Resources	The teacher seeks out resources in and beyond the school or district in professional organizations, on the internet, and in the community to enhance their own knowledge, to use in teaching, to support goal attainment in the IEPs, and for students who need them. The special education teacher makes these internet or community resources readily available to students, parents, and/or general education teachers. The teacher is fully aware of the materials and resources being used in the regular classroom, understands the degree to which the student will be able to access the material and plans a means of accessibility for the student.	The teacher is fully aware of the resources available through the school or district to enhance their own knowledge, to use in teaching, or for students who need them.	The teacher demonstrates some familiarity with resources available through the school or district to enhance their own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.	The teacher demonstrates little or no familiarity with resources available through the school or district to enhance their own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.
	Enter Notes			
1e Designing Coherent Instruction	Lesson activities, instructional materials, and instructional groups are designed to create meaningful learning for diverse needs. The lesson or unit framework is clear and where a daily lesson fits into the whole. Paras are utilized effectively when available. The special education teacher meets regularly with other parties, such as OT/PT or general education teacher to ensure solid plan for instruction for students' needs.	Lesson activities, instructional materials, and instructional groups are designed to create meaningful learning for the group. The lesson or unit framework is mostly clear.	Lesson activities, instructional materials, and instructional groups coming together are somewhat evident in the classroom. The overall unit framework is less clear. The special education teacher may have the materials present but does not explain the plan.	The series of learning experiences is poorly aligned with the instructional outcomes. The special education teacher's lesson plans reflect whole group lessons throughout the day. Paras are doing the majority of instruction.
	Enter Notes			
1f Designing Student Assessments	All the instructional outcomes may be assessed by the proposed assessment plan with clear criteria for assessing student work. Assessment methodologies have been adapted for individual students as needed. Teacher uses data obtained through progress monitoring to determine if goals will be met and adjusts instruction and/or reconvenes IEP teams when data indicates that goals will not be met.	All the instructional outcomes may be assessed by the proposed assessment plan with clear criteria for assessing student work. Assessment methodologies have been adapted for individual students as the need has arisen most of the time.	Some instructional outcomes may be assessed by the proposed assessment plan with clear criteria for assessing student work. Assessment methodologies have been adapted for individual students as the need has arisen some of the time.	Assessments do not have any indication of being adapted to meet student needs or the goals of the IEP. Assessments are not correlated to instruction.
	Enter Notes			

Rubric Score: 0/0

9 Domain 2: The Classroom Environment

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
2a Creating an Environment of Respect and Rapport	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development.	Classroom interactions, both between teacher and students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and/or characterized by sarcasm, put-downs, or conflict.
	Enter Notes			

Rubric Score: 0/0

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
2b Establishing a Culture for Learning	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject. Teacher encourages students hold themselves to high standards of performance—for example, by initiating improvements to their work.	The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	The teacher's attempts to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and/or little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and/or little or no student pride in work.
	Enter Notes			
2c Managing Classroom Procedures	Teacher contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties. Both teachers contribute to grouping of students for small group activities or centers.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties, which occur smoothly.	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are only partially effective.	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.
	Enter Notes			
2d Managing Student Behavior	Standards of conduct are clear and are reviewed when necessary. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher response to student misbehavior is appropriate and respects the students' dignity	It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with inconsistent results, to monitor student behavior and respond to student misbehavior.	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.
	Enter Notes			
Rubric Score: 0/0				

9 Domain 3: Instruction

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
3a Communicating with Students	Expectations for learning, directions and procedures are clear to students. The teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.	Expectations for learning, directions and procedures are clear to students. Communications are appropriate for students' cultures and levels of development.	Expectations for learning, directions and procedures are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development
	Enter Notes			
3b Using Questioning and Discussion Techniques	Questions reflect high expectations and are culturally and developmentally appropriate. Teacher works ensure that all voices are heard.	Teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. Students participate in the discussion, with the teacher stepping aside when appropriate.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.	The teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.
	Enter Notes			
Rubric Score: 0/0				

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
3c Engaging Students in Learning	Teachers design a lesson that is developmentally appropriate learning and plan student groupings and materials to maximize success for students. Teachers help students overcome obstacles and take pride in their work. The lesson is adapted as individual needs as the teacher strives to increase the engagement for each individual child.(Authentic-student led/owned, inquiry, real world, problem solving) Technology is used skillfully when appropriate to the lesson.	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. Most students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.
	Enter Notes			
3d Using Assessment in Instruction	Assessment is seamlessly embedded in an appropriate manner that could include multiple modalities. Monitoring of progress is evident by the teacher, and high quality feedback is given to students through a variety of formats.	Assessment is regularly used in instruction, monitoring of progress of learning by the teacher and high-quality feedback is given to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is inconsistent, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or feedback to students. Students are not aware of the assessment criteria used to evaluate their work.
	Enter Notes			
3e Demonstrating Flexibility and Responsiveness	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjust and differentiates instruction to address individual student misunderstandings. The teacher uses an extensive repertoire of instructional strategies and solicits additional resources from the school or community. The teacher persists in seeking effective approaches for students who need help.	The teacher promotes the successful learning of all students, making adjustments as needed to instruction and accommodating student questions, needs, and interests.	The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	The teacher adheres to the instruction, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.
	Enter Notes			
Rubric Score: 0/0				

9 Domain 4: Professional Responsibilities

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
4a Reflecting on Teaching	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher has generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.
	Enter Notes			
Rubric Score: 0/0				

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
4b Maintains Accurate Records	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records. The teacher collects and uses multiple sources of data to design IEPs.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for non-instructional activities are adequate but inefficient and, unless given frequent oversight by the administration are prone to errors.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.
	Enter Notes			
4c Communication with Families	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.
	Enter Notes			
4d Participating in a Professional Community	The teacher makes a substantial contribution to the professional community and to school and district events and projects, or assumes a leadership role among the faculty or actively seeks opportunities for development beyond those dictated.	The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.	The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.
	Enter Notes			
4e Growing and Developing Professionally	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.
	Enter Notes			
Rubric Score: 0/0				

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
4f Showing Professionalism	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision-making. The teacher complies fully with school and district regulations.	The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.	The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.
	Enter Notes			
Rubric Score: 0/0				

eSchool Teacher

8 eSchool Teacher

Component	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
1a demonstrating knowledge of content and pedagogy	Core understanding of relationships among concepts and provides the online tools to motive and ensure understanding. Grading feedback is specific to the student and the assignment.	Core understanding of relationships among concepts. Grading feedback reflects corrections but is not specific to the assignment.	Some understanding of relationships, evidence of inaccuracy or lack of depth. Grading feedback is generic, copy and paste.	Little understanding of concept relationships, inaccuracies and gaps are occurring. There is no evidence of grading feedback.
	Enter Notes			
1b demonstrating knowledge of students	Teachers uses online tools to collect information about students' background, culture interests and special needs in order to structure online assignments. Consistent, documented weekly lab visits.	Teacher is aware of individual students' backgrounds, talents and interests that contribute to success online. Documented lab visits 3 times per month.	Teacher demonstrates some knowledge of individual students' backgrounds, talents and interests. Documented one lab visit per month.	Teacher demonstrates little knowledge of individual students' backgrounds, talents and interests. No documented lab visits.
	Enter Notes			
1c Setting instructional outcomes	Stated outcomes reflect a higher order learning and allow for various forms of assessment. Learning goals and progress are consistently communicated to the student through week specific emails using My Progress data.	Instructional outcomes can be measured and assessed within an online environment. Learning goals and progress are sometimes communicated to the student through week specific emails using My Progress data.	Instructional outcomes can be measured, but few demonstrate mastery. Learning goals and progress are rarely communicated to the student through week specific emails using My Progress data.	Instructional outcomes are not measurable. Learning goals and progress are never communicated to the student through week specific emails using My Progress data.
	Enter Notes			
1d Demonstrating Knowledge of resources	Teacher uses resource knowledge for self-growth and growth of the students in teaching and learning. The teacher attends all faculty meetings and participates in the breakout rooms.	Teacher demonstrates familiarity with digital resources and uses them regularly in the classroom. The teacher watches all faculty meetings but does not attend the live sessions.	Teacher uses basic digital resources. The teacher does not attend or watch faculty meetings.	Teacher does not seek to expand their basic knowledge beyond current skill level.
	Enter Notes			
1e Designing coherent instruction	Students have a variety of ways to demonstrate mastery and are able to progress one mastery is demonstrated. Evidence of students maintaining the pace of the course as determined by weeks active and percent complete. 90% or more of the students are on pace.	Learning activities have a structure and reasonable time allocations, activities represent higher-order cognitive activities. Evidence of students maintaining the pace of the course as determined by weeks active and percent complete. 89% - 80% of the students are on pace.	Learning activities have a recognizable structure but the progression lacks reasonable time frames. Evidence of students maintaining the pace of the course as determined by weeks active and percent complete. 79% - 70% of the students are on pace.	Learning activities are not designed to engage students. There is not evidence of variety. Evidence of students maintaining the pace of the course as determined by weeks active and percent complete. 69% or fewer of the students are on pace.
	Enter Notes			
1f Designing student assessments	Online assessments are wholly reflective of the relevant learning outcomes and students are aware of the outcomes. Learning outcomes are consistently stated in the lessons and are tied to the grading rubrics. DBAs are logged and specific.	Online assessments are well planned and reflect desired outcomes. Learning outcomes are mostly stated in the lessons and are tied to the grading rubrics. DBAs are logged and specific.	Online assessments encompass a few of the relevant learning outcomes. Learning outcomes are rarely stated in the lessons and some are tied to the grading rubrics. Most DBAs are logged, but not specific.	Online assessments are not reflective of learning outcomes. Learning outcomes are not stated in the lessons and are not tied to the grading rubrics. DBAs are not logged.
	Enter Notes			
2a Creating an environment of respect and rapport	Interactions between students are self-monitored and supported by the teacher. There is no disrespectful behavior. Written communication between student and teacher are relationship building and learning focused.	Teacher and student maintain positive and appropriate interactions. Written communication between student and teacher are learning focused.	Interactions between teacher and student are occasionally insensitive. Written communication between student and teacher are not relationship building.	Disrespectful interactions between students are disregarded or added to by the teacher. Written communication between student and teacher are not relationship building nor are they learning focused.
	Enter Notes			
2b Establishing a culture for learning.	Teacher conveys infectious enthusiasm for digital age resources and content expecting students to hold themselves to high standards. Announcements include updates on general course progress or teacher availability that would pertain to all students. Announcements are positive in tone. Old announcements are removed.	Teacher conveys enthusiasm for digital resources and instruction and encourages their use. Announcements include updates on general course progress or teacher availability that would pertain to all students. Announcements are positive in tone.	Teacher conveys minimal enthusiasm for digital resources and instruction. Announcements include updates on general course progress or teacher availability that would pertain to all students. Announcements are not positive in tone.	Teacher has a negative attitude and demeanor for digital age resources. Announcements are not used.
	Enter Notes			

2d managing student behavior	Student behavior in the online environment is appropriate and self-regulated. 85% of students are submitting work as defined by last assignment submitted.	Student behavior in the online environment is mostly appropriate. 84% - 75% of students are submitting work as defined by last assignment submitted.	Students inconsistently follow established norms of behaviors. 74% - 70% of students are submitting work as defined by last assignment submitted.	Teacher is not monitoring communication with student for forward momentum. 69% or below of students are submitting work as defined by last assignment submitted.
	Enter Notes			
2 e organizing virtual space	Online learning environment supports productivity, efficiency and a safe learning environment. Message boards are created for student contribution and discussion. Teacher's Home page is easy to navigate, it has help features for the student to use for contacting the teacher and accessing the course/information. Contacts are returned in a 24 hour period.	Teacher provides assistance to the student if they are not able to access a resource. Teacher's Home page is mostly easy to navigate, it has help features for the student to use for contacting the teacher and accessing the course/information. Most contacts are returned in a 24 hour period.	Online learning environment is mostly safe and structured. Teacher relies on student and parent to initiate contact. Teacher's Home page is not easy to navigate, it does not have help features for the student to use for contacting the teacher and accessi	Online learning environment is not safe or structured. Teacher fails to address student concerns. Teacher's Home page is not easy to navigate, it does not have help features for the student to use for contacting the teacher and accessing the course/infor
	Enter Notes			
3a Communicating with students	Teacher creates a learning environment where the lesson's purpose is clearly known by the student as demonstrated through extending and connecting the curriculum. Teachers hold synchronous lessons to review and explain content. Live lessons are used by the teacher on a scheduled basis.	Teacher clearly states the lesson's purpose and emphasize procedures that support the success of the task. Synchronous instruction or videos are accompanied by written lesson objectives and outcomes. Live lessons are recorded/used by the teacher on a regular but not scheduled basis.	Teacher's explanations are unclear or incomplete. Teacher rarely responds to students' posts. Live lessons are not used.	Teacher's explanations lack procedures or strategies for student use. . Live lessons are not used.
	Enter Notes			
3b Using questioning and discussion techniques	Teacher engages all learners in the synchronous discussion and steps aside, when appropriate, allowing students to control the discussion. Students extend the discussion and invite comments from classmates/teacher. DBAs and discussion boards cover appropriate content with higher level questioning techniques and check for academic integrity.	Teacher engages all learners in content rich discussions. Teacher creates discussion group assignment that requires students to meet synchronously and be actively involved by posting comments. DBAs and discussion boards cover appropriate content, there are more recall questions and fewer higher order thinking skills. Questions still check for academic integrity.	Teacher provides opportunities that promote content rich discussions though posting in the course. DBAs and discussion boards cover minimal content, there are more recall questions and fewer higher order thinking skills. Questions do not check for academ	Teacher dominates the online conversation with little or no content rich discussion. There are few questions in DBAs or discussion boards, most of which are recall. Questions do not check for academic integrity.
	Enter Notes			
3c Engaging Students in learning	Teacher provides opportunities for students to make personal connections with the content for active cognitive engagement. Students can pace their own learning and go beyond the requirements of the lesson. 85% of students are submitting assignments as defined by last assignment submitted.	Teacher creates online learning tasks to encourage higher level learning, teacher is responsive to students' needs for pacing. 84% - 75% of students are submitting assignments as defined by last assignment submitted.	Teacher creates online learning tasks to encourage some higher level learning, teacher is occasionally responsive to student pacing. 74% to 70% of students are submitting assignments as defined by last assignment submitted.	Teacher creates online learning tasks that do not encourage higher level thinking. Teacher is not responsive to student pacing. Less than 69% of students are submitting assignments as defined by last assignment submitted.
	Enter Notes			
3d Using Assessment in Instruction	Teacher gives detailed feedback about learning outcomes. Students utilize the feedback to meet or exceed learning targets.	Teacher feedback is timely and specific. Student is aware of where points were lost and areas for improvement.	Teacher feedback is delayed or does not address improvements.	Teacher feedback is not provided.
	Enter Notes			
3e Demonstrating Flexibility and Responsiveness	Teacher uses multiple means of representation, expression and engagement to persist by pulling from an extensive knowledge base of tools. Teachers have scheduled live lessons.	Teacher uses multiple means of representation to ensure all students persist in learning. Teachers have live lessons.	Teacher is limited in representation to ensure all students persist in learning. Teacher is not offering live lessons.	Teacher does not use representation to ensure all students persist in learning. Teacher is not offering live lessons.
	Enter Notes			
4a Reflecting on Teaching	Teacher consistently engages with others and seeks online resources to help evaluate current lessons and future lessons. Teacher leads a presentation in a PLC.	Teacher regularly engages with others and seeks online resources to help evaluate lessons. Teacher share an unsuccessful lesson with their PLC and seeks feedback.	Teacher engages with other occasionally to seek online resources. Teacher identifies a lesson as being unsuccessful but has no plans on adjustments for the future.	Teacher does not engage with others and lacks awareness that a lesson was unsuccessful. Teacher does not participate in PLCs.
	Enter Notes			
4b Maintaining Accurate Records	Teacher's method of maintaining instructional and non- instructional student online records is exemplary and rarely contains errors. Teacher logs DBAs, Welcome Calls, and Monthly calls accurately. Teacher checks First Class and responds daily.	Teacher's method of maintaining instructional and non- instructional student online records is effective and accurate. Teacher logs DBAs, Welcome Calls, and Monthly calls accurately. Teacher checks First Class and responds daily.	Teacher's method of maintaining instructional and non- instructional student online records is ineffective. Teacher logs DBAs, Welcome Calls, and Monthly calls occasionally. There is a delay in teacher checking First Class and a delay in response time.	Teacher's method of maintaining instructional and non-instructional student online records is nonexistent. There is a delay in teacher checking First Class and a delay in response time.
	Enter Notes			

Families	**families is frequent and meaningful using multiple modalities. Monthly calls are at or above 90%.**	**families is often and meaningful using multiple modalities. Monthly calls are between 89% and 80%.**	**communicate with families. Monthly calls are between 79%-70%.**	**sporadic or non-existent. Monthly calls are less than 69%**
		Enter Notes		
4d Participating in the Professional Community	**Teacher facilitates opportunity's for collaboration and leads presentations for the school. Teacher is a mentor to new teachers or a Lead teacher for part-time support.**	**Teacher regularly alerts colleagues of a useful tool that he/she has found. Teacher shares tools in PLC, Faculty meeting or weekly update.**	**Teacher participate[pates in online professional learning communities only as required. Teacher has PD hours logged but does not share out.**	**Teacher functions in isolation avoiding interactions with colleagues. Teacher does not participate in PD.**
		Enter Notes		
4e Growing and developing Professionally	**Teacher utilizes memberships in organizations to actively participate in professional learning networks to increase content knowledge and pedagogical skills. There is documented evidence of implemented instruction throughout the course using PD strategies.**	**Teacher utilizes memberships in organizations to actively participate in professional learning networks to increase content knowledge and pedagogical skills. There is documented evidence of some implemented instruction in the course from PD offerings.**	**Teacher utilizes professional development to actively participate in professional learning. Teacher attends professional development when required, but does not implement in the course.**	**Teacher utilizes professional development to actively participate in professional learning. Teacher does not partake in professional development.**
		Enter Notes		
4f Showing Professionalism	**Teachers act with integrity and honesty. Teachers support their students' best interests, even in the face of traditional practice or beliefs. Teachers solve problems with students' needs as a priority. Teachers adhere to policies and established procedures.**	**Teachers solve problems with students' needs as a priority. Teachers adhere to policies and established procedures.**	**Teachers solve some problems with students' needs as a priority. Teachers sometimes adhere to policies and established procedures.**	**Teachers do not solve problems with students' needs as a priority. Teachers do not adhere to policies and established procedures.**

Appendix C – Observation Instruments for Non-Classroom Instructional Personnel

In Appendix C, the district shall include the observation rubric(s) to be used for collecting instructional practice data for non-classroom instructional personnel.

Observation of Non-Classroom Instructional Teacher Rubric

Directions: Consider your teaching practice and determine, for each component of the framework for teaching, the level of performance that best reflects your own assessment. Circle or highlight the appropriate words, and then transfer your judgments to the last page of this form. This will provide you with a summary of your current level of practice.

30 Domain 1: Planning and Preparation

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
1a: Demonstrating knowledge of current trends in specialty area	The teacher's knowledge of specialty area is wide and deep; teacher is regarded as an expert by colleagues.	The teacher demonstrates thorough knowledge of specialty area.	The teacher demonstrates basic familiarity with specialty area.	The teacher demonstrates little or no familiarity with specialty area.
	Enter Notes			
1b: Demonstrating knowledge of school/district's programs	The teacher is deeply familiar with the school/district's programs and works to shape the future direction of such programs.	The teacher demonstrates thorough knowledge of the school/district's programs and participates in them.	The teacher demonstrates basic knowledge of the school/district's programs.	The teacher demonstrates little or no knowledge of the school/district's programs and does not seek such understanding.
	Enter Notes			
1c: Setting goals	Goals are highly appropriate for the assignment and have been developed in collaboration with administrators and/or colleagues.	Goals are clear and suitable for the needs of the assignment.	Goals are of moderate rigor and are partially suitable for the needs of the assignment	Goals are unsuitable for assignment and do not permit viable methods of assessment or goals are not clear/non-existent.
	Enter Notes			
1d: Demonstrating knowledge of resources	The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance his/her own knowledge.	The teacher is fully aware of the resources available through the school or district to enhance his/her own knowledge.	The teacher demonstrates some familiarity with resources available through the school or district to enhance his/her own knowledge. The teacher does not seek to extend such knowledge.	The teacher demonstrates little or no familiarity with resources to enhance his/her own knowledge. The teacher does not seek such knowledge.
	Enter Notes			

Rubric Score: 0/0

30 DOMAIN 2 FOR NON-CLASSROOM INSTRUCTIONAL TEACHERS: THE ENVIRONMENT

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
2a: Creating an environment of respect and rapport	Interactions with peers are highly respectful, reflecting genuine warmth and caring and sensitivity to cultural differences.	Interactions with peers are polite and respectful.	Interactions with peers, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural differences.	Interactions with peers are negative, inappropriate, or insensitive to cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.
	Enter Notes			
2c: Managing procedures in a professional setting	The teacher consistently applies effective procedures to ensure professional practice.	The teacher establishes effective procedures to ensure professional practice and applies them most of the time.	The teacher establishes procedures to ensure professional practice but applies them inconsistently.	The teacher has a limited number of/ no procedures to ensure effective professional practice.
	Enter Notes			
2e: Organizing physical Space	The teacher makes highly effective use of the physical environment.	The teacher makes effective use of physical resources.	The teacher's use of physical resources is moderately effective. The teacher may attempt to modify the physical arrangement to suit the assignment with partial success.	The teacher makes poor use of the physical environment.
	Enter Notes			

Rubric Score: 0/0

30 DOMAIN 3 FOR NON-CLASSROOM INSTRUCTIONAL TEACHERS: INSTRUCTION

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
3c: Sharing expertise with staff	Students, throughout the lesson, are highly intellectually engaged in significant learning and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.
	Enter Notes			
3d: Using technology	The teacher makes use of technology resources and uses innovative strategies to integrate technology use specific to assignment while promoting its uses to others.	The teacher uses technology effectively in the delivery of services.	The teacher inconsistently uses technology in the delivery of services and relies on others for technology needs.	The teacher rarely uses technology as required by job responsibilities.
	Enter Notes			

and responsiveness	to improve upon plans/programs, in response to the input of others. The teacher uses an extensive repertoire of strategies to affect change.	success of their programs, making adjustments as needed.	his/her plans/programs when needed, with moderate success. The teacher accepts responsibility for success but has only a limited repertoire of strategies to draw upon.	plans/programs, even when a change would improve it. The teacher brushes aside questions and often blames others.
	Enter Notes			
Rubric Score: 0/0				

30 DOMAIN 4 FOR NON-CLASSROOM INSTRUCTIONAL TEACHERS: PROFESSIONAL RESPONSIBILITIES

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
4a: Reflecting on practice	The teacher's reflection is highly accurate and perceptive, citing specific evidence. The teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each.	The teacher's reflection provides an accurate and objective description of practice, citing specific evidence. The teacher makes some specific suggestions as to improve.	The teacher's reflection on practice is partially accurate and objective but does not cite specific evidence. The teacher makes only general suggestions as to how to improve.	The teacher does not reflect on practice, or the reflections are inaccurate or self- serving.
	Enter Notes			
4b: Maintaining accurate records	The teacher's systems for maintaining records/budgets are accurate, efficient, and effective. The teacher anticipates and responds to the needs of others when preparing reports/budgets and always submits them on time.	The teacher's systems for maintaining records/budgets are accurate, efficient, and effective.	The teacher's systems for maintaining records/budgets are rudimentary and only partially effective.	The teacher's systems for maintaining records/budgets are either nonexistent or in disarray, resulting in errors and confusion.
	Enter Notes			
4c: Coordinating work with other staff	The teacher takes a leadership role in coordinating projects with others within and beyond the district.	The teacher initiates efforts to collaborate with others in the district.	The teacher responds positively to the efforts of others to collaborate.	The teacher makes no attempt to collaborate with other staff in the district.
	Enter Notes			
4d: Participating in a professional community	The teacher makes a substantial contribution to the professional community and to school /district events and projects, and assumes a leadership role among the faculty.	The teacher participates actively in the professional community and in school/ district events and projects, and maintains positive and productive relationships with colleagues.	The teacher becomes involved in the professional community and in school/ district events and projects when specifically asked; relationships with colleagues are cordial.	The teacher avoids participating in a professional community or in school/ district events and projects; relationships with colleagues are negative or self-serving.
	Enter Notes			
4e: Growing and developing professionally	The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues.	The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues.	The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues.	The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues.
	Enter Notes			
4f: Showing professionalism and confidentiality	The teacher displays the highest standards of ethical conduct and confidentiality and takes a leadership role in seeing that colleagues comply with school and district regulations.	The teacher displays a high level of ethics and professionalism in dealings with colleagues and complies fully and voluntarily with norms of confidentiality.	The teacher is well intentioned in interactions with colleagues and respects norms of confidentiality but interacts on a limited basis.	The teacher displays dishonesty in interactions with colleagues and violates norms of confidentiality.

Observation of Instructional Coaches

5 Domain 1: Planning and Preparation

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
1a: Demonstrating knowledge of current trends in specialty area and professional development	Instructional coach's knowledge of specialty area and trends in professional development is wide and deep; coach is regarded as an expert by colleagues.	Instructional coach demonstrates thorough knowledge of specialty area and trends in professional development.	Instructional coach demonstrates basic familiarity with specialty area and trends in professional development.	Instructional coach demonstrates little or no familiarity with specialty area or trends in professional development.
	Enter Notes			
1b: Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program	Instructional coach is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program.	Instructional coach demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	Instructional coach demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	Instructional coach demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.
	Enter Notes			
1c: Establishing goals for the instructional support program appropriate to the setting and the teachers served	Instructional coach's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.	Instructional coach's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	Instructional coach's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Instructional coach has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.
	Enter Notes			
1d: Demonstrating knowledge of resources, both within and beyond the school and district	Instructional coach actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.	Instructional coach is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Instructional coach demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Instructional coach demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.
	Enter Notes			
1e: Planning the instructional support program, integrated with the overall school program	Instructional coach's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.	Instructional coach's plan is well designed to support teachers in the improvement of their instructional skills.	Instructional coach's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Instructional coach's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.
	Enter Notes			
1f: Developing a plan to evaluate the instructional support program	Instructional coach's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.	Instructional coach's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Instructional coach has a rudimentary plan to evaluate the instructional support program.	Instructional coach has no plan to evaluate the program or resists suggestions that such an evaluation is important.
	Enter Notes			
Rubric Score: 0/0				

5 Domain 2: The Environment

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
2a: Creating an environment of trust and respect	Relationships with the instructional coach are highly respectful and trusting, with many contacts initiated by teachers.	Relationships with the instructional coach are respectful, with some contacts initiated by teachers.	Relationships with the instructional coach are cordial; teachers don't resist initiatives established by the instructional coach.	Teachers are reluctant to request assistance from the instructional coach, fearing that such a request will be treated as a sign of deficiency.
	Enter Notes			
2b: Establishing a culture for ongoing instructional improvement	Instructional coach has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the coach.	Instructional coach promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Teachers do not resist the offerings of support from the instructional coach.	Instructional coach conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.
	Enter Notes			
2c: Establishing clear procedures for teachers to gain access to instructional support	Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.	Instructional coach has established clear procedures for teachers to use in gaining access to support.	Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.	When teachers want to access assistance from the instructional coach, they are not sure how to go about it.
	Enter Notes			
2d: Establishing and maintaining norms of behavior for professional interactions	Instructional coach has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.	Instructional coach has established clear norms of mutual respect for professional interaction.	Instructional coach's efforts to establish norms of professional conduct are - partially successful.	No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another.
	Enter Notes			

space for workshops or training	effective use of the physical environment, with teachers contributing to the physical arrangement.	use of the physical environment, resulting in engagement of all participants in the workshop activities.	not impede workshop activities.	use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.
	Enter Notes			

Rubric Score: 0/0

5 Domain 3: Delivery of Service

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
3a: Collaborating with teachers in the design of instructional units and lessons	Instructional coach initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.	Instructional coach initiates collaboration with classroom teachers in the design of instructional lessons and units.	Instructional coach collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Instructional coach declines to collaborate with classroom teachers in the design of instructional lessons and units.
	Enter Notes			
3b: Engaging teachers in learning new instructional skills	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.	All teachers are engaged in acquiring new instructional skills.	Instructional coach's efforts to engage teachers in professional learning are partially successful, with some participating.	Teachers decline opportunities to engage in professional learning.
	Enter Notes			
3c: Sharing expertise with staff	The quality of the instructional coach's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The instructional coach conducts extensive follow-up work with teachers.	The quality of the instructional coach's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of the instructional coach's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served.	Instructional coach's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.
	Enter Notes			
3d: Locating resources for teachers to support instructional improvement	Instructional coach is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.	Instructional coach locates resources for instructional improvement for teachers when asked to do so.	Instructional coach's efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available.	Instructional coach fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.
	Enter Notes			
3e: Demonstrating flexibility and responsiveness	Instructional coach is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.	Instructional coach makes revisions to the support program when it is needed.	Instructional coach makes modest changes in the support program when confronted with evidence of the need for change.	Instructional coach adheres to his plan, in spite of evidence of its inadequacy.
	Enter Notes			

Rubric Score: 0/0

5 Domain 4: Professional Responsibilities

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
4a: Reflecting on practice	Instructional coach's reflection is highly accurate and perceptive, citing specific examples. Instructional coach draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.	Instructional coach's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional coach makes some specific suggestions as to how the support program might be improved.	Instructional coach's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Instructional coach does not reflect on practice, or the reflections are inaccurate or self-serving.
	Enter Notes			
4b: Preparing and submitting budgets and reports	Instructional coach anticipates and responds to teacher needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are always submitted on time.	Instructional coach's budgets are complete, anticipating all expenditures and following established procedures. Reports are submitted on time.	Instructional coach's efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time.	Instructional coach does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.
	Enter Notes			
4c: Coordinating work with other instructional coaches	Instructional coach takes a leadership role in coordinating projects with other instructional coaches within and beyond the district.	Instructional coach initiates efforts to collaborate with other instructional coaches within the district.	Instructional coach responds positively to the efforts of other instructional coaches within the district to collaborate.	Instructional coach makes no effort to collaborate with other instructional coaches within the district.
	Enter Notes			
4d: Participating in a professional community	Instructional coach makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.	Instructional coach participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Instructional coach's relationships with colleagues are cordial, and the coach participates in school and district events and projects when specifically requested.	Instructional coach's relationships with colleagues are negative or self-serving, and the coach avoids being involved in school and district events and projects.
	Enter Notes			

4e: Engaging in professional development	**Instructional coach actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other coaches.**	**Instructional coach seeks out opportunities for professional development based on an individual assessment of need.**	**Instructional coach's participation in professional development activities is limited to those that are convenient or are required.**	**Instructional coach does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.**
	Enter Notes			
4f: Showing professionalism, including integrity and confidentiality	**Instructional coach can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.**	**Instructional coach displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.**	**Instructional coach is honest in interactions with colleagues and respects norms of confidentiality.**	**Instructional coach displays dishonesty in interactions with colleagues and violates norms of confidentiality.**
	Enter Notes			

Observation of Media Specialists Rubric

Directions: Consider your teaching practice and determine, for each component of the framework for teaching, the level of performance that best reflects your own assessment.Circle or highlight the appropriate words, and then transfer your judgments to the last page of this form. This will provide you with a summary of your current level of practice.

28 DOMAIN 1 FOR LIBRARY/MEDIA SPECIALISTS: PLANNING AND PREPARATION

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
1a: Demonstrating knowledge of literature and current trends in library/media practice and information technology	Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology.	Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.
	Enter Notes			
1b: Demonstrating knowledge of the school's program and student information needs within that program	Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.	Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards.
	Enter Notes			
1c: Establishing goals for the library/media program appropriate to the setting and the students served	Library/media specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.	Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.	Library/media specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.	Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students.
	Enter Notes			
1d: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as - interlibrary loan	Library/media specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.	Library/media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.
	Enter Notes			
1e: Planning the library/ media program integrated with the overall school program	Library/media specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the plan has been developed after consultation with teachers.	Library/media specialist's plan is well designed to support both teachers and students in their information needs.	Library/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall - structure.
	Enter Notes			
1f: Developing a plan to evaluate the library/media program	Library/media specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.	Library/media specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Library/media specialist has a rudimentary plan to evaluate the library/media program.	Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.
	Enter Notes			
Rubric Score: 0/0				

28 DOMAIN 2 FOR LIBRARY/MEDIA SPECIALISTS: THE ENVIRONMENT

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
2a: Creating an environment of respect and rapport	Interactions among the library/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library.	Interactions, both between the library/media specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Interactions, both between the library/media specialist and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.
	Enter Notes			
2b: Establishing a culture for investigation and love of literature	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.	Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it.	Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.
	Enter Notes			

2c: Establishing and maintaining library procedures	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role.
	Enter Notes			
2d: Managing student behavior	Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.	Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist's response to student misbehavior is appropriate and respectful to students.	It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.
	Enter Notes			
2e: Organizing physical space to enable smooth flow	Library/media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.	Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, clear sign- age, and adequate space devoted to work areas and computer use.	Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.	Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.
	Enter Notes			
Rubric Score: 0/0				

28 DOMAIN 3 FOR LIBRARY/MEDIA SPECIALISTS: DELIVERY OF SERVICE

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
3a: Maintaining and extending the library collection in accordance with the school's needs and within budget limitations	Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas.	Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas.	Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.	Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among - different areas.
	Enter Notes			
3b: Collaborating with teachers in the design of instructional units and lessons	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.
	Enter Notes			
3c: Engaging students in enjoying literature and in learning information skills	Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.
	Enter Notes			
3d: Assisting students and teachers in the use of technology in the library/media center	Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center.	Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center.	Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so.	Library/media specialist declines to assist students and teachers in the use of technology in the library/media center.
	Enter Notes			
3e: Demonstrating flexibility and responsiveness	Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input.	Library/media specialist initiates revisions to the library/media program when they are needed.	Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change.	Library/media specialist adheres to the plan, in spite of evidence of its inadequacy.
	Enter Notes			
Rubric Score: 0/0				

28 DOMAIN 4 FOR LIBRARY/MEDIA SPECIALISTS: PROFESSIONAL RESPONSIBILITIES

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory

4a: Reflecting on practice	Library/media specialist's reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.	Library/media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved.	Library/media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	Library/media specialist does not reflect on practice, or the reflections are inaccurate or self -serving.
	Enter Notes			
4b: Preparing and submitting reports and budgets	Library/media specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are always submitted on time.	Library/media specialist honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	Library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time.	Library/media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.
	Enter Notes			
4c: Communicating with the larger community	Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.	Library/media specialist engages in outreach efforts to parents and the larger community.	Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community.
	Enter Notes			
4d: Participating in a professional community	Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.	Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.
	Enter Notes			
4e: Engaging in professional development	Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.	Library/media specialist seeks out opportunities for professional development based on an individual assessment of need.	Library/media specialist's participation in professional development activities is limited to those that are convenient or are required.	Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.
	Enter Notes			
4f: Showing professionalism	Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws.	Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws.	Library/media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.

Hernando County School District
Observation for Therapeutic Specialists Rubric

Directions: Consider your teaching practice and determine, for each component of the framework for teaching, the level of performance that best reflects your own assessment. Circle or highlight the appropriate words, and then transfer your judgments to the last page of this form. This will provide you with a summary of your current level of practice.

DOMAIN 1 FOR THERAPEUTIC SPECIALISTS: PLANNING AND PREPARATION				
COMPONENT	**Level of Performance**			
	UNSATISFACTORY	**NEEDS IMPROVEMENT/ DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
1a: Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license	Specialist demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license.	Specialist demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license.
1b: Establishing goals for the therapy program appropriate to the setting and the students served	Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students.	Specialist's goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the students.	Specialist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.	Specialist's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers.
1c: Demonstrating knowledge of district, state, and federal regulations and guidelines	Specialist demonstrates little or no knowledge of special education laws and procedures.	Specialist demonstrates basic knowledge of special education laws and procedures.	Specialist demonstrates thorough knowledge of special education laws and procedures.	Specialist's knowledge of special education laws and procedures is extensive. Specialist takes a leadership role in reviewing and revising district policies.
1d: Demonstrating knowledge of resources, both within and beyond the school and district	Specialist demonstrates little or no knowledge of resources for students available through the school or district.	Specialist demonstrates basic knowledge of resources for students available through the school or district.	Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
1e: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Specialist has developed a plan that includes the important aspects of work in the setting.	Specialist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.
1f: Developing a plan to evaluate the therapy program	Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Specialist has a rudimentary plan to evaluate the therapy program.	Specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

DOMAIN 2 FOR THERAPEUTIC SPECIALISTS: THE ENVIRONMENT				
COMPONENT	**Level of Performance**			
	UNSATISFACTORY	**NEEDS IMPROVEMENT/ DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
2a: Establishing rapport with students	Specialist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment center.	Specialist's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful.	Specialist's interactions with students are positive and respectful; students appear comfortable in the testing and treatment center.	Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.
2b: Organizing time effectively	Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Specialist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Specialist demonstrates excellent time- management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.
2c: Establishing and maintaining clear procedures for referrals	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Specialist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.
2d: Establishing standards of conduct in the treatment center	No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment.	Standards of conduct appear to have been established for the testing and treatment center. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	Standards of conduct have been established for the testing and treatment center. Specialist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established for the testing and treatment center. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
2e: Organizing physical space for testing of students and providing therapy	The testing and treatment center is disorganized and poorly suited to working with students. Materials are usually unavailable.	The testing and treatment center is somewhat organized and somewhat well suited to working with students. Materials are difficult to find.	The testing and treatment center is well organized; materials are available when needed.	The testing and treatment center is highly organized and is inviting to students. Materials are convenient when needed.

DOMAIN 3 FOR THERAPEUTIC SPECIALISTS: DELIVERY OF SERVICE				
COMPONENT	**Level of Performance**			
	UNSATISFACTORY	**NEEDS IMPROVEMENT/ DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
3a: Responding to referrals and evaluating student needs	Specialist fails to respond to referrals or makes hasty assessments of student needs.	Specialist responds to referrals when pressed and makes adequate assessments of student needs.	Specialist responds to referrals and makes thorough assessments of student needs.	Specialist is proactive in responding to referrals and makes highly competent assessments of student needs.
3b: Developing and implementing treatment plans to maximize students' success	Specialist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.	Specialist's plans for students are partially suitable for them or sporadically aligned with identified needs.	Specialist's plans for students are suitable for them and are aligned with identified needs.	Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
3c: Communicating with families	Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Specialist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.	Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust.
3d: Collecting information; writing reports	Specialist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.	Specialist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	Specialist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	Specialists is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.
3e: Demonstrating flexibility and responsiveness	Specialist adheres to the plan or program, in spite of evidence of its inadequacy.	Specialist makes modest changes in the treatment program when confronted with evidence of the need for change.	Specialist independently makes revisions in the treatment program when they are needed.	Specialist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.

DOMAIN 4 FOR THERAPEUTIC SPECIALISTS: PROFESSIONAL RESPONSIBILITIES				
COMPONENT	**Level of Performance**			
	UNSATISFACTORY	**NEEDS IMPROVEMENT/ DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
4a: Reflecting on practice	Specialist does not reflect on practice, or the reflections are inaccurate or self- serving.	Specialist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved.	Specialist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.
4b: Collaborating with teachers and administrators	Specialist is not available to staff for questions and planning and declines to provide background material when requested.	Specialist is available to staff for questions and planning and provides background material when requested.	Specialist initiates contact with teachers and administrators to confer regarding individual cases.	Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.
4c: Maintaining an effective data-management system	Specialist's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and parents.
4d: Participating in a professional community	Specialist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.	Specialist's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so.	Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
4e: Engaging in professional development	Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Specialist's participation in professional development activities is limited to those that are convenient or are required.	Specialist seeks out opportunities for professional development based on an individual assessment of need.	Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality	Specialist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.	Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

Student Services

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
A1: Collects and uses data to develop and implement interventions within a problem-solving framework	Uses and/or facilitates collecting district data relevant to informing problem identification, problem analysis, and intervention design at the systems level.	Uses available school data and collects additional student data (e.g., screening, progress monitoring, and diagnostic assessment) relevant to informing problem identification, problem analysis, and intervention design.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not collect or use data to inform interventions within a problem-solving framework OR ineffectively demonstrates the practice/skill required.
	Enter Notes			
A2: Analyzes multiple sources of qualitative and quantitative data to inform decision making	Analyzes, integrates, and interprets data from multiple sources at the school or district level, and uses the data to inform systems-level decisions.	Analyzes, integrates, and interprets data from multiple sources at the individual and group level, and uses the data to inform decisions.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not analyze, integrate, and interpret data from multiple sources or use data to inform decisions OR ineffectively demonstrates the practice/skill required.
	Enter Notes			
A3: Uses data to monitor student progress (academic, social/emotional/behavioral) and health and evaluate the effectiveness of services on student achievement	Uses school or district data to monitor the effectiveness of MTSS supports and district intervention program outcomes.	Uses individual and group data to monitor student progress, evaluate the effectiveness of academic and behavioral instruction/intervention, and modify interventions based on student data.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not monitor student progress or evaluate the effectiveness of academic and behavioral instruction/ intervention OR ineffectively demonstrates the practice/skill required.
	Enter Notes			
A4: Shares student performance data in a relevant and understandable way with students, parents, and administrators	Trains or mentors others to provide feedback on student performance and other assessment data to stakeholders and to present data in a way that is understandable and relevant to stakeholder interest/needs.	Provides feedback on student performance and other assessment data to stakeholders (students, teachers, parents, administrators, school teams) and presents data in a way that is understandable and relevant to stakeholder interest/needs.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not provide feedback on student performance and other assessment data; does not present data in a way that is understandable and relevant OR ineffectively demonstrates the practice/skill required.
	Enter Notes			
Rubric Score: 0/0				

18 Domain B: Instruction/Intervention Planning and Design

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
B1: Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral, and health interventions and supports	Provides a leadership role by training others and facilitating team members' ability to identify, problem solve, and plan academic and behavioral interventions.	Works with team and team members to identify, problem solve, and plan academic, behavioral, and health interventions.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not work with team to identify, problem solve, and plan academic and behavioral interventions OR ineffectively demonstrates the practice/skill required
	Enter Notes			
B2: Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates	Trains or mentors others in collecting and using multiple sources of data, including classroom, district, and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates.	Uses multiple sources of data, including classroom, district, and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Instruction and interventions are not aligned OR are poorly aligned with school improvement priorities and other mandates.
	Enter Notes			
B3: Applies evidence-based research and best practices to improve instruction/interventions	Applies evidenced-based best practices when developing and planning instruction and interventions across all levels of MTSS (individual, targeted group, school, systems).	Applies evidence-based and best practices when developing and planning instruction and intervention.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Fails to apply OR poorly applies evidence-based and best practices when developing and planning instruction and intervention.
	Enter Notes			
B4: Develops intervention support plans that help the student, family, or other community agencies and systems of support to reach a desired goal	Collaborates to identify systems -level needs, resources, and infrastructure to access services and supports.	Develops a support plan that reflects the goals of student/client systems and supports the goal.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Support plans are ineffectively developed (i.e., plans do not reflect goals or systems coordination and support to obtain stated goal).
	Enter Notes			
B5: Engages parents and community partners in the planning and design of instruction/interventions	Develops systems-level strategies (e.g., validate participation, decision making, two-way communication) for engaging families and community when planning and designing instruction and interventions.	Engages families, community, and educational stakeholders when planning and designing instruction and interventions. Parent input is valued and incorporated into plans.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not engage OR ineffectively engages families and community when planning and designing instruction/ intervention.
	Enter Notes			
Rubric Score: 0/0				

18 Domain C: Instruction/Intervention Delivery and Facilitation				
Criteria	**Highly Effective**	**Effective**	**Needs Improvement/Developing**	**Unsatisfactory**
C1: Collaborates with school-based and district-level teams to develop and maintain a multi-tiered continuum of services (MTSS) to support the academic, social, emotional, and behavioral success and health of all students.	Facilitates the development of MTSS at the district level by planning and implementing interventions that address systemic issues/concerns.	Facilitates the development of MTSS at the school level by planning and implementing interventions whose intensity matches student, group, or school needs.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not contribute to the development and implementation of MTSS at the school level OR ineffectively demonstrates the practice/skill required.
	Enter Notes			
C2: Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction and intervention services.	Consults and collaborates at the school/systems level to plan, implement, and evaluate academic and socialemotional/ behavioral services.	Consults and collaborates at the individual, family, and group levels to plan, implement, and evaluate academic, social-emotional/ behavioral, and health services.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not consult/collaborate OR demonstrates practice/skill ineffectively when planning, implementing, or evaluating academic and social-emotional/behavioral services.
	Enter Notes			
C3: Implements evidence-based practices within a multi-tiered framework.	Assists in identifying and implementing evidence-based practices relevant to system-wide (school or district) interventions and supports.	Incorporates evidence-based practices in the implementation of interventions for individual students and targeted groups.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not incorporate OR ineffectively demonstrates evidence-based practices when implementing interventions for individual students and targeted groups
	Enter Notes			
C4: Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning.	Identifies the systemic barriers to learning and facilitates the development of broader support systems for students and families.	Identifies barriers to learning and connects students with resources that support positive student outcomes/ goals.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not identify barriers to learning or connect students with resources that support positive outcomes/ goals OR ineffectively demonstrates the practice/skill required.
	Enter Notes			
C5: Promotes student outcomes related to career and college readiness.	Develops/plans district-level or school-level policies/interventions/ supports that address student postsecondary goal attainment.	Develops/plans interventions or programs to increase student engagement (e.g., attendance, on-task behavior, rigorous/relevant instruction, participation in school activities) and support attainment of postsecondary goals.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not develop interventions that increase student engagement or support attainment of postsecondary goals OR ineffectively demonstrates practice/skill required.
	Enter Notes			
C6: Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.	Develops/provides trainings that include best practices related to developmental issues, barriers to learning, and risk factors.	Provides students, staff, and parents with information, research, and best practices related to developmental issues, barriers to learning, and risk factors.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not inform students, staff, or parents about best practices related to developmental issues, barriers to learning, or risk factors OR demonstrates practice/skill ineffectively.
	Enter Notes			
Rubric Score: 0/0				

18 Domain D: Learning Environment				
Criteria	**Highly Effective**	**Effective**	**Needs Improvement/Developing**	**Unsatisfactory**
D1: Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.	Interacts with school, district, parents, and community partners to sustain and promote effective systemwide programs/services that result in a healthy school climate.	Interacts with school personnel to promote and implement school-wide positive behavior supports.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not interact with school personnel to promote and implement school-wide positive behavior supports OR poorly demonstrates the practice/skill required.
	Enter Notes			
D2: Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).	Examines need and feasibility for systemic intervention to support and increase student engagement district-wide.	Consults with school staff and students to identify strengths and weaknesses as part of problem solving and intervention planning to increase student engagement.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not consult with school personnel to support and/or increase student engagement OR ineffectively demonstrates the practice/skill required.
	Enter Notes			
D3: Promotes safe school environments.	Interacts with learning community to enhance, support, and/or create safe and violence-free school climates through training and advancement of initiatives that relate to healthy and violence-free schools.	Interacts with school personnel to promote and implement effective programs/services that result in a healthy and violence-free school climate (i.e., readiness, school failure, attendance, dropout, bullying, child abuse, youth suicide, school violence).	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Fails to demonstrate OR ineffectively demonstrates understanding, advocacy, and implementation of services/programs that address risk and protective factors among students/staff.
	Enter Notes			
D4: Integrates relevant cultural issues and contexts that impact family–school partnerships.	Creates and promotes multicultural understanding and dialogue through training and information dissemination to examine the broader context of cultural issues that impact family –school partnerships.	Identifies relevant cultural issues and contexts that impact family–school partnerships and uses this knowledge as the basis for problem solving related to prevention and intervention.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not OR ineffectively demonstrates knowledge of cultural influences on students, teachers, communication styles, techniques, and practices.
	Enter Notes			

D5: Provides a continuum of crisis intervention services.	Engages the learning community in strengthening crisis preparedness and response by organization, training, and information dissemination.	Collaborates in crisis planning, prevention, response, and recovery and/or collaborates in implementing/ evaluating programs.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not OR ineffectively demonstrates skills related to collaboration for crisis intervention along the continuum of services.
	Enter Notes			
Rubric Score: 0/0				

18 Domain E: Professional Learning, Responsibility, and Ethical

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
E-1. Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice and addresses areas of need on the evaluation.	Establishes continuous improvement strategy to identify and self-monitor areas for skill and professional growth based on performance outcomes.	Maintains a plan for continuous professional growth and skill development aligned with performance evaluation outcomes and personal/ professional goals.	Practice is emerging but requires supervision, support, and/ or training to be independently effective.	Does not develop a personal professional growth plan with goals related to performance evaluation outcomes OR shows ineffective effort in this practice / skill.
	Enter Notes			
E-2. Engages in targeted professional growth opportunities and reflective practices (e.g., PLC).	Facilitates professional learning communities' review of practices and response to feedback from supervisor and / or coworkers.	Participates in professional learning opportunities consistent with the professional growth plan and uses feedback from supervisor and / or colleagues for skill enhancement.	Practice is emerging but requires supervision, support, and / or training to be independently effective.	Does not participate in professional development opportunities OR demonstrates poor acceptance and / or use of constructive feedback to enhance skills.
	Enter Notes			
E-3. Implements knowledge and skills learned in professional development activities.	Integrates acquired knowledge and training into practice for professional community.	Integrates and applies acquired knowledge and training into professional practice.	Practice is emerging but requires supervision, support, and / or training to be independently effective.	Demonstrates little or no interest in altering practices and delivery of services to accommodate new knowledge and skills.
	Enter Notes			
E-4. Demonstrates effective record keeping and communication skills.	Supports record / date management system impact on practice and facilitates active listening among professional learning community members.	Demonstrates reliable record-keeping skills; demonstrates coherent, professional written / oral communication; adapts communication style and content to a variety of audiences; establishes rapport and is an active listener.	Practice is emerging but requires supervision, support, and / or training to be independently effective.	Does not OR ineffectively maintains reliable system of record keeping; fails to or poorly demonstrates active listening, written, and / or verbal communication skills.
	Enter Notes			
E-5. Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards.	Demonstrates a clear understanding of professional practice standards and ethics. Operationalizes standards in day -to-day practice as a model for professional community members.	Adheres to professional standards, ethics and practices; maintains accurate, timely, and confidential records; and complies with relevant laws, rules, guidelines, and policies at the national, state, and local levels.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not adhere to standards of professional practice, national and state laws, and/or local policy and procedures in the professional arena.
	Enter Notes			

School Counselors

Effective school counselors develop, implement, and evaluate programs that cultivate a school environment that promotes the academic success and well-being of all students, while using multiple means of communication to promote the academic success and well-being of all students.

Standard One: Professional, Legal, and Ethical Expectations

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
1a. Hold self accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081 FAC, and adhere to guidelines for student welfare pursuant to section 1001.42(8), FS, the rights of students and parents enumerated in section 1002.20 and 1014.04,FS, local school board and governing board policies.	1. Fully comply with and educate/support all stakeholders in adhering to state, district, and school policies, rules, procedures, state statutes, and the Florida Code of Ethics for Educators. 2. Comply with guidelines for student welfare and student and parental rights. 3.Models professional conduct while ensuring protection of student welfare and student and parental rights.	1. Fully comply with and educate/support all state, district, and school policies, rules, procedures, state statutes, and the Florida Code of Ethics for Educators. 2. Comply with guidelines for student welfare and student and parental rights.	1. Inconsistently complies with state, district, and school policies, rules, procedures, state statutes, and the Florida Code of Ethics for Educators. 2. Inconsistently complies with guidelines for student welfare and student and parental rights.	1. Does not comply with state, district, and school policy.
1b. Seeks opportunities for professional learning applicable to the role of a school counselor.	1. Implements newly acquired professional learning and shares with stakeholders to improve counseling practice.	1. Participates in and applies relevant professional learning.	1. Attends professional learning opportunities with limited application to practice.	1. Does not participate in relevant professional learning.
1c. Adhere to state and federal legal rights of students and parents or guardians with regard to student records per Rule 6A-1.0955, FAC	1. Consistently adheres to and informs stakeholders of the Family Educational Rights and Privacy Act (FERPA). 2. Maintains secure, highly organized, and compliant	1. Adheres to and informs stakeholders of the Family Educational Rights and Privacy Act (FERPA). 2. Maintains records in compliance with district and state policies.	1. Adheres to the Family Educational Rights and Privacy Act (FERPA) requires consultation and support. 2. Recordkeeping practices lack organization.	1. Inconsistent adherence to the Family Educational Rights and Privacy Act (FERPA). 2. Student records are insecure or inaccessible to authorized individuals, and

	records, ensuring personally identifiable(PII) is protected.			record-keeping practices are inappropriate.

Look fors:

- References or shares the Florida Code of Ethics or FERPA guidelines with staff or families.
- Maintains secure, organized student records.
- Participates in or leads professional learning communities (PLCs, attend training on Track, Teachers In Action).
- Displays or distributes materials on student rights or welfare.
- Demonstrates evidence of proactive communication (emails, newsletters, presentations, Parentsquare).
- Maintains documentation demonstrating compliance with professional, legal, and ethical standards (signed forms, training logs, audit reports, Guidance tab on skyward, Educlimber, TA system).
- Serves on and participates in district and/or school committees.
- Membership in and/or participation in School Counseling associations including ACSA and FSCA.
- Demonstrates compliance with all reporting requirements including (mandatory reporting, threat assessment, self-harm protocols).
- Exhibits professional conduct during meetings, crises, and interactions with stakeholders.
- Maintains appropriate professional boundaries with students, parents, and staff.
- Adheres to school board and district procedures (attendance, communication, documentation, crisis protocols).
- Collaborates with administrators when clarification of policy, procedure, or legal guidance is needed.
- Demonstrates student-centered advocacy while respecting parental rights defined in statute.
- Provides evidence of professional development related to counseling practice, such as certificates or agendas for ASCA, SEL, trauma-informed care, MTSS, or crisis response training.
- Participates in district-provided counselor meetings and trainings related to assessment updates, graduation requirements, and dual enrollment processes.
- Maintains timely and accurate student records, including schedule changes, grade-level placement updates, and 504/IEP documentation.
- Uses Skyward, EduClimber, and other district systems appropriately and in accordance with confidentiality and access guidelines.
- Communicates with families in a manner that reflects understanding of parent rights to information, access, and consent.

Standard Two: Data Driven Planning

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
2a. Gather, synthesize and apply data from a variety of sources to inform the School Counseling Program.	1. Consistently gathers, analyzes, and synthesizes data from a variety of sources to inform the School Counseling Program.	1. Gathers and synthesizes data from a variety of sources to inform the School Counseling Program.	1. Rarely gathers and synthesizes data from a variety of sources to inform the School Counseling Program.	1. Does not use data from a variety of sources to inform the School Counseling Program.
2b. Communicate data from a variety of sources to students and parents or guardians.	1. Proactively maintains effective communication using multiple methods and appropriate technology. **2.** Regularly communicates relevant data from multiple sources to students, parents/guardians, and stakeholders.	1. Communicates with students and parents/guardians using multiple methods, including documentation. 2. Shares data as needed.	1.Communication relies primarily on one method and is inconsistent. 2.Rarely communicates relevant data.	1. Does not communicate data to students, parents / guardians.
2c. Provide all students with opportunities for academic enrichment while offering targeted support to those identified as academically at risk.	1. Analyzes and utilizes data to foster ongoing collaboration with school stakeholders to ensure all students have opportunities for academic enrichment. 2. Engage in continuous consultation and collaboration with stakeholders to provide support to students identified as academically at-risk. 3. Assist in identifying and implementing evidence-based interventions and support for students academically at risk.	1 Analyze and apply data to ensure all students have opportunities for academic enrichment. 2. Collaborates and consults with stakeholders to provide support to students identified as academically at risk.	1. Practice is developing and would benefit from continued professional development to ensure all students have opportunities for academic enrichment. 2. Does not consistently consult and collaborate with stakeholders to provide support to students identified as academically at-risk.	1. Does not use data to provide students with opportunities for academic enrichment. 2. Does not consistently consult and collaborate with stakeholders to provide support to students identified as academically at-risk.

Look fors:

- Demonstrates evidence of data-informed interventions, including MTSS plans and progress monitoring.
- Communicates student progress data to students and families through multiple methods, such as emails, phone calls, ParentSquare, newsletters, and conferences.
- Maintains meeting notes or documentation reflecting collaboration with stakeholders based on data analysis.
- Develops and maintains at-risk student rosters using early warning indicators (e.g., attendance, behavior, course failures, GPA, credits earned, assessment data, retention history, acceleration status, and 504 documentation).
- Applies data to guide intentional, data-driven scheduling decisions, including ESE and 504 accommodations, behavioral supports, credit recovery placement, and OJT participation.
- Communicates identified student needs clearly and appropriately with relevant stakeholders.
- Participates in school-based leadership or problem-solving teams that analyze and apply data to support student success.
- Facilitates, documents, and reports Child Study Team meetings in accordance with district procedures.
- Manages 504 plans, including documentation, compliance, and ongoing monitoring.
- Supports gifted referral processes, including administration or coordination of KBIT or Naglieri assessments and referrals.
- Uses multiple data sources: including Skyward, EduClimber, FAST/EOC results, attendance reports, behavior referrals, and academic history, to identify and address student needs.
- Uses pre- and post-assessment data from classroom lessons or small-group counseling to refine and improve interventions.
- Identifies students requiring additional support through the use of early warning systems and indicators.
- Applies data findings directly to scheduling decisions, intervention planning, small-group development, and student referrals.
- Incorporates district and state data (e.g., Florida graduation requirements, CTE enrollment trends, assessment requirements) to inform and shape the school counseling program.
- Provides individualized academic updates to students and families, including credit checks, GPA, graduation progress, and assessment requirements.
- Uses Xello or similar platforms to share career interest survey results and pathway recommendations with students.
- Conducts parent nights or classroom lessons explaining academic requirements and expectations, including graduation requirements, promotion criteria, assessment scores, Bright Futures eligibility, GPA, academic skills, and executive functioning.
- Communicates with families regarding assessment performance, academic progress, and remediation or intervention needs.

- Maintains documentation of academic interventions, such as tutoring referrals, study-skills groups, credit recovery enrollment, check-in/check-out systems, and MTSS supports.

Standard Three: School Counseling Program and Services

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
3a. Apply evidence-based strategies that promote academic success, career readiness, resiliency education, civic and character education, and life skill education as defined in Rule 6A-1.094124, F.A.C.	1. Works collaboratively to consistently and proactively implement strategies that promote academic success, career readiness, resiliency education, civic and character education, and life skill education as defined in Rule 6A-1.094124, F.A.C.	1. Implements strategies that promote academic success, career readiness, resiliency education, civic and character education, and life skill education as defined in Rule 6A-1.094124, F.A.C.	1. Practice is emerging but requires supervision, support, and/or training to independently implement strategies that promote academic success, career readiness, resiliency education, civic and character education, and life skill education as defined in Rule 6A-1.094124, F.A.C.	1. Fails to demonstrate an understanding of how to implement strategies that promote academic success, career readiness, resiliency education, civic and character education, and life skill education as defined in Rule 6A-1.094124, F.A.C.
3b. Apply practices for identifying and closing gaps in student achievement.	1. Analyzes data consistently to identify and close gaps in student achievement utilizing various resources.	1. Uses data to identify and close gaps in student achievement.	1.Does not consistently use data to identify and close gaps in student achievement.	1.Does not use data to identify and close gaps in student achievement.
3c. Develop strategies that promote academic success, career readiness, resiliency education, civic and character education, and life skill education.	1. Strategies or instruction are consistently age and developmentally appropriate as outlined in 1001.42. (8)(c)3., FS. 2. Works collaboratively to facilitate and contribute to the development of plans to meet the requirements of state/district initiatives. 3. Strategies are developed using state, district, or	1. Strategies or instructions are age and developmentally appropriate as outlined in 1001.42. (8)(c)3., FS. 2. Supports and contributes to the implementation of state and district-mandated initiatives. 3. Strategies are developed using state, district, or school level data.	1. Strategies or instruction are somewhat age and developmentally appropriate. 2. Practice is developing but requires supervision, support, and/or training to be independently effective. 3. Accesses data but shows little application when developing school-based strategies.	1. Strategies or instruction are not age and developmentally appropriate. 2. Little to no evidence of strategies that promote academic success, career readiness, resiliency education, civic and character education, and life skill education.

	school- level data to intentionally align with school-level initiatives.			3. Does not consider data when developing school-based strategies.
3d. Provides response and support to students in a crisis.	1. Consistently provides verbal de-escalation strategies and techniques. 2. Consistently utilizes district policy and procedures in crisis using available resources. 1001.42(8), F.S 3. Proactively collaborates with family service providers, students, and parents/guardians.	1. Provides verbal de-escalation strategies and techniques. 2. Adheres to district and state policy/procedures in crisis. 1001.42(8), F.S. 3. Collaborates with family service providers, students, and parents/guardians, and other school staff.	1. Developing verbal de-escalation strategies and techniques. 2. Inconsistently applies district policy and procedures in crisis. 3. Inconsistently collaborates with family service providers, students, and parents/guardians, and other school staff.	1. Does not use verbal de-escalation strategies or techniques. 2. Does not comply with district policy and procedures in crisis. 3. Does not collaborate with family service providers, students, and parents/guardians, and other school staff.

Look fors:

- Plans and/or deliver activities promoting life skills, character education, resiliency, or career readiness.
- Maintains documentation of interventions and supports for students identified as at risk.
- Demonstrates implementation of gap-closing strategies, including tutoring referrals, mentoring programs, MTSS supports, and collaboration with social services. (e.g., tutoring referrals, mentoring, MTSS, social work).
- Maintains crisis response documentation, including protocols and logs of student support provided.
- Conducts and documents risk and threat assessments in accordance with district procedures.
- Uses an established system to routinely analyze academic, behavioral, attendance, and other relevant data.
- Maintains documentation of tiered interventions within approved data platforms (e.g., Skyward, EduClimber).
- Keeps records of group counseling sessions and classroom guidance lessons focused on conflict resolution and social-emotional skills.
- Utilizes career exploration and planning tools such as Xello to support student development.
- Coordinates and documents credit recovery placement, progress monitoring, and program management.
- Implements interventions addressing bullying and harassment.
- Collaborates with administrators to conduct and document bullying investigations.
- Plans, participates in, and promotes schoolwide initiatives such as Red Ribbon Week and Kindness Week.

- Integrates evidence-based and district-approved curricula (e.g., Second Step, Sanford Harmony) into classroom lessons, small groups, or schoolwide programs.
- Designs and/or co-leads schoolwide programming (career fairs, resilience lessons).
- Collaborates with MTSS teams, school social workers, and school psychologists to support student needs.
- Uses multiple data sources (academic, attendance, behavioral, and career interest data) to create intentional scheduling plans that support student success.

Standard Four: Consultation, Collaboration, and Coordination

Criteria	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
4a. Model and support respectful collaboration practices between school leaders, parents or guardians, district and school personnel and community partners.	1. Consistently initiates and sustains respectful collaboration with all stakeholders. 2. Proactively engages school leaders, families, and community partners in decision-making and program development.	1. Collaborates respectfully with all stakeholders. 2. Makes regular efforts to engage school leaders, families, and community partners in decision-making and program development.	1. Minimally collaborates with stakeholders. 2. Inconsistently engages with school leaders, families, and community partners in decision-making and program development.	1. Does not engage school leaders, families, and community partners in decision-making and program development.
4b. Demonstrates professionalism through visibility, accessibility, and collaboration with stakeholders.	1. Actively promotes a two-way partnership between school and home to support student expectations and academic performance. 2. Consistently and successfully connects to families and communities to address stakeholder's concerns. 3. Develops and utilizes effective communication tools, including documentation, to meet the needs of stakeholders	1. Frequently provides information about student expectations and academic performance between school and home. 2. Makes regular efforts to successfully connect with families, schools, and communities to stakeholders' concerns. 3. Uses multiple communication tools to provide visibility and accessibility.	1. Inconsistently provides information between school and home. 2. Partially addresses stakeholders' concerns. 3. Uses some communication tools to provide visibility and accessibility.	1. Does not provide information. 2. Does not respond to stakeholders' concerns or needs. 3. Uses few to no communication tools to provide visibility and accessibility.

	maintaining consistent visibility and accessibility.			
4c. Utilize policies and procedures to make appropriate community-based referrals.	1.Consistently utilizes policies and procedures to make appropriate community-based referrals and proactively follows-up with students and/or family.	1. Utilizes policies and procedures to make appropriate community-based referrals and follow-up with students.	1. Inconsistently utilizes policies and procedures to make appropriate community-based referrals and inconsistently follows-up with students.	1.Does not utilize policies and procedures to make appropriate community-based referrals or follow up with students or family.
4d. Apply effective methods and skills for coordinating with community partners in the implementation of a school counseling program.	1. Initiates and develops opportunities for community partners to support the school counseling program.	1. Regularly utilizes community partners to support the school counseling program.	1.Provides limited opportunities for community partner support.	1. Does not connect with community partners.
4e. Apply appropriate use of data and technology in supporting student learning and development.	1. Consistently uses technology to organize data to support student learning and development.	1. Uses data and technology to support student learning and development.	1. Minimally uses technology to support student learning and development.	1. Does not use technology to support student learning and development.

Look fors:

- Maintains meeting agendas or documentation demonstrating collaboration with community partners and families.
- Completes referral forms and maintains follow-up documentation for community-based services (e.g., People Helping People, McKinney-Vento, BayCare, Phoenix).
- Uses multiple communication tools to engage stakeholders, including ParentSquare, newsletters, emails, phone calls, and district social media.
- Provides evidence of stakeholder engagement in program planning through surveys, School Advisory Council (SAC) participation, meeting agendas, or sign-in sheets.
- Plans and delivers parent workshops focused on supporting student academic, social-emotional, and behavioral growth.
- Maintains communication logs documenting strategies shared with families to support students at home.
- Distributes newsletters and resources to families to promote awareness of school programs and student supports.
- Maintains documentation or meeting notes reflecting participation and advocacy in IEP, 504, MTSS, and parent-teacher conferences (PTC).
- Provides documentation of recommended accommodations and student supports.
- Maintains communication records with teachers and parents related to student needs and interventions.
- Completes and manages Student Services Intervention (SSI) paperwork in accordance with district procedures.

- Actively participates in schoolwide initiatives such as PBIS.
- Participates in schoolwide events such as Open House and Open Campus to engage families and stakeholders.
- Provides or facilitates professional development for staff on topics such as coping strategies, executive functioning skills, and college and career readiness.
- Leads or co-facilitates professional learning communities (PLCs) focused on student well-being and support systems.
- Demonstrates the use of respectful, strengths-based language in communication artifacts when engaging families, staff, and community partners.
- Evidence of accommodations or supports recommended.

Standard Five: Academic Advisement and Planning

5a. Implements and supports instruction for student success.	1. Consistently plans and implements approved skills and strategies by using a variety of resources. 1001.42.(8)(c), FS 2. Proactively communicates regarding the safety, mental health, and well-being of students.	1. Plans and supports approved skills and strategies in individual or group settings. 1001.42.(8)(c), FS 2. Communicates regarding the safety, mental health, and well-being of students.	1. Inconsistently applies approved skills and strategies in individual or group settings. 1001.42.(8)(c), FS 2. Limited communication regarding the safety, mental health, and well-being of students.	1. Does not apply approved skills and strategies in individual or group settings. 1001.42.(8)(c), FS 2. Provides little to no communication regarding the safety, mental health, and well-being of students.
5b. Assist all students with developing a path to effectively prepare for secondary and postsecondary educational and employment opportunities.	1. Ongoing collaboration with students, parents, or guardians to develop a path for secondary and postsecondary educational and employment opportunities.	1. Prepare students to develop a path for secondary and postsecondary educational and employment opportunities.	1. Practice is emerging but requires supervision, support, and/or training to effectively prepare students to develop a path for secondary and postsecondary educational and employment opportunities.	1. Fails to prepare students in developing a path for secondary and postsecondary educational and employment opportunities.
5c. Promote awareness of student progression, assessment requirements, appropriate educational placement, and high school graduation requirements.	1. Effectively understands and communicates student progression, assessment requirements, and appropriate educational placement for promotion and/or high school	1. Understands student progression, assessment requirements, and appropriate educational placement for promotion and/or high school graduation requirements.	1. Emerging understanding of student progression, assessment requirements, and appropriate educational placement for promotion and/or high school graduation requirements.	1 .Lack of understanding of student progression, assessment requirements, and appropriate educational placement for promotion and/or high school graduation requirements.

	graduation requirements to all stakeholders.			

Look fors:

- Maintains student academic plans or graduation checklists, including Bright Futures evaluations.
- Plans and documents parent nights, advisement sessions, and outreach activities, including flyers and sign-in sheets.
- Maintains communication logs documenting discussions with students and families regarding academic progress, placement, or pathway decisions.
- Plans, coordinates, or supports career and college planning events, such as workshops, fairs, or informational sessions.
- Ensures students are scheduled into appropriate courses aligned to academic performance, remediation needs, course prerequisites, and graduation pathways.
- Creates and manages elementary class placements based on data, student needs, and district guidelines.
- Conducts ESSA-required communications or outreach, as applicable.
- Evaluates student transcripts to determine accurate credit status, graduation progress, and eligibility for academic pathways.
- Coordinates and supports postsecondary transition events, including college fairs, college visits, Dual Enrollment/AP nights, and district transition initiatives.
- Provides essential student-related information while consistently upholding FERPA confidentiality standards.
- Proctors required assessments in accordance with testing protocols.
- Supports completion of Common Application requirements and senior clearance processes.
- Manages and submits accommodation requests for ACT, SAT, and CLT assessments.
- Conducts routine credit checks to monitor student progress toward graduation.

- Supports documentation related to valedictorian and salutatorian determinations.
- Maintains documentation of participation in MTSS meetings and academic intervention planning.
- Develops and maintains individualized student academic and career plans (e.g., Xello outputs, credit checks, course requests, future planning forms).
- Documents academic and career advising sessions with students and families related to college, career, vocational, and military pathways.
- Provides guidance and support for students completing postsecondary planning requirements, including: FAFSA, College applications, Scholarship applications, Bright Futures submissions, Credit recovery referrals.
- Provides students and families with accurate information about available acceleration options, including Dual Enrollment, Advanced Placement (AP), Honors, and CTE pathways.

Standard Six: Career Development and Postsecondary Planning

6a. Utilize resources and data to provide counseling services that promote college and career readiness and career success (includes financial resources for high school students).	1. Consistently integrates a wide range of local, state, and national resources into counseling services. 2. Uses comprehensive data analysis to design targeted interventions that significantly improve college and career readiness. 3. Proactively engages families and community partners to expand access to financial literacy and postsecondary planning. 4. Demonstrates leadership in training staff and mentoring peers on best practices in college/career advising.	1. Uses available resources and data to support college and career readiness. 2. Provides students with accurate and timely information on financial aid, scholarships, and career pathways. 3. Collaborates with families and community partners to ensure students have access to relevant planning tools and advising, and financial literacy.	1. Rarely uses resources and data inconsistently or superficially in college and career counseling. 2. Financial literacy and postsecondary planning are addressed but lack depth or personalization. 3. Limited collaboration with families and community partners.	1. Does not use resources or data to guide college and career counseling. 2. Fails to provide students with essential financial aid for career planning information. 3. Counseling is inaccurate or inaccessible to students.
6b. Apply counseling services to address financial or educational challenges experienced by students.	1. Proactively and consistently applies counseling services to address financial and/or educational challenges experienced by students.	1. Applies counseling services to address financial and/or educational challenges experienced by students.	1. Occasionally applies counseling services to address financial and/or educational challenges experienced by students.	1. Does not apply counseling services to address financial or educational challenges experienced by students.
6c. Apply strategies and activities that address students' college and career readiness across developmental levels, including decision-making approaches for students in various stages of career development.	1. Proactively utilizes and promotes resources, to include formal and informal inventories and data driven methods to promote college and career readiness. 2. Utilizes school data to develop and coordinate initiatives to address career readiness needs of all students.	1. Utilizes and promotes a variety of resources to support college and career readiness. 2. Collaboration with stakeholders to support career development across all grade levels.	1. Inconsistently utilizes resources to support college and career readiness. 2. Minimal collaborations with stakeholders to support career development across all grade levels.	1. Little evidence to demonstrate the utilization of resources to support college and career readiness. 2. Does not collaborate with stakeholders to support career development across all grade levels.

	3. Develops an approach to sharing personalized information related to career and educational opportunities.			

Look fors:

- Plans, coordinates, or supports FAFSA workshops, ACT/SAT fee waiver distribution, scholarship information sessions, and college visits.
- Demonstrates evidence of students completing career inventories or interest surveys and maintaining individualized career portfolios or plans within Xello.
- Collaborates with Career and Technical Education (CTE) programs and workforce or industry partners to support student career readiness.
- Maintains student career portfolios showcasing individual strengths, interests, and goals, including documentation related to ESE transition meetings or vocational rehabilitation planning.
- Develops and distributes flyers, agendas, or promotional materials for college and career exploration events.
- Facilitates or refers students in grades K–5 for weekly food support, holiday assistance, and community-based resources.
- Facilitates or refers students in grades 6–8 for weekly food support, holiday assistance, and community-based resources.
- Facilitates or refers students in grades 9–12 for weekly food support, holiday assistance, community-based resources, FAFSA completion, and scholarship opportunities.
- Maintains student academic plans or graduation checklists to support progression and postsecondary readiness.
- Maintains documentation of advising meetings and postsecondary planning resources shared with students and families.
- Prepares and submits counselor letters of recommendation in support of student applications for postsecondary education, scholarships, and specialized programs.
- Manages dual enrollment processes, including eligibility determination, scheduling, documentation, and clear communication with students and families.
- Delivers or supports presentations or workshops on Bright Futures eligibility, dual enrollment tuition coverage, financial aid processes, and application deadlines.
- Coordinates on-campus and/or off campus college admissions events, instant-decision days, recruiter visits, and related postsecondary engagement activities.

- Maintains documentation of individualized support provided to students experiencing barriers such as homelessness (McKinney-Vento referrals), food insecurity, transportation challenges, mental health concerns, or lack of technology or school supplies.
- Collaborates with case managers, school social workers, and student services personnel to address student financial, academic, and social-emotional needs.
- Participates in ESE transition IEP meetings to address postsecondary, financial, and service-based needs.
- Provides evidence of long-term academic and postsecondary planning conversations that may include: four-year plans, graduation pathways, technical school options, and military opportunities.
- Plans, coordinates, or supports college and career events and maintains participation documentation, including student sign-in sheets for planning sessions.

Appendix D – Student Performance Measures

In Appendix D, the district shall provide the list of assessments and the performance standards that will apply to the assessment results to be used for calculating the performance of students assigned to instructional personnel. The following table is provided for convenience; other ways of displaying information are acceptable.

Student Performance Measures		
Teaching Assignment	**Assessment(s)**	**Performance Standard(s)**
Pre-Kindergarten (PK)	IEP mastery	Points for Mastery, NI
Kindergarten (K)	District Selected PM	T3 compared to TI calculation
First Grade (1)	District Selected PM	T3 compared to TI calculation
Second Grade (2)	District Selected PM	T3 compared to TI calculation
Third Grade (3)	New State PM	T3 compared to TI calculation
Fourth Grade (4)	New State PM	T3 compared to TI calculation
Fifth Grade (5)	New State PM	T3 compared to TI calculation
Other (K-5) (including non-classroom instructional personnel)	Varies	School wide SOM or teacher created tests- district passing score
English/Language Arts, Reading Courses (6-8)	New State PM	T3 compared to TI calculation
Math Courses (6-8)	New State PM	T3 compared to TI calculation
Science Courses (8)	NGSSS	Scores two to five 1, Score of one 0
Other (6-8) (including non-classroom instructional personnel)	Site created test, principal approved for standards	District passing score of 60 + 1
English 1	New State PM	T3 compared to TI calculation
English 2	New State PM	T3 compared to TI calculation
English 3	District Created	District passing score of 60 + 1
English 4	District Created	District passing score of 60 + 1
AP English Comp	AP test EOC	Scores three to seven 1, below 0 Scores two to five 1, Score of one 0
Algebra 1 (Honors); Algebra 1B	Site created test, principal approved for standards	District passing score of 60 + 1
Pre-AICE Mathematics 1	EOC	Scores two to five 1, Score of one 0
IB Middle Years Algebra 1 Honors	Geometry EOC	Scores two to five 1, Score of one 0
Geometry (Honors)	Geometry EOC	Scores two to five 1, Score of one 0
IB Middle Years Geometry Honors	Site created test, principal approved for standards	District passing score of 60 + 1
Pre-AICE Mathematics 2	New State PM	T3 compared to TI calculation
Student Performance Measures (Continued)		

Teaching Assignment	Assessment(s)	Performance Standard(s)
Biology 1 (Honors); Biology Technology; Biology 1 Pre-IB; Integrated Science 3 (Honors)	Biology EOC	Scores two to five 1, Score of one 0
Pre-AICE Biology	Biology EOC	Scores two to five 1, Score of one 0
IB Middle Years Biology Honors	Biology EOC	Scores two to five 1, Score of one 0
Civics	Civics EOC	Scores two to five 1, Score of one 0
U.S. History	US History EOC	Scores two to five 1, Score of one 0
ROTC	Site created test; principal approved for standards	District passing score of 60 + 1 Below 60 0
Other (9-12) (including non-classroom instructional personnel)	Varies	See Tables
District Non-Classroom Instructional Personnel	Varies	See Tables

Special Fields Table

Special Fields or Classroom	Position	Students	Measure 1	Value	Measure 2	Value	Measure 3	Value	Measure 4	Value	Notes
Special Fields	Assistive Tech Inst Spec	Assigned Students - Survey 2-3, Match if Possible	Observed Practice	65%	Mastery of identified IEP communication goals specific to AAC device or tool (Mastery of IEP Goal = 1, Needs Improvement on IEP Goal = .5)	35%					Mastery = 1, Needs Improvement =0.5
Special Fields	Behavior Analyst	Assigned Students - Survey 2-3, Match if Possible	Observed Practice	65%	Mastery of IEP goals related to behavior (Mastery of IEP Goal = 1, Needs Improvement on IEP Goal = .5)	35%					Mastery = 1, Needs Improvement = 0.5
Special Fields	Behavioral Specialist	Assigned Students - Survey 2-3, Match if Possible	Observed Practice	65%	Mastery of IEP goals related to behavior (Mastery of IEP Goal = 1, Needs Improvement on IEP Goal = .5)	35%					Mastery = 1, Needs Improvement = 0.5
Special Fields	Career Specialist - CTE	Assigned Schools	Observed Practice	65%	Percentage of eligible CTE students in registered career themed courses assessed using IC exams	35%					
Special Fields	Coor Of IB Diploma Prgm	IB Students	Observed Practice	65%	Percentage of eligible IB students assessed	20%*	Professional Development as documented in ERO or by Time and Effort Log with Sign-in Sheet where each offering is 2 pts for a max of 20 points.	*15%	Applicable student outcome measurement for classes taught by Coor of IB Diploma Program	**OR** 35%	
Special Fields	Elementary Assistant	School-wide	Observed Practice	65%	School SOM	35%					
Special Fields	Employment Specialist - ESE	Assigned Students - Survey 2-3, Match if Possible	Observed Practice	65%	Mastery of IEP goals related to post-school outcomes (Mastery of IEP Goal =1 Needs Improvement on IEP Goal = .5)	35%					Mastery = 1, Needs Improvement = 0.5
Classroom - Special Circumstances	Endeavor/Discovery Academy Electives	Assigned Students	Observed Practice	65%	District Developed/Selected Assessment	15%		20% For End.	Endeavor Program Completion Measurement 50-100% = 4, 20-49% = 3, 10-19% = 2, and 0-9% = 1. Student must be present 50 days to be included in calculation.	20% For Dis.	Discovery Program Grade Promotion Measurement 70-100% = 4, 40-69% = 3, 20-39% = 2, and 0-19% = 1.
Classroom - Special Circumstances	Endeavor/Discovery Academy Math	Assigned Students	Observed Practice	65%	VAM Math	15%		20% For End.	Endeavor Program Completion Measurement 50-100% = 4, 20-49% = 3, 10-19% = 2, and 0-9% = 1. Student must be present 50 days to be included in calculation.	20% For Dis.	Discovery Program Grade Promotion Measurement 70-100% = 4, 40-69% = 3, 20-39% = 2, and 0-19% = 1.

Special Fields or Classroom	Position	Students	Measure 1	Value	Measure 2	Value	Measure 3	Value	Measure 4	Value	Notes
Classroom - Special Circumstances	Endeavor/Discovery Academy Reading	Assigned Students	Observed Practice	65%	VAM Reading	15%		20% For End.	Endeavor Program Completion Measurement 50-100% = 4, 20-49% = 3, 10-19% = 2, and 0-9% = 1. Student must be present 50 days to be included in calculation.	20% For Dis.	Discovery Program Grade Promotion Measurement 70-100% = 4, 40-69% = 3, 20-39% = 2, and 0-19% = 1.
Classroom - Special Circumstances	Endeavor/Discovery Academy Science	Assigned Students	Observed Practice	65%	District Developed/Selected Assessment or State EOC Where Available	15%		20% For End.	Endeavor Program Completion Measurement 50-100% = 4, 20-49% = 3, 10-19% = 2, and 0-9% = 1. Student must be present 50 days to be included in calculation.	20% For Dis.	Discovery Program Grade Promotion Measurement 70-100% = 4, 40-69% = 3, 20-39% = 2, and 0-19% = 1.
Classroom - Special Circumstances	Endeavor/Discovery Academy Social Studies	Assigned Students	Observed Practice	65%	District Developed/Selected Assessment or State EOC Where Available	**15%**		20% For End.	Endeavor Program Completion Measurement 50-100% = 4, 20-49% = 3, 10-19% = 2, and 0-9% = 1. Student must be present 50 days to be included in calculation.	20% For Dis.	Discovery Program Grade Promotion Measurement 70-100% = 4, 40-69% = 3, 20-39% = 2, and 0-19% = 1.
Special Fields	ESE Instructional Specialist	Assigned Schools	Observed Practice	65%	Percentage of eligible students participating in FSAA	35%					This position is responsible for training staff to deliver Florida Standards Alternate Assessment and ensuring fidelity of test administration protocols
Special Fields	ESOL Coach	Assigned Schools	Observed Practice	65%	Combination of ESOL Lead TCHR scores	20%	Percentage of Edivate ESOL courses completed by registrants	15%			
Special Fields	ESOL/Lead Tchr	Assigned Schools	Observed Practice	65%	Percentage of students demonstrating growth on district or state assessment	35%					
Special Fields	Inst. Cert. School Couns. K-5	School Wide	Observed Practice	65%	Prepare and present to students, staff and/or families Bullying Prevention trainings as documented by sign-in sheets and attested by principal.	15%	Direct service to students as documented by log provided to Certified School Counselor by HR and approved by school administrator. Limit of 400 students for case load calculation. 75% success rate = 20 points. 50-74% = 10 points. Less than 50% contact rate = no points.	20%			
Special Fields	Inst. Cert. School Couns. K-8	Assigned Students	Observed Practice	65%	Prepare and present to students, staff and/or families Bullying Prevention trainings as documented by sign-in sheets and attested by principal.	15%	Direct service to students as documented by log provided to Certified School Counselor by HR and approved by school administrator. Limit of 400 students for case load calculation. 75% success rate = 20 points. 50-74% = 10 points. Less than 50% contact rate = no points.	20%			

Special Fields or Classroom	Position	Students	Measure 1	Value	Measure 2	Value	Measure 3	Value	Measure 4	Value	Notes
Special Fields	Inst. Cert. School Couns. 6-8	School Wide	Observed Practice	65%	Prepare and present to students, staff and/or families Bullying Prevention trainings as documented by sign-in sheets and attested by principal.	15%	Direct service to students as documented by log provided to Certified School Counselor by HR and approved by school administrator. Limit of 400 students for case load calculation. 75% success rate = 20 points. 50-74% = 10 points. Less than 50% contact rate = no points.	20%			
Special Fields	Inst. Cert. School Couns. 9-12	School Wide	Observed Practice	65%	Prepare and present to students, staff and/or families College and Career Readiness and Graduation Requirements trainings. as documented by sign in sheets and attested by principal.	15%	Direct service to students as documented by log provided to Certified School Counselor by HR and approved by school administrator. Limit of 400 students for case load calculation. 75% success rate = 20 points. 50-74% = 10 points. Less than 50% contact rate = no points.	20%			
Special Fields	Inst. Media Spc. 6-8	Assigned Students	Observed Practice	65%	Reading VAM	35%					
Special Fields	Inst. Media Spc. 9-12	Assigned Students	Observed Practice	65%	Reading VAM	35%					
Special Fields	Inst. Media Spc. K-5	Assigned Students	Observed Practice	65%	Reading VAM	35%					
Special Fields	Inst. Media Spc. K-8	Assigned Students	Observed Practice	65%	Reading VAM	35%					
Special Fields	Instructional Practice Coach - Elementary Generalist	Assigned Schools	Observed Practice	65%	Math VAM	10%	Reading VAM	10%	Professional Development as documented in ERO or by Coach Time and Effort Log with Sign-in Sheet-1.5 point per PD for a maximum of 30 points.	15%	
Special Fields	Instructional Practice Coach - Math	Assigned Schools	Observed Practice	65%	Math VAM	20%	Professional Development as documented in ERO or by Coach Time and Effort Log with Sign-in Sheet-1.5 point per PD for a maximum of 30 points.	15%			
Special Fields	Instructional Practice Coach - Science	Assigned Schools	Observed Practice	65%	Percent Proficient on Science FCAT (1 point for levels 3-5 and .5 for level 2)	20%		15%			
Special Fields	Instructional Practice Coach - Writing	Assigned Schools	Observed Practice	65%	Percent Proficient on Writing FSA (1 point for passing, 0 points for not passing)	20%	Professional Development as documented in ERO or by Coach Time and Effort Log with Sign-in Sheet-1.5 point per PD for a maximum of 30 points.	15%			

Special Fields or Classroom	Position	Students	Measure 1	Value	Measure 2	Value	Measure 3	Value	Measure 4	Value	Notes
Special Fields	Instructional Practice Coach - Reading	Assigned Schools	Observed Practice	65%	Reading VAM	20%	Professional Development as documented in ERO or by Coach Time and Effort Log with Sign-in Sheet-1.5 point per PD for a maximum of 30 points.	15%			
Special Fields	Instructional Tech Specialist	District	Observed Practice	65%	Reading and Math VAM	10%	Professional Development as documented in ERO or by Time and Effort Log with Sign-in Sheet where each offering is 2 pts for a max of 20 points.	25%			
Special Fields	Occupational Therapist	Assigned Students	Observed Practice	65%	Mastery of independent functioning goals relevent to OT Services (Mastery of IEP Goal = 1, Needs Improvement on IEP Goal = .5)	35%					
Special Fields	Occupational Therapist Asst.	Assigned Students	Observed Practice	65%	Mastery of independent functioning goals relevent to OT Services (Mastery of IEP Goal = 1, Needs Improvement on IEP Goal = .5)	35%					
Special Fields	Physical Therapist	Assigned Students	Observed Practice	65%	Mastery of independent functioning goals relevent to PT Services (Mastery of IEP Goal = 1, Needs Improvement on IEP Goal = .5)	35%					
Special Fields	Physical Therapist Asst. Licen.	Assigned Students	Observed Practice	65%	Mastery of independent functioning goals relevent to PT Services (Mastery of IEP Goal = 1, Needs Improvement on IEP Goal = .5)	35%					
Special Fields	Program / Staffing Spec.	Assigned Students	Observed Practice	65%	Percentage of annual IEP meetings convened and new IEP completed	35%					
Special Fields	Reading Coach 6-8	Assigned Schools	Observed Practice	65%	Reading VAM	20%	Professional Development as documented in ERO or by Coach Time and Effort Log with Sign-in Sheet-1.5 point per PD for a maximum of 30 points.	15%			Reading Coaches work with all teachers at their assigned schools. For every training a coach has provided and can document, they will receive 2 points. They must provide at least 15 trainings to be awarded 30%. A full day of PLCs at one school on one topic equals only one training or 2 points. However, training on one topic at three different schools would equal 6 points. Coaches who supervise the practucum for the Reading Endorsement and NGCAR-PD will receive 2 points per participant.

Special Fields or Classroom	Position	Students	Measure 1	Value	Measure 2	Value	Measure 3	Value	Measure 4	Value	Notes
Special Fields	Reading Coach 9-12	Assigned Schools	Observed Practice	65%	Reading VAM	20%	Professional Development as documented in ERO or by Coach Time and Effort Log with Sign-in Sheet-1.5 point per PD for a maximum of 30 points.	15%			Reading Coaches work with all teachers at their assigned schools. For every training a coach has provided and can document, they will receive 2 points. They must provide at least 15 trainings to be awarded 30%. A full day of PLCs at one school on one topic equals only one training or 2 points. However, training on one topic at three different schools would equal 6 points. Coaches who supervise the practucum for the Reading Endorsement and NGCAR-PD will receive 2 points per participant.
Special Fields	Reading Coach K-5	Assigned Schools	Observed Practice	65%	Reading VAM	20%	Professional Development as documented in ERO or by Coach Time and Effort Log with Sign-in Sheet-1.5 point per PD for a maximum of 30 points.	15%			Reading Coaches work with all teachers at their assigned schools. For every training a coach has provided and can document, they will receive 2 points. They must provide at least 15 trainings to be awarded 30%. A full day of PLCs at one school on one topic equals only one training or 2 points. However, training on one topic at three different schools would equal 6 points. Coaches who supervise the practucum for the Reading Endorsement and NGCAR-PD will receive 2 points per participant.
Special Fields	School Psychologist	Assigned Schools	Observed Practice	65%	Gifted evaluations completed within 90 school days in which the student is in attendance from the date the school psychologist received the referral: 80-100% of gifted evaluations completed within time frame = 10 points, 60-79% of gifted evaluations completeed within time frame = 5 points, 0-59% of gifted evaluations completed within time frame = 0 points.	17.50%	Initial referrals for ESE evaluations completed within 60 school days in which the student is in attendance from the date the school psychologist received the referral: 80-100% of initial referral evaluations completed within time frame = 10 points, 60-79% of initial referral evaluations completed within time frame = 5 points, 0-59% of initial referral evaluations completed within time frame = 0 points.	17.50%			
Special Fields	School Social Worker - Homeless	District	Observed Practice	65%	Professional Development as documented in ERO or by Time and Effort Log with Sign-in Sheet	20%	Two documented follow-ups per referral	15%			
Special Fields	School Social Worker - Single School	Assigned Students	Observed Practice	65%	Prepare and present to students, staff and/or families Bullying Prevention trainings. as documented by sign in sheets and attested by principal.	15%	Direct service to students as documented by log provided to Certified School Counselor by HR and approved by school administrator. Limit of 400 students for case load calculation. 75% success rate = 20 points, 50-74% = 10 points, less than 50% contact rate = no points.	15%			

Special Fields or Classroom	Position	Students	Measure 1	Value	Measure 2	Value	Measure 3	Value	Measure 4	Value	Notes
Special Fields	School Social Worker - Multi-School	Assigned Schools	Observed Practice	65%	Initial Comprehensive Clinical Histories Completed within 60 school days: 0-59% = no points, 60-79% = 10 points, 80-100% = 15 points.	15%	Completion of Truancy Case Staffing after school referral: 0-59% completed = no points, 60-79% completed = 10 points, 80-100% completed = 15 points.	15%			
Special Fields	School Social Worker - Teen Parenting	Assigned Schools	Observed Practice	65%	Drop-out Prevention of program participants: 0-59% = no points, 60-79% = 5 points, 80-100% = 10 points.	10%	If no students are assigned, Direct Service Delivery as documented by log and verified by program director. Monthly contact with 75% of assinged students = 20 points, monthly contact with 50-74% of program students = 10 points.	15%			
Special Fields	Science Resource - Not Title I	Assigned Students	Observed Practice	65%	State Science Assessment or District Developed / Selected EOC if there is no state science assessment for students served.	35%					
Special Fields	Speech / Lang Pathologist K- 12	Assigned Students	Observed Practice	65%	Mastery of independent functioning goals relevent to Speech and Language Services (Mastery of IEP Goal = 1, Needs Improvement on IEP Goal = .5)	35%					
Special Fields	Speech / Lang Pathologist K- 12 (PreK)	School Wide	Observed Practice	65%	Percentage of students assessed within mandatory time frame	17.50%	Percentage of students referred from Dept. of Health Early Steps Part C evaluated and referred for staffing by third birthday.	17.50%			
Classroom	Tch Voc Multi Media Design Tec	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr 1 - Elem Basic	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr 2 - Elem Basic	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr 3 - Elem Basic	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr 4 - Elem Basic	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr 5 - Elem Basic	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Special Fields	Tchr K-5 Assessment	Assigned Schools	Observed Practice	65%	Percentage of eligible students assessed on state-wide assessments (FCAT / FSA / FSAA)	15%	Professional Development as documented in ERO or by Time and Effort Log with Sign-in Sheet where each offering is 2 pts for a max of 20 points.	20%			
Special Fields	Tchr K-8 Assessment	Assigned Schools	Observed Practice	65%	Percentage of eligible students assessed on state-wide assessments (FCAT / FSA/ FSAA)	15%	Professional Development as documented in ERO or by Time and Effort Log with Sign-in Sheet where each offering is 2pts for a maximum of 20 points.	20%			

Special Fields or Classroom	Position	Students	Measure 1	Value	Measure 2	Value	Measure 3	Value	Measure 4	Value	Notes
Special Fields	Tchr 6-8 Assessment	Assigned Schools	Observed Practice	65%	Percentage of eligible students assessed on state-wide assessments (FCAT / FSA/ FSAA)	15%	Professional Development as documented in ERO or by Time and Effort Log with Sign-in Sheet where each offering is 2pts for a maximum of 20 points.	20%			
Special Fields	Tchr 9-12 Assessment	Assigned Schools	Observed Practice	65%	Percentage of eligible students assessed on state-wide assessments (FCAT / FSA/ FSAA)	15%	Professional Development as documented in ERO or by Time and Effort Log with Sign-in Sheet where each offering is 2pts for a maximum of 20 points.	20%			
Classroom	Tchr Art 6-8	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Art 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Art K-5	Assigned Students	Observed Practice	65%	School wide VAM	35%					
Classroom	Tchr Computer Ed 6-8	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Construction Technologies	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Cosmetology	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Critical Thinking MS	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Culinary Arts	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Special Fields	Tchr D/O Prev 9-12	Assigned Students	Observed Practice	65%	VAM, State EOC or District Developed / Selected if no state assessment for students served.	35%					
Classroom	Tchr Dance	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Drama 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Drama K-5	Assigned Students	Observed Practice	65%	School Wide VAM	35%					
Special Fields	Tchr Emotional / Behavioral Dis.	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Engineering & Manufacture	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr e-School 6-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr e-School Foreign Lang 6-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr e-School K-6	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr e-School Lang Arts 6-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					

Special Fields or Classroom	Position	Students	Measure 1	Value	Measure 2	Value	Measure 3	Value	Measure 4	Value	Notes
Classroom	Tchr e-School Math 6-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr e-School Science 6-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%	If Reading and Math are taught - 25% for each subject				
Classroom	Tchr e-School Social St. 6-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%	If Reading and Math are taught - 25% for each subject				
Special Fields	Tchr ESE Co-Teach	Assigned Students	Observed Practice	65%	VAM for subject taught	35%					Minimum student numbers no longer apply
Special Fields	Tchr ESE Inclusion	Assigned Students	Observed Practice	65%	VAM for subject taught	35%					If only one subject is taught, only that VAM is used and percentage is increased to 50%. If students are grades K-2, percent proficient of district developed assessment (EOC) is used. If students are grade 3, percent proficient on FCAT is used with levels 3-5 counting 1 and level 2 counting .5.
Special Fields	Tchr ESE Pre-K	4 year olds	Observed Practice	65%	Mastery of IEP goals related to behavior (Mastery of IEP Goal = 1, Needs Improvement on IEP Goal = .5) Mastery of goals for school-based VAM for subject(s) taught or school-wide VAM if no assigned students.	35%					
Special Fields	Tchr ESE Resource	Assigned Students	Observed Practice	65%	VAM for subject(s) taught or School wide VAM if no assigned students.	35%					
Classroom	Tchr ESOL 6-8	Assigned Students	Observed Practice	65%	See Assessment Table, Calculation Structured on Actual Assignment	35%					
Classroom	Tchr ESOL 9-12	Assigned Students	Observed Practice	65%	WIDA Access Score Growth, Spreadsheet by Teacher, Grad req also counts, only students with both scores are counted.	35%					
Classroom	Tchr Exploratory Wheel MS	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Forgn Lang 6-8	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Forgn Lang 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Gifted PK-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Global Writing Lab Elem	Assigned Students	Observed Practice	65%	School-wide VAM	35%					
Classroom	Tchr Graphic Design	Assigned Students	Observed Practice	65%	See Assessment Table	35%					

Special Fields or Classroom	Position	Students	Measure 1	Value	Measure 2	Value	Measure 3	Value	Measure 4	Value	Notes
Special Fields	Tchr Hearing Impaired PK-12	Assigned Students	Observed Practice	65%	Mastery of IEP goals related to hearing (Mastery of IEP Goal =1, Needs Improvement on IEP Goal = .5)	35%					
Special Fields	Tchr Hospital Homebound	Assigned Students	Observed Practice	65%	Assigned students - VAM where available. For FSAA students maintaining achievement levels 4 and above, increasing a level, or achieving an increase of 5 raw points within levels 1-3 below or above FCAT assessed grades - mastery of IEP goals for reading and math.	35%					
Special Fields	Tchr In-Schl Susp 9-12	School- wide	Observed Practice	65%	School-wide VAM or Assigned Students - See Assessment Table	35.00%					
Special Fields	Tchr Intellectual Disabilities	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr K-Elem Basic	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Lang Arts 6-8	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Lang Arts 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Law Enforcement Inst	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Life Management 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Math 6-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Math 6-8	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Math 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Math K-5	Assigned Students	Observed Practice	65%	School Wide VAM	35%					
Special Fields	Tchr Math Resource K-5	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Special Fields	Tchr Micro SOC Coor Elem	School-wide	Observed Practice	65%	Professional Development as documented in ERO or by Coach Time and Effort Log with Sign-in Sheet-1.5 point per PD for a maximum of 25 points.	25%	School-wide VAM	10%			

Special Fields or Classroom	Position	Students	Measure 1	Value	Measure 2	Value	Measure 3	Value	Measure 4	Value	Notes
Classroom	Tchr Music 6-8	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Music 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Music K-5 Elem	Assigned Students	Observed Practice	65%	School Wide VAM	35%					
Special Fields	Tchr on Admin Assignment	School Wide	Observed Practice	65%	Reading and Math VAM	10%	Reduction in instructional days lost due to ISS or OSS placement of students (as measured by reduction in total student days in ISS and OSS (combined) over prior year)	10%	Professional Development as documented in ERO or by Time and Effort Log with Sign-in Sheet-1 point per PD for a maximum of 15 points.	15%	
Special Fields	Tchr on Assignment of Prof Dev		Observed Practice	65%	Professional Development Initiatives at Schools- 1.0 pt. per event for a maximum of 35	35%					
No Eval	Tchr on Spec Assignment HCTA										
Classroom	Tchr PE 6-8	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr PE 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr PE K-5	Assigned Students	Observed Practice	65%	School wide VAM	35%					
Classroom	Tchr PE K-8	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Special Fields	Tchr Profoundly Hand PK-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Reading 6-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Reading 6-8	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Reading 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Special Fields	Tchr Reading Resource 6-8	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Special Fields	Tchr Reading Resource K-5	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Reading / Lang Arts 6-8	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Remediation K-5	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Robotics	Assigned Students	Observed Practice	65%	See Assessment Table	35%					

Special Fields or Classroom	Position	Students	Measure 1	Value	Measure 2	Value	Measure 3	Value	Measure 4	Value	Notes
Classroom	Tchr ROTC / Mil T6E Trng 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr ROTC / Mil Trng 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Science 6-8	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Science 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Science K-5	Assigned Students	Observed Practice	65%	NGSSS Proficiency	35%					
Classroom	Tchr Soc Studies 6-8	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Soc Studies 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Soc Studies 6-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Special Fields	Tchr Spec. Assign - Springs Coast Environmental	Assigned Students	Observed Practice	65%	Percentage of students at mastery on post test for	35%					
Classroom	Tchr STEM	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Tech Ed 6-8	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Tech Ed 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Tech Ed K-5	Assigned Students	Observed Practice	65%	School Wide VAM	35%					
Classroom	Tchr Teen Parenting	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Special Fields	Tchr Title I Math Coach 6-8	Assigned Schools	Observed Practice	65%	Math VAM	15%	Professional Development as documented in ERO or by Coach Time and Effort Log with sign-in sheet - 1 point per PD for a maximum of 20 points.				VAM will be assigned students or school wide based on students assigned on TERMS and verified during Roster Verification. For split loads calculations will be proportional to teaching assignments and schedule.
Special Fields	Tchr Title I Match Coach K-5	Assigned Schools	Observed Practice	65%	Math VAM	15%	Professional Development as documented in ERO or by Coach Time and Effort Log with sign-in sheet - 1 point per PD for a maximum of 20 points.				See note above.
Special Fields	Tchr Title I Match Res 6-8	Assigned Students	Observed Practice	65%	Math VAM	35%					See note above.
Special Fields	Tchr Title I Match Res K-5	Assigned Students	Observed Practice	65%	Math VAM	35%					See note above.
Special Fields	Tchr Title I Reading Res 6-8	Assigned Students	Observed Practice	65%	Reading VAM	35%					See note above.
Special Fields	Tchr Title I Reading Res K-5	Assigned Students	Observed Practice	65%	Reading VAM	35%					See note above.
Special Fields	Tchr Title I Resource	Assigned Students	Observed Practice	65%	Reading VAM	35%					See note above.
Special Fields	Tchr Title I Sci Resource 6-8	Assigned Students	Observed Practice	65%	Percent Proficient on Science FCAT (1 point for levels 2-5 and 0 for level 1)	35%					See note above.

Special Fields or Classroom	Position	Students	Measure 1	Value	Measure 2	Value	Measure 3	Value	Measure 4	Value	Notes
Special Fields	Tchr Title I Science Resource	Assigned Students	Observed Practice	65%	Percent Proficient on Science FCAT (1 point for levels 2-5 and 0 for level 1)	35%					See note above.
Special Fields	Tchr Train Mntl Hand PK-12	Assigned Students	Observed Practice	65%	See Business Rules and Assessment Table	35%					
Classroom	Tchr Transitional	Assigned Students	Observed Practice	65%	Reading VAM	17.50%	Math VAM	17.50%			If only one subject is taught, only that VAM is used and percentage is increased to 50%. If students are grades K-2, percent proficient on district developed assessment (EOC) is used. If Grade 3 - percent proficient on FSA is used with levels 2-5 counting 1 and level 1 counting 0. If teacher has subjects other than reading or math, the assessment designated for that course is used.
Special Fields	Tchr Varying Excep PK-12	Assigned Students	Observed Practice	65%	See Business Rules and Assessment Table	35%					
Special Fields	Tchr Visually Impaired PK-12	Assigned Students	Observed Practice	65%	Mastery of IEP goals (Mastery of IEP goal = 1, Needs Improvement on IEP goal = .5)	35%					
Classroom	Tchr Voc Agri Bus 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Voc Auto Mechanics 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Voc Bus Ed 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Voc Electrical Tech	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Voc Fam/Consumer Sci 6-8	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Voc Family Consumer 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Voc Graphics 6-8	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Voc Hlth Occ 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Voc Ind Arts/Tech 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Voc Market Educ 9-12	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Voc Small Engines	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Classroom	Tchr Voc TV Production	Assigned Students	Observed Practice	65%	See Assessment Table	35%					
Special Fields	Tchr Writing Resource K-5	Assigned Students	Observed Practice	65%		35%					

Special Fields or Classroom	Position	Students	Measure 1	Value	Measure 2	Value	Measure 3	Value	Measure 4	Value	Notes
Special Fields	Teacher Support Specialist for Recruitment and Retention	District	Observed Practice	65%	Recruitment Initiatives - 3 points per event as documented in Time and Effort Log or TDL Travel Documentation	15%	Retention of New Teachers Initiatives - 2 points per event as documented in Time and Effort Log	20%			
Special Fields	TSA Title I 6-8 Facilitator	Assigned Schools	Observed Practice	65%	Percentage of Title I Compacts attempted to be signed	20%	Percentage of Title I budget spent or encumbered by June 30th	15%			
Special Fields	TSA Title I K-5 Facilitator	Assigned Schools	Observed Practice	65%	Percentage of Title I Compacts attempted to be signed	20%	Percentage of Title I budget spent or encumbered by June 30th	15%			
Special Fields	TSA Title I K8 Facilitator	Assigned Schools	Observed Practice	65%	Percentage of Title I Compacts attempted to be signed	20%	Percentage of Title I budget spent or encumbered by June 30th	15%			
Special Fields	Writing Coach 9-12	Assigned Schools	Observed Practice	65%	Percent Proficient on Writing Assessment (1 point for levels 3.5 - 6 and .5 for level 3)	35%	Percentage of Title I budget spent or encumbered by June 30th	15%			
Special Fields	Grade Spans beyond K-12 such as PreK 3 yrs old and FAPE 22 and any ESE not covered under other rules.	Assigned Students	Observed Practice	65%	Mastery of independent functioning goals relevant to services (mastery of IEP goal = 1, needs improvement on IEP goal = .5)	35%					

Conversion chart for special fields depending on the breakdown of components to make-up the 35% of the student growth measure:

%	35	30	25	20	17.5	15	10	5
HE	35	30	25	20	17.5	15	10	5
E	30.1	25.8	21.5	17.2	15.05	12.9	8.6	4.3
NI/D	19.25	16.5	13.75	11	9.625	8.25	5.5	2.75
U	8.4	7.2	6	4.8	4.2	3.6	2.4	1.2

For example: 30% at HE (30 points) + 5% (5 points) or 30% at U (7.2 points) + 5% (1.2 points)

Appendix E – Summative Evaluation Forms

In Appendix E, the district shall include the summative evaluation form(s) to be used for instructional personnel.

Hernando County School District Instructional Personnel
INSTRUCTIONAL ANNUAL EVALUATION FORM for School Year

Summative Evaluation Form

Employee ID _____ Employee's Name _____ Work Site _____

TOTALS **Observed Practices (65%)** = _____ points awarded for Observed Practices

Year 1= _ Year 2= _ Year 3= ___ 3 Year Aggregate = _____ rubric value(s)

Student Growth (35%) (corresponding to 3 YR Agg.) = _____ points awarded for Student Growth section

TOTAL SCORE (add points above): _____

0–24 = Unsatisfactory **25–55** = Needs Improvement/Developing **56–86** = Effective **87–100** = Highly Effective

Employee has performed at the following level during this school year: _____

The summative rating is based on aggregating data from Observed Instructional Practices, the teacher's Individual Professional Development Plan and Student Growth as measured by FLDOE's approved multi-measure of student outcome data, which may include the Value-Added Model (VAM) data.

The following ratings were used:
Highly Effective - level of performance that shows that the teacher has mastered all of the underlying concepts of the component, and the classroom functions as a community of learners with students assuming responsibility for their learning.
Effective – level of performance that shows that the teacher has thorough knowledge of the concepts underlying the component. Students are engaged in learning. This level of performance represents successful, professional and effective teaching.
Needs Improvement/Developing - level of performance that shows that the teacher understands the concepts underlying the component and attempts to implement the elements, however, the implementation is sporadic, intermittent, or otherwise not entirely successful. (Instructional personnel in the first three years of teaching who receive needs improvement are considered to be at the Developing level)
Unsatisfactory – level of performance that shows that the teacher does not understand the concepts underlying the component. This level represents teaching that requires intervention.

Signature of **Employee**** _____ Date _____

Signature of **Evaluator** _____ Date _____

Signature of **Principal** (if different from evaluator) _____ Date _____

****My signature does not imply agreement but does acknowledge that I have read and received this document. I understand that I may submit a written statement (rebuttal) to the Human Resources Department in response to this evaluation** Comments (optional):_____

_____

_____

Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name: No Financial Impact

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

B. Item Currently Not Budgeted -**

Funding Source

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Amount $

Funding Source

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Amount $

C. History

Check one:
Prior Year Budget: ○
New for Current Year: ○

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****

Hernando School District

School Board Regular Meeting

Agenda Item # 5. 26-3850 6/23/2026

Title and Board Action Requested
Enter a Final Order Expelling the Student in Case No. E2026-05-03 for one (1) year with educational services.

Executive Summary
The Director of Student Services, on behalf of the Superintendent of Schools, hereby requests the Board expel one student from Endeavor and Discovery Academies for one (1) year with educational services for committing Level III violations of the Student Code of Conduct.

My Contact
Jill Kolasa, Director
Student Services
(352) 797-7008

2023-28 Strategic Focus Area
Priority 3: Safe and Healthy Learning Environment

Financial Impact
The cost of this agenda item is $ 0. See attached budget sheet.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name: No Financial Impact

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

B. Item Currently Not Budgeted -**

Funding Source

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Amount $

Funding Source

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Amount $

C. History

Check one:
Prior Year Budget: ○
New for Current Year: ○

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****

Hernando School District

School Board Regular Meeting

Agenda Item # 6. 26-3894 6/23/2026

Title and Board Action Requested
Citizen Input on agenda items (Green Form)

Executive Summary
Please see the attached form if you wish to make a presentation before the School Board for matters that pertain to an item for this meeting.

My Contact
Ray Pinder
Superintendent of Schools

2023-28 Strategic Focus Area
Priority 3: Community Connection

Financial Impact
There is no financial impact

AGENDA ITEM COMMENT FORM FOR SPEAKERS

Failure to complete this form or to sign below will prevent the Citizen Input form from being presented to the Board Chair.

LEGAL NAME/**PRINTED**: _____

LEGAL ADDRESS: _____

PHONE: (_____) _____

Identify agenda item to be addressed:

Ex.) Agenda item #: 10

Agenda item #: _____

Agenda item #: _____

Guidelines:

Limited agenda time and the need to conduct meetings in an orderly fashion require that you adhere to the following Citizen's Input guidelines:

- The speaker will adhere to a three (3) minute time limit per speaker.
- Time may not be yielded to other speakers.
- The Chairperson has the authority to limit discussion if the subject is outside of the authority of the School Board Members regarding an issue that is repetitive or is addressing a legally confidential issue.
- Materials or documents you wish to share with the School Board must be attached to this form.
- The Chairperson may deny all forms submitted after the School Board Meeting is called to order.
- The HCSD Code of Civility will be in effect at all times (see other side).
- The Board typically does not respond to remarks or questions made during Citizen Comments.

My signature is confirmation that I have read, understand, and agree to abide by all guidelines and HCSD Code of Civility:

Signature of speaker: _____

Chairperson's Approval of form: _____

FOR OFFICE USE ONLY:

Date Received: _____

Time Received: _____

Hernando County School Board
CODE OF CIVILITY

The education of our children depends on the ability of the community, parents and staff to share responsibilities, meaningful communication and welcomed participation. Civility reflects the ability of each person to affirm the collective worth of being respectful.

With that, all persons attending or speaking at a school board meeting shall:

- Listen carefully and respectfully
- Not use any offensive gestures, language or profanity
- Not use any threatening words or actions
- Not display any disruptive behaviors, temper or insulting/demeaning words
- Treat others as they would like to be treated
- Never bully, harass or abuse others

*Any lack of civility by any person will result in that person being directed by the Superintendent, or Chairperson, to leave the premises. Failure to follow a directive will result in law enforcement assistance.

Note: The Board typically does not respond to remarks or questions made during citizen input. While no immediate action will be taken by the Board, the Superintendent may follow up the inquiries/comments by directing staff to intervene.

Hernando School District

School Board Regular Meeting

Agenda Item # 7. 26-3878 6/23/2026

Title and Board Action Requested
Approval of the Personnel Recommendations

Executive Summary
The Director of Human Resources, on behalf of the Superintendent of Schools, hereby requests the Board approve the Personnel Recommendations as attached.

My Contact
Alexis Brown
Director of Human Resources
352-797-7070 Ext. 70445
brown_a1@hcsb.k12.fl.us

2023-28 Strategic Focus Area
Priority 2: Talent Management

Financial Impact
See attached budget sheet.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

I. CONSENT AGENDA

A. Approval of Personnel Recommendation

1. Instructional Leaves

First Name	Last Name	Position	Site	From	Through
Jennifer	Speakman	Teacher	NCTHS	05/04/26	06/02/26

Extension of Previously Approved Leave

First Name	Last Name	Position	Site	From	Through
Paula	George	Teacher	SES	05/18/26	5/29/2026

Intermittent Leave

First Name	Last Name	Position	Site	From	Through
Wendy	Corr	Certified School Counselor	CHS	04/29/26	06/02/26

2. Instructional Separations

First Name	Last Name	Position	Site	Date	Type
Mohammad	Abuhmaid	Teacher	DSPMS	06/01/26	Probationary Release
Lynn	Arroyo	Teacher	FWSHS	06/02/26	Resignation
Daelen	Baker	Teacher	WWK8	06/01/26	Probationary Release
Jake	Cabbage	Teacher	MES	06/01/26	Probationary Release
Krystal	Castro	Teacher	CHS	06/02/26	Resignation
Alyssa	Colman	Teacher	WWK8	06/01/26	Probationary Release
Adanise	Cruz-Tavarez	Teacher	NCTHS	06/02/26	Resignation
Marianne	Domico	Reading Coach	CHS	06/02/26	Resignation
Deonne	Fry	Teacher	DSPMS	06/02/26	Resignation
Cassidy	Green	Teacher	EK8	06/02/26	Resignation
Heather	Helmer	Teacher	JDFES	06/01/26	Probationary Release
Corey	Hickey	Teacher	WWHS	06/01/26	Probationary Release
Cynthia	Knowles	Certified School Counselor	WWHS	06/01/26	Probationary Release
Gail	McNulty	Teacher	MES	06/01/26	Probationary Release
Brenda	Morris	Teacher	WES	06/02/26	Retirement
Melody	Raddish	Teacher	CES	06/02/26	Retirement
Angel	Rotach	Teacher	WWHS	06/02/26	Resignation
Shandi	Schulzki-Finck	Teacher	DSPMS	06/01/26	Probationary Release
Kristin	Taylor	Speech/Language Pathologist	ESE	06/02/26	Resignation
Nicholas	Vollmer	Teacher	HHS	06/01/26	Probationary Release
Edward	White	Teacher	DSPMS	06/01/26	Probationary Release
Chasity	Willman	Teacher	WWK8	06/01/26	Probationary Release
Christopher	Yatsuk	Teacher	WWHS	06/01/26	Probationary Release

3. Approve reappointments and related employment actions as listed on the attachment and authorize Superintendent to execute employment contracts for Instructional Personnel

4. Administrative Leaves

Return from Leave Early

First Name	Last Name	Position	Site	Return Date
Daniel	O'Rourke	Assistant Principal	EK8	06/04/26

5. Approve reappoinments and related employment actions as listed on the attachment and authorize Superintendent to execute employment contracts for Administrative Personnel

6. Non-instructional and Professional/Technical/Supervisory Leaves

First Name	Last Name	Position	Site	From	Through

Dania	Gonzalez	Environmental Services Technician I	EK8	04/16/26	5/1/2026
Mario	Vina	Environmental Services Technician III	SHES	05/22/26	06/30/26

Extension of Previously Approved Leave

First Name	Last Name	Position	Site	From	Through
Rebecca	Horning	Bus Operator	Transportation	05/26/26	05/29/26

7. Non-instructional and Professional/Technical/Supervisory Appointments

First Name	Last Name	Position	Site	Date
Gabrielle	Kiss	Bus Operator	Transportation	05/26/26
Eric	Pease	Environmental Services Technician I	CHS	05/28/26

8. Non-instructional and Professional/Technical/Supervisory Transfers

First Name	Last Name	From	To	Date
Maria	Perez Mier	Environmental Services Technician I, CHS	Environmental Services Technician I, CK8	06/01/26

9. Non-instructional and Professional/Technical/Supervisory Separations

First Name	Last Name	Position	Site	Date	Type
Sarylou	Colon Aviles	Food/Nutrition Services Associate	Food/Nutrition	05/29/26	Resignation
Donald	Bowman	Food/Nutrition Services Associate	Food/Nutrition	05/29/26	Resignation
Joanne	Bromfield	Secretary II	WHMS	06/30/26	Resignation
Tiffany	Brown	Food/Nutrition Services Assistant Specialist	SES	05/29/26	Resignation
Christian	Burgos	Paraprofessional II	JDFES	03/24/26	Resignation
Lori	Dobrinin	Food/Nutrition Services Associate	Food/Nutrition	05/29/26	Retirement
Jerry	Ingle	School Health Professional	SES	05/28/26	Resignation
Mileidi	Noda Porras	Environmental Services Technician I	NCTHS	05/22/26	Resignation
Barbara	Olivencia Torruellas	Environmental Services Technician I	PGES	05/15/26	Resignation
Heather	Pebler	Paraprofessional	HHS	05/29/26	Resignation
Mark	Rogers	Carpenter II	Maintenance	05/29/26	Resignation
Kody	Taylor	Athletic Trainer	NCTHS	06/25/26	Resignation
Wendolyn	Toppa	School Health Professional	FCMS	05/29/26	Resignation

10. Approve reappointments and related employment actions as listed on the attachment and authorize Superintendent to execute employment contracts for Noninstructional Personnel

11. Approve reappointments and related employment actions as listed on the attachment and authorize Superintendent to execute employment contracts for Professional/Technical/Supervisory Personnel

12. Approve reappointments and related employment actions as listed on the attachment and authorize Superintendent to execute employment contracts for Confidential Personnel

13. Other
Additional Duty, and/or Additional Days/Hours

Name	Position - Site	Activity	Date	Total Hrs	Funding
Amanda Andres	Food/Nutrition Assistant Specialist, Food/Nutrition	Summer Paint Crew	06/08/26	256	Summer Maintenance
Ana Blaha	Teacher, SES	Summer Facilitated Lesson Planning	06/03/26	18	Title I
Debbie Cancel	Bus Operator, Transportation	College Summer Camp	06/15/26	90	Esser
Aimee Crisp	Teacher, Academic Services	Development of PL for AI, Wayground, Canvas - LMS	06/15/26	40	Title IV
Amber Jandro	Teacher, PMS	ESE Compensatory Services	04/28/26	4.75	General Fund
Courtney Judd	School Social Worker, NCTHS	Additional Summer Hours	06/03/26	77.5	Millage
Donna Kuhn	Food/Nutrition Associate, Food/Nutrition	Summer Paint Crew	06/08/26	256	Summer Maintenance
Mark Lunn	Teacher, FCMS	Youth Mental Health First Aid Training	03/23/26	6.5	Youth Mental Health

Denise Manning	Teacher, EK8	Summer Facilitated Lesson Planning	06/08/26	8	Title I
Mariam Obeid	Food/Nutrition Associate, Food/Nutrition	Summer Paint Crew	06/08/26	256	Summer Maintenance
Lysandra Rae	Certified School Counselor, WHMS	Additional Summer Hours	06/03/26	155	Millage
Charlene Ragan	Food/Nutrition Associate, Food/Nutrition	Summer Paint Crew	06/08/26	256	Summer Maintenance
Kell,yann Torres	Certified School Counselor, DSPMS	Additional Summer Hours	06/03/26	78	Title I
Patrick Soccorso	Environmental Services Technician I, FCMS	Youth Mental Health First Aid Training	03/23/26	6.5	Youth Mental Health
Kelsey Winsey	Teacher, SES	Summer Facilitated Lesson Planning	06/03/26	18	Title I
Adriana Yager	Paraprofessional, WHMS	CPR and First Aid Training	06/03/26	6	Title IV

Approve Para(s), Youth Mental Health First Aid Training (Student Services) - 03/23/2026 - 6.5 Total Hrs. (Grant - Youth Mental Health)

First Name	Last Name
Nancy	Atha
Kristen	Kachiroubas
Heather	Lillie
Jennifer	McRae
Elijah	Stotz

Approve Attendant(s), Summer Paint Crew (Maintenance) - 06/08/2026 - 256 Total Hrs. (Summer Maintenance)

First Name	Last Name
Susan	Bonner
Samuel	Nunes
Alejandro	Rubert-O'Reilly
Charles	Shortt
Penny	Turner

Approve Operator(s), Summer Paint Crew (Maintenance) - 06/08/2026 - 256 Total Hrs. (Summer Maintenance)

First Name	Last Name
Johnny	Bonner Jr
Misty	Bratcher
Michelle	Holtzlander
Kimberly	Howe
John	Kuhn
Marcia	Vicente

Approve Counselor(s), Additional Summer Hours (Student Services) - 06/03/2026 - 77.5 Total Hrs. (Millage)

First Name	Last Name
Julio	Cruz
Tania	Kelly
Ana	Ridenour
Kelly	Smith
Natalie	Tarr

Approve Teacher(s), CTE Summer Camps (Academic Services) - 06/03/2026 - 120 Max Total Hrs. (Title IV)

First Name	Last Name
Christina	Blair
Angelina	Haripersad
Kristi	Jernigan
Quynh	Mai
Charlotte	Norford
Robert	Rasmussen

Paula	Sanders

Approve Teacher(s), Summer Facilitated Lesson Planning (EK8) - 06/22/2026 - 28 Max Total Hrs. (Title I)

First Name	Last Name
Natalie	Aviolla
Yadianys	Garcia
Karen	Hray
Denise	Manning
Lisa	McIntyre
Heather	Zielinski

Approve Teacher(s), Summer Facilitated Lesson Planning (EK8) - 06/03/2026 - 14 Total Hrs. (Title I)

First Name	Last Name
Rebecca	Atkinson
Natalie	Aviolla
Aaron	Blazsek
Dawn	Burrows
Jennifer	Campbell
Sara	Currier
Nataleigh	Darrah
Kelly	Erickson
Tiffany	Foti
Tanya	Garcia
Nicole	Hagler
Karen	Hray
Natalie	Humesky
Amy	Hunter
Beth	Huntley
Jessica	Jackson
Kelly	Kamin
Denise	Manning
Jennifer	McDowell
Lisa	McIntyre
Brandon	Nuby
Julia	Rivera
Jillian	Roman
Kesha	Russell
Philip	Scire
Bethany	Seitz
Kaitlin	Toler
Sara	Toxen
Jeanette	Wadsworth
Heather	Zielinski

Approve Teacher(s), Summer Facilitated Lesson Planning (JDFES) - 06/05/2026 - 15.5 Total Hrs. (Title I)

First Name	Last Name
Kara	Anderson
Jennifer	Arthur
Amy	Barrett
Allison	Bender
Dana	Blazsek
Michelle	Chamberlin
Victoria	Concepcion
Arlene	Cotto
Stacey	Donohue
Tonya	Evans
Amanda	Flux
Sarah	Freeman
Caroline	Fulton
Amanda	Hay
Dawn	Hurst
Deborah	Jones
Renee	Kellett
Jennifer	Kristof
Cynthia	Marrero
Karen	Meyvis

Doreen	Mylrea
Yvette	Novomestky
Kathleen	Pritchard
Wendi	Rode
Allyson	Truman
Jessica	Vitale
Elissa	White
Margaret	White
Joanne	Yarin

Approve Specialist(s), Summer Duties (Adult Education - WSTC) - 06/03/2026 - 76 Max Total Hrs. (Adult Education)

First Name	Last Name
Aisha	Bligen
Miriam	Gomez
Doris	Sotomayor-Tejada

Approve Teacher(s), Summer Duties (Adult Education - WSTC) - 06/03/2026 - 76 Max Total Hrs. (Adult Education)

First Name	Last Name
Regina	Cooper
Traci	Galioto
Cheryl	Hitchcock
Nancy	McCarthy
Laura	Hill
Barbarita	Hinton
Roseann	Barile

Approve Teacher(s), Summer Facilitated Lesson Planning (DES) - 06/15/2026 - 6 Total Hrs. (Title I)

First Name	Last Name
Susan	Amazan-Valera
Heather	Baeza
Raymond	Benckert
Cassandra	Benitez
Lynda	Brand
Amanda	Darmanin
Julie	Dibble
Loriann	Di Benedetto
Garrett	Donaghy
Marcia	Falkinburg
Cathy	Fonseca
Dianela	Gonzalez
Vanessa	Grauer
Tiffany	Gray
Kimberly	Hanna
Michael	Helfand
Heidi	Hill
Stacie	Hill
Renee	Koulouris
Alicia	Mack
Sophia	Makohon-Pidhorodeckyi
Cerina	McCaffery
Jerry	McCaffery
Mariann	Montesani
Charlotte	Norford
Brenda	Piazza
Erin	Pintye
Jessica	Price
Dana	Reidinger
Julianne	Robledo
Miranda	Schildbach
Barbara	Stanton

Adult Education Part Time Teacher(s) for 2025-2026 Year

First Name	Last Name
Dheron	Barnes
Quynh	Mai
Dawn	Staub

Approve In-District Trainers

First Name	Last Name
Aimee	Crisp
Tina	Deets
Vanessa	Hurd
Leslie	Salinas
Deirdre	Longo
Kathleen	Dilorenzo-Francis
Nadia	Helton King

14. Drop Program Participant(s)

First Name	Last Name	Position	Site	Date
Kathryn	Puccio	Teacher	BES	09/01/26
Christine	Wilkerson	Teacher	CES	07/01/26

15. The Superintendent recommends the termination of Crystal Robin Crawford, Teacher at the Pine Grove Elementary School, effective end of day June 2, 2026

16. Supplements - see attached list(s)

Running Total (Per Attached List) 2025-2026 School Year

$	2,948,244.74	Instructional
$	134,860.82	Noninstructional
$	3,083,105.56	Sub-Total
$	705,414.55	Benefits (22.88%)
$	3,788,520.11	Total

SITE: ACADEMIC SERVICES

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
PS	DEETS	TINA	03183	X
PS	HARTWELL	STACEY	08701	X
PS	HURD	VANESSA	11549	X
PS	JEPPESEN	CONSTANCE	04403	X
PS	KUPCIK	DUSTIN	11251	X
PS	LOPEZ	LINDA	01659	X
PS	PARADIS	CHERYL	07261	X
PS	RICKARD-BARNES	KRISTAL	08944	X
PS	RITTENBERRY	MICHELE	02183	X
PS	WARRELL	DEBBYE	09811	X
PS	WILKERSON	MELISSA	10501	X
AC	AUGHTMAN	ERIN	14128	X
AC	BARON	CYNTHIA	18202	X
AC	BLAIR	CHRISTINA	16879	X
AC	CRISP	AIMEE	14753	X
AC	GUERIN	LISA	13776	X
AC	HELTON KING	NADIA	14488	X
AC	JOHNSON	ANDREW	14080	X
AC	KIMBROUGH	KARI	10083	X
AC	WELTER	VONTISHA	18444	X
Printing of my name below constitutes my official signature for electronic purposes.				
Gina Michalicka				5/5/2026
Printed name of Principal/Site Administrator				Date

SITE: BES

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
PS	ADAMS	TERESA	11824	X
PS	BAMMERT	ELAINE	02517	X
PS	CAPEL	SANDY	12880	X
PS	COOK	MELINDA	07692	X
PS	CRISCI	APRIL	11769	X
PS	GIBSON	PATRICIA	12025	X
PS	HALL	SHERRI	06878	X
PS	HUBER	BRADFORD	11853	X
PS	JUSTICE	MANDA	11997	X
PS	LONG	LAURA	07683	X
PS	LOVELOCK	NANCY	10411	X
PS	MASSEY	CATHERINE	02185	X
PS	MCLAIN	TERRY	11948	X
PS	MOBLEY	ERICA	11910	X
PS	MOUSEL	JENNIFER	06012	X
PS	TRINQUE	HAYLEY	11755	X
PS	WATSON	MICHELE	06338	X
PS	WILSON	CYNTHIA	12311	X
PS	ZAJAC	LOVE	07781	X
AC	BROWN	THERESA	16258	X
AC	BROWNELL	ARLENE	16207	X
AC	CUNNINGHAM-RUD	AMANDA	17771	X
AC	DERAMUS	SHELBY	16884	X
AC	DRAKE	SIMONE	15661	X
AC	FELL	JODI	16465	X
AC	FETROW	MICHELLE	12699	X
AC	HELM	RACHEL	17219	X
AC	HOLAKOWSKI	PAULINE	19007	X
AC	JERNIGAN	KRISTI	11435	X
AC	JOHNSON	BRITTANY	15714	X
AC	LANCASTER	JENNA	14522	X

SITE: BES

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
AC	LOLLIE	JEANNETTE	11270	X
AC	METZGER	LAURA	19102	X
AC	NEBLOCK	TAYLOR	18411	X
AC	PALKA	DANA	16440	X
AC	PATTON	AMY	11900	X
AC	PUCCIO	KATHRYN	15665	X
AC	RIVERA-SANTIAGO	GLORYMER	19502	X
AC	SCHULER	BRITTANY	13873	X
AC	SPEARS	CAITLIN	15956	X
AC	TUPINAMBA	MARGARET	14562	X
AC	YOUNG	JACQUELINE	15284	X
AC	YOUNG	TONI	16086	X
PB	BAILEY	ALICIA	14247	X
PB	TIMBERLAKE	KATELYN	13595	X
Printing of my name below constitutes my official signature for electronic purposes.				
	Richard J. Inmon			
Printed name of Principal/Site Administrator				

SITE: CES

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
PS	AWTREY	ELISABETH	09922	X
PS	BOWERS	RHONDA	05728	X
PS	BURZUMATO	DEBRA	03119	X
PS	DARBY	NATALIE	11552	X
PS	ENGLE	MELANIE	05887	X
PS	FLAHERTY	JENNIFER	08472	X
PS	GRIFFITH	KIM	02174	X
PS	HONEY-BAROUDI	REBECCA	03436	X
PS	KENT	LAURA	06429	X
PS	KOENIG	DEBORAH	10782	X
PS	KRAFT	IRMARIE	11123	X
PS	KRAUS	NANCY	06114	X
PS	LAWSON	JENNIFER	11989	X
PS	LICHTENWALTER	DIANA	05454	X
PS	MCAULEY	KIMBERLY	03404	X
PS	MCCALL	MICHELLE	05584	X
PS	MCCANE	DONNA	04402	X
PS	MCGRATH	SUZANE	05023	X
PS	OLSZEWSKI	NOELLE	09508	X
PS	PICCINICH	VICTORIA	08648	X
PS	ROSENZWEIG	JENNIFER	10491	X
PS	TYREE	ERIC	10729	X
PS	VANCLEAVE	LISA	08850	X
PS	VIOLA	SUSAN	02114	X
PS	WARE	JODY	01075	X
PS	WILKERSON	CHRISTINE	12004	X
PS	ZACK	AMY	01104	X
AC	CHURCHILL	SAMANTHA	13998	X
AC	COMO	KAREN	12335	X
AC	CORBETT	GEORGETTE	17353	X
AC	DILLY	MELANIE	17090	X

SITE: CES

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
AC	DURR	GHISLAINE	11053	X
AC	ESPOSITO	ANGELA	02157	X
AC	HABER	ERIN	15268	X
AC	HOLMLUND	CHANTEL	14369	X
AC	HYDE	CRYSTAL	12154	X
AC	KAZMIER	ROBERT	13525	X
AC	LYNCH	CHRISTINE	14805	X
AC	MILANO	KATIE	12898	X
AC	MILLS	KELLIE	17551	X
AC	MOLINA	DEANNA	15013	X
AC	MORITO	KAILEE	17708	X
AC	ORLANDO	LARISSA	17605	X
AC	PREWITT	AMANDA	14876	X
AC	RUSSELL III	ROBERT	16579	X
AC	SCOTT	PAIGE	18832	X
AC	SKIDMORE	SARA	15992	X
AC	TAYLOR	MARYCLAIRE	19431	X
AC	THOMASULO	MARIE	17578	X
AC	WILLIAMS	KATHLEEN	13489	X
PB	WANDERSEE	DAVID	19718	X

Printing of my name below constitutes my official signature for electronic purposes.

NICHOLAS	PAGANO			5/6/2026
Printed name of Principal/Site Administrator				Date

SITE: CHS

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
PS	ABBENE	DON	03961	X
PS	BERGER	ROBERT	09063	X
PS	BROOKS	BETHANN	08179	X
PS	DODSON	JENNIFER	10666	X
PS	GRESSICK	PENELOPE	03811	X
PS	HILL	JOHN	09863	X
PS	KEISTER	SAMANTHA	02892	X
PS	NESTOR	JOSEPH	03904	X
PS	ROJO	PABLO	03400	X
PS	SIERRA-DIAZ	NELSIDA	11345	X
PS	WILLMAN	CHAD	11532	X
PS	WILSON	REBECCA	11526	X
AC	ACOSTA RODRIGUEZ	MARLENE	19453	X
AC	AKURUGU	KWABENA	18940	X
AC	ALDRICH	ERIC	14763	X
AC	AMADU	YENUKWA	18321	X
AC	BECKER	HOLLY	15237	X
AC	BENSON	KRISTINA	18182	X
AC	BIALICK	MATTHEW	18863	X
AC	BORRA	NAGALAKSHMI	18304	X
AC	BROOKS	KRISTOPHER	14585	X
AC	BRUNNER	MATTHEW	14826	X
AC	CALLAHAN	MEGHAN	01318	X
AC	CANFIELD	STACIE	16789	X
AC	COLAMARCO	FRANCO	18800	X
AC	CORR	WENDY	14172	X
AC	CRUZ	CHRISTIAN	16510	X
AC	D'ANGELO	JEFFREY	13602	X
AC	DEVAKUMAR	BRAGHADHA	19010	X
AC	DUNHAM	KELLY	15015	X
AC	FERMIN	JENNA	18943	X

SITE: CHS

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
AC	GEBHARDT	MARIA	13863	X
AC	GOURNARIS	CARRIE	16842	X
AC	GRATEREAUX	KELSA	19092	X
AC	GREENWOOD	PATRICIA	12135	X
AC	HAZEN	TAMMY	14239	X
AC	KENNEDY	KATHLEEN	17600	X
AC	KERN	PAUL	15572	X
AC	KINGDOM	RACHEL	15834	X
AC	KNECHT	KEITH	18892	X
AC	KOLAR	DIANE	01564	X
AC	JUDGE	WILLIAM	19445	X
AC	LANGWORTHY	DANA	14047	X
AC	LAWYER	RACHEL	12682	X
AC	LEONARD	ZACHARY	18547	X
AC	MANG	KRISTIN	18754	X
AC	MASSEY	JANET	16301	X
AC	MAYHILL	MICHELLE	14722	X
AC	MCLEOD	ALICEN	19117	X
AC	MELCHOR	EMIL	18842	X
AC	MELENDEZ VARGAS	VICTOR	17604	X
AC	MINNEAR	KELLY	18939	X
AC	MULLER	TREVOR	18233	X
AC	NIAZ	SEEMA	18323	X
AC	NOWELL	MEGAN	18335	X
AC	PENALVERT	RICARDO	17583	X
AC	PLUMADORE	TIMOTHY	13500	X
AC	PUSATERI	JAMES	17179	X
AC	RESTO	JENNIFER	14367	X
AC	RULISON	JAMES	19425	X
AC	SALTZBERG	JARED	19517	X
AC	SANTIAGO	MICHAEL	17174	X

SITE: CHS

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
AC	SKINNER	COURTNEY	19365	X
AC	SORRENTINO	ALBERT	13455	X
AC	SOUZA	JONATHAN	17848	X
AC	STEVENSON	MICHAEL	19120	X
AC	STRAT	JESSICA	15505	X
AC	SUMMERS	KYLLE	19419	X
AC	THOMAS	DUSTIN	16404	X
AC	TORRENTE	KIMBERLY	18836	X
AC	TORRES	BONNIE	16089	X
AC	TREIDER	SHEILA	15739	X
AC	WATERMAN	COREY	15041	X
AC	WHITMAN	JASON	15115	X
AC	WORDEN	KIM	05975	X
PB	CASANOVA	TAMMY	19744	X
PB	DECLARO	MARIE CLARISSE	19698	X
PB	RICH	VALERIA	19709	X
PB	VANN	SAMANTHA	19754	X
Printing of my name below constitutes my official signature for electronic purposes.				
Kelly Slusser				
Printed name of Principal/Site Administrator				4/28/2026
				Date

SITE: CK8

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
PS	AUDETTE	LOUIS	08339	X
PS	BARRETT	DAVID	09049	X
PS	CALHOUN	KATHERINE	02019	X
PS	CARLO	LAUREN	12245	X
PS	CORNILLOW	CAROLINE	04373	X
PS	CRIST-PLUMMER	MICHELE	08345	X
PS	D'ALESSANDRO	MELISSA	05051	X
PS	DAY	KATIE	01543	X
PS	DOULK	COLLEEN	11636	X
PS	DRADY	MARGO	01825	X
PS	ELLIS	AMY	08964	X
PS	FOLEY	ROSEMARY	02719	X
PS	GEMBICKI	DANIELLE	02749	X
PS	GOMEZ	RICHARD	11300	X
PS	GOODWORTH	ELIZABETH	12576	X
PS	JACKSON	JESSICA	11918	X
PS	JONES	KAREN	05153	X
PS	JUNG	SHONE	10308	X
PS	KEAN	JASON	08688	X
PS	KEAN	JENNIFER	08602	X
PS	KING	CHRISTOPHER	03122	X
PS	KLOIBER	MICHELE	11501	X
PS	KRIENES	RACHAEL	06020	X
PS	LADINES	MICHELLE	11732	X
PS	LIBERTY	MEGAN	01544	X
PS	LONG	DENISE	11586	X
PS	NUGENT	CRISTINA	09666	X
PS	PASQUARIELLO	CHERI	09753	X
PS	PRESCOTT	MARY	08304	X
PS	QUINN	TAMMY	07884	X
PS	ROMANELLO	JENNINE	02895	X

SITE: CK8

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
PS	SYKES	DAVID	05406	X
PS	TOLER	WILLIAM	05329	X
PS	UZWIAK	SHERYL	01660	X
PS	ZIPPERER	ANDREW	12348	X
AC	ANZALONE	LAUREN	15326	X
AC	BATES	ALLISON	13518	X
AC	BARRETT	KELLY	15681	X
AC	BORGESE	ANGELINA	16168	X
AC	BRANNAN	ANGELA	10409	X
AC	CARR	REBECCA	13617	X
AC	CELESTINI	ANTHONY	17125	X
AC	CHARBONEAU	KELLY	14846	X
AC	CULLUM	OLIVIA	11542	X
AC	CURET-MILLAYES	ROSANA	18531	X
AC	DANCSAK	HEATHER	13413	X
AC	DARBY	JENNIFER	17168	X
AC	DASILVA-SERRANO	BRITTNEY	14672	X
AC	DAVIS	KERRI	01447	X
AC	DELLEA	FELICIA	17137	X
AC	DIESZ	COREY	18593	X
AC	FABER-CANTERO	RAELIS	17429	X
AC	FOSTER	PRISCILLA	18340	X
AC	GARI	KRISTINA	18686	X
AC	GREENWALD	JESSICA	12813	X
AC	HAIR	KARI	16025	X
AC	HARMON	SARAH	18466	X
AC	HAYDEN	JULIA	10846	X
AC	JOHNSON	CYNTHIA	19548	X
AC	KRYK	JONATHAN	16843	X
AC	LOVELL	MICHELLE	15690	X
AC	LOVETT	CATHERINE	06771	X

SITE: CK8

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
AC	MCCARTHY	MICHELLE	14134	X
AC	MCKENZIE	MONAE	18319	X
AC	MITCHELL	SARAH	16198	X
AC	NELSON	SARA	15669	X
AC	NELSON HILL	SCHANDELL	11670	X
AC	NICHOLS	CARLY	12590	X
AC	NIETO	MELISSA	16508	X
AC	PARKS	ANGELINA	13124	X
AC	PARROTT	TESS	16479	X
AC	PELLITO	THOMAS	13474	X
AC	PROBUS	CHRISTIE	10695	X
AC	QUINN	MACKENZIE	16497	X
AC	RADTKE	JENNIFER	14602	X
AC	REITER	MELINDA	11765	X
AC	REYNOLDS	MARISA	13819	X
AC	ROSADO	ELIZABETH	15411	X
AC	RYAN	MELISSA	09667	X
AC	SANCHEZ	RACHELLE	11342	X
AC	SCIRE	LAUREN	13259	X
AC	SILVA	ANNA	15372	X
AC	SMITH	JOSHUA	18186	X
AC	STANLEY-STILES	TANYA	12600	X
AC	STATUTO	BRITTANY	15157	X
AC	STUCKEY	THOMAS	03706	X
AC	SYLVIA	KELLY	12130	X
AC	VASCELLARO	RACHEL	13133	X
AC	WALKER	DANA	14938	X
AC	WALLACE	ALWAYNE	17780	X
AC	WARD-OERTEL	LIANA	17126	X
AC	WEAVER	LINDSAY	16437	X
AC	WILLIAMS	JOANNA	17041	X

SITE: CK8

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
AC	WOGAN	KRISTEN	13341	X
AC	ZITO	MICHELLE	15413	X
Printing of my name below constitutes my official signature for electronic purposes.				
Rosemarie	Maiorini			5/6/2026
Printed name of Principal/Site Administrator				Date

SITE: DES

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
PS	ABOAGYE	ANTOINETTE	08368	X
PS	BRAND	LYNDA	11272	X
PS	CLEINMAN	KATRINA	03435	X
PS	DIBBLE	JULIE	04367	X
PS	FALKINBURG	MARCIA	01086	X
PS	FONSECA	CATHY	11334	X
PS	HARD	LISA	05430	X
PS	HELFAND	MICHAEL	06960	X
PS	HILL	STACIE	12366	X
PS	KOULOURIS	RENEE	05101	X
PS	MAKOHON-PIDHORODECKYI	SOPHIA	03431	X
PS	MCMULLIN	KIMBERLEY	08946	X
PS	MONTESANI	MARIANN	03868	X
PS	NORFORD	CHARLOTTE	05874	X
PS	PANTLEY	BETSY	07424	X
PS	PINTYE	ERIN	02611	X
PS	PRICE	JESSICA	10129	X
AC	AMAZAN-VALERA	SUSAN	16447	X
AC	ARLEDGE	MELISSA	13447	X
AC	BAEZA	HEATHER	19323	X
AC	BENCKERT IV	RAYMOND	16539	X
AC	BENITEZ	CASSANDRA	19324	X
AC	BENTLEY	SHEUE-HUAH	10461	X
AC	BIERWILER	ALEXA	19206	X
AC	DARMANIN	AMANDA	17493	X
AC	DI BENEDETTO	LORIANN	18259	X
AC	DONAGHY	GARRETT	14475	X
AC	ENRIQUEZ	JOANNA	17161	X
AC	FLANDERS	NICOLE	17418	X
AC	GONZALEZ	DIANELA	19422	X
AC	GRAY	TIFFANY	16594	X

SITE: DES

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
AC	GRAUER	VANESSA	19409	X
AC	HANNA	KIMBERLY	16074	X
AC	HICKS	JENNIFER	19607	X
AC	HILL	HEIDI	19207	X
AC	JAVIER	ROSETTE	17759	X
AC	JIMENEZ	KATHLEEN	14296	X
AC	MACK	ALICIA	16595	X
AC	MAGGARD	CHARLES	14153	X
AC	MASHBURN	ROBIN	15719	X
AC	MCCAFFERY	CERINA	16820	X
AC	MCCAFFERY	JERRY	17431	X
AC	PAGAN	JENICE	17847	X
AC	PIAZZA	BRENDA	13538	X
AC	REIDINGER	DANA	17643	X
AC	ROBLEDO	JULIANNE	15736	X
AC	SCHILDBACH	MIRANDA	13979	X
AC	SMITH	CALEY	15167	X
AC	SPERLING-BALDWIN	DONNA	18509	X
AC	STACKEL	SHANNAN	19564	X
AC	STANTON	BARBARA	04915	X
AC	THIBAULT	TARA	17236	X
AC	VIZCARRONDO	STEPHANIE	17637	X
AC	WYSONG	KAITLIN	17878	X
PB	MCRAE	JENNIFER	19618	X
Printing of my name below constitutes my official signature for electronic purposes.				
	Toni-Ann Noyes		4/29/2026	
Printed name of Principal/Site Administrator			Date	

SITE: DSPMS

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
PS	BRANDHUBER	PATRICK	11780	X
PS	CURREN	VALERIE	07940	X
PS	HUDSON	ALTHEA	11086	X
PS	HUDSON	RICARDO	06609	X
PS	LABARGE	CARRIE	02366	X
PS	LEONHART	MATTHEW	12363	X
PS	LIBENGOOD	DENA	07346	X
PS	MCCALLA	STACY	08463	X
PS	PLATT	KENNETH	12122	X
AC	ADAMS	SAVANNAH	19466	X
AC	ALLEN	BRENDA	12123	X
AC	ANDERSON	KAYDEON	18930	X
AC	AVILES CHAPARRO	KEVIN	16805	X
AC	BATES	JESSICA	11306	X
AC	BAXTER	HONORINE	19692	X
AC	BRENING	SHANNON	16438	X
AC	BURKHART	BRITTANY	14513	X
AC	CAMERON	TAMARA	13685	X
AC	CHRISTENSEN	KARRAH	18828	X
AC	CHRISTIAN	DANIELLE	18320	X
AC	COLVARD	RENELDA	19486	X
AC	FIEBIG	LARRY	15902	X
AC	FLYNN	VERONICA	18829	X
AC	GRESSLE	MELISSA	17652	X
AC	HART	GRACE	06389	X
AC	JONES	BRIDIE	09294	X
AC	KELLIHER	ANDREA	14541	X
AC	LINDO	SHACORY	17778	X
AC	MARTIN	MILTON	17779	X
AC	MILLER	CHRISTIE	14360	X
AC	NEAL	LAMON	12976	X

SITE: DSPMS

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
AC	PETTY	JOSHUA	18250	X
AC	PETTY	MISTY	18249	X
AC	PLATT	MEGAN	15112	X
AC	RATLIFF	KIRSTIN	14627	X
AC	SANBORN	ROBERT	13127	X
AC	SMITH	KELLY	13894	X
AC	TORRES	KELLYANN	14575	X
AC	WHEALTON	SUSAN	07602	X
PB	GRYNEWICZ	GRACE	19771	X
Printing of my name below constitutes my official signature for electronic purposes.				
Chris Clifford				5/8/2026
Printed name of Principal/Site Administrator				Date

SITE: EES

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
PS	BENARD	DAIQUIRI	11534	X
PS	BIENSTOCK-PRICE	SUSAN	03405	X
PS	BRANDHUBER	CHRISTINA	11802	X
PS	CAGNINA	ANNMARIE	02745	X
PS	DELEVEAUX	JOLI	11846	X
PS	FERRARO	CATHERINE	11642	X
PS	ROMAN-MCLEMORE	MELISSA	02018	X
PS	VIVELO	JACLYN	01644	X
AC	BAILEY	CASSANDRA	15229	X
AC	BAUMES	DOROTHY	15980	X
AC	BISHOP	ROBIN	13329	X
AC	CANNON	EMILIE	15667	X
AC	CAPEL	JANYA	18460	X
AC	CARRILLO SALAMANCA	ALBANA	17930	X
AC	CEMPRON	CHARLIE	17748	X
AC	CLARKE	SODETTE	17749	X
AC	CONNER	ANDREA	17569	X
AC	CRUM	FRED	13286	X
AC	DADEZ	TANYA	18738	X
AC	DIFFENDERFER	STEWART	18183	X
AC	FAUCI	JOANN	16191	X
AC	FLASCHENRIEM	HEATHER	17160	X
AC	FRAMPTON	BRANDON	16777	X
AC	GARROW	SUSAN	16792	X
AC	GLOWACKE	LISA	12129	X
AC	HEMMERLE	TRACY	17304	X
AC	JOHNSON	MORGAN	18980	X
AC	KELLOGG	KATHRYN	17011	X
AC	LEWIS	KIMBERLY	14286	X
AC	LOMBARDO	KEARA	09618	X
AC	LOTT	MARY	18344	X

SITE: EES

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
AC	MAUPIN	AMANDA	17350	X
AC	MITCHELL	ORKISHA	17752	X
AC	MURDZA	MICHELLE	14519	X
AC	OLIVEIRA	JOHN	17412	X
AC	OSBORN	MICHELLE	09739	X
AC	OUSLEY	KERRI	17392	X
AC	PETTERS	DEBRA	14908	X
AC	REYES	MELISSA	17135	X
AC	SCHANCK	CAROLINE	18934	X
AC	SEIFRIED	VICTORIA	14547	X
AC	SESNY	CHRISTINA	17047	X
AC	SHAW	JAMES	15257	X
AC	SICILIANO	TAMI	17144	X
AC	SMITH	VERONICA	15278	X
AC	STEWART	DARRELL	17582	X
AC	TUZZA	JANNA	03408	X
AC	WARD	LYNETTE	15552	X
AC	WHITE	ARIEL	15492	X
AC	WHITE	NICOLE	17052	X
AC	WILLIS	LESLIE	13884	X
PB	CRENSHAW	TERRANCE	19743	X
PB	MANER	MARTIKA	16093	X
Printing of my name below constitutes my official signature for electronic purposes.				
Mike Lastra				5/4/2026
Printed name of Principal/Site Administrator				Date

SITE: EK8

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
PS	BLAZSEK	AARON	08551	X
PS	CALABRO	KATHRYN	10759	X
PS	CAMPBELL	JENNIFER	12417	X
PS	CONNELL	ANN	10078	X
PS	DAIGLE-MCDONALD	ANNE	10513	X
PS	ELEFANTE-EDWARDS	TINA	02308	X
PS	FISCHER	JOCELYN	10889	X
PS	FONSECA	LORI	02224	X
PS	HNATIUK	GLEN	10391	X
PS	KRUCK	JENNIFER	12599	X
PS	LEONARD	JENNIFER	11844	X
PS	MANNING	DENISE	05760	X
PS	MENDOZA	LAURA	02888	X
PS	MOFFITT	JANET	03991	X
PS	OLSSON	TONI	06775	X
PS	RIDENOUR	CHRISTOPHER	06078	X
PS	RIVERA	JULIA	06987	X
PS	RIVERA	SUSAN	09423	X
PS	RODRIGUEZ	TAMMY	07119	X
PS	ROMAN	JILLIAN	12137	X
PS	SARRAN	SABREENA	01742	X
PS	TOXEN	SARA	10139	X
PS	WADSWORTH	JEANETTE	05801	X
AC	ADAMS	JESSICA	15597	X
AC	AGUAYO	BRIANNA	19566	X
AC	ATKINSON	REBECCA	13074	X
AC	AVIOLLA	NATALIE	19433	X
AC	BARKER	JACQUELINE	13183	X
AC	BENNETT	CARMEN	18160	X
AC	BETHUNE-GREENE	DENEISHA	18313	X
AC	BLAKLEY	JENNIFER	16470	X

SITE: EK8

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
AC	BURROWS	DAWN MARIE	16029	X
AC	CACERES	LISA	13167	X
AC	CALDWELL	LINDSAY	15974	X
AC	CAUDILL	VICTORIA	18806	X
AC	CHANHPHENG	KIMBERLY	19432	X
AC	CUBILLO	KATHERINE	12157	X
AC	CUEVAS	TONI	07265	X
AC	CURRIER	SARA	18739	X
AC	CURTIS	ANASTASIA	19181	X
AC	DALY	THERESA	14844	X
AC	DARRAH	NATALEIGH	19532	X
AC	DESMOND	ANGELINA	19149	X
AC	DUNN	JULIA	16195	X
AC	EDWARDS	COLLEEN	15148	X
AC	ERICKSON	KELLY	19042	X
AC	FOTI	TIFFANY	16979	X
AC	GARCIA	TANYA	16964	X
AC	GARCIA	YADIANYS	19512	X
AC	GORDON	HANNAH	16482	X
AC	HAGLER	NICOLE	16369	X
AC	HEALY	TRACEY	14843	X
AC	HRAY	KAREN	04581	X
AC	HUMESKY	NATALIE	19515	X
AC	HUNTER	AMY	18373	X
AC	HUNTLEY	BETH	13086	X
AC	JACKSON	JESSICA	17573	X
AC	JIMENEZ	VICTOR	18618	X
AC	JOSEPH	TANISHA	16454	X
AC	KAMIN	KELLY	14053	X
AC	KETTERER	HAYDON	18851	X
AC	KITTLE	LAURA	15023	X

SITE: EK8

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
AC	KNAPP	AMY	11890	X
AC	LAFAUCI-SNYDER	DENISE	16583	X
AC	LANGDON	JESSICA	13484	X
AC	LEONE	JOSEPH	17618	X
AC	MCDOWELL	JENNIFER	16803	X
AC	MCINTYRE	LISA	16532	X
AC	MELTON	KRISTIN	02913	X
AC	MERLE	CHRISTINA	16425	X
AC	MIKULA	LAURA	19489	X
AC	MUENTE	JENNIFER	17070	X
AC	NEUWIRTH	TAMELA	16387	X
AC	NUBY	BRANDON	15568	X
AC	ORTIZ	JUAN	15086	X
AC	PALMIERI-ORTIZ	TONI	15116	X
AC	POLUCHOWICZ	LAWRENCE	17049	X
AC	POPE	LAURA	16435	X
AC	POTTER	JILL	18814	X
AC	RICE	EVAN	19023	X
AC	RIVERA	NICOLE	16764	X
AC	ROSS	JEHU	19318	X
AC	RUSSELL	KESHA	17732	X
AC	RYAN	LINDSAY	18243	X
AC	SAVERINO	KAITLYN	17570	X
AC	SCHWARTZ	HEATHER	16895	X
AC	SCIRE	PHILIP	15716	X
AC	SCOTT	JOSHUA	16760	X
AC	SEITZ	BETHANY	13604	X
AC	TOLER	KAITLIN	14167	X
AC	VON KLOCK	REBECCA	19563	X
AC	WAGA	LEANNE	18238	X
AC	WASHINGTON	TERRI	12804	X

SITE: EK8

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
AC	WATSON	JOANN	03999	X
AC	WEED	DONALD	11377	X
AC	WEEKS	MARANATHA	17591	X
AC	WILLIAMS	TASHA	16491	X
AC	ZIELINSKI	HEATHER	09354	X
AC	ZINN	PIPER	16410	X
Printing of my name below constitutes my official signature for electronic purposes.				
	Lisa Braithwaite			4/30/2026
Printed name of Principal/Site Administrator				Date

SITE: END

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
PS	BALLARD	KEVIN	03776	X
PS	BROWN	CALVIN	07534	X
PS	DUCKETT	ERIN	09799	X
PS	HALL	GINA	07418	X
PS	HILYARD	KALLIE	12295	X
PS	HUDSON	LYNDELL	07550	X
PS	KAVANAGH	FLORENCE	12083	X
PS	MOBLEY	DWAYNE	07942	X
PS	ODACHOWSKI	GREGORY	05807	X
PS	ROBERTS	TIMOTHY	01637	X
PS	WEBSTER	KIMBERLY	04808	X
AC	BURBINE	LYNETTE	11871	X
AC	COOPER	MICHELLE	01768	X
AC	CRUZ	JULIO	13240	X
AC	GOMES	KIMBERLY	15485	X
AC	HOBLIT	TIFFANY	13867	X
AC	JAMNICK	JAMES	10696	X
AC	MCCARTHY	NANCY	03234	X
AC	MONTALBANO	THOMAS	14703	X
AC	STRACHAN	CAROLINE	16516	X
Printing of my name below constitutes my official signature for electronic purposes.				
	Brandon Derespiris			5/4/2026
Printed name of Principal/Site Administrator				Date

SITE: ESE

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
PS	BOLTEN-HYNOSKI	DONNA	03958	X
PS	BOYLAN	GLORIA	12391	X
PS	CAVALIERE	LISA	08454	X
PS	CORONADO	ELLENDER	06439	X
PS	CURRY	ELIZABETH	12128	X
PS	DUCKWORTH	VIRGINIA	05907	X
PS	FIORE	TIFFANY	02073	X
PS	FRANZ	MELISSA	12596	X
PS	GEMMATI	SUSAN	03274	X
PS	INTZES	DEMETRIOS	03056	X
PS	INTZES	NICK	03057	X
PS	LAING	NATALIE	12299	X
PS	MAIGUEL	LILIBETH	11860	X
PS	SANCHEZ-NIEVES	SARAI	02303	X
PS	SCHWIETERMAN-CRIZ	STACEY	08549	X
PS	SHAW	SHEKIRA	12539	X
PS	SMITH	STACEY	12272	X
PS	TORRES	KEVIN	02425	X
PS	WILSON	MICHELLE	09940	X
PS	ZACK	DAVID	06782	X
AC	ALMODOVAR	DARLENE	17003	X
AC	AMBROSE-SPANO	CYNTHIA	05599	X
AC	BAIR	ELIZABETH	14141	X
AC	BALLISTREA SNODGRASS	MICHELE	17580	X
AC	BECKETT	SARAH	17590	X
AC	BIGWOOD	AMANDA	14515	X
AC	BOAT	RACHEL	19115	X
AC	BOMBLY	SARAH	17498	X
AC	BRIJBAG	STEPHANIE	14909	X
AC	BROTHERS	ALISON	16211	X
AC	BUTLER	MARIBRIDGET	14958	X

SITE: ESE

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
AC	CIESLAK	LILIAN	18301	X
AC	CLEARY	LORI	13969	X
AC	COTNEY	DEBORAH	13652	X
AC	DANCSAK	CHRISTINA	13210	X
AC	DIAZ-VILLAFANE	ADRIANA	18007	X
AC	DIXON	LEIGH	06031	X
AC	EVANS	LISA	08177	X
AC	FOX	ANDREA	17727	X
AC	GINES CALDERON	PAOLA	18816	X
AC	GOBEN	JANEEN	05077	X
AC	GOREE	MARTHA	16906	X
AC	GRAFF	LIZBETH	02879	X
AC	HANLEY	ALICE	02633	X
AC	HINDMAN	CHRISTINE	14178	X
AC	HOLCOMB	STACEY	13535	X
AC	IRICK	SARAH	19574	X
AC	JENSEN	ANDREA	17694	X
AC	JOHNSON	NICOLE	14815	X
AC	KELLY	JENNIFER	12871	X
AC	LANNING	SANDRA	13417	X
AC	LEDOUX WEILER	MARY	14834	X
AC	LEE	CHRISTINA	12520	X
AC	LOEFFLER	DANIELLE	14035	X
AC	MANGIARACINA	APRIL	19625	X
AC	MCHUGH	ANNE	14467	X
AC	MEADOWS	ROSETTE MAY	17188	X
AC	MILLER	TAREN	18718	X
AC	MIXSON	MELISSA	17270	X
AC	NOTARO	REBECCA	16254	X
AC	O'DELL	HARRY LEE	14245	X
AC	OROLOGIO	PAULINA	18112	X

SITE: ESE

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
AC	PEARSON	MICHELLE	13607	X
AC	REGAN	BARBARA	04838	X
AC	RODRIGUEZ	CARINA	16280	X
AC	SMITH	DENNIS	19147	X
AC	SULLIVAN	DIANA	12635	X
AC	SYRKIN	KAREN	14867	X
AC	VANATTER	HALEY	18066	X
AC	VASTANO	KATHRYN	17928	X
AC	VAZQUEZ	BRITTANY	17199	X
PB	HALL	AMY	16006	X
Printing of my name below constitutes my official signature for electronic purposes.				
	Anna Jensen			5/4/2026
Printed name of Principal/Site Administrator				Date

SITE: E-SCHOOL

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
PS	BROWN	CAROLINE	10533	X
PS	DRUMMOND	RUSSELL	12172	X
PS	ETZEL	TIMOTHY	09430	X
PS	GREGORY	KARA	06409	X
PS	JOHNSON	MONA	01720	X
PS	MCCUE	DINAH	12227	X
PS	PIECHOWICZ	CAROLYN	02994	X
PS	PISARCIK	DANIELLE	12606	X
PS	WITTMAN	NICOLE	04157	X
AC	CONIGLIO	ELIZABETH	04637	X
AC	FOTOPOULOS	ANDREW	13422	X
AC	MURIEL	KATHERINE	13926	X
AC	ROMERO CALASCIONE	LUCIANA	15246	X
AC	SANTANA	KATHLEEN	11215	X
AC	SPEIGLE	SHERRY	13464	X
AC	TORRES	JESSICA	14374	X
Printing of my name below constitutes my official signature for electronic purposes.				
Zana Wiseman				
Printed name of Principal/Site Administrator				4/28/2026
				Date

SITE: FCMS

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
PS	BARTLEY	LYNDSAY	03488	X
PS	DAVIS	JANICE	11341	X
PS	KUCZYNSKI	BETTY	02115	X
PS	PORTER	STEPHEN	10155	X
PS	RODRIGUEZ	ARLENE	11177	X
PS	SCHLECHTER	DAVID	04363	X
PS	SOCCORSO	JENNIFER	04880	X
PS	WITT	ROXANNE	03118	X
AC	ARCHER-STEWART	ABDUKAY	17736	X
AC	BLEVINS	TRINA	14663	X
AC	BLIFFEN	JOHN	18192	X
AC	BRADBURN	SARAH ANN	15102	X
AC	BURNS	GARY	16788	X
AC	CARLSON	EDWARD	13703	X
AC	COLE	JEREMIAH	19452	X
AC	DECKER	ELIZABETH	17494	X
AC	DIEMER	HANNA	19160	X
AC	DUSHAME	TRINETTE	16861	X
AC	DYER	MELISSA	18795	X
AC	GALLAGHER	MAUREEN	13415	X
AC	GANTZ	NICOLE	16646	X
AC	GRAY	LAVONDA	17192	X
AC	HALL	TINA	15381	X
AC	HERRON	JEFFERY	19447	X
AC	HOWLAND	STEVEN	11539	X
AC	HOWLAND	TIFFANY	14151	X
AC	INTZES	DELORES	12467	X
AC	JARRETT PETTIGREW	RACHEL	16448	X
AC	KITTOE	AMBER	17083	X
AC	KRETSCHMAR	MARIA	16071	X
AC	KUFNER	CYNTHIA	04695	X

SITE: FCMS

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
AC	LEMBO	FRANK	19450	X
AC	LOFLIN	ZACHARY	19048	X
AC	MADDEN	LISA	13486	X
AC	MARKEY	KEVIN	18628	X
AC	MEISBERGER	ALEXANDER	19592	X
AC	MORRISSEY	KALEY	19094	X
AC	MORRISSEY	KYLE	18095	X
AC	OTERO	CARMEN	11163	X
AC	PELFREY	KELLY	14122	X
AC	PEREZ	BIANCA	18525	X
AC	POST	LESLI	15560	X
AC	RECORD	ALEX	13130	X
AC	RECORD	HOLLY	13055	X
AC	RICHESON	ALEXANDRA	17713	X
AC	STRASSER	ROBERT	19030	X
AC	TAKYI	SAMUEL	17867	X
AC	TERRERO DOMINGUEZ	DANIELLE	18574	X
AC	THOMPSON	FLORENCE	17731	X
AC	WANIGINA	DENIS	17757	X
AC	WHYTE	YANIQUE	18317	X
AC	WRIGHT	ANNA-KAYE	17758	X
AC	ZAMMETTI	DANIELLE	18562	X
Printing of my name below constitutes my official signature for electronic purposes.				
	THOMAS DYE			
Printed name of Principal/Site Administrator				5/4/2026
				Date

SITE: FES

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
PS	ANDERSON	KARA	03184	X
PS	ARTHUR	JENNIFER	05318	X
PS	BARRETT	AMY	09481	X
PS	BARRETT	CHARLES	09254	X
PS	BARTOW	LAURA	01939	X
PS	BLAZSEK	DANA	03206	X
PS	CARSILLO	KEITH	04852	X
PS	COLON	EVELYN	01805	X
PS	COTTO	ARLENE	03230	X
PS	DONOHUE	STACEY	04099	X
PS	EVANS	TONYA	09436	X
PS	FULTON	CAROLINE	01460	X
PS	GAMEZ	FLOR	01830	X
PS	HAMLIN	DIANA	10024	X
PS	JAEGER	SUZANNE	04692	X
PS	KOZLOW	JOANNE	11484	X
PS	MARSTON	GEORGETTE	03273	X
PS	MYLREA	DOREEN	12161	X
PS	RIGAUD	DENISE	03807	X
PS	RODE	WENDI	09447	X
PS	SHENEFIELD	AMANDA	08889	X
PS	STEVENS	SHERRI	08149	X
PS	STOESSEL	AMY	03378	X
PS	TRUMAN	ALLYSON	06325	X
PS	WHITE	ELISSA	04492	X
PS	WHITE	MARGARET	06770	X
AC	BENDER	ALLISON	16411	X
AC	BOONE	SAVANNAH	19116	X
AC	BORELAND	MALLORY	15913	X
AC	BRITTAIN	SHARON	15078	X
AC	CANNON	MARLENE	18214	X

SITE: FES

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
AC	CHAMBERLIN	MICHELLE	16443	X
AC	CONCEPCION	VICTORIA	16553	X
AC	COTNER	TANYA	14621	X
AC	DAVIDSON	KALEIGH	19643	X
AC	FLUX	AMANDA	17820	X
AC	FREEMAN	SARAH	13713	X
AC	HAY	AMANDA	15960	X
AC	HEWITT-SCHRANGL	PENNY	18586	X
AC	HURST	DAWN	17024	X
AC	JACKSON	SIMONE	03702	X
AC	JONES	DEBORAH	13721	X
AC	KELLETT	RENEE	16624	X
AC	KRISTOF	JENNIFER	16798	X
AC	MARRERO	CYNTHIA	17686	X
AC	MASSON	ELIZABETH	18348	X
AC	MASTERSON	SHELBI	17506	X
AC	MEYVIS	KAREN	15021	X
AC	NEWTON	DARIA	15765	X
AC	NOVOMESTKY	YVETTE	15755	X
AC	PRITCHARD	KATHLEEN	18470	X
AC	RAMUNDO	LUKE	18907	X
AC	ROWLAND	MADISON	19575	X
AC	RUIZ	MICHAEL	18428	X
AC	SCHILDBACH	STEVEN	16432	X
AC	SCHOONOVER	TAYLOR	18350	X
AC	SHEEDER	PAMELA	16802	X
AC	TOUATI	JESSICA	08656	X
AC	VASQUEZ	KATYE	11527	X
AC	VITALE	JESSICA	13712	X
AC	WHITTER	IRAIDA	15440	X
AC	YARIN	JOANNE	12607	X

SITE: FES

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
Printing of my name below constitutes my official signature for electronic purposes.				
	Scott Piesik			4-May-26
Printed name of Principal/Site Administrator				Date

SITE: HHS

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
PS	BINGHAM	SHAWN	12006	X
PS	BUCKLIN	MATTHEW	05491	X
PS	BURBACK	BRENDA	06452	X
PS	DILL	JENNIFER	11445	X
PS	ELLIS	CASEY	11394	X
PS	ELLIS	TYSON	06423	X
PS	GALANTE	LISA	04230	X
PS	GREENE	JANICE	06502	X
PS	HARRIN	JOSEPH	11787	X
PS	KNIERIM	SHAUNNA	12569	X
PS	LAING	JEFFREY	10755	X
PS	LEWIS	MASON	12289	X
PS	NICHOLSON	MICHAEL	09983	X
PS	PROVOST	MICHAEL	07693	X
PS	STOKES	STEPHEN	11917	X
PS	WILLIAMS	BRIAN	05494	X
PS	WRIGHT	TARA	10857	X
AC	AGYEMANG	PRINCE	18935	X
AC	ALEXANDER	WYNDELL	19391	X
AC	ASKE	MARRICK	18760	X
AC	AUGHTMAN	JOSEPH	17608	X
AC	CABRERA	REGINA	14526	X
AC	CHENARD	JAVIER	12445	X
AC	COLE	YOLANDA	19596	X
AC	DAY	ASHLEY	14573	X
AC	DAY	KENNETH	14535	X
AC	DELL	BOBBI	15358	X
AC	DELL	VICTOR	15659	X
AC	DOWNING	HEATHER	18284	X
AC	FIELDS	LORENZO	14132	X
AC	GRESCO	TASHA	19438	X

SITE: HHS

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
AC	GRIFFITH	MARK	12127	X
AC	GRIFFITHS-BLAKE	ROMAE	18316	X
AC	HABEEB	ELEANOR	13453	X
AC	HORTON	FRANK	18948	X
AC	HOWIE	LORI	13980	X
AC	JONES	LATRESSA	13278	X
AC	JONES	MICHEAL	11469	X
AC	LEE	JENNIFER	15037	X
AC	LISK	SUE	07489	X
AC	LUCAS	ANN	19577	X
AC	MAI	QUYNH	18225	X
AC	MCDUFFIE	DAVID	15990	X
AC	MELENDEZ	DIANA	11175	X
AC	MICHAELS	HEATHER	05553	X
AC	MURUGESAN	SRINIVASAPRABU	18996	X
AC	MYERS	AMANDA	14862	X
AC	NELSON	TAYLOR	15973	X
AC	OPOKU KANKAM	ISAAC	17735	X
AC	PASELIO	ROBIN	14693	X
AC	PISHKE	NAGARAJU	18306	X
AC	PRITZ	DAVID	14260	X
AC	ROACHE	GIZEL	17733	X
AC	RYDZIK	GALEN	19461	X
AC	SMITH	REBECCA	13247	X
AC	STAUB	DAWN	19392	X
AC	SWACKARD	ARLEATHA	07676	X
AC	TALPA	COLLEEN	13687	X
AC	UPASANA	UPASANA	18927	X
AC	WHATLEY	TIMOTHY	14534	X

SITE: HHS

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
Printing of my name below constitutes my official signature for electronic purposes.				
	Leechele Booker			4/29/2026
Printed name of Principal/Site Administrator				Date

SITE: HR

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
PS	KUSNIERCZAK	LAUREN	12486	X
AC	MILHOLLAND	ERIC	05495	X
Printing of my name below constitutes my official signature for electronic purposes.				
Alexis Brown				6/1/2026
Printed name of Principal/Site Administrator				Date

SITE: LABOR RELATIONS PROF STANDARDS

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
PS	MASSERIO	LISA	01722	X
Printing of my name below constitutes my official signature for electronic purposes.				
	Matthew P. Goldrick			4/28/2026
Printed name of Principal/Site Administrator				Date

SITE: MES

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
PS	HENDERSON	LISA	11273	X
PS	KIDD	ROBIN	11839	X
PS	MILLS	JODI	10093	X
PS	MORRIS	MICHELE	11503	X
PS	ROEBUCK-KORMAN	GISETTE	11774	X
PS	ROSS	MICHELLE	10516	X
PS	SERMONS	TISHA	10827	X
AC	BECKER	DAWN	15514	X
AC	BOKENKAMP	JESSICA	13866	X
AC	BOUTIN	BRYLEE	19684	X
AC	BOYD	DOUGLAS	16494	X
AC	CABBAGE	MEAGAN	18925	X
AC	CAMPBELL	JESSICA	18803	X
AC	CARLSON	MARGARET	17149	X
AC	COFFEL	EMMA	16458	X
AC	FARMER	KRISTA	16981	X
AC	FERGUSON	KONTRINA	19436	X
AC	FONDRISI	DESIRAE	19681	X
AC	FREEMAN	AUDRA	16972	X
AC	GAINER	APRIL	14181	X
AC	GATES	JUSTIN	15872	X
AC	GRAVELLE	MACKENZIE	18230	X
AC	HACKETT	JENNIFER	19367	X
AC	HARDY	RACHAL	16876	X
AC	HELFAND	PAYGE	17953	X
AC	HOLTZ	SAVANNAH	16105	X
AC	ICKSTADT	REBECCA	10295	X
AC	LA PLACA	KAYLEE	18386	X
AC	MALANDRUCCO	JONATHAN	14106	X
AC	MILLER	PIERSON	17678	X
AC	PASTOR	HEATHER	19424	X

SITE: MES

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
AC	RATHKE	SANDRA	15453	X
AC	RAMIREZ	ANA	18850	X
AC	REED	MEGAN	19677	X
AC	RUSSELL	STEPHANIE	19647	X
AC	SIERRA RIVERA	DAMARI	16894	X
AC	STEELE	MICHELLE	06461	X
AC	UTROBIN	SAVANNAH	19439	X
PB	KILKENNY	DANIELLE	19724	X
PB	PEZANOWSKI	NICOLE	19756	X
PB	THORNTON	DANIELLE	12264	X
Printing of my name below constitutes my official signature for electronic purposes.				
Patty Martin				*5/6/2026*
Printed name of Principal/Site Administrator				Date

SITE: NCTHS

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
PS	BEACH	SHAIZEY	03157	X
PS	BROWN	KRISTINE	11350	X
PS	BROWN	THOMAS	05099	X
PS	FERLITA	TARA	10599	X
PS	FOSTER	DAVID	01058	X
PS	HOMER	RICHARD	08234	X
PS	KELLY	TANIA	01681	X
PS	LAMBERT	DANNY	05941	X
PS	LAMLE	TRAVIS	08948	X
PS	LAUSHOT	MISTY	09459	X
PS	LICHT	CHERYL	01668	X
PS	O'GRADY	JACK	06755	X
PS	PISARCIK	DAVID	08535	X
PS	POLUCHOWICZ	ROSEMARIE	02273	X
PS	RAWSON	KAREN	06056	X
PS	RIDENOUR	ANA	02938	X
PS	SPEAKMAN	JENNIFER	11521	X
PS	TARR	NATALIE	01574	X
PS	VIEIRA	TINA	01461	X
PS	WALKER	CECILIA	11088	X
PS	ZAFER	STEPHEN	05649	X
AC	ALABED	LENA	17136	X
AC	BARLOW	TREVOR	12453	X
AC	BAUTA	AYLEN	12464	X
AC	BEYERL	BARRY	05624	X
AC	BRUNNER	LAURA	15984	X
AC	CARROLL	SAVANNAH	16325	X
AC	CHWALIK	KATHERINE	17601	X
AC	CSONT	REBEKAH	09010	X
AC	DEANE	ADAM	18073	X
AC	ERBE	GINA	15406	X

SITE: NCTHS

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
AC	ERTLE	TIFFANY	16830	X
AC	FINCHER	HEATHER	10845	X
AC	FRY	H	13115	X
AC	GAROFANO	DANIEL	11312	X
AC	GONZALEZ	MITCHELL	18915	X
AC	GONZALEZ	PATRICIA	07030	X
AC	GORE	EMILY	13060	X
AC	GYANKO	DANIEL	17750	X
AC	HAWLEY	ASHLEY	19426	X
AC	HAWLEY	CHRISTOPHER	19379	X
AC	HERNAIZ	VICTORIA	01527	X
AC	HONOR	LYDIA	16444	X
AC	JOHNSON	SHEENA	16534	X
AC	JUDD	COURTNEY	14276	X
AC	KEPNER	LISA	13868	X
AC	LAWLESS	MICHAEL	16552	X
AC	LIGGETT II	CHARLES	11609	X
AC	LIGGETT III	CHARLES	15790	X
AC	MARANO	ALYSSA	15005	X
AC	MATHES	STEFFANIE	17422	X
AC	MOODY	DANIELLE	16380	X
AC	MOONAN	FRANCIS	12634	X
AC	RASMUSSEN	ROBERT	13737	X
AC	RHODES	HARRY	19585	X
AC	RHODES	MARY	19204	X
AC	ROBERSON	CHRISTA	12681	X
AC	SAINT-LEGER	JONITA	16417	X
AC	SALAS	JUSTIN	15488	X
AC	SANDERS	PAULA	19584	X
AC	SAULS	TRISHA	16715	X
AC	SCHWEFRINGHAUS	CONNER	16472	X

SITE: NCTHS

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
AC	SCHWINGE	BRETT	13577	X
AC	SPANIERMAN	JEFFREY	14558	X
AC	TIPTON	MICHELE	11942	X
AC	WALD	IAN	13097	X
AC	WILLIAMSON	ALLYN	18343	X
AC	WRIGHT	JOSEPH	07029	X
AC	YAGER	NICHOLE	19013	X
Printing of my name below constitutes my official signature for electronic purposes.				
	Brad Merschbach			4/30/2026
Printed name of Principal/Site Administrator				Date

SITE: PGES

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
PS	ALBERT	LUKE	05511	X
PS	CRAWFORD	CRYSTAL	10477	X
PS	CROSS	JACQUELINE	01272	X
PS	HACKNEY	KERI-LYN	01599	X
PS	HAENEL	MICHELLE	10978	X
PS	MONROE	STACEY	06600	X
PS	MONSOD	AMBER	11912	X
PS	MYERS	JENNIFER	11231	X
PS	REED	GALATHEA	12469	X
PS	SEROSKI	KEVIN	03546	X
PS	SHEA	GLENDA	04683	X
PS	SPINUZZA	CHRISTINE	04456	X
AC	AGUAYO	CHRISTOPHER	18728	X
AC	ALBANESE	DAWN	14715	X
AC	BERG	KATARINA	19651	X
AC	BOGNETTI	EYVONNE	17574	X
AC	BOZARTH	AMANDA	16826	X
AC	BROOKS	JESSICA	17718	X
AC	CHILD	EMILY	14230	X
AC	CRESCIMANNO	HALEY	18216	X
AC	DENIG	LYNN	16799	X
AC	DUBUQUE	NICOLE	18641	X
AC	FERREIRA	HEAVENLY	18871	X
AC	FRADERA	LYNN	14368	X
AC	FREEMAN	JEREMY	13449	X
AC	GALLAGHER	MEGHAN	17421	X
AC	GIVENS	EBONY	17622	X
AC	GOODELL	AMANDA	13918	X
AC	GRAVES	WEVLYN	19473	X
AC	GREEN	ASHLEY	19554	X
AC	HAMANN	KIM	16961	X

SITE: PGES

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
AC	JACOBS	GINA	14760	X
AC	KIMBLE	TASHEBA	16266	X
AC	KINKADE	BRANDY	15763	X
AC	LAMBERT	LAURA	12800	X
AC	MAIORINI	CYNTHIA	15500	X
AC	MARCHANT	STACIA	18310	X
AC	MARSHALL	NICKEISHA	17842	X
AC	MCAULEY	SHEA	16395	X
AC	MEDEIROS	RACHEL	17476	X
AC	MINTO	ANGELLE	18308	X
AC	MONGOLD	TIFFANY	15709	X
AC	MORELLI	MARLO	14668	X
AC	MOSES	KRISTA	16332	X
AC	NEWNAM	MADISON	16518	X
AC	NOGALSKI	VICKI	18866	X
AC	NORRIS	LANA	07335	X
AC	PEREZ	DANIELLE	15721	X
AC	PHILLIPS	GERALDINE	13045	X
AC	PHILLIPS	NICOLE	18031	X
AC	ROBINSON	SARAH	19093	X
AC	ROCANELLI	VICTORIA	17170	X
AC	ROSARIO	BETZAIDA	19657	X
AC	SHAW	SHARLEEN	16381	X
AC	SMART	AMY	17177	X
AC	SMITH	REBECCA	18469	X
AC	SWOYER	EMILY	14574	X
AC	THEODORE	ANGEL	13490	X
AC	WISLOH	VASHTY	15382	X
PB	FLORES	SUE	19768	X

SITE: PGES

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
Printing of my name below constitutes my official signature for electronic purposes.				
	Natasha Saavedra			5/7/2026
Printed name of Principal/Site Administrator				Date

SITE: PMS

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
PS	AN	QIANG	12019	X
PS	BEEMAN	ANA	03964	X
PS	BLACKWELL	REUEL	04815	X
PS	CARRASQUILLO	CARLOS	02296	X
PS	DIXON	JASON	02367	X
PS	GROVER	LISA	11812	X
PS	HILGERS	KELLI	09130	X
PS	SOLA	ANITA	06879	X
PS	VENTURA	THERESA	04785	X
PS	WALDEN	DANIELLE	09554	X
PS	WRIGHT	DEAN	12126	X
AC	ALISE	JASON	16984	X
AC	ANDERSON	SHERRI	13676	X
AC	BASTIEN	EMILY	17594	X
AC	BEASON	SCOTT	15256	X
AC	BOETTCHER	DENISE	17110	X
AC	CARIRE	CHRISTOPHER	18374	X
AC	CARTER	HEATHER	16278	X
AC	CASSON	PATRICIA	14725	X
AC	CHINCHILLA	STACEY	16296	X
AC	COLSTON	SHELLEY	15723	X
AC	COTILLON	HARRIS GLENN	18322	X
AC	ELSWICK	KATHLEEN	14554	X
AC	ENDERS	BRANDY	13064	X
AC	EVERETT	JAMIESON	17032	X
AC	FOX	MICHAEL	18817	X
AC	HASKINS	MARCY	13476	X
AC	HATFIELD	BRENT	18908	X
AC	JANDRO	AMBER	17151	X
AC	LABELLE	LISA	09388	X
AC	LARIVIERE	DEREK	01196	X

SITE: PMS

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
AC	LARIVIERE	NICOLE	14297	X
AC	LENDO	ALEXIS	19653	X
AC	LEONE	SANDRA	19302	X
AC	LOVERIA	JESELLE ANNE	17852	X
AC	MANCO	NICHOLAS	17046	X
AC	MCCARTHY	ROSS	02399	X
AC	MILLER	JENNIFER	16389	X
AC	MILLER	LORI	19547	X
AC	MILLER	MICHAEL	17719	X
AC	ORFILLA	MARIA RUINA	17866	X
AC	OWEN	CRYSTAL	14434	X
AC	PULLIAM	ANDREW	17717	X
AC	REBELLO	TAMMY	14885	X
AC	REIDINGER	ANNETTE	15630	X
AC	REITER	KAREN	13964	X
AC	RODRIGUEZ	REBECCA	19469	X
AC	SANTILLIAN	STEPHANIE	18450	X
AC	SAUL FRASER	DELONNA	19690	X
AC	SEITZ	KATHERINE	17675	X
AC	SIMON	STEFANIE	18207	X
AC	SINGER	MARK	19177	X
AC	ST PIERRE	ELIZABETH	19087	X
AC	STEPHENSON	CHAVEL	17948	X
AC	VANDERZYDEN	KAREN	12557	X
AC	VEGA	KELLY	16956	X
AC	WRIGHT	KAREN	16415	X
AC	YOUNG	SERENA	12818	X
PB	BUTLER	AMBER	19746	X
PB	RIDDLE	BAYLEY	19716	X

SITE: PMS

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
Printing of my name below constitutes my official signature for electronic purposes.				
Alex Rastatter				4/28/2026
Printed name of Principal/Site Administrator				Date

SITE: PROFESSIONAL LEARNING

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
PS	DILORENZO-FRANCIS	KATHLEEN	03340	X
AC	LONGO	DEIRDRE	13471	X
AC	SALINAS	LESLIE	14791	X
Printing of my name below constitutes my official signature for electronic purposes.				
Dr. Paula Clark				4.28.26
Printed name of Principal/Site Administrator				Date

SITE: SES

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
PS	ABBENE	LINDA	11369	X
PS	BAKER	KELLY	12198	X
PS	BALL	ALISA	09941	X
PS	BEYERL	KIMBERLY	04964	X
PS	BORDONABA-RIVERA	DIANA	03701	X
PS	CAMERON	KRISTEN	02529	X
PS	CHANEY	JOANNE	12011	X
PS	CORNELL	CARLA	11428	X
PS	ENRIQUEZ	ERICA	02067	X
PS	GENDRON ANGELETTI	AMY	05712	X
PS	GEORGE	PAULA	03630	X
PS	HOWARD	AMY	11887	X
PS	HOWARD	MELISSA	12399	X
PS	KORTMAN	LAURA	11944	X
PS	LIEBLER	SHANNON	04817	X
PS	MAZZUCO	LISA	02560	X
PS	MEISBERGER	BETH	05564	X
PS	MORRONGIELLO	RITA	03595	X
PS	PEASE	SHANNON	11883	X
PS	SAVERINO	KAREN	04792	X
PS	SLAGA	KELLY	03209	X
PS	TOBIAS	CASEY	06334	X
AC	ALLEN	DEALANEY	18932	X
AC	AMICK	SHANNON	17037	X
AC	ARICK	MEGAN	11574	X
AC	BAKER	KRISTOPHER	17640	X
AC	BALMER	ERIKA	14914	X
AC	BAUD	MICHELLE	14517	X
AC	BENNETT	PHILIP	12443	X
AC	BLAHA	ANA	19449	X
AC	BRUNNER	KAITLYN	14524	X

SITE: SES

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
AC	CHIN	ALEXIS	16499	X
AC	DEMARIS	CHRISTINE	14464	X
AC	EATON	ADINA	13478	X
AC	FAILLACE	BRITTANY	14521	X
AC	FINK	ANDREA	15175	X
AC	GEIGER	JONI	16246	X
AC	GODFREY	KAREN	19535	X
AC	HERNANDEZ	JAIME	17510	X
AC	HYNES	AMY	15135	X
AC	JAWORS	BARBARA	19471	X
AC	JOHNSON	JENNIFER	14833	X
AC	KARIUS	HUNTER	18695	X
AC	LAVERGHETTA	PATRICIA	14477	X
AC	LEON	AMANDA	15071	X
AC	MARTIN	SABRINA	19448	X
AC	MCCARTHY	MARY	04640	X
AC	MCKISSICK	KELLY	17670	X
AC	MURRAY	BRITNEY	14628	X
AC	NAPIER	MIRANDA	18125	X
AC	QUINTERO VEGA	MARLINE	16517	X
AC	RYBKA	DIANNA	01102	X
AC	SABO	KARL	13179	X
AC	SIRACUSA	GINA	13452	X
AC	SKINNER	JENNIFER	19542	X
AC	SUTTON	SHANNON	15075	X
AC	VARNO	FIONA	18400	X
AC	WAGNER	JENNIFER	14356	X
AC	WINSEY	KELSEY	12926	X
AC	WOODCOCK	VERONICA	19696	X
PB	CABALLERO RIVERA	ALEXANDRA	16399	X

SITE: SES

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
Printing of my name below constitutes my official signature for electronic purposes.				
	Dacey Hughes			4/27/2026
Printed name of Principal/Site Administrator				Date

SITE: SHES

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
PS	CHILDERS	DAWN	09419	X
PS	DWYER	TONI	05552	X
PS	GOMPERS	JENNIFER	04667	X
PS	JASZTAL	VICTORIA	11665	X
PS	WHITE	BONNIE	08674	X
PS	WILLIAMS	LAURA	10697	X
PS	ZITO	JENNIFER	09600	X
AC	AGLIANO	KAITLIN	19434	X
AC	ARAOZ	JEANINE	17446	X
AC	BAYNHAM	DERQUISHA	19583	X
AC	BLAKE	LAUREN	19689	X
AC	BLANTON	KAITLYN	15663	X
AC	BOND	VENISE	18315	X
AC	BREDEN	AMYBETH	01679	X
AC	COCHLIN	DANIELLE	13804	X
AC	DEVLIN	KATHERINE	17012	X
AC	DETORE	JESSICA	18678	X
AC	DUNLAP	SINDY	18629	X
AC	GARMAN	ASHLEY	15003	X
AC	GRACIA	JASMIN	14690	X
AC	GUERCIA	AMARILLA	14999	X
AC	HERRICK-QUIROGA	JILL	17592	X
AC	JOHNSON	CHRISTINE	17760	X
AC	JONAS	MEGAN	19679	X
AC	LIGGETT	KAYLA	17352	X
AC	KELLEMS	AUDREY	17856	X
AC	KERR	BRITTANY	15036	X
AC	LANCASTER	FAITH	16076	X
AC	MANESCALCO	SHEENA	19593	X
AC	MARTINEZ	IRIS	17586	X
AC	MCLAUGHLIN	JALEESA	19440	X

SITE: SHES

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
AC	MILLER	KYLEE	19578	X
AC	NEWMAN	ERICKA	19576	X
AC	NEVAREZ	BRYAN	17722	X
AC	PERRY	TRENDA	19537	X
AC	PILATO	SHANNON	15217	X
AC	RIBE	ASHLEY	17113	X
AC	RODRIGUEZ	MAXINE	15598	X
AC	SAMSON	AMANDA	16036	X
AC	SHORTER	SUZANNE	14366	X
AC	SIVON	NAOMI	12881	X
AC	SMITH	DAEDRIAN	18270	X
AC	SPICA	CHRISTINE	10048	X
AC	STEWART	ADRIANN	12114	X
AC	SWAN	ALYSON	17774	X
AC	TREANOR	SARAH	16001	X
AC	WIGGINS	SHAWNEE	19671	X
AC	YORK	EMILY	17448	X
Printing of my name below constitutes my official signature for electronic purposes.				
Cari L. O'Rourke				5/1/2026
Printed name of Principal/Site Administrator				Date

SITE: SHS

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
PS	ALTIMARI	DENISE	02778	X
PS	ANDERSON	VINCENT	05138	X
PS	ASHWORTH	LORIANNE	03032	X
PS	AURICCHIO	CHRISTOPHER	02128	X
PS	BARILE	ROSEANN	02712	X
PS	BATES-MIRANDA	SUZANNE	09104	X
PS	BRADY	DIANE	03744	X
PS	CARMACK	DONNA	03664	X
PS	CRAVER	GRADY	05964	X
PS	DAVIS	MARIA	03026	X
PS	EDWARDS	ERIN-ANN	04374	X
PS	ERB	DAWN	05707	X
PS	ESPINOSA	ROSANNA	03936	X
PS	FEDOROW	INNA	04796	X
PS	GAROFANO	MICHAEL	11571	X
PS	GINART-QUIJANO	JANET	04655	X
PS	GUERRIER	RONICA	05558	X
PS	HYNES	FRANCIS	02997	X
PS	IMHOF	JOHN	02864	X
PS	LICHT	KRISTIE	11970	X
PS	MOUCHET	EDWARD	09921	X
PS	REESE	CHANDELLE	10166	X
PS	SARDOGAN	CARMELA	02736	X
PS	SOPONYAI	DENNIS	12244	X
PS	SUFFICOOL	VANESSA	12021	X
PS	SULLIVAN	SHANE	08056	X
PS	SWARTOUT	CRAIG	10524	X
PS	SWARTOUT	TAMMY	12254	X
PS	TAAFFE	KYRA	08398	X
PS	WALDEN	ROBERT	09599	X
AC	ANSPACH	CHARLES	16359	X

SITE: SHS

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
AC	ARSHI	ASIYA	17746	X
AC	ASUMANI MENSAH	MICHAEL	18314	X
AC	BAKER	ANDREW	17009	X
AC	BELL	SARAH	11750	X
AC	BENNETT	GEORGE	11656	X
AC	BENNETT	MARY	12559	X
AC	BENVEGNA	MEREDITH	14099	X
AC	BENWARE	BRENT	12292	X
AC	BERLEW	ABIGAIL	16869	X
AC	CABARSE	CRISTINA	17839	X
AC	CAC	DARIEN	17210	X
AC	CHAPMAN	KEANE	17343	X
AC	COCO	LINDA	04939	X
AC	CRUZ	KRISTINE	19353	X
AC	CRUZ	LUZ-SARAHI	03631	X
AC	DANCHISE	ROBYN	17783	X
AC	DILLY	JOSHUA	19519	X
AC	EARLES	DEANNA	14619	X
AC	FISHER	SHAWN	15575	X
AC	FRANK	LINDA	04992	X
AC	FURTERER	ZACHARY	17704	X
AC	GARCIA	MAIRA	12413	X
AC	GONZALEZ	MORGAN	16735	X
AC	GONZALEZ	YORDAN	16661	X
AC	GUPTON	THOMAS	16819	X
AC	HORNADAY	JOELLEN	16859	X
AC	JAMES	MARITZA	12047	X
AC	KHATUN	MOSAMMAT	12492	X
AC	KREISMER	HEATHER	17891	X
AC	LAMLE	SUZZANNE	01062	X
AC	MAHLA	CORRIE	15733	X

SITE: SHS

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
AC	MAHLA	TYLER	16501	X
AC	MALCOLM BAKER	KENDRA	16079	X
AC	MANCE	KARA	15113	X
AC	MCCARTHY	ANNE	14926	X
AC	MCGARRY	MATTHEW	14343	X
AC	MCNERNEY	DENNIS	13307	X
AC	MULLINS	ROLAND	17655	X
AC	MURPHY	TIMOTHY	14330	X
AC	PAPANERI	TIFFANY	18786	X
AC	PIERCE	ELIZABETH	07188	X
AC	ROTELLA	JEANNINE	04943	X
AC	ROWLEY	TAYLOR	19049	X
AC	SCHAU	KIERRA	16618	X
AC	SCOTT	MARYANN	14016	X
AC	SCOTT	SHELBY	17163	X
AC	SITTIG	JOHN	19330	X
AC	STENSTROM	NICHOLAS	13914	X
AC	SUFFICOOL	MARIA	15109	X
AC	TEAGUE	RENEE	19136	X
AC	TEMPLE	VICKIE	14533	X
AC	UTTERBACK	JORDAN	18937	X
AC	WENTWORTH	JUSTIN	16289	X
AC	WILLIAMS	TYRONE	15646	X
AC	WILSON	ROBERT	15390	X
PB	GRAHAM	TYSON	10718	X
PB	MANTOOTH	LILLIAN	19702	X

Printing of my name below constitutes my official signature for electronic purposes.

Dana Pearce				4-May-26
Printed name of Principal/Site Administrator				Date

SITE: STUDENT SERVICES

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
PS	DIFRESCO	DAWN	03993	X
PS	GEREAUX	PAMELA	10497	X
PS	GIBSON	ALLISON	08637	X
PS	INGLE	CARYN	09521	X
PS	JACKSON	CYNTHIA	06967	X
PS	SMITH	RACHEL	03841	X
AC	BOND	JACK	15668	X
AC	CAPOTE	CLARA	02639	X
AC	CAVANAUGH	ALLYSON	17271	X
AC	DAVIS	SHARON	16250	X
AC	DIAZ	CHARLOTTE	17893	X
AC	DICARO	MELISSA	12179	X
AC	EARL	ALLISON	18645	X
AC	EDWARDS	KATHERINE	11494	X
AC	EPPLEY	KIMBERLY	06894	X
AC	ERMANN	HAILEY	16521	X
AC	ESPINOSA	CHRISTIE	17002	X
AC	GONZALEZ	ERIKA	14890	X
AC	HOLDEN	NAKEYSHA	18158	X
AC	HOLMES	ANGEL	19470	X
AC	ILOWIT	ISAIAH	15094	X
AC	KAHLER	MADALYN	18287	X
AC	KING ALDRICH	ARIANA	17786	X
AC	KITTOE	WILLIAM	17080	X
AC	KNISPEL	DENISE	15628	X
AC	LACOUR	MICHELE	17855	X
AC	MAUL	THERESA	15178	X
AC	MINCH	DEVON	19002	X
AC	MOODY	PEYTON	18111	X
AC	MULOCK	MATTHEW	17395	X
AC	NAPOLI	HOLLY	13058	X

SITE: STUDENT SERVICES

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
AC	RIVERA	ADAM	18707	X
AC	TORRES	MARIA	17411	X
AC	WATKINS	MELISSA	16032	X
AC	WILSON	CHRISTI	17621	X
Printing of my name below constitutes my official signature for electronic purposes.				
	Jill Kolasa			5/4/2026
Printed name of Principal/Site Administrator				Date

SITE: TITLE I

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
PS	BRADLEY	JENNIFER	10479	X
PS	GAUVIN	PAMELA	01295	X
PS	HARIPERSAD	ANGELINA	03519	X
PS	MAXEY	DYANE	07918	X
PS	MORENO	LIZETTE	03269	X
AC	PEASE	ROSA	07969	X
AC	WISE	TRISHA	19159	X
PB	VELEZ	ASHLEY	18933	X
Printing of my name below constitutes my official signature for electronic purposes.				
	Magen C. Schlechter			4/28/2026
Printed name of Principal/Site Administrator				Date

SITE: WES

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
PS	ADDIE	PHYLLIS	02396	X
PS	BADALA	THERESA	02338	X
PS	BOYSEL	ADRIENNE	11775	X
PS	BURKE	TRACEY	12290	X
PS	DIMURO	MICHAEL	02666	X
PS	HALL	MELODIE	04258	X
PS	KELLER-WISEMAN	NICOLE	12145	X
PS	LANE	JENNIFER	12351	X
PS	STRMENSKY	ROBERT	05137	X
PS	THOMPSON	KELLY	12350	X
PS	WOOP	MARIA	03660	X
AC	ASBEL	ANNMARIE	15468	X
AC	BAEZA	CHERYL	14470	X
AC	BALLARD	LOREN	12794	X
AC	BLEVINS	CHRISTINE	14200	X
AC	CHILD	THOMAS	14235	X
AC	COCHRANE	HEATHER	13309	X
AC	COHEN	DANIEL	16632	X
AC	DEMARIA	JOY	13744	X
AC	DIETER	EMMA	19173	X
AC	FIELDS	REBECCA	05960	X
AC	FIORILLO	LINDA	17687	X
AC	GIBSON	KIMBERLY	15673	X
AC	HOOVER	ARIEL	14544	X
AC	KELLY	JOSHUA	17676	X
AC	METZLER	ERICA	19441	X
AC	MITCHELL	JODI	17980	X
AC	O'REILLY	AMANDA	17799	X
AC	PARSHOOK	DANIELLE	17920	X
AC	RADO	JENNIFER	03263	X
AC	RHOADS	BRITTANY	14613	X

SITE: WES

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
AC	RIVERA	DAWN	13987	X
AC	SAUNDERS	AMANDA	16598	X
AC	WEIMERN	JAQUELINE	16506	X
AC	WILLIAMS	ALLISON	13116	X
PB	GONZALEZ	LUIS	19708	X
PB	KELLY	JULIA	17765	X
Printing of my name below constitutes my official signature for electronic purposes.				
Dana Kublick				4/30/2026
Printed name of Principal/Site Administrator				Date

SITE: WHMS

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
PS	BURNS	SONYA	07694	X
PS	CARR	JURETTA	06327	X
PS	GAUSTAD	VIRGINIA	11339	X
PS	JACKSON	SUSAN	06090	X
PS	MENDOZA	RENE	02236	X
PS	RAE	LYSANDRA	02089	X
PS	ROLLO	DEBORAH	01457	X
PS	SCOTT	LAURA	09280	X
PS	SYBLIS	STEFANY	04366	X
PS	WOODS	MEGAN	12661	X
AC	ANDERSON	SHILAH	11760	X
AC	ARROYO	REMY	14518	X
AC	BAKER	NICOLE	16593	X
AC	BASSETT	DANIELLE	16603	X
AC	BECUDE	THOMAS	16626	X
AC	BRENDLINGER-BUSE	JESSICA	13277	X
AC	BRISTOL	JOSEPH	14273	X
AC	BUCKEY	ASHLEY	16675	X
AC	CHAMPLAIN	LISA	19363	X
AC	COOPER	KAREN	12314	X
AC	FARRINGTON	MARY	09660	X
AC	FIELDER	MELANIE	11797	X
AC	GUTIERREZ	AMELIA	15609	X
AC	JACKSON	ADAM	19128	X
AC	JACKSON	BRIAN	19057	X
AC	LANGWORTHY	KRISTI	13221	X
AC	MALCOLM-WHITE	STACY-ANN	17740	X
AC	MANN	JESSICA	18223	X
AC	MORRIS	RYAN	17173	X
AC	NISBET	DEEDRA	16837	X
AC	PATTERSON	SHANIQUE	17742	X

SITE: WHMS

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
AC	PETERS	CASSANDRA	12205	X
AC	RASTATTER	PATRICK	11975	X
AC	RICHARTZ	SAMANTHA	15274	X
AC	SALAS	SUZANNE	15392	X
AC	SIEBELS	JOHN	17055	X
AC	SMITH	BOBBI	18860	X
AC	SMITH	JOHN	18810	X
AC	STUDZIN	LISA	12779	X
AC	SUPPLE	RENEE	05247	X
AC	TUTTLE	HALEIGH	18798	X
AC	TUTTLE	ZACHARY	18856	X
Printing of my name below constitutes my official signature for electronic purposes.				
	Chirs Healy			5/1/2026
Printed name of Principal/Site Administrator				Date

SITE: WWHS

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
PS	ALAIMO	JOHN	12345	X
PS	ALI-CARR	DAWN	10571	X
PS	BROOKS	DEBRA	10562	X
PS	CLARK	DAMIEN	08539	X
PS	CLARK	SUMMER	12255	X
PS	CROYLE	ROBERT	05120	X
PS	FERRO	CHRISTINE	10923	X
PS	FOLEY	PATRICK	11972	X
PS	HAFLIGER	MICHAEL	09253	X
PS	HOLMES	ALFRED	12352	X
PS	JOHNSON	RYAN	08687	X
PS	LAPP	KIMBERLY	11688	X
PS	LINAUER	MARLISE	03485	X
PS	MATERNOWSKI	ADAM	12536	X
PS	MIHOK	KIRSTEN	04791	X
PS	NUGENT	HEATHER	08475	X
PS	REYES	SARAH	11062	X
PS	RICHTER	JAMES	12588	X
PS	SANTIAGO	LAURA	03512	X
PS	TAYLOR	DONNA	02515	X
PS	VALENTINE	KATHLEEN	05152	X
AC	ALONSO	JASON	18782	X
AC	ARMSTRONG	RACQUEL	15180	X
AC	BARNES	DHERON	18042	X
AC	BILLICK	NANETTE	17710	X
AC	BRADEN	SUSANN	06993	X
AC	BUCKEY	ADAM	16658	X
AC	CARR	SHAYNA	18040	X
AC	CAVANAUGH	KASEY	12653	X
AC	CHILDS	ASHLEY	17330	X
AC	CLARK	ERIN	15324	X

SITE: WWHS

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
AC	CONGDON	KIMBERLY	16181	X
AC	COX	CRYSTAL	17881	X
AC	CROSBY	NICOLE	15924	X
AC	CURRIE	KYLIE	19549	X
AC	DALY	JASON	15525	X
AC	DRONOV	DANILA	19612	X
AC	DURRUM	NATALIE	05612	X
AC	EARLY	JUSTEN	14786	X
AC	EARNEST	AMY	14775	X
AC	EDWARDS	CARISSA	12870	X
AC	ELDRETH	AMY	18070	X
AC	JUDSON	BRIDGIT	18635	X
AC	KANARIS	TINA	16887	X
AC	KEIPER	CORINNE	17130	X
AC	KENDALL	DONALD	16028	X
AC	MARTIN	TAMMY	16397	X
AC	MARTINEZ	STEPHANIE	16394	X
AC	MCHUGH	PATRICK	13408	X
AC	MELLO	TONYA	15414	X
AC	MOONEY	KAREN	12840	X
AC	MORRIS	TERESA	16892	X
AC	NOA	SHANNA	18882	X
AC	PREWITT	CHRISTOPHER	14388	X
AC	QUARTO	MICHAEL	15064	X
AC	ROSS	CHARLENE	13947	X
AC	SANTIAGO	ALEXANDRA	17651	X
AC	SANTIAGO	SARAH	19394	X
AC	SCHWEFRINGHAUS	HUNTER	17234	X
AC	SCIRE	STEPHEN	13672	X
AC	SCROGGINS	COLLEEN	18709	X
AC	SHAFFER	KEITH	14427	X

SITE: WWHS

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
AC	SKIPPER	JAMES	08265	X
AC	STENSTROM	CRISTINA	18351	X
AC	VONPERBANDT	JENNIFER	17015	X
AC	WOOLCOCK	JEREMY	16511	X
PB	ANDERSON	ERIN	10792	X
PB	CLIMAN	GREGORY	16046	X
PB	COX	CRYSTAL	17881	X
Printing of my name below constitutes my official signature for electronic purposes.				
Edward LaRose				5/5/2026
Printed name of Principal/Site Administrator				Date

SITE: WWK8

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
PS	ARNOLD	HEATHER	02683	X
PS	BALLARD	CAROL	06309	X
PS	BASS	HEATHER	11517	X
PS	BERLIN	JENNIFER	12185	X
PS	BLUMENGARTEN	NEIL	02917	X
PS	BOURNE	LAUREN	05911	X
PS	FRAZIER	TRACY	11700	X
PS	FREMER	BOBBI-JEAN	01059	X
PS	GAMBLE	CHERIE	11841	X
PS	HOGAN	RENEE	02914	X
PS	JOHNS	KIMBERLY	10590	X
PS	KALLNISCHKIES	TERRI	04620	X
PS	KRUSZYNSKI	BRANDI	09372	X
PS	LOFFLER	LEE ANN	03182	X
PS	MAEDER	TRACY	12301	X
PS	PLOSKONKA	TRACIE	05000	X
PS	REED	THERESA	03458	X
PS	SCHULTZ	STEPHANI	04192	X
PS	SHEPARD	HELEN	11951	X
PS	SIEGENDORF	JEFFREY	11941	X
PS	STEELE	PHILIP	12315	X
PS	STEELE	SARAH	08514	X
PS	SUITERS	DENISE	02970	X
PS	THORNTON	MARY ALICE	05477	X
PS	TORRES	DEBBIE	08650	X
PS	VISCEGLIE	STACEY	12281	X
AC	ALBINGER	NICOLE	15952	X
AC	ALTIMARI	NICHOLAS	14645	X
AC	AMICO	KARI	15121	X
AC	BADGER	SANDRA	14818	X
AC	BARKER	SASHA	16845	X

SITE: WWK8

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
AC	BENDL	BRUCE	18672	X
AC	BILODEAU	KRISTEN	14496	X
AC	BOYLE	TINA	16827	X
AC	BROWN	KATHRYN	15231	X
AC	BRUNELLE	ASHLEIGH	18603	X
AC	BURLETT	TABBITHA	17585	X
AC	CARMAN	SHEREE	08263	X
AC	CASCIO	ASHLEY	14028	X
AC	CHURCH	DENICE	18688	X
AC	CONWELL	RUTH	18276	X
AC	COSTA	KATLYN	14193	X
AC	COTRONEO	EVE	17169	X
AC	D'AVANZO	KATHERINE	16731	X
AC	ENGLISH	SANDRA	15014	X
AC	FALCO	SHANE	18075	X
AC	FARRINGTON	JULIEANN	15452	X
AC	FIORENZI	JENNIFER	19161	X
AC	FRANZ	SEAN	05466	X
AC	GILBERT	KELLY	14146	X
AC	GOURLEY	MELISSA	17054	X
AC	GRIMSLAND	JENNIFER	16543	X
AC	HAGEN	KRISTA	16390	X
AC	HAMPTON	STACEY	17579	X
AC	HARTMAN	LISA	18017	X
AC	HOMAN	AMELIA	17581	X
AC	JOSWICK	EMILY	16275	X
AC	KREISMANN	ANDREA	15245	X
AC	KRONENFELD	JENNIFER	14664	X
AC	LADD	JENNIFER	14129	X
AC	LOCK	DAVID	18178	X
AC	LUCERO	ELISA	04093	X

SITE: WWK8

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
AC	MACVICAR	JITKA	16485	X
AC	MEDINA	DEBORAH	12152	X
AC	MRAZ	LINDSAY	18958	X
AC	MATTHEWS	CYNTHIA	18669	X
AC	MCGREGOR	KERRIE	17684	X
AC	MITCHELL	KRISTIN	17602	X
AC	MULLEN	MICHAEL	16935	X
AC	MULLEN	NICOLE	17768	X
AC	O'DELL	ASHLEY	14953	X
AC	PEARSON	GERALD	14029	X
AC	RHINE	CRYSTAL	16366	X
AC	RICHARD	DESTINY	16196	X
AC	ROONEY	NICOLE	14714	X
AC	SCHAUSS	CHELSI	18204	X
AC	SCHILLING	NANCY	01999	X
AC	SHARRER	ALLISON	18659	X
AC	SHUMATE	JEFFERY	15070	X
AC	SKINNER	REBECCA	15692	X
AC	SKIPPER	STEPHEN	15932	X
AC	STACK	TARA	18023	X
AC	THIBODEAUX	ALYSSA	14787	X
AC	THOMAS	MARK	16584	X
AC	THOMAS	REBECCA	16654	X
AC	TORRES	MACKENZIE	19427	X
AC	VINCENT	CHARITY	15965	X
AC	WAGNER	EMILY	16256	X
AC	WATERMAN	KASEY	18464	X
AC	WHITEHURST	JACQUELINE	04225	X
AC	WHITTEN	ERIN	16695	X
AC	WILFONG	ALISON	17333	X
AC	WILLIAMS	NANCY	18028	X

SITE: WWK8

RECOMMEND FOR REAPPOINTMENT LIST
(INSTRUCTIONAL)
2026-2027

CONTRACT STATUS	LAST NAME	FIRST NAME	EMPLOYEE ID	REAPPOINT - YES
AC	WRIGHT	JENNIFER	16115	X
Printing of my name below constitutes my official signature for electronic purposes.				
Kristen Tormey				
Printed name of Principal/Site Administrator				5/1/2026
				Date

SITE: Principals: Academic Directors: Academic Executive Directors: and Academic Supervisors

RECOMMEND FOR REPPOINTMENT LIST
(ADMINISTRATIVE)
2026-2027

SITE	LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
HHS	BOOKER	LEECHELE	11282	PRINCIPAL HIGH SCHOOL	8	249	X
BES	INMON	RICHARD	11376	PRINCIPAL ELEM	8	249	X
WES	KUBLICK	DANA	04040	PRINCIPAL ELEM	8	249	X
EES	LASTRA	GLENN	04190	PRINCIPAL ELEM	8	249	X
SHS	WRIGHT	BRANDON	13457	PRINCIPAL HIGH SCHOOL	8	249	X
FCMS	DYE	THOMAS	02989	PRINCIPAL MIDDLE SCHOOL	8	249	X
SHES	O'ROURKE	CARI	06059	PRINCIPAL ELEM	8	249	X
PMS	RASTATTER	ALEXANDRA	12175	PRINCIPAL MIDDLE SCHOOL	8	249	X
FES	PIESIK	SCOTT	03547	PRINCIPAL ELEM	8	249	**X**
DSPMS	CLIFFORD	CHRISTOPHER	10305	PRINCIPAL MIDDLE SCHOOL	8	249	X
CHS	SLUSSER	KELLY	11978	PRINCIPAL HIGH SCHOOL	8	249	X
PGES	SAAVEDRA	NATASHA	15995	PRINCIPAL ELEM	8	249	X
WHMS	HEALY	CHRISTOPHER	14842	PRINCIPAL MIDDLE SCHOOL	8	249	X
DES	GIRALDO	SANDRA	18793	PRINCIPAL ELEM	8	249	X
MES	MARTIN	PATRICIA	07974	PRINCIPAL ELEM	8	249	X
SES	HUGHES	DACEY	11845	PRINCIPAL ELEM	8	249	X
END	DERESPIRIS	BRANDON	16427	PRINCIPAL ALTERNATIVE ED	8	249	X
CES	PAGANO	NICHOLAS	04332	PRINCIPAL ELEM	8	249	X
NCTHS	MERSCHBACH	BRAD	08835	PRINCIPAL HIGH SCHOOL	8	249	X
CK8	MAIORINI	ROSEMARIE	11686	PRINCIPAL K-8	8	249	X
EK8	BRAITHWAITE	LISA	11471	PRINCIPAL K-8	8	249	X
WWHS	LAROSE	EDWARD	11792	PRINCIPAL HIGH SCHOOL	8	249	X
WWK8	TORMEY	KRISTEN	12218	PRINCIPAL K-8	8	249	X
eSchool	WISEMAN	ZANA	15292	PRINCIPAL HER eSCH	8	249	X
WSTC	DENT	RADIAH	16633	DIRECTOR OF ADULT & TECHNICAL	8	249	X
9220	AMATO	JOSEPH	15462	DIRECTOR OF TECHNOLOGY & INFO	8	249	X
9008	CLARK	PAULA	05708	SUPERVISOR OF PROFESSIONAL DEV	8	249	X
9022	CROPLEY	LISA	02717	EXECUTIVE DIR STUDENT SUPPORT	8	249	X
9410	HOWARD	TIFFANY	11766	DIRECTOR OF ELEMENTARY PROGRAM	8	249	X
9005	JENSEN	ANNA	08092	DIRECTOR OF ESE	8	249	X
9440	KOLASA	JILL	07291	DIRECTOR OF STUDENT SERVICES	8	249	X
9410	MORRIS	JOHN	13434	DIRECTOR OF SECONDARY PROGRAMS	8	249	X

SITE: Principals: Academic Directors:
Academic Executive Directors: and
Academic Supervisors

RECOMMEND FOR REPPOINTMENT LIST
(ADMINISTRATIVE)
2026-2027

SITE	LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
9461	MERSCHBACH	JENNIFER	02278	DIRECTOR OF RESEARCH & ACCOUNT	8	249	X
9462	SCHLECHTER	MAGEN	12594	DIRECTOR OF FEDERAL PROGRAMS	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.							
__Gina Michalicka_____				5.4.26			
Printed name of Principal/Site Administrator				Date			
Printing of my name below constitutes my official signature for electronic purposes.							
_____Lisa Cropley_____				5.4.26			
Printed name of Principal/Site Administrator				Date			

SITE: BES

RECOMMEND FOR REPPOINTMENT LIST
(ADMINISTRATIVE)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
REYNOLDS	KATIE	11566	ASST PRINCIPAL K-8	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Richard J. Inmon				4/28/2026		
Printed name of Principal/Site Administrator				Date		

SITE: BUS SUP SVCS ADMIN

RECOMMEND FOR REPPOINTMENT LIST
(ADMINISTRATIVE)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
BROWN	ALEXIS	14856	DIRECTOR OF HUMAN RESOURCES	8	249	X
PAGAN	ANGEL	17433	DIRECTOR OF SAFE SCHOOLS	8	249	X
ELLERMAN	AARON	19389	DIRECTOR OF COMMUNICATIONS	8	249	X
GOLDRICK	MATTHEW	01150	DIRECTOR OF LABOR RELATIONS &	8	249	X
LEATH	RALPH	15110	DIR OF TRANSPORTATION	8	249	X
MCINTYRE	JOYCE	07049	CHIEF FINANCIAL OFFICER	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Barbara Kidder				5/4/2026		
Printed name of Principal/Site Administrator				Date		

SITE: CES

RECOMMEND FOR REPPOINTMENT LIST
(ADMINISTRATIVE)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
MINICHINO	JILLIAN	12830	ASST PRINCIPAL ELEM	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
NICHOLAS	PAGANO			5/6/2026		
Printed name of Principal/Site Administrator				Date		

SITE: CHS

RECOMMEND FOR REPPOINTMENT LIST
(ADMINISTRATIVE)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
ADESSO	LORE	04729	ASST PRINCIPAL HIGH SCH	8	249	X
DE JESUS	ALYSSA	17669	ASST PRINCIPAL HIGH SCH	8	249	X
SOMMER	WILSON	13876	ASST PRINCIPAL ELEM	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Kelly Slusser				4/28/2026		
Printed name of Principal/Site Administrator				Date		

SITE: CK8

RECOMMEND FOR REPPOINTMENT LIST
(ADMINISTRATIVE)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
FINCH	EDWARD	10389	ASST PRINCIPAL K-8	8	249	X
GRANT	KELLY	13226	ASST PRINCIPAL K-8	8	249	X
HINES	TIFFANY	12072	ASST PRINCIPAL K-8	8	216	X
Printing of my name below constitutes my official signature for electronic purposes.						
Rosemarie	Maiorini			5/6/2026		
Printed name of Principal/Site Administrator				Date		

SITE: DES

RECOMMEND FOR REPPOINTMENT LIST
(ADMINISTRATIVE)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
CRAWFORD	TRINA	17927	ASST PRINCIPAL ELEM	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Toni-Ann Noyes			4/29/2026			
Printed name of Principal/Site Administrator			Date			

SITE: DSPMS

RECOMMEND FOR REPPOINTMENT LIST
(ADMINISTRATIVE)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
SCHUMACHER	LAUREN	15599	ASST PRINCIPAL K-8	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Chris Clifford				5/8/2026		
Printed name of Principal/Site Administrator				Date		

SITE: EK8

RECOMMEND FOR REPPOINTMENT LIST
(ADMINISTRATIVE)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
MACGREGOR	ANDREW	15359	ASST PRINCIPAL K-8	8	249	X
MITCHELL	LISA	01305	ASST PRINCIPAL HIGH SCH	8	249	X
O'ROURKE	DANIEL	01256	ASST PRINCIPAL K-8	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
	Lisa Braithwaite			4/30/2026		
Printed name of Principal/Site Administrator				Date		

SITE: EES

RECOMMEND FOR REPPOINTMENT LIST
(ADMINISTRATIVE)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
SCHWARTZ	ERIC	16629	ASST PRINCIPAL ELEM	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Mike Lastra				5/4/2026		
Printed name of Principal/Site Administrator				Date		

SITE: FACILITIES

RECOMMEND FOR REPPOINTMENT LIST
(ADMINISTRATIVE)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
HALL	WILLIAM	02220	FIRE OFFICIAL/PLANS EXAMINER	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
brian ragan				5/4/2026		
Printed name of Principal/Site Administrator				Date		

SITE: FCMS

RECOMMEND FOR REPPOINTMENT LIST
(ADMINISTRATIVE)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
RUIZ	MARIA	12329	ASST PRINCIPAL MID SCH	8	249	X
SMITH	JOSHUA	16055	ASST PRINCIPAL MID SCH	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
THOMAS DYE				5/4/2026		
Printed name of Principal/Site Administrator				Date		

SITE: FES

RECOMMEND FOR REPPOINTMENT LIST
(ADMINISTRATIVE)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
FOX	MICHELLE	01252	ASST PRINCIPAL ELEM	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Scott Piesik			May 4, 2026			
Printed name of Principal/Site Administrator			Date			

SITE: F N

RECOMMEND FOR REPPOINTMENT LIST
(ADMINISTRATIVE)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
PATRICK	JENNIFER	06386	ASST DIRECTOR OF FOOD & NUTR S	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Holly Longo				5/4/2026		
Printed name of Principal/Site Administrator				Date		

SITE: HHS

RECOMMEND FOR REPPOINTMENT LIST
(ADMINISTRATIVE)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
CROFT	DARLA	13189	ASST PRINCIPAL HIGH SCH	8	249	X
MCNAUGHTON	DONALD	15232	ASST PRINCIPAL HIGH SCH	8	249	X
SWIHART	STACEY	15407	ASST PRINCIPAL HIGH SCH	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Leechele Booker				4/29/2026		
Printed name of Principal/Site Administrator				Date		

SITE: MES

RECOMMEND FOR REPPOINTMENT LIST
(ADMINISTRATIVE)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
SPATZ	PATRICIA	11630	ASST PRINCIPAL ELEM	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Patty Martin				*5/6/2026*		
Printed name of Principal/Site Administrator				Date		

SITE: NCTHS

RECOMMEND FOR REPPOINTMENT LIST
(ADMINISTRATIVE)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
LAROCCA	JODI	12180	ASST PRINCIPAL HIGH SCH	8	249	X
MANER	JOSANDRA	12058	ASST PRINCIPAL HIGH SCH	8	249	X
PEEPLES	KRISTIN	12393	ASST PRINCIPAL HIGH SCH	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Brad Merschbach			4/30/2026			
Printed name of Principal/Site Administrator			Date			

SITE: PGES

RECOMMEND FOR REPPOINTMENT LIST
(ADMINISTRATIVE)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
SAUVAGEOT	STEPHANIE	15994	ASST PRINCIPAL ELEM	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Natasha Saavedra				5/7/2026		
Printed name of Principal/Site Administrator				Date		

SITE: PMS

RECOMMEND FOR REPPOINTMENT LIST
(ADMINISTRATIVE)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
DEFILIPPIS	AMY	14414	ASST PRINCIPAL MID SCH	8	249	X
NAPIER	ALAN	14858	ASST PRINCIPAL MID SCH	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Alex Rastatter				4/28/2026		
Printed name of Principal/Site Administrator				Date		

SITE: SAFE SCHOOLS

RECOMMEND FOR REPPOINTMENT LIST
(ADMINISTRATIVE)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
SCROGGINS	BRETT	17490	ASSISTANT DIRECTOR OF SAFE SCH	8	249	X
SLONE	JODI	15040	ASSISTANT DIRECTOR OF SAFE SCH	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Angel Pagan				4/28/26		
Printed name of Principal/Site Administrator				Date		

SITE: SES

RECOMMEND FOR REPPOINTMENT LIST
(ADMINISTRATIVE)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
THOMAS	COLLEEN	14210	ASST PRINCIPAL ELEM	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Dacey Hughes				4/27/2026		
Printed name of Principal/Site Administrator				Date		

SITE: SHES

RECOMMEND FOR REPPOINTMENT LIST
(ADMINISTRATIVE)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
HALSTEAD	STEPHANI	14196	ASST PRINCIPAL ELEM	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Cari L. O'Rourke				5/1/2026		
Printed name of Principal/Site Administrator				Date		

SITE: SHS

RECOMMEND FOR REPPOINTMENT LIST
(ADMINISTRATIVE)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
DIPAOLO	CELISSE	15664	ASST PRINCIPAL K-8	8	249	X
LOPEZ	ANGEL	01771	ASST PRINCIPAL HIGH SCH	8	216	X
SWIATEK	LAUREN	03130	ASST PRINCIPAL HIGH SCH	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Dana Pearce				May 4, 2026		
Printed name of Principal/Site Administrator				Date		

SITE: SUPERINTENDENT

RECOMMEND FOR REPPOINTMENT LIST
(ADMINISTRATIVE)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
CROGNALE	STEPHEN	11936	EXEC DIR OF SUPPORT OPERATIONS	8	249	X
KIDDER	BARBARA	05380	ASST SUPT BUSINESS SVC & OPERA	8	249	X
MICHALICKA	GINA	02513	ASST SUPERINTENDENT TEACHING &	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Ray Pinder				4/29/2026		
Printed name of Principal/Site Administrator				Date		

SITE: SUPP OPPS

RECOMMEND FOR REPPOINTMENT LIST
(ADMINISTRATIVE)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
LONGO	HOLLY	16000	DIR OF FOOD & NUTRITION SERVIC	8	249	X
RAGAN	BRIAN	16403	DIRECTOR OF FACILITIES & CONST	8	249	X
RYCHCIK	JOSEPH	18084	DIRECTOR OF MAINTENANCE	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Stephen Crognale				5/6/2026		
Printed name of Principal/Site Administrator				Date		

SITE: WES

RECOMMEND FOR REPPOINTMENT LIST
(ADMINISTRATIVE)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
LAPLATNEY	DEANA	13485	ASST PRINCIPAL ELEM	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Dana Kublick				4/30/2026		
Printed name of Principal/Site Administrator				Date		

SITE: WHMS

RECOMMEND FOR REPPOINTMENT LIST
(ADMINISTRATIVE)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
SAKSER	LESLIE	10881	ASST PRINCIPAL MID SCH	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Chirs Healy				5/1/2026		
Printed name of Principal/Site Administrator				Date		

SITE: WWHS

RECOMMEND FOR REPPOINTMENT LIST
(ADMINISTRATIVE)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
BITTINGER	KEVIN	08658	ASST PRINCIPAL HIGH SCH	8	249	X
MURRMAN - DUDLEY	MILDRED	10583	ASST PRINCIPAL HIGH SCH	8	249	X
SLADEK	BRANDY	13461	ASST PRINCIPAL HIGH SCH	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Edward LaRose				5/5/2026		
Printed name of Principal/Site Administrator				Date		

SITE: WWK8

RECOMMEND FOR REPPOINTMENT LIST
(ADMINISTRATIVE)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
BEACH	ROBERT	01672	ASST PRINCIPAL HIGH SCH	8	249	X
DE ARMAS	JENNIFER	14116	ASST PRINCIPAL K-8	8	249	X
GLEASON	SHERYL	13840	ASST PRINCIPAL K-8	8	216	X
Printing of my name below constitutes my official signature for electronic purposes.						
Kristen Tormey				4/29/2026		
Printed name of Principal/Site Administrator				Date		

SITE: ACADEMIC SERVICES

RECOMMEND FOR REAPPOINTMENT LIST
(NONINSTRUCTIONAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
BISHOP	CHRISTINA	18620	PROGRAM ASST- COLLEGE & CAREER	8	249	01/16/2024	X
BURZUMATO	MICHAEL	17619	SUPPORT STAFF SPRINGS COAST EN / BUS OPERATOR	8	186	08/10/2022	X
MATERNOWSKI	COURTNEY	13904	COMPUTER LAB MANAGER PERKINS G	7	186	08/31/2021	X
Printing of my name below constitutes my official signature for electronic purposes.							
Gina Michalicka				5/5/2026			
Printed name of Principal/Site Administrator				Date			

SITE: BES

RECOMMEND FOR REAPPOINTMENT LIST
(NONINSTRUCTIONAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
AGUAYO	JUANITA	01790	PARA II ESOL	7	186	12/04/2023	X
AUSTIN	RANDI	17822	PARA ESE	7	186	05/09/2024	X
BAIN	LORE	16649	ENVIRONMENTAL SVCS TECH I	8	249	08/26/2021	X
GOODSON	MACOLM	19054	ENVIRONMENTAL SVCS TECH I	8	249	08/14/2024	X
GRESSLE	JODI	15494	PARA II ELEMENTARY	7	186	10/18/2021	X
HARRIS	CINDY	19185	PARA PK HANDICAP	7	186	11/04/2024	X
HEARN	STEPHANIE	07007	SECRETARY I SCH	8	200	08/08/2005	X
HENSHAW	JENNIFER	13425	BOOKKEEPER ELEM/MID	8	249	09/23/2019	X
MARCELLE	JEANNE	15835	PARA II ELEMENTARY	7	186	10/24/2017	X
MENA-ROCCA	ANA	19734	PARA ISS	7	186	02/26/2026	X
NEMCHIK	VALERIE	17677	SCHOOL HEALTH PROFESSIONAL	7	190	08/10/2022	X
OLIVA DE SILVA	ANA	17800	ENVIRONMENTAL SVCS TECH I	8	249	08/18/2022	X
PADONU	KIMBERLY	03931	DATA ENTRY OPERATOR	8	249	10/04/2005	X
POPE	TERRELL	08298	ENVIRONMENTAL SVCS TECH I	4	186	08/24/2023	X
ROBERTS	THOMAS	08256	ENVIRONMENTAL SVCS TECH I	8	249	03/14/2005	X
ROMERO-CASELLAS	LUZ	15405	PARA II ELEMENTARY SPLIT FUNDE	7	186	08/10/2016	X
TAYLOR	TAYLOR	19557	PARA ESE	7	186	08/08/2025	X
THOMAS	JULIE	11943	PARA PK HANDICAP	7	186	03/21/2016	X
WILLIAMS	DAVID	06961	ENVIRONMENTAL SVCS TECH II	8	249	02/22/2001	X
WILLIAMS	LATRICIA	14743	ENVIRONMENTAL SVCS TECH 3	8	249	02/19/2014	X
VENERO	KAITLYN	18421	PRE-K ASST SPLIT FUNDED	8	196	09/1/2023	X
Printing of my name below constitutes my official signature for electronic purposes.							
Richard J. Inmon				4/28/2026			
Printed name of Principal/Site Administrator				Date			

SITE: CES

RECOMMEND FOR REAPPOINTMENT LIST
(NONINSTRUCTIONAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
ACEVEDO	JESSYAL	17223	PRE-KINDERGARTEN ASST	8	196	08/06/2021	X
ARIAS	DANIEL	13769	ENVIRONMENTAL SVCS TECH I	8	249	07/15/2024	X
BILLICK	MICHAEL	19710	PARA I ELEMENTARY	7	186	01/20/2026	X
BRUNO DIAZ	GISELLE	15935	ENVIRONMENTAL SVCS TECH I	8	249	03/19/2018	X
CARNEIRO	NANCY	15363	ENVIRONMENTAL SVCS TECH II	8	249	07/25/2016	X
GUIDO	RACHEL	18286	PARA ESE	7	186	08/08/2025	X
HELLMAN	BARBARA	14777	BOOKKEEPER ELEM/MID	8	249	03/31/2014	X
HOLMLUND	CHRISTINA	18623	PARA I ELEMENTARY	7	186	01/12/2024	X
JIBAWI	TASNEEM	19477	SECRETARY II SCH	8	200	08/04/2025	X
LEHMANN	KERRI	19384	PARA I ELEMENTARY	7	186	03/24/2025	X
MELANSON	SUSAN	19291	PRE-KINDERGARTEN ASST	8	196	12/10/2024	X
SHUTTY	JONATHAN	18740	ENVIRONMENTAL SVCS TECH I	8	249	03/21/2024	X
ST AMANT	MARY	07648	LUNCHROOM AIDE	3	180	11/07/2022	X
ULLOA	MARTHA	16240	ENVIRONMENTAL SVCS TECH I	8	186	08/19/2021	X
VARGAS YEPEZ	ARTURO	17832	ENVIRONMENTAL SVCS TECH I	8	249	08/22/2022	X
VIOLA	DAVID	03334	ENVIRONMENTAL SVCS TECH 3	8	249	08/30/1993	X
WAGONER	PATSY	06282	DATA ENTRY OPERATOR	8	249	08/07/1997	X
WHITE	JAMIE	17909	PARA ISS	7	186	10/13/2022	X
ARIAS	DANIEL	13769	ENVIRONMENTAL SVCS TECH I	8	249	07/15/2024	X
Printing of my name below constitutes my official signature for electronic purposes.							
NICHOLAS PAGANO				5/6/2026			
Printed name of Principal/Site Administrator				Date			

SITE: CHS

RECOMMEND FOR REAPPOINTMENT LIST
(NONINSTRUCTIONAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
BALISTRIERE	REBECCA	14421	PARA ESE	7	186	03/18/2013	X
BARBOSA	JOANNA	03948	PARA I ESOL	7	186	08/13/2018	X
BERGER	TERRI	01492	PARA ESE	7	186	02/26/2013	X
BYRNE	KELLY	08802	SCHOOL HEALTH PROFESSIONAL	7	190	05/13/2013	X
CAMACHO	MIGDALIA	01921	SECRETARY II SCH	8	249	05/10/2005	X
CAPEL	JEFFERY	17712	ENVIRONMENTAL SVCS TECH I	8	249	08/04/2022	X
CRESPO HERNANDEZ	IDANIA	13325	ENVIRONMENTAL SVCS TECH I	8	249	06/02/2025	X
DIAZ	SYLVIA	03538	ENVIRONMENTAL SVCS TECH I	8	249	07/11/2017	X
ECK	SHANNON	03129	SECRETARY II SCH	8	249	08/09/2004	X
GARCIA	SOCORRO	03155	PARA I ESOL	7	186	10/09/2001	X
JACOBS	KELLIE	19648	PARA ESE 1 ON 1	7	186	09/29/2025	X
JUNIO	JOBERT	19226	PARA ESE 1 ON 1	7	186	08/08/2025	X
LADINES	EMILIO	04585	PARA ESE	7	186	10/21/1999	X
LALUZ	ROSEMARY	16909	SECRETARY II SCH	8	200	09/28/2020	X
LLANES ASCANO	JOHANKA	17504	ENVIRONMENTAL SVCS TECH I	8	249	02/16/2022	X
MARFA	MARK CHRISTOPHER	19687	PARA ESE 1 ON 1	7	186	12/12/2025	X
MARTINEZ CABRERA	TANIA	15781	PARA ESE	7	186	08/14/2017	X
MCBRIDE	DANETTE	05314	SECRETARY II SCH	8	249	08/03/2021	X
MONTERO ARROYAVE	OLGA	13219	ENVIRONMENTAL SVCS TECH II	8	249	11/05/2018	X
OLES	DANIEL	19733	ENVIRONMENTAL SVCS TECH I	8	249	02/23/2026	X
PALOMA	JOSEPH	17691	PARA ESE	7	186	08/16/2022	X
PAPADOPOULOS	JASON	13611	COMPUTER LAB MANAGER	7	186	09/30/2010	X
PEASE	ERIC	19745	ENVIRONMENTAL SVCS TECH I	8	186	05/28/2023	X
PEITLER	JOSEPH	02966	ENVIRONMENTAL SVCS TECH I	8	249	01/17/1994	X
PINERO	LIZMARY	18535	BOOKKEEPER HIGH SCH	8	249	10/19/2023	X
REVIS	MARY	12957	DATA ENTRY OPERATOR	8	249	01/30/2023	X
ROSEN	KRISTEN	16575	SECRETARY II SCH	8	249	10/04/2021	X
SCHERRER	MICHELE	16120	PARA ESE	7	186	08/21/2018	X
SKYERS	NORMAN	17107	ENVIRONMENTAL SVCS TECH I	8	249	07/01/2021	X
SOMERS	SANDRA	02967	SECRETARY II SCH	8	249	10/12/1998	X
STEIN	HELEN	02968	PARA ESE	7	186	09/24/2007	X
THOMAS	MARY	06493	PARA VOC ESE	7	186	08/08/2005	X
TOLAND	MICHELLE	07657	SECRETARY II SCH	8	249	11/18/1999	X
TOMPKINS	DONALD	13242	ENVIRONMENTAL SVCS TECH 3	8	249	01/21/2011	X
WOLFE	JENNIFER	15859	PARA CLINIC	6	186	11/08/2017	X
VIZCAINO RANGEL	OSBEL	17955	ENVIRONMENTAL SVCS TECH I	8	249	11/14/2022	X

SITE: CHS

RECOMMEND FOR REAPPOINTMENT LIST
(NONINSTRUCTIONAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
Printing of my name below constitutes my official signature for electronic purposes.							
Kelly Slusser				4/28/2026			
Printed name of Principal/Site Administrator				Date			

SITE: CK8

RECOMMEND FOR REAPPOINTMENT LIST
(NONINSTRUCTIONAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
ADORNO MERCADO	HAROLD	18148	ENVIRONMENTAL SVCS TECH I	8	249	05/05/2023	X
ARMENTEROS	BARBARA	18442	COMPUTER LAB MANAGER	7.45	196	09/05/2023	X
ASAMOAH	MATILDA	19040	ENVIRONMENTAL SVCS TECH I	8	249	08/12/2024	X
BALATSOS	LAURA	01874	SCHOOL HEALTH PROFESSIONAL	7	190	03/01/2018	X
BORRAS	DENISE	03927	SECRETARY II GIFTED	8	249	08/16/2010	X
CACERES RIVERA	EVELIN	18654	ENVIRONMENTAL SVCS TECH I	8	249	09/03/2025	X
CARLSEN	STEPHANIE	16351	SECRETARY II SCH	8	200	08/12/2019	X
DSOUZA	ROSELLE	14977	SECRETARY II SCH	8	200	01/20/2015	X
GREGSON	ASHLEA	17796	PARA CLINIC - 3.75 HOUR	3.75	180	08/16/2022	X
GUTIERREZ	ELIZABETH	19189	ENVIRONMENTAL SVCS TECH I	8	249	11/12/2024	X
HERNANDEZ-BOUTROS	ADRIANNA	15455	BOOKKEEPER ELEM/MID	8	249	12/01/2022	X
LAROSE	STACEE	14845	PARA ESE	7	186	08/18/2014	X
LOPEZ	MARIENA	15045	ENVIRONMENTAL SVCS TECH 3	8	249	11/02/2015	X
MESA MESA	ALAIN	13206	ENVIRONMENTAL SVCS TECH II	8	249	12/03/2009	X
PEREZ MIER	MARIA	17129	ENVIRONMENTAL SVCS TECH I	8	249	07/01/2021	X
PEREZ OSORIO	DANIA	18514	ENVIRONMENTAL SVCS TECH I	8	249	10/10/2023	X
POWELL	NICOLE	17475	PARA I ELEMENTARY	7	186	01/24/2022	X
RODRIGUEZ	NINOSHKA	18331	ENVIRONMENTAL SVCS TECH I	8	249	08/07/2023	X
SANCHEZ DIAZ	MIRIAM	17071	ENVIRONMENTAL SVCS TECH I	8	249	04/20/2021	X
SKYERS	PEARL	01233	PARA ISS	7	186	08/23/2010	X
SOSA	ROSA	02276	DATA ENTRY OPERATOR	8	249	08/09/2004	X
TREMOULIARIS	JENNIFER	16173	PARA MEDIA	7	186	09/24/2018	X
VARGAS	DEBORAH	19103	SECRETARY II SCH	8	249	09/09/2024	X
Printing of my name below constitutes my official signature for electronic purposes.							
Rosemarie	Maiorini			5/6/2026			
Printed name of Principal/Site Administrator				Date			

SITE: DES

RECOMMEND FOR REAPPOINTMENT LIST
(NONINSTRUCTIONAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
ATHA	NANCY	19606	PARA ESE	7	186	08/25/2025	X
BEALL	JUSTIN	16144	PARA II ELEMENTARY	7	186	10/15/2018	X
BICKETT	CANDICE	16371	ENVIRONMENTAL SVCS TECH II	8	249	05/20/2019	X
BICKETT	COREY	16339	ENVIRONMENTAL SVCS TECH I	8	249	04/08/2019	X
BOLES-RONDOS	KAYLA	17305	SCHOOL HEALTH PROFESSIONAL	7	190	09/08/2021	X
BRONHARD	EVAN	18252	PARA ESE	7	186	08/14/2023	X
CHICO	BARBARA	16969	PRE-KINDERGARTEN ASST SPLIT FU	7.45	196	12/02/2020	X
DERDIARIAN	HEIDY	01587	PARA ESE	7	186	02/18/2003	X
ESCOBAR	MARIA	15201	PARA ESE	7	186	11/30/2015	X
ESCUDERO	EDGARDO	18244	PARA II ESOL	7	186	08/14/2023	X
FALCON	BROOKE	19062	PARA ESE 1 ON 1	7	186	08/19/2024	X
FERNANDEZ	MAYERLIN	13342	PARA PK HANDICAP	7	186	08/08/2025	X
FLOYD	FRANCIS	08306	ENVIRONMENTAL SVCS TECH 3	8	249	07/05/2000	X
GRAUER	DONNA	18362	PARA PK HANDICAP	7	186	08/14/2023	X
GREEN	JAYLON	18774	ENVIRONMENTAL SVCS TECH I	8	249	05/01/2024	X
GUARDIANI	JENNIE	17218	PARA ESE 1 ON 1	7	186	08/10/2021	X
HERNANDEZ	NEYSA	16242	PARA II ESOL	7	186	08/18/2021	X
HESS	TAMMY	18473	SECRETARY II SCH	8	249	09/25/2023	X
HALLWAS	OLIVA	18334	PARA II ELEM TITLE I	7	186	08/14/2023	X
INGLESE	BRITTANY	18702	DATA ENTRY OPERATOR	8	249	02/23/2024	X
KESSNER	RUTH	04368	PARA PK HANDICAP	7	186	01/26/2023	X
LILLIE	HEATHER	19551	PARA ESE 1 ON 1	7	186	08/08/2025	X
MALZONE	PATRICIA	19456	PARA ESE	7	186	08/08/2025	X
MCNAMARA	KIM	18026	PARA MEDIA	7	186	01/17/2023	X
MIDDLETON RIOS	JESSICA	17550	PARA CLINIC	3	180	04/18/2022	X
MURRAY	DAWN	02961	PARA PK HANDICAP	7	186	10/22/2001	X
PARKS	CHRISTOPHER	14957	SECRETARY II SCH	8	220	08/01/2019	X
POISSON	MICHAEL	15456	PARA II ELEMENTARY	7	186	09/21/2016	X
RIVERA	GIOVANI	17884	ENVIRONMENTAL SVCS TECH I	8	249	09/26/2022	X
RODRIGUEZ CRUZ	EGLA	18292	PARA II ELEMENTARY	7	186	08/14/2023	X
RODRIGUEZ NARVAEZ	KELVIN	18454	ENVIRONMENTAL SVCS TECH I	8	249	09/05/2023	X
SLAVIN-MESZAROS	COLLEEN	02263	PARA ESE	7	186	08/16/2001	X
STALZER	SHERRY	18665	PARA PK HANDICAP	7	186	02/14/2024	X
STEELE	ALEX	19219	PARA ESE	7	186	11/21/2024	X
STOTZ	ELIJAH	19084	PARA ESE	7	186	08/26/2024	X
VASQUEZ	ROSMERY	18381	PARA PK HANDICAP	7	186	08/18/2023	X
WENTWORTH	COLINDA	07910	PARA ESE	7	186	11/01/2006	X

SITE: DES

RECOMMEND FOR REAPPOINTMENT LIST
(NONINSTRUCTIONAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
YAGID	CRAIG	16855	ENVIRONMENTAL SVCS TECH I	8	249	08/17/2020	X
Printing of my name below constitutes my official signature for electronic purposes.							
Toni-Ann Noyes			4/29/2026				
Printed name of Principal/Site Administrator			Date				

SITE: DSPMS

RECOMMEND FOR REAPPOINTMENT LIST
(NONINSTRUCTIONAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
AMBROSE	SARAH	19371	PARA CLINIC	3	180	03/03/2025	X
BUSACCA	LISA	04096	SECRETARY II SCH	8	249	11/17/2003	X
DYKES	TERRY	15208	ENVIRONMENTAL SVCS TECH 3	8	249	11/30/2015	X
ECHEMENDIA MANZANO	AMAURY	18601	ENVIRONMENTAL SVCS TECH I	8	249	07/08/2024	X
FELTEN	SHANA	19411	SECRETARY I SCH	8	220	07/31/2025	X
FOSKEY	WILLIAM	18352	ENVIRONMENTAL SVCS TECH I	8	249	08/07/2023	X
HERNANDEZ COROAS	ANAIS	18269	ENVIRONMENTAL SVCS TECH I	8	249	07/17/2023	X
HOLSTON	CHERYL	16419	PARA II MIDDLE TITLE I	7	186	08/12/2019	X
HOMER	KIMBERLY	18895	PARA ESE	7	186	08/09/2024	X
KOWZAN	DEANNA	18894	SCHOOL HEALTH PROFESSIONAL	7	190	08/05/2024	X
MORRIS	ROSALEE	08886	DATA ENTRY OPERATOR	8	249	07/01/2025	X
SUAREZ	LINA	16768	PARA II ESOL	7	186	04/22/2024	X
SUSA BOYACA	ADRIANA	18520	ENVIRONMENTAL SVCS TECH II	8	249	10/10/2023	X
WILKEN	DEBORAH	14445	ENVIRONMENTAL SVCS TECH I	8	249	01/15/2026	X
WILLIAMS	DARRELL	18329	BOOKKEEPER ELEM/MID	8	249	08/03/2023	X
Printing of my name below constitutes my official signature for electronic purposes.							
Chris Clifford				5/8/2026			
Printed name of Principal/Site Administrator				Date			

SITE: EES

RECOMMEND FOR REAPPOINTMENT LIST
(NONINSTRUCTIONAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
ALEXIS	NADEIGE	16034	PARA ESE	7	186	09/22/2025	X
BLOUNT	DARLENE	07200	PARA ESE	7	186	10/14/2019	X
BRATCHER	VANESSA	17692	SCHOOL HEALTH PROFESSIONAL	7	190	08/24/2022	X
BRUNO	FRANK	11921	ENVIRONMENTAL SVCS TECH 3	8	249	07/06/2004	X
CASON	CYNDEE	13235	PARA PK HANDICAP	7	186	03/10/2026	X
COTTO	M BRIDGET	15775	PARA ESOL	7	186	09/02/2025	X
GAGNON	MARK	15610	ENVIRONMENTAL SVCS TECH I	8	186	01/26/2022	X
GENNUSA	GREGORY	18440	PARA II ELEMENTARY	7	186	09/11/2023	X
GONZALES	YVONNE	17086	PARA II ELEMENTARY SPLIT FUNDE	7	186	05/21/2021	X
GRAVES	VERONICA	15519	PARA ESE 1 ON 1	7	186	11/16/2016	X
HOFFMAN	SHARON	14931	ENVIRONMENTAL SVCS TECH II	8	249	07/10/2023	X
KARA	CHRISTOPHER	08810	PARA PK HANDICAP	7	186	06/24/2021	X
KORINIS	CASSIE	16527	OFFICE CLERK	7	186	01/09/2024	X
SMITH	ROBERT	16812	ENVIRONMENTAL SVCS TECH I	8	249	07/13/2020	X
STIMELY	JENNA	15240	DATA ENTRY OPERATOR	8	249	01/19/2016	X
RASMUSSEN	KERRY	15060	PARA ESE	7	186	02/22/2016	X
THOMPSON	JOHN	18453	ENVIRONMENTAL SVCS TECH I	8	249	09/01/2023	X
TUBOLINO	SANDRA	15590	BOOKKEEPER ELEM/MID	8	249	03/21/2017	X
WILSON	CAELAN	19397	PARA ESE	7	186	04/08/2025	X
Printing of my name below constitutes my official signature for electronic purposes.							
Mike Lastra			5/4/2026				
Printed name of Principal/Site Administrator			Date				

SITE: EK8

RECOMMEND FOR REAPPOINTMENT LIST
(NONINSTRUCTIONAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
ANDREWS	OMAIRA	16367	ENVIRONMENTAL SVCS TECH I	8	249	05/13/2019	X
BEDOYA	LIBIA	13100	ENVIRONMENTAL SVCS TECH I	8	249	10/04/2021	X
BESAW	NAOMI	18476	SECRETARY II SCH	8	249	09/19/2023	X
BOND	QUENNIE	14700	PARA ESE	7	186	11/20/2013	X
BRIGNONI	JAZZMINE	19560	PARA ESE 1 ON 1	7	186	08/08/2025	X
BROTHERS	ANN	19638	PARA ESE	7	186	09/15/2025	X
BRUNICKE	JESSICA	18888	PARA PK HANDICAP	7	186	08/09/2024	X
BUITRAGO	SILVANA	17487	SECRETARY II SCH	8	249	03/07/2022	X
BUSCEMI	WENDY	12521	BOOKKEEPER ELEM/MID	8	249	08/05/2008	X
BYERS	KATILYN	19137	PARA CLINIC	6	186	09/24/2024	X
CROPLEY	ALYSSA	19190	PARA ESE	7	186	11/08/2024	X
DEBRUHL	ADRIANNA	18861	PARA ESE	7	186	08/09/2024	X
DIEMER	KENNETH	16434	ENVIRONMENTAL SVCS TECH 3	8	249	07/18/2019	X
FRANCHER	KAITLYN	19597	PARA PK HANDICAP	7	186	08/12/2025	X
FUENTES MATOS	ILSE	17048	ENVIRONMENTAL SVCS TECH I	8	249	03/22/2021	X
GONZALEZ	DANIA	17075	ENVIRONMENTAL SVCS TECH I	8	249	05/03/2021	X
GONZALEZ	FLAVIA	19105	PARA II ESOL	7	186	10/03/2024	X
HEALY	TARYN	19056	PARA ESE	7	186	08/12/2024	X
HERNANDEZ	DIANA	17400	SCHOOL HEALTH PROFESSIONAL	7	190	11/17/2021	X
HEWITT	STEPHEN	15327	ENVIRONMENTAL SVCS TECH I	8	249	07/05/2016	X
HOUSTON	VICTORIA	18201	PARA MEDIA	7	186	08/14/2023	X
HOYT	MICHAEL	19171	PARA ESE	7	186	10/24/2024	X
JOHNSON	DON	18846	ENVIRONMENTAL SVCS TECH I	8	249	06/17/2024	X
KESTORY	NICHOLAS	15966	ENVIRONMENTAL SVCS TECH II	8	249	05/02/2018	X
KNEISS	KRYSTI	17537	DATA ENTRY OPERATOR	8	249	04/04/2022	X
KNOBLOCH	ROSE MARIE	17466	ENVIRONMENTAL SVCS TECH I	8	249	01/25/2022	X
LIBENSON	STACI	16919	PARA PK HANDICAP	7	186	10/03/2025	X
LOCKSER	ALLEN	14253	PARA PK HANDICAP	7	186	10/21/2019	X
MALDONADO	YVONNE	19354	PARA ESE	7	186	02/10/2025	X
MELENDEZ	RACHEL	03923	PARA II ESOL	7	186	10/13/1997	X
MONTALVO	CHEANELLY	15744	PARA ESE	7	186	02/01/2023	X
MUNOZ	EDISON	17657	ENVIRONMENTAL SVCS TECH I	8	249	07/12/2022	X
MYLREA	CHRISTEN	12162	PARA PK HANDICAP	7	186	02/25/1997	X
OLIVER	WENDY	12891	PARA ESE	7	186	08/10/2021	X
OTIS	KRISTINA	19055	ISS MONITOR	7	186	08/09/2024	X
PEREZ	BARBY	15977	PARA ESE 1 ON 1	7	186	08/14/2023	X
PIECORA	JOSEPH	02129	DATA ENTRY OPERATOR	8	249	07/01/2010	X

SITE: EK8

RECOMMEND FOR REAPPOINTMENT LIST
(NONINSTRUCTIONAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
POLEJEWSKI	AMY	17806	PARA ESE 1 ON 1	7	186	08/21/2023	X
RIVERA	MARYSEL	19295	PARA ESE	7	186	01/09/2025	X
ROGERS	BETH	19145	COMP LAB MANAGER TITLE I	7.45	196	10/03/2024	X
ROMAN	TERESITA	17084	ENVIRONMENTAL SVCS TECH I	8	249	05/10/2021	X
SMITH	GARY	19046	ENVIRONMENTAL SVCS TECH I	8	249	08/15/2024	X
TARBOX	STACY	11828	PARA II ELEMENTARY	7	186	09/22/2008	X
WAGA	MICHAEL JT	19180	PARA ESE	7	186	10/23/2024	X
YOUNGBLOOD	KILEY	19359	PARA PK HANDICAP	7	186	02/24/2025	X
Printing of my name below constitutes my official signature for electronic purposes.							
	Lisa Braithwaite			4/30/2026			
Printed name of Principal/Site Administrator				Date			

SITE: END

RECOMMEND FOR REAPPOINTMENT LIST
(NONINSTRUCTIONAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
ESCOBAR	HECTOR	17910	PARA II	7	186	10/20/2022	X
GEMMATI	JOSEPH	02359	ENVIRONMENTAL SVCS TECH 3	8	249	07/01/1993	X
HOLCOMB	PAMELA	11464	COMPUTER LAB MANAGER	7.45	196	10/11/2004	X
IRIZARRY	HARRY	15062	COMPUTER LAB MANAGER	7.45	196	05/26/2015	X
JONES	MARION	07454	PARA II D/O PREVENTION	7.45	196	02/27/2023	X
MARSHALL	SANDRA	08374	DATA ENTRY OPERATOR	8	249	04/04/2013	X
MELACCIO	CONCETTA	01969	SECRETARY II SCH	8	249	02/05/2018	X
Printing of my name below constitutes my official signature for electronic purposes.							
Brandon Derespiris				5/4/2026			
Printed name of Principal/Site Administrator				Date			

SITE: ESE

RECOMMEND FOR REAPPOINTMENT LIST
(NONINSTRUCTIONAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
DONLON	NEIL	02218	ENVIRONMENTAL SVCS TECH 3	8	249	05/04/2004	X
GOVEDICH	KATHLEEN	08246	JOB COACH	7.45	196	08/12/2024	X
HOLMES	SHARITA	01772	JOB COACH	7.45	196	03/03/2021	X
LEDBETTER	JEANNE	13268	JOB COACH	7.45	196	01/11/2010	X
MATIAS	NELLA	15523	JOB COACH	7.45	196	02/08/2017	X
SHACKFORD	TONY	01011	JOB COACH	7.45	196	08/19/2013	X
LUCEY	LINDA	03994	SPEECH/LANG TECHNICIAN GEN FUN	7	186	02/11/2005	X
CAMPBELL	JANICE	16920	PARENT LIAISON	8	220	10/12/2020	X
Printing of my name below constitutes my official signature for electronic purposes.							
Anna Jensen				5/4/2026			
Printed name of Principal/Site Administrator				Date			

SITE: E-SCHOOL

RECOMMEND FOR REAPPOINTMENT LIST
(NONINSTRUCTIONAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
CASHMAN	GABRIELLE	14720	DATA ENTRY OPERATOR	8	249	01/07/2014	X
FASTING	ROBIN	13609	DATA ENTRY OPERATOR	8	249	04/13/2015	X
Printing of my name below constitutes my official signature for electronic purposes.							
Zana Wiseman				4/28/2026			
Printed name of Principal/Site Administrator				Date			

SITE: FACILITIES

RECOMMEND FOR REAPPOINTMENT LIST
(NONINSTRUCTIONAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
RIVAS	LUIS	14465	FIRE ALARM TECHNICIAN	8	249	07/11/2013	X
Printing of my name below constitutes my official signature for electronic purposes.							
brian ragan				5/4/2026			
Printed name of Principal/Site Administrator				Date			

SITE: FCMS

RECOMMEND FOR REAPPOINTMENT LIST
(NONINSTRUCTIONAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
ALCONTIN	ASHLEY	17423	ENVIRONMENTAL SVCS TECH I	8	249	01/03/2022	X
BAQUERO SIERRA	MARIA	16292	PARA II ESOL	7	186	01/07/2025	X
BETANCOURT	ANAMARIA	17873	SECRETARY II SCH	8	200	09/20/2022	X
CARASA	TIFFANNIE	19195	PARA ESE	7	186	08/11/2025	X
FARKAS	KELLI	17281	DATA ENTRY OPERATOR	8	249	08/24/2023	X
FROST	ANTONIO	15020	ENVIRONMENTAL SVCS TECH 3	8	249	01/30/2015	X
GOUVEIA	GINA	19572	BOOKKEEPER ELEM/MID	8	249	08/04/2025	X
GREEN	PAULA	18363	PARA ESE	7	186	08/14/2023	X
KAELIN	JACQUELINE	13162	ENVIRONMENTAL SVCS TECH I	4	186	08/10/2016	X
MEYER	ANDREA	19634	PARA CLINIC	3	180	09/15/2025	X
MINICHELLI	JUSTIN	18812	PARA ESE	7	186	08/09/2024	X
MIRANDA	WENDY	18074	PARA II ESOL	7	186	02/23/2026	X
MYERS	KEITH	18392	PARA ESE	7	186	08/16/2023	X
NEFF	RICHARD	12853	ENVIRONMENTAL SVCS TECH I	8	249	08/20/2012	X
RADLOFF	PATRICIA	02086	PARA ESE	7	186	10/04/2022	X
RUIZ	LESLIE	18938	COMP LAB MANAGER TITLE I	7.45	196	08/09/2024	X
RYALS	JAKE	18671	ENVIRONMENTAL SVCS TECH I	8	249	02/01/2024	X
SNYDER	KATHLEEN	14072	SECRETARY II SCH	8	249	02/21/2012	X
SOCCORSO	PATRICK	19722	ENVIRONMENTAL SVCS TECH I	8	249	02/03/2026	X
STAMM	REBECCA	19686	PARA ESE 1 ON 1	7	186	12/11/2025	X
STEENKAMP	MONIQUE	15722	SECRETARY II SCH	8	249	09/26/2022	X
VONLOH	ALAN	16165	ENVIRONMENTAL SVCS TECH I	8	249	10/01/2018	X
WARNCKE	JAMES	14457	ENVIRONMENTAL SVCS TECH II	8	249	07/01/2013	X
WILLIS	LEANNE	18619	PARA ESE	7	186	01/16/2024	X
Printing of my name below constitutes my official signature for electronic purposes.							
THOMAS DYE				5/4/2026			
Printed name of Principal/Site Administrator				Date			

SITE: FES

RECOMMEND FOR REAPPOINTMENT LIST
(NONINSTRUCTIONAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
AGARD	IVONE	04255	PARA II ESOL	7	186	08/12/2019	X
AUBIN	CHRISTA	17478	ENVIRONMENTAL SVCS TECH I	8	249	02/08/2022	X
BORRAS	MADISON	15819	PARA MEDIA	7	186	09/08/2025	X
BORRIELLO	JEAN	03197	PARA PK HANDICAP	7	186	08/19/2013	X
BOWEN	VICKY	19457	PRE-KINDERGARTEN ASST SPLIT FU	7.45	196	08/04/2025	X
BRINSON	JOANN	19118	PARA ESE	7	186	09/23/2024	X
CANCILLA	FAITH	16261	PARA PK HANDICAP	7	186	04/08/2024	X
CASTELLANO	DAWN	03126	PARA PK HANDICAP	7	186	09/22/2003	X
FEHLHABER	JANET	16384	SCHOOL HEALTH PROFESSIONAL	7	190	12/06/2021	X
GREENE	JAECY	18845	PARA PK HANDICAP	7	186	08/09/2024	X
GREENE	STEPHANIE	19588	PARA ESE	7	186	08/08/2025	X
GRIDER	MARIA	19579	PARA II ESOL	7	186	08/08/2025	X
LEYDEN	DOROTHY	08295	PARA II ELEMENTARY	7	186	08/17/2016	X
MARCIANO	ALESSANDRA	04945	PARA ISS	7	186	10/10/2016	X
MILLER	TERRIANNE	02519	PARA II ELEMENTARY	7	186	11/21/2011	X
MORGAN	GARY	15236	ENVIRONMENTAL SVCS TECH II	8	249	01/13/2016	X
PEREZ	HAYDEE	15807	ENVIRONMENTAL SVCS TECH I	8	249	08/30/2017	X
PIAZZA	KAREN	05963	PARA II ELEM TITLE I	7	186	09/08/2004	X
QUIJIJE	ANNMARIE	19357	PARA ESE	7	186	02/11/2025	X
QUITERIO	MARIBEL	02934	PARA ESE	7	186	09/07/2016	X
RODRIGUEZ	GRICELDY	13519	ENVIRONMENTAL SVCS TECH I	8	249	01/26/2011	X
ROSA	MILADIS	18263	PARA PK HANDICAP	7	186	08/14/2023	X
SANABRIA	MIGDALIA	16505	PARA II ELEMENTARY	7	186	08/12/2019	X
SANTANA	OMAR	15860	ENVIRONMENTAL SVCS TECH I	8	249	11/13/2017	X
SHEPPARD	JAIME	13949	SECRETARY II SCH	8	200	02/03/2026	X
TIMMERMAN	JOHN	11706	ENVIRONMENTAL SVCS TECH 3	8	249	09/17/2007	X
TORRES CARLIS	ZUZEL	16933	ENVIRONMENTAL SVCS TECH I	8	249	10/26/2020	X
TORRES CLAUDIO	EVELYN	16123	DATA ENTRY OPERATOR	8	249	08/24/2018	X
VALHUERDI	EMILY	18746	PARA ESE	7	186	04/01/2024	X
VALLE RODRIGUEZ	JOSE	16341	ENVIRONMENTAL SVCS TECH I	8	249	04/11/2019	X
VAZ	OSWALL	19619	ENVIRONMENTAL SVCS TECH I	7	186	09/08/2025	X
VELEZ	DESTINY	18505	PARA PK HANDICAP	7	186	10/03/2023	X
YANCE	JENNIFER	19773	SECRETARY II SCH	8	249	05/01/2026	X
Printing of my name below constitutes my official signature for electronic purposes.							
Scott Piesik				4-May-26			
Printed name of Principal/Site Administrator				Date			

SITE: F N

RECOMMEND FOR REAPPOINTMENT LIST
(NONINSTRUCTIONAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
BECERRIL ROMERO	MIGUEL	19601	FOOD/NUTR SERVICES ASSOCIATE R	6	186	08/22/2025	X
BURNETT	ELSIE	16227	FOOD/NUTR SERVICES ASSOCIATE R	6	186	11/14/2018	X
DUANYS	BEATRIZ	12073	FOOD/NUTR LEADERSHIP INTERN	6	186	09/30/2019	X
HENRY	LAURA	19340	FOOD/NUTR LEADERSHIP INTERN	6	186	02/06/2025	X
LEATHERS	BILLIE-LYNN	17072	FOOD/NUTR LEAD TRAINING ASSOC	6	186	04/22/2021	X
NEAGLE	CHRISTOPHER	13498	FOOD SERVICE TECHNICIAN	6	249	04/15/2024	X
PIPER	NICOLE	18488	FOOD/NUTR LEADERSHIP INTERN	6	186	09/21/2023	X
ROJAS	JANELLE	19772	FOOD/NUTR SERVICES ASSOCIATE R	6	186	04/10/2026	X
SCHMIDT	STEPHANIE	19762	FOOD/NUTR SERVICES ASSOCIATE R	6	186	04/01/2026	X
TIRADO FIGUEROA	STEPHANIE	19611	FOOD/NUTR SERVICES ASSOCIATE R	6	186	08/27/2025	X
Printing of my name below constitutes my official signature for electronic purposes.							
Holly Brite Longo				5/4/2026			
Printed name of Principal/Site Administrator				Date			

RECOMMEND FOR REAPPOINTMENT LIST
(NONINSTRUCTIONAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
ACEVEDO-RENTAS	WANDA	02675	FOOD/NUTR ASST II	6.5	186	08/18/2008	X
ALBERGHINA	ANTONETTE	04179	FOOD/NUTR LEAD ASSOCIATE	6	186	03/09/1999	X
AMADEO	HILDA	19443	FOOD/NUTR SERVICES ASSOCIATE	6	186	03/25/2026	X
APPLEGATE	MARCIE	19513	FOOD/NUTR SERVICES ASSOCIATE	6	186	08/08/2025	X
ARCE	SATIVA	18015	FOOD/NUTR SERVICES ASSOCIATE	6	186	01/19/2023	X
ASTACIO-MARRERO	YARITZA	15184	FOOD/NUTR ASST II	6	186	11/30/2015	X
ATILES	LORNA	14954	FOOD/NUTR ASST II	6	186	09/08/2015	X
BARTHOLOMEW	SAMANTHA	16746	FOOD/NUTR SERVICES ASSOCIATE	6	186	02/12/2020	X
BATISTA MARTINEZ	ROSMERYS	19589	FOOD/NUTR SERVICES ASSOCIATE	6	186	08/08/2025	X
BEADLING	MARIE	19753	FOOD/NUTR SERVICES ASSOCIATE	6	186	03/24/2026	X
BENNETT	TRACY	16916	FOOD/NUTR ASST I	6	186	10/07/2020	X
BILLICK	ASHLEIGH	19381	FOOD/NUTR SERVICES ASSOCIATE	6	186	03/25/2025	X
BISARD	BRITTANY	18889	FOOD/NUTR SERVICES ASSOCIATE	6	186	08/09/2024	X
BLANNER	PATRICE	19378	FOOD/NUTR SERVICES ASSOCIATE	6	186	03/11/2025	X
BOUZIOTIS	CHRISTINA	15747	FOOD/NUTR SERVICES ASSOCIATE	6	186	09/03/2025	X
BROOKS	CLAUDETTE	19608	FOOD/NUTR SERVICES ASSOCIATE	6	186	09/03/2025	X
CANARY	RANDI	18946	FOOD/NUTR SERVICES ASSOCIATE	6	186	08/09/2024	X
CANHASI	MIGENA	19528	FOOD/NUTR SERVICES ASSOCIATE	6	186	08/08/2025	X
CARABALLO GONZALEZ	LIZ	17511	FOOD/NUTR SERVICES ASSOCIATE	6	186	02/28/2022	X
CAREY	ANGELA	02668	FOOD/NUTR LEAD ASSOCIATE	6	186	08/08/2005	X
CARNCROSS	KATHLEEN	16619	FOOD/NUTR ASST I	6	186	09/28/2020	X
CINTRON DONATO	NANCY	16342	FOOD/NUTR ASST I	6	186	08/12/2019	X
COLON	ALICE	19464	FOOD/NUTR SERVICES ASSOCIATE	6	186	08/08/2025	X
COLON	TAMELA	18056	FOOD/NUTR SERVICES ASSOCIATE	6	186	02/08/2023	X
CONCEPCION	LOLA	07818	FOOD/NUTR SERVICES ASSOCIATE	6	186	08/08/2025	X
CONWAY	ALYSAN	17663	FOOD/NUTR SERVICES ASSOCIATE	6	186	08/10/2022	X
COOPER	ZANDER	18684	FOOD/NUTR SERVICES ASSOCIATE	6	186	02/12/2024	X
DAVIDSON	RINIA	18029	FOOD/NUTR SERVICES ASSOCIATE	6	186	03/20/2023	X
DE LOS SANTOS	MIRELLA	16283	FOOD/NUTR ASST I	6	186	01/28/2019	X
DELGADO	AMACIEL	13222	FOOD/NUTR ASST I	6	186	09/14/2010	X
DESALVO	ANTHONY	02708	FOOD/NUTR ASST II	6.5	186	08/25/1997	X
DEVERE	CHERYL	16974	FOOD/NUTR SERVICES ASSOCIATE	6	186	12/03/2020	X
DODSON	ALYXANDRA	19200	FOOD/NUTR SERVICES ASSOCIATE	6	186	11/08/2024	X
DOMENECH	PATRICIA	15136	FOOD/NUTR ASST II	6.5	186	09/11/2015	X
DURST	DELICIA	16959	FOOD/NUTR SERVICES ASSOCIATE	6	186	10/25/2021	X
DURYNEK	CAROLYN	18711	FOOD/NUTR SERVICES ASSOCIATE	6	186	02/27/2024	X
ELIZALDE	NIXZALIZ	19749	FOOD/NUTR SERVICES ASSOCIATE	6	186	03/24/2026	X

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RECOMMEND FOR REAPPOINTMENT LIST
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LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
ERBE	PATRICK	18651	FOOD/NUTR SERVICES ASSOCIATE	6	186	01/29/2024	X
ESTRADA	NORMA	09194	FOOD/NUTR LEAD ASSOCIATE	6	186	04/17/2024	X
FERRUGGIA	NANCY	04390	FOOD/NUTR ASST I	6	186	08/08/2005	X
FISHER	CANDACE	19750	FOOD/NUTR SERVICES ASSOCIATE	6	186	03/24/2026	X
GLINKOWSKI	SHERRY	18694	FOOD/NUTR SERVICES ASSOCIATE	6	186	02/21/2024	X
GONZALEZ PEREZ	KEYLA	18008	FOOD/NUTR SERVICES ASSOCIATE	6	186	01/26/2023	X
GRAY	ANNA	18247	FOOD/NUTR SERVICES ASSOCIATE	6	186	08/14/2023	X
GRESS	JULIE	16581	FOOD/NUTR SERVICES ASSOCIATE	6	186	09/04/2019	X
GUNN	PRESTON	13326	FOOD/NUTR SERVICES ASSOCIATE	6	186	09/26/2019	X
GUSTAFSON	RENEE	17265	FOOD/NUTR SERVICES ASSOCIATE	6	186	08/16/2021	X
HAGER	JULIE	17821	FOOD/NUTR SERVICES ASSOCIATE	6	186	08/18/2022	X
HAMILTON	JEAN	16466	FOOD/NUTR SERVICES ASSOCIATE	6	186	11/07/2024	X
HANSEN	LISA	19139	FOOD/NUTR SERVICES ASSOCIATE	6	186	09/23/2024	X
HARRINGTON	ALFREDA	08026	FOOD/NUTR SERVICES ASSOCIATE	6	186	08/08/2025	X
HARRISON	CAROLINE	17340	FOOD/NUTR SERVICES ASSOCIATE	6	186	09/27/2021	X
HAY	TESLA	17405	FOOD/NUTR SERVICES ASSOCIATE	6	186	11/29/2021	X
HODGES	KENDREA	19609	FOOD/NUTR SERVICES ASSOCIATE	6	186	08/27/2025	X
HOLCOMB	JAMIE	18730	FOOD/NUTR SERVICES ASSOCIATE	6	186	08/09/2024	X
HORNIG	LORI	19740	FOOD/NUTR SERVICES ASSOCIATE	6	186	03/02/2026	X
HUIHUI	CHRISTINA	18714	FOOD/NUTR SERVICES ASSOCIATE	6	186	03/04/2024	X
IVERS	CLAIRE	02395	FOOD/NUTR ASST I	6	186	09/01/2005	X
JIMENEZ	SAIRA	16750	FOOD/NUTR ASST I	6	186	02/24/2020	X
JIMENEZ TOVAR	GUILLERMINA	17322	FOOD/NUTR SERVICES ASSOCIATE	6	186	09/10/2021	X
KALTENBACH	JAMIE	19624	FOOD/NUTR SERVICES ASSOCIATE	6	186	09/08/2025	X
KASLEY	JAQUELINE	17662	FOOD/NUTR SERVICES ASSOCIATE	6	186	08/10/2022	X
KUHN	DONNA	17979	FOOD/NUTR SERVICES ASSOCIATE	6	186	11/28/2022	X
LA ROSA	MARITA	12720	FOOD/NUTR ASST II	6	186	08/27/2010	X
LANE	ERICA	15238	FOOD/NUTR SERVICES ASSOCIATE	6	186	08/21/2023	X
LAQUIRE	DENISE	08372	FOOD/NUTR LEAD ASSOCIATE	6	186	01/30/2006	X
LAWSON	KIM	09189	FOOD/NUTR SERVICES ASSOCIATE	6	186	08/10/2021	X
LAZEAR	BRIDGET	19761	FOOD/NUTR SERVICES ASSOCIATE	6	186	04/01/2026	X
LIVERMORE	ARIANA	17264	FOOD/NUTR SERVICES ASSOCIATE	6	186	01/07/2025	X
LOPEZ	CLAUDIA	18949	FOOD/NUTR SERVICES ASSOCIATE	6	186	08/09/2024	X
LUCIANO CASTRO	ENID	19097	FOOD/NUTR SERVICES ASSOCIATE	6	186	09/03/2024	X
MANCINO	LAURA	19685	FOOD/NUTR SERVICES ASSOCIATE	6	186	01/13/2026	X
MANZELLA	PATRICIA	15191	FOOD/NUTR SERVICES ASSOCIATE	6	186	08/10/2016	X
MARTINEZ MONTANEZ	REINALDO	18580	FOOD/NUTR SERVICES ASSOCIATE	6	186	11/27/2023	X

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LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
MASSIMINO	DAMANE	19769	FOOD/NUTR LEAD ASSOCIATE	6	186	04/06/2026	X
MCDOW	AMBER	19510	FOOD/NUTR LEAD ASSOCIATE	6	186	08/08/2025	X
MCMILLAN	WILLIAM	16739	FOOD/NUTR ASST II	6	186	08/10/2021	X
MEEK	BRIANNA	19308	FOOD/NUTR SERVICES ASSOCIATE	6	186	01/09/2025	X
MINARICK	CATHERINE	18536	FOOD/NUTR SERVICES ASSOCIATE	6	186	11/02/2023	X
MOBLEY	LYNETTE	18753	FOOD/NUTR SERVICES ASSOCIATE	6	186	04/04/2024	X
MOLLOY	BRIDGET	16971	FOOD/NUTR SERVICES ASSOCIATE	6	186	12/01/2020	X
MOLNAR	LINDA	04623	FOOD/NUTR ASST I	6	186	08/10/2006	X
MURRAY	MARY	04070	FOOD/NUTR ASST II	6	186	08/25/2008	X
NEGRON CARTI	MIRIAM	19500	FOOD/NUTR SERVICES ASSOCIATE	6	186	08/08/2025	X
NIBLETT	COURTNEY	17278	FOOD/NUTR SERVICES ASSOCIATE	6	186	08/17/2021	X
OBEID	MARIAM	17672	FOOD/NUTR SERVICES ASSOCIATE	6	186	08/10/2022	X
O'MARA	DENISE	17420	FOOD/NUTR SERVICES ASSOCIATE	6	186	01/04/2022	X
ORTIZ VELAZQUEZ	ZELMARY	13763	FOOD/NUTR SERVICES ASSOCIATE	6	186	12/18/2023	X
OWENS	TAMESHA	19508	FOOD/NUTR LEAD ASSOCIATE	6	186	08/08/2025	X
PADIN	JESSICA	18947	FOOD/NUTR SERVICES ASSOCIATE	6	186	08/08/2025	X
PASCARELLA	LAURA	13708	FOOD/NUTR LEAD ASSOCIATE	5	186	01/05/2011	X
PATEL	JOLI	15260	FOOD/NUTR ASST II	6	186	02/21/2017	X
PERAKSLIS	MICHELLE	16016	FOOD/NUTR SERVICES ASSOCIATE	6	186	03/09/2026	X
PEREZ	LUZ	17246	FOOD/NUTR SERVICES ASSOCIATE	6	186	08/12/2021	X
PERRIGAN	DANIELLE	17528	FOOD/NUTR SERVICES ASSOCIATE	6	186	03/28/2022	X
PHILLIPS	PAMELA	18261	FOOD/NUTR SERVICES ASSOCIATE	6	186	08/14/2023	X
PIASECKI	MEGAN	19645	FOOD/NUTR SERVICES ASSOCIATE	6	186	09/29/2025	X
PORRATA PAGAN	SUSETTE	19616	FOOD/NUTR SERVICES ASSOCIATE	6	186	03/26/2026	X
RAGAN	CHARLENE	16741	FOOD/NUTR LEAD ASSOCIATE	6	186	02/10/2020	X
RALLO	SUSAN	09156	FOOD/NUTR LEAD ASSOCIATE	6	186	10/21/2013	X
RAMOS	YOSUNY	14363	FOOD/NUTR LEAD ASSOCIATE	6	186	01/29/2013	X
RAMOS LORENZO	LIZA	18290	FOOD/NUTR SERVICES ASSOCIATE	6	186	08/14/2023	X
RANSFORD	ALICIA	18622	FOOD/NUTR SERVICES ASSOCIATE	6	186	01/16/2024	X
REIMER	SYDNEY	19339	FOOD/NUTR SERVICES ASSOCIATE	6	186	02/06/2025	X
RESNICK	MICHELE	04476	FOOD/NUTR SERVICES ASSOCIATE	6	186	11/29/1999	X
RIDGEWELL	LISA	18896	FOOD/NUTR SERVICES ASSOCIATE	6	186	08/09/2024	X
RIVERA JIMENEZ	WANANGELIS	18558	FOOD/NUTR SERVICES ASSOCIATE	6	186	11/07/2023	X
ROBSON	ELIZABETH	17802	FOOD/NUTR SERVICES ASSOCIATE	6	186	08/19/2022	X
RODRIGUEZ SOLER	GLORYMAR	15569	FOOD/NUTR ASST II	6	186	08/13/2018	X
ROSARIO VERAS	YOHENMY	17187	FOOD/NUTR SERVICES ASSOCIATE	6	186	05/16/2022	X
ROY	MAURIA	18011	FOOD/NUTR SERVICES ASSOCIATE	6	186	03/27/2023	X

SITE: FOOD NUTRITION SCHOOL BASED

RECOMMEND FOR REAPPOINTMENT LIST
(NONINSTRUCTIONAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
RUMMEL	TERRI	07045	FOOD/NUTR ASST II	6	186	03/19/2002	X
SALAZAR	LUZ	19416	FOOD/NUTR SERVICES ASSOCIATE	6	186	03/24/2026	X
SALONIA	DONNA	19562	FOOD/NUTR SERVICES ASSOCIATE	6	186	08/08/2025	X
SANDOVAL ROLON	JESENIA E	15419	FOOD/NUTR LEAD ASSOCIATE	6	186	10/03/2016	X
SANGALANG	CATHERINE	18743	FOOD/NUTR SERVICES ASSOCIATE	6	186	04/02/2024	X
SANTIAGO VAZQUEZ	SAIRI	18407	FOOD/NUTR SERVICES ASSOCIATE	6	186	08/17/2023	X
SCANU	AFDERA	19041	FOOD/NUTR SERVICES ASSOCIATE	6	186	08/09/2024	X
SELBY	LISA	19360	FOOD/NUTR SERVICES ASSOCIATE	6	186	02/24/2025	X
SIMMONS	JOANN	18596	FOOD/NUTR SERVICES ASSOCIATE	6	186	12/01/2023	X
SLAGA	KERI	19534	FOOD/NUTR SERVICES ASSOCIATE	6	186	08/08/2025	X
SMILEY	ROMIELEE	19075	FOOD/NUTR SERVICES ASSOCIATE	6	186	08/19/2024	X
SPALDING	ELIZABETH	17977	FOOD/NUTR SERVICES ASSOCIATE	6	186	11/28/2022	X
SPAULDING	TAMMY	18878	FOOD/NUTR SERVICES ASSOCIATE	6	186	08/09/2024	X
STALVEY	JOANNA	19617	FOOD/NUTR SERVICES ASSOCIATE	6	186	09/03/2025	X
STANLEY	CHERRI	14975	FOOD/NUTR SERVICES ASSOCIATE	6	186	12/09/2024	X
STILP	ALEXIS	19649	FOOD/NUTR SERVICES ASSOCIATE	6	186	09/25/2025	X
STOUT	LISSA	19511	FOOD/NUTR SERVICES ASSOCIATE	6	186	08/08/2025	X
SUAREZ LIMA	YANIA	19372	FOOD/NUTR SERVICES ASSOCIATE	6	186	03/04/2025	X
SULLIVAN	MARISOL	18692	FOOD/NUTR SERVICES ASSOCIATE	6	186	02/15/2024	X
TENGBERG	DEBORAH	19025	FOOD/NUTR SERVICES ASSOCIATE	6	186	08/13/2024	X
TESSARIOL PAUFERRO	TANIA	18430	FOOD/NUTR SERVICES ASSOCIATE	6	186	08/22/2023	X
THOMAS	SEAN	16294	FOOD/NUTR SERVICES ASSOCIATE	4	186	09/23/2019	X
TIRADO FIGUEROA	STEPHANIE	19611	FOOD/NUTR SERVICES ASSOCIATE	6	186	08/27/2025	X
TRUJILLO TEJEDA	YANNYA	18879	FOOD/NUTR SERVICES ASSOCIATE	6	186	08/09/2024	X
VARGAS	ISLEYDA	19199	FOOD/NUTR SERVICES ASSOCIATE	6	186	11/12/2024	X
WARD	KRISTEN	17471	FOOD/NUTR SERVICES ASSOCIATE	6	186	01/24/2022	X
WARD HUNT	ELIZABETH	04177	FOOD/NUTR ASST I	6	186	09/20/1999	X
WARD SMITH	LISA	17544	FOOD/NUTR SERVICES ASSOCIATE	6	186	04/25/2022	X
WASKEY	JAYNE	19143	FOOD/NUTR SERVICES ASSOCIATE	6	186	09/16/2024	X
WEAVER	ERLYN	19101	FOOD/NUTR SERVICES ASSOCIATE	6	186	09/09/2024	X
WEBSTER	CHONGUN	17994	FOOD/NUTR SERVICES ASSOCIATE	6	186	12/12/2022	X
WHEELER	CATHERINE	05151	FOOD/NUTR LEAD ASSOCIATE - 194	7	194	09/23/2002	X
WIEMAN	MARY	14656	FOOD/NUTR ASST II	6	186	10/14/2013	X
WILLIAMS	ALYSON	18873	FOOD/NUTR SERVICES ASSOCIATE	6	186	08/09/2024	X
ZELLERS	KAREN	18639	FOOD/NUTR SERVICES ASSOCIATE	6	186	01/25/2024	X

SITE: FOOD NUTRITION SCHOOL BASED

RECOMMEND FOR REAPPOINTMENT LIST
(NONINSTRUCTIONAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
Printing of my name below constitutes my official signature for electronic purposes.							
Holly Brite Longo				5/4/2026			
Printed name of Principal/Site Administrator				Date			

SITE: HHS

RECOMMEND FOR REAPPOINTMENT LIST
(NONINSTRUCTIONAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
ASSENZA	GREGORY	18751	ENVIRONMENTAL SVCS TECH I	8	249	04/10/2024	X
BAILEY	ROBIN	11450	PARA AUTO MECHANICS	7	186	08/19/2013	X
CARSON	HEIDI	12493	DATA ENTRY OPERATOR	8	249	04/21/2008	X
CRAWFORD	LYNN	06686	COMPUTER LAB MANAGER	7	186	08/21/2017	X
DAVIS	THERESE	08183	SECRETARY II SCH	8	249	04/11/1994	X
DEMITRO	KELLY	14093	SECRETARY II SCH	8	200	05/03/2021	X
EATON	ROGER	18077	ENVIRONMENTAL SVCS TECH I	8	249	10/20/2025	X
FORRESTER	CHRISTIE	15153	ENVIRONMENTAL SVCS TECH I	8	249	07/11/2022	X
FORRESTER	SAMUEL	17280	ENVIRONMENTAL SVCS TECH I	8	249	08/23/2021	X
GALVAN	ASHLEE	14925	SECRETARY II SCH	8	249	08/07/2024	X
GARCIA	ARACELY	19787	ENVIRONMENTAL SVCS TECH II	8	249	06/08/2026	X
GAY	JESSICA	16774	BOOKKEEPER HIGH SCH	8	249	06/15/2020	X
HYPES	JEFFREY	17524	ENVIRONMENTAL SVCS TECH I	8	249	04/11/2022	X
JACKSON	HEAVEN-LEIGH	18584	PARA VOC ESE	7	186	12/04/2023	X
LAUGHLIN	RICHARD	16204	ENVIRONMENTAL SVCS TECH I	8	249	05/06/2025	X
LEVANDOWSKI	YVONNE	04399	PARA ESE 1 ON 1	7	186	08/27/2007	X
LINK	SUSAN	07840	PARA MEDIA	7	186	01/02/1990	X
MOWRER	BRITTNEY	19119	SCHOOL HEALTH PROFESSIONAL	7	190	09/06/2024	X
OWENS	KILAH	16187	PARA ESE	7	186	02/06/2023	X
PENA	BRIAN	17374	PARA ESE	7	186	01/22/2024	X
PENNELL	MELINDA	15479	ENVIRONMENTAL SVCS TECH I	8	249	02/28/2022	X
PENNELL	ROBERT	17440	ENVIRONMENTAL SVCS TECH I	8	249	01/10/2022	X
REVENNAUGH	TERESA	17445	ISS MONITOR	7	186	01/25/2022	X
RIOS	LUIS	15502	ENVIRONMENTAL SVCS TECH I	8	249	08/14/2023	X
ROBERTSON	WILLIAM	16348	ENVIRONMENTAL SVCS TECH 3	8	249	07/16/2019	X
SELLERS	TERI	07963	SECRETARY II SCH	8	249	09/19/2011	X
SITTIG	ERIN	15499	SECRETARY II SCH	8	200	11/01/2016	X
SMITH	RICHARD	12958	ENVIRONMENTAL SVCS TECH I	8	249	07/16/2012	X
SOMERVILLE	JENNIFER	19730	OFFICE CLERK	3	180	02/17/2026	X
THOMPSON	MELISSA	16871	SECRETARY II SCH	8	249	08/31/2020	X
WILLIAMS	DARLENE	06790	PARA ESOL	7	186	11/02/2016	X
Printing of my name below constitutes my official signature for electronic purposes.							
Leechele Booker				4/29/2026			
Printed name of Principal/Site Administrator				Date			

SITE: HRN CTY PUBL SCHL

RECOMMEND FOR REAPPOINTMENT LIST
(NONINSTRUCTIONAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
HUNTER	BEVERLY	09432	ENVIRONMENTAL SVCS TECH 3	8	249	11/13/2000	X
SIMPSON	RYAN	19293	ENVIRONMENTAL SVCS TECH II	8	249	06/09/2025	X
Printing of my name below constitutes my official signature for electronic purposes.							
Alexis Brown				5/14/2026			
Printed name of Principal/Site Administrator				Date			

SITE: MAINTENANCE

RECOMMEND FOR REAPPOINTMENT LIST
(NONINSTRUCTIONAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
BLANNER	ROBERT	15027	ELECTRONICS TECH III	8	249	02/13/2015	X
BLIGEN	TARIEK	14061	ATHLETIC TURF MAINT II 9509 AC	8	249	02/07/2012	X
CIPRIANI	PEYTON	16858	SEMI-SKILLED CRAFTSMAN	8	249	02/22/2022	X
CIPRIANI	STEVEN	15303	ELECTRONICS TECH II	8	249	05/02/2016	X
DAVENPORT	JAMES	13790	GEN CONST/HEAVY EQUIP OP III	8	249	04/24/2023	X
DEAL	LARRY	13996	MAINT EQUIP TECH III	8	249	01/30/2012	X
FLEMING	JEFFREY	08228	ATHLETIC TURF MAINT II 9506 AC	8	249	06/17/2002	X
GLUTH	HERBERT	17626	PLUMBER III	8	249	07/18/2022	X
GOMEZ	JORGE	04229	ATHLETIC TURF MAINT II 9509 AC	8	249	11/14/1997	X
GRIFFITH	MICHAEL	12125	INDOOR AIR QUALITY III	8	249	11/01/2006	X
HAGOOD	CALVIN	19218	LAWN TURF MAINT I 9506 ACCOUNT	8	249	11/20/2024	X
HANEIWICH	SAMUEL	05609	INDOOR AIR QUALITY I	8	249	03/05/2001	X
HARVEY	CHRISTINE	09613	MAINT WAREHOUSE INVT SPEC III	8	249	09/30/1996	X
HEALION	JOHN	16185	PLUMBER II	8	249	06/03/2019	X
HOLTON	EDWIN	16665	PAINTER II	8	249	11/12/2019	X
HOWLAND-WOOD	STEPHANIE	12026	MAINT WAREHOUSE INVT SPEC I	8	249	09/11/2008	X
HUGHES	MELVIN	12809	ELECTRICIAN III	8	249	10/21/2008	X
JAMES	TIMOTHY	10347	ATHLETIC TURF MAINT II 9509 AC	8	249	02/27/2003	X
JUMISCO	DAVID	17714	MAINT HELPER 9500 ACCOUNT	8	249	08/22/2022	X
KALTENBACH	AARON	19166	AIR COND MECH III 9507 ACCOUNT	8	249	10/14/2024	X
KELLER	ANTHONY	19701	IRRIGATION SYSTEMS TECH III	8	249	01/12/2026	X
KNUDSON	RICHARD	09616	SPRAY TECH/VEGE CONTROL II	8	249	01/29/2007	X
LAMPHIER	LARRY	09876	IRRIGATION SYSTEMS TECH III	8	249	02/12/2008	X
LOMBARDO	JOSEPH	14323	ELECTRICIAN I	8	249	11/15/2012	X
MANER	JOSEPH	06750	ATHLETIC TURF MAINT II 9509 AC	8	249	09/20/1999	X
MATHIS	JOEL	07838	LAWN TURF MAINT III	8	249	06/09/1997	X
MERCER	DAVID	15140	ELECTRICIAN III	8	249	09/14/2015	X
MOBLEY	LOUIS	12995	LAWN TURF MAINT I 9500 ACCOUNT	8	249	08/26/2024	X
MOCK	CHARLES	11536	ATHLETIC TURF MAINT III	8	249	10/08/2001	X
PAISLEY	JASON	11660	LAWN TURF MAINT III	8	249	07/22/2024	X
PAULUKONIS	JOHN	18898	CARPENTER II	8	249	02/17/2025	X
PELLERITO	DEBORAH	13196	PAINTER I	8	249	11/04/2009	X
PINERO	JESUS	18717	MAINT HELPER 9500 ACCOUNT	8	249	03/11/2024	X
POPE	SHAWN	06267	CARPENTER III	8	249	06/06/1994	X
RALPH	ANGELA	09171	MAINT HELPER 9504 ACCOUNT	8	249	01/31/2000	X
RALPH	RONALD	01525	MAINT VEHICLE TECH III	8	249	12/11/2006	X
REECK	RONALD	18184	CARPENTER I	8	249	07/13/2023	X

SITE: MAINTENANCE

RECOMMEND FOR REAPPOINTMENT LIST
(NONINSTRUCTIONAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
REINHART	CODY	17100	MAINT VEHICLE TECH I	8	249	06/01/2021	X
REINHART	JOHN	13827	ELECTRICIAN II	8	249	08/27/2014	X
ROBERTS	ROGER	07574	LAWN TURF MAINT III	8	249	01/02/1985	X
ROMERO	CESAR	17693	CARPENTER III	8	249	07/25/2022	X
SAPP	JOHNNY	07210	PAINTER III	8	249	09/13/1999	X
SAPP	RILEY	16346	AIR COND MECH I 9502 ACCOUNT	8	249	05/19/2025	X
SCHRAGER	NICHOLAS	15339	AIR COND MECH III 9502 ACCOUNT	8	249	07/06/2016	X
SCOTT	RANDOLPH	09658	PLUMBER I	8	249	08/03/2007	X
SELF	JOSHUA	19053	MAINT HELPER 9500 ACCOUNT	8	249	08/12/2024	X
SHEPARD	ROBERT	09469	PAINTER III	8	249	09/27/2004	X
SMITH	MARLIN	18415	ATHLETIC TURF MAINT I 9500 ACC	8	249	09/01/2023	X
SOSA RODRIGUEZ	TOMAS	15362	AIR COND MECH I 9502 ACCOUNT	8	249	08/01/2016	X
STEELE	LEON	15190	CARPENTER III	8	249	10/26/2015	X
SWARROW	MARC	18359	AIR COND MECH II 9507 ACCOUNT	8	249	08/14/2023	X
SWARROW	SCOTT	19192	CARPENTER II	8	249	11/04/2024	X
THOMAS	IAN	18733	SEMI-SKILLED CRAFTSMAN	8	249	03/18/2024	X
TORRES	REINALDO	02748	ELECTRICIAN III	8	249	12/20/2010	X
TRACY	JUSTIN	18109	AIR COND MECH I 9502 ACCOUNT	8	249	04/17/2023	X
VAN DALEY	ROBERT	16574	PLUMBER I	8	249	09/03/2019	X
WALTERS JACKSON	DEVIN	17730	LAWN TURF MAINT I 9506 ACCOUNT	8	249	08/25/2025	X
WALTON	CLAIRE	14197	SECRETARY II MAINTENANCE	8	249	02/07/2022	X
WIELK	DANA	15476	ENVIRONMENTAL SVCS TECH 3	8	249	10/05/2016	X
WILLIAMS	JORDAN	19694	LAWN TURF MAINT I 9506 ACCOUNT	8	249	01/05/2026	X
WITTMAN	CRAIG	06926	AIR COND MECH III 9502 ACCOUNT	8	249	06/10/2003	X
YATES	COREY	16921	ATHLETIC TURF MAINT I 9509 ACC	8	249	10/19/2020	X
Printing of my name below constitutes my official signature for electronic purposes.							
Joseph Rychcik				4/29/2026			
Printed name of Principal/Site Administrator				Date			

SITE: MES

RECOMMEND FOR REAPPOINTMENT LIST
(NONINSTRUCTIONAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
ADERMAN	CINDY	09611	ENVIRONMENTAL SVCS TECH I	8	249	05/11/1998	X
BROWN	KOREEN	19280	SCHOOL HEALTH PROFESSIONAL	7	190	12/04/2024	X
CANDELARIA ROSARIO	YULEISSY	18784	ENVIRONMENTAL SVCS TECH I	8	249	05/20/2024	X
CRAWFORD	JAMES	18086	ENVIRONMENTAL SVCS TECH I	8	249	03/06/2023	X
DUNN	MEAGAN	15608	DATA ENTRY OPERATOR	8	249	03/03/2017	X
FORD	MICHELLE	18361	PARA ISS	7	186	08/14/2023	X
FREY	JANIE	19739	PARA PK HANDICAP	7	186	02/26/2026	X
GILLESPIE	TRACEY	19752	PRE-KINDERGARTEN ASST SPLIT FUNDED	7.45	196	03/11/2026	X
HARDY	AMANDA	18835	PARA PK HANDICAP	7	186	08/09/2024	X
HOLLIS	TRACY	16015	SECRETARY II SCH	8	249	05/17/2021	X
HONEA	DAWN	19349	PARA ESE	7	186	02/03/2025	X
HUDSON	ELVIRA	19711	PARA II ELEMENTARY	7	186	01/21/2026	X
JUDGE	LEKIVA	19311	PARA ESE	7	186	08/08/2025	X
KACHIROUBAS	KRISTEN	19493	PARA ESE	7	186	08/08/2025	X
LABELLE	KAITLYN	19567	PARA ESE	7	186	08/08/2025	X
MOORE	ELIZABETH	17337	PARA ESE	7	186	08/14/2023	X
MORRIS	BRANDON	11658	ENVIRONMENTAL SVCS TECH 3	8	249	08/20/2020	X
RODRIGUEZ	IDALISSE	19626	PARA 1 ON 1	7	186	09/08/2025	X
RODRIGUEZ	NIKITA	13973	ENVIRONMENTAL SVCS TECH I	8	249	11/19/2012	X
SALIN	CATHERINE	19336	PARA II TITLE I ESOL	7	186	02/03/2025	X
SANTOS REYES	YASHIRA	17306	PARA II ELEM TITLE I	7	186	08/10/2022	X
SELLERS	DONNA	17790	PARA II ELEMENTARY	7	186	08/15/2022	X
SLAUGHTER	WILLIAM	15996	ENVIRONMENTAL SVCS TECH II	8	249	06/20/2018	X
SMITH	PEGGY	07636	PARA PK HANDICAP	7	186	02/05/2019	X
YOUNG	STACIA	19491	PARA PK HANDICAP	7	186	08/08/2025	X
Printing of my name below constitutes my official signature for electronic purposes.							
Patty Martin				*5/6/2026*			
Printed name of Principal/Site Administrator				Date			

SITE: NCTHS

RECOMMEND FOR REAPPOINTMENT LIST
(NONINSTRUCTIONAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
ALEMAN ORTEGA	ALFREDO	19051	ENVIRONMENTAL SVCS TECH I	8	249	08/19/2024	X
BAUTA ALVAREZ	ARMANDO	19558	ENVIRONMENTAL SVCS TECH I	8	249	10/20/2025	X
BAUTA BOMBINO	ADAYS	15342	ENVIRONMENTAL SVCS TECH 3	8	249	07/05/2016	X
CAMPOS PUJOL	SUSANA	15639	ENVIRONMENTAL SVCS TECH I	8	249	10/09/2023	X
DANNER	MICHAELA	16914	SECRETARY II SCH	8	249	10/09/2020	X
DAVIS	BENJAMIN	16116	PARA ESE 1 ON 1	7	186	08/10/2021	X
KATARIA	CHAND	18121	SECRETARY II SCH	8	249	04/06/2023	X
KELLY	LINDA	12904	ENVIRONMENTAL SVCS TECH I	8	249	07/01/2019	X
KRETZER	VIRGINIA	07965	BOOKKEEPER HIGH SCH	8	249	11/17/1988	X
LLOVERA GONZALEZ	JOSE ERNESTO	19169	ENVIRONMENTAL SVCS TECH I	8	249	11/04/2024	X
LOBB	STACY	15264	PARA VOC ESE	7	186	11/07/2022	X
MARTIN	SHANNON	19059	SECRETARY II SCH	8	200	08/15/2024	X
MURO BANDOMO	ROSALBA	18799	ENVIRONMENTAL SVCS TECH I	8	249	07/01/2024	X
MURPHY	DANIEL	02336	PARA AUTO MECHANICS	7	186	08/09/2004	X
OKELLY	ASHLEY	19038	PARA ESE	7	186	11/12/2024	X
ORAMA CABALLERO	NORGE	18005	ENVIRONMENTAL SVCS TECH I	8	249	01/03/2023	X
PATTERSON	CORTNEY	16310	PARA I OTHER	7	186	01/15/2020	X
PRESS	JONATHAN	18019	COMPUTER LAB MANAGER	7	186	01/23/2023	X
RAMIREZ LOPERA	OMAR	18266	ENVIRONMENTAL SVCS TECH II	8	249	08/24/2023	X
RAYFORD	SHAUNA	11493	SCHOOL HEALTH PROFESSIONAL	7	190	11/07/2022	X
REYES	ADRIANA	15388	PARA I ESOL	7	186	08/10/2016	X
RIVERA-CASTRO	MILAGRO	09256	SECRETARY II SCH	8	249	10/17/2000	X
RIVERO	MARIA	12342	ENVIRONMENTAL SVCS TECH I	8	249	07/31/2006	X
SANCHEZ TEJEDA	CARMEN	15616	ENVIRONMENTAL SVCS TECH II	8	249	03/20/2017	X
SELG	ISA- MARIE	03081	SECRETARY II SCH	8	249	09/08/2005	X
VOYLES	KRISTINE	04911	SECRETARY II SCH	8	249	08/24/2009	X
WADDELL	JENNIFER	12541	DATA ENTRY OPERATOR	8	249	08/18/2008	X
WHITE	LONNIE	15754	PARA ESE	7	186	08/09/2024	X
WHITTAKER	MARISSA	19400	OFFICE CLERK	3	180	04/14/2025	X
Printing of my name below constitutes my official signature for electronic purposes.							
Brad Merschbach			4/30/2026				
Printed name of Principal/Site Administrator			Date				

SITE: PGES

RECOMMEND FOR REAPPOINTMENT LIST
(NONINSTRUCTIONAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
ACKLEY	GLENN	18333	PARA ESE	7	186	08/14/2023	X
AMADEO	WILLIAM	17972	ENVIRONMENTAL SVCS TECH I	8	249	11/16/2022	X
ANDERSON	BUFFY	18300	SECRETARY II SCH	8	200	08/07/2023	X
AUGSBURGER	TISA	19727	PARA PK HANDICAP	7	186	02/11/2026	X
CARRASQUILLO	NICOLE	19405	SECRETARY II SCH	8	249	05/09/2025	X
CHAVEZ-BALDERRAMA	SUZANNE	17612	PARA II ELEMENTARY	7	186	01/20/2023	X
CROSS	MELANIE	15518	PARA PK HANDICAP	7	186	10/12/2021	X
CRUZ	AVRIANNA	19713	PARA II ELEMENTARY	7	186	01/28/2026	X
DE LEON DAVILA	CRISTIN	19728	PARA PK HANDICAP	7	186	02/13/2026	X
DEL VALLE	LULU	14744	PARA II ESOL	7	186	02/19/2014	X
DON	RAVEN	18096	SCHOOL HEALTH PROFESSIONAL	7	190	03/21/2023	X
DORIS	MERALISA	18513	PARA ESE	7	186	10/11/2023	X
ESPINOSA MARTINEZ	YOHANYS	18797	ENVIRONMENTAL SVCS TECH I	8	249	07/15/2024	X
ESPINOZA	BEVERLY	19446	PARA PK HANDICAP	7	186	08/08/2025	X
FAIRCHILD	GAVIN	17235	ENVIRONMENTAL SVCS TECH I	8	249	08/10/2021	X
FELICIANO	CYNTHIA	15248	PARA PK HANDICAP	7	186	02/01/2016	X
FIORE	IRENE	02331	PARA ESE	7	186	05/22/2023	X
GARCIA CORDERO	NANCY	19095	ENVIRONMENTAL SVCS TECH I	8	249	03/24/2025	X
GHRIST	TRACY	18747	DATA ENTRY OPERATOR	8	249	04/03/2024	X
GILL	FREDRICKA	13030	PARA CLINIC	3	180	08/09/2024	X
HANSBERRY ROE	WENDY	18616	PARA II ESOL	7	186	01/16/2024	X
HENSCHKE	NELLIE	11957	PARA PK HANDICAP	7	186	08/10/2005	X
HIRST	CLARISSA	19636	PARA II ELEMENTARY	7	186	09/15/2025	X
JEAN	CHRISTINA	18974	PARA ESE	7	186	08/09/2024	X
JUHL	BRIANNA	19362	PARA PK HANDICAP	7	186	03/03/2025	X
KELLY	THOMAS	01282	ENVIRONMENTAL SVCS TECH I	8	249	10/17/2019	X
LEON LEON	GLADYS	19757	PARA PK HANDICAP	7	186	04/20/2026	X
MCCONNELL	ANDREW	19387	ENVIRONMENTAL SVCS TECH 3	8	249	03/24/2025	X
MCQUARY	SHARON	12981	PARA II ELEM TITLE I	7	186	02/05/2024	X
MILAN BABILONIA	KARINA	17371	PARA ESE	7	186	10/28/2021	X
MURPHY	KELSEY	19205	PARA ESE	7	186	11/14/2024	X
NUGENT	COLEEN	17140	PARA II ELEMENTARY SPLIT FUNDE	7	186	08/10/2021	X
THEODORE	MADISON	19714	PARA II ELEMENTARY	7	186	01/26/2026	X
TORO	ROSE	19520	SECRETARY II SCH	8	200	08/08/2025	X
TRAXLER	LISA	16495	PRE-KINDERGARTEN ASST SPLIT FU	7.45	196	08/05/2019	X
WOOD	TAYLOR	19423	PARA PK HANDICAP	7	186	08/08/2025	X
WYCKOFF	MICHELLE	12109	PARA ESE	7	186	03/25/1998	X

SITE: PGES

RECOMMEND FOR REAPPOINTMENT LIST
(NONINSTRUCTIONAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
Printing of my name below constitutes my official signature for electronic purposes.							
Natasha Saavedra				5/7/2026			
Printed name of Principal/Site Administrator				Date			

SITE: PMS

RECOMMEND FOR REAPPOINTMENT LIST
(NONINSTRUCTIONAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
BLIGEN	KEVIN	15607	ENVIRONMENTAL SVCS TECH I	8	249	03/01/2017	X
CAVENDER II	HOWARD	18299	PARA ESE	7	186	08/14/2023	X
CRANE	ROBERT	16937	PARA ESE	7	186	10/26/2020	X
CROPLEY	ERWIN	15527	ENVIRONMENTAL SVCS TECH 3	8	249	11/17/2016	X
DELLER	PATRICIA	03451	DATA ENTRY OPERATOR	8	249	04/21/2005	X
DIAZ GARCIA	MAYDELIS	19628	ENVIRONMENTAL SVCS TECH I	8	249	09/10/2025	X
ESPINAL	MADELINE	19599	SCHOOL HEALTH PROFESSIONAL	7	190	09/08/2025	X
GARCIA BOMBINO	KERLI	17901	ENVIRONMENTAL SVCS TECH I	8	249	12/05/2022	X
GRAHAM	HEATHER	15741	SECRETARY II SCH	8	249	08/10/2022	X
GROCHOWSKI	TINA	17531	PARA ESE	7	186	04/04/2022	X
HALLUMS	KIMBERLY	19627	OFFICE CLERK	8	186	09/10/2025	X
JAMES	MARGARET	13184	PARA ISS	7	186	08/08/2025	X
MCBRIDE	GARY	16481	ENVIRONMENTAL SVCS TECH II	8	249	08/05/2019	X
PAULO	NANCY	02850	COMPUTER LAB MANAGER	7	186	03/16/2004	X
POND	MELINDA	15131	PARA I	7	186	03/11/2025	X
RIOS	SARAH	18034	SECRETARY II SCH	8	249	08/09/2024	X
SHAFFER	RICHARD	18053	ENVIRONMENTAL SVCS TECH I	8	249	02/06/2023	X
STUCKEY	DEBORAH	16312	PARA CLINIC	3	180	02/03/2025	X
VALDES	JUSTIN	15026	ENVIRONMENTAL SVCS TECH I	8	249	08/09/2024	X
VALDES	KENNETH	14508	ENVIRONMENTAL SVCS TECH I	8	249	09/25/2023	X
VALERI	DOLORES	19621	PARA I ESOL	7	186	09/08/2025	X
Printing of my name below constitutes my official signature for electronic purposes.							
Alex Rastatter				4/28/2026			
Printed name of Principal/Site Administrator				Date			

SITE: SCHL DISTRIBUTION

RECOMMEND FOR REAPPOINTMENT LIST
(NONINSTRUCTIONAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
AUVIL	MERLE	07509	WAREHOUSE/DELIVERY WORKER	8	249	10/13/2005	X
BORRAS	SPENCER	16757	WAREHOUSE/DELIVERY WORKER	8	249	03/05/2020	X
GRAVES-WELLS	JAVONKAH	14750	GRAPHIC DESIGN	8	249	02/25/2014	X
ROBERTS	DONALD	04638	PROPERTY ACCOUNTING SPECIALIST	8	249	09/12/2007	X
STAMM	TODD	16902	WAREHOUSE/DELIVERY WORKER	8	249	10/07/2020	X
THOMECZEK	SAMANTHA	19641	WAREHOUSE INVENTORY SPECIALIST	8	249	09/22/2025	X
TORRES	JULIAN	19086	GRAPHIC DESIGN	8	249	08/26/2024	X
WICOFF	BRIAN	19494	WAREHOUSE/DELIVERY WORKER	8	249	10/20/2025	X
Printing of my name below constitutes my official signature for electronic purposes.							
Barbara Kidder				5/4/2026			
Printed name of Principal/Site Administrator				Date			

SITE: SES

RECOMMEND FOR REAPPOINTMENT LIST
(NONINSTRUCTIONAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
BARRACLOUGH	KIM	08384	PARA PK HANDICAP	7	186	08/09/2004	X
BERLEW	ANNA	04757	PARA PK HANDICAP	7	186	12/18/2006	X
BRANDT	JENNIFER	14301	PARA II ELEMENTARY	7	186	10/23/2012	X
CASTELLANO	JENNA	17408	PARA PK HANDICAP	7	186	12/02/2021	X
CLEARWATER	DANIELLE	03782	SECRETARY II SCH	8	200	10/04/2021	X
CONKEL	LEANN	17666	PARA ESE	7	186	08/10/2022	X
DECOTIS	KELLY	01542	PARA ISS	7	186	04/03/2006	X
DEFILLO HERNANDEZ	BARBARA	16234	DATA ENTRY OPERATOR	8	249	09/02/2021	X
FIFER	CAROL	08148	PARA ESE	7	186	08/23/2021	X
HARRIS	ERIC	14435	ENVIRONMENTAL SVCS TECH I	8	249	04/29/2013	X
HORTA ARENCIBIA	DEYSI	18090	ENVIRONMENTAL SVCS TECH I	8	249	03/20/2023	X
MAIER	AMANDA	16245	ENVIRONMENTAL SVCS TECH I	8	249	01/08/2020	X
MATOS-HERNANDEZ	LIZA	14886	PARA PK HANDICAP	7	186	09/03/2014	X
MATTEOLI	MARTINA	19691	PARA CLINIC	3	180	01/06/2026	X
MONAGHAN	CLAUDIA	03778	PARA II ELEMENTARY	7	186	09/29/2003	X
MONTES AMADOR	YELINE	16171	ENVIRONMENTAL SVCS TECH I	8	249	09/24/2018	X
MULRY	LUCILLE	03373	SECRETARY II SCH	8	249	09/07/2004	X
PENARANDA	ULYSSES	18398	ENVIRONMENTAL SVCS TECH I	7	186	08/21/2023	X
RASHLEIGH	MAX	16423	ENVIRONMENTAL SVCS TECH II	8	249	07/16/2019	X
ROSSI	MARIA	15830	PARA ESE TITLE I	7	186	08/14/2023	X
SOMERS	ASHLEY	14249	PARA PK HANDICAP	7	186	09/02/2014	X
STANTON	ERICKA	18458	PARA ESE TITLE I	7	186	09/14/2023	X
STREMPLEWSKI	SCOTT	14630	ENVIRONMENTAL SVCS TECH 3	8	249	09/16/2013	X
VALENTIN	SANDRA	11116	PARA II ESOL	7	186	08/13/2001	X
ZUSEL	JESSICA	19351	PARA ESE	7	186	02/06/2025	X
Printing of my name below constitutes my official signature for electronic purposes.							
Dacey Hughes				4/27/2026			
Printed name of Principal/Site Administrator				Date			

SITE: SHES

RECOMMEND FOR REAPPOINTMENT LIST
(NONINSTRUCTIONAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
ALICEA	MERCEDES	11144	PARA II ESOL	7	186	12/15/2003	X
CASTRO	LOURDES	15938	PARA II ESOL	7	186	03/27/2018	X
CLEMENTS	CYNTHIA	15370	ENVIRONMENTAL SVCS TECH I - 5	5	249	04/29/2019	X
CLEMMONS	HALEY	19455	PARA ESE	7	186	08/08/2025	X
FERMIN	DONARDO	19300	PARA II ELEMENTARY	7	186	01/09/2025	X
FIGUEROA PADILLA	MARTA	15144	ENVIRONMENTAL SVCS TECH I	8	249	11/30/2015	X
GODOY	AMANDA	14922	PARA II ELEMENTARY	7	186	08/08/2025	X
HENRY	PAITEN	15265	PARA ESE	7	186	10/29/2018	X
HNATIUK	JULIA	06537	PARA PK HANDICAP	7	186	08/31/2020	X
JACOBSEN	DEBIE	16910	PARA ISS	7	186	12/05/2024	X
KEMP	CINDY	08247	PARA 1 ON 1	7	186	11/04/2025	X
LOPEZ	ADAM	18745	PARA ESE IDEA	7	186	05/08/2024	X
LUGO	MARLEN	16068	ENVIRONMENTAL SVCS TECH I	8	249	10/13/2025	X
MCCARTY	HOLLY	11462	PARA PK HANDICAP	7	186	08/28/2025	X
MULLER	KELLY	10970	SCHOOL HEALTH PROFESSIONAL	7	190	01/10/2006	X
NORMAN	KELLI	16335	PARA II ELEMENTARY	7	186	08/23/2024	X
ROBINSON	THOMAS	19202	ENVIRONMENTAL SVCS TECH II	8	249	11/05/2024	X
ROJAS	YESENIA	19316	SECRETARY II SCH	8	200	01/27/2025	X
RUIZ	MICHELLE	18699	COMPUTER LAN MANAGER TITLE I	7	186	08/08/2025	X
SCARANGELLA	NICHOLAS	19390	ENVIRONMENTAL SVCS TECH I	3	249	03/26/2025	X
SHEPHERD	LESLIE	18713	PRE-KINDERGARTEN ASST	7.45	196	03/11/2024	X
SLONE	JAMES	16682	PARA ESE	7	186	11/19/2019	X
SOBECK	ANGELICA	18232	SECRETARY II SCH	8	249	08/14/2023	X
STEVENS	LESLIE	18929	PARA PK HANDICAP	7	186	08/05/2024	X
STEWART	REBECCA	17299	PARA PK HANDICAP	7	186	09/07/2021	X
VALENTINO	LYNDSAY	18757	PARA PK HANDICAP IDEA	8	186	04/05/2024	X
VINA	MARIO	17063	ENVIRONMENTAL SVCS TECH 3	8	249	04/19/2021	X
WHITE	KRISTIN	18103	DATA ENTRY OPERATOR	8	249	03/22/2023	X
WHITEHEAD	MATTHEW	18406	ENVIRONMENTAL SVCS TECH I	8	249	08/28/2023	X
WILSON	MARY	16098	PRE-KINDERGARTEN ASST	7.45	196	08/14/2018	X
Printing of my name below constitutes my official signature for electronic purposes.							
Cari L. O'Rourke				5/1/2026			
Printed name of Principal/Site Administrator				Date			

SITE: SHS

RECOMMEND FOR REAPPOINTMENT LIST
(NONINSTRUCTIONAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
ANDERSON	CASHAWNA	19067	PARA MEDIA	7	186	08/19/2024	X
BANDINI	MARY	17831	SECRETARY II SCH	8	249	08/29/2022	X
BLOUIN	MARIA	04580	SECRETARY II SCH	8	249	09/03/2013	X
BROWNING	JENNIFER	16865	SECRETARY II SCH	8	249	08/18/2020	X
CAMPBELL	LAURIE	16954	BOOKKEEPER HIGH SCH	8	249	11/10/2020	X
COLONNA	SUSAN	15737	PARA ESE	7	186	08/14/2017	X
FIFIELD	JAMES	14135	ENVIRONMENTAL SVCS TECH I	8	249	08/16/2021	X
HAYES	ANNE	19187	OFFICE CLERK	3	180	11/04/2024	X
HUDSON	JESSICA	16847	ENVIRONMENTAL SVCS TECH I	8	249	08/17/2020	X
HUM	JOHN	13423	ENVIRONMENTAL SVCS TECH 3	8	249	07/20/2010	X
JOHNSON	JORDAN	16958	ENVIRONMENTAL SVCS TECH I	8	249	08/21/2025	X
KITCHEN	FRANK	18354	ENVIRONMENTAL SVCS TECH I	8	249	08/07/2023	X
LOUGHRAN	DONNA	04061	SECRETARY II SCH	8	249	01/13/2003	X
LOUGHRAN	JAMES	16202	ENVIRONMENTAL SVCS TECH I	8	249	10/22/2018	X
MONTERO	WALKIRIA	04282	DATA ENTRY OPERATOR	8	249	10/12/2021	X
MORMANDO	LOIS	04391	PARA ESE	7	186	01/05/2005	X
OSPINA ARIAS	MARY	18357	ENVIRONMENTAL SVCS TECH I	8	249	08/07/2023	X
PALMER	MICHAEL	13966	ENVIRONMENTAL SVCS TECH I	8	249	08/17/2016	X
PICCOLO	LISA	13231	SECRETARY II SCH	8	200	09/06/2016	X
PUCCI	MICHAEL	14499	ENVIRONMENTAL SVCS TECH II	8	249	03/06/2019	X
RODRIGUEZ	MILVA	04243	PARA I ESOL	7	186	05/05/2025	X
RODRIGUEZ	NICOLE	16889	SECRETARY II SCH	8	186	09/02/2020	X
SANTIAGO	EDWIN	17407	ENVIRONMENTAL SVCS TECH I	8	249	12/06/2021	X
SAWYER	JESSICA	17803	SCHOOL HEALTH PROFESSIONAL	7	190	08/18/2022	X
VALDESPINO	MARA	03265	SECRETARY II SCH	8	249	04/19/2004	X
VASQUEZ	MIGDALIA	18482	PARA CLINIC	3	180	10/03/2023	X
VELEZ-SANTIAGO	MARIZOL	18046	ENVIRONMENTAL SVCS TECH I	8	249	02/06/2023	X
VILLODAS RAMOS	KATYA	18291	PARA I ESOL	7	186	08/14/2023	X
WRIGHT	MICHELLE	14213	SECRETARY II SCH	8	200	09/13/2016	X
Printing of my name below constitutes my official signature for electronic purposes.							
Dana Pearce				4-May-26			
Printed name of Principal/Site Administrator				Date			

SITE: STUDENT SERVICES

RECOMMEND FOR REAPPOINTMENT LIST
(NONINSTRUCTIONAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
BRAITHWAITE	MICHAEL	13528	ATTENDANCE ASST-SRVC TRANSPORT	8	186	08/14/2017	X
COATES	MICHAEL	18790	ATTENDANCE ASST-SRVC TRANSPORT	8	186	05/14/2024	X
CORRALES-CASTELLANOS	MARIA	19344	TEEN PARENT NURSERY ASST	7.75	186	02/05/2025	X
MILLER	SHARON	07456	TEEN PARENT HEAD OF NURSERY-19	7.45	196	10/24/1994	X
MILLER	YULONDA	16326	TEEN PARENT NURSERY ASST	7.75	186	03/25/2019	X
TORMEY	SCOTT	18789	ATTENDANCE ASST-SRVC TRANSPORT	8	186	05/13/2024	X
Printing of my name below constitutes my official signature for electronic purposes.							
Jill Kolasa				5/4/2026			
Printed name of Principal/Site Administrator				Date			

SITE: TELECOM

RECOMMEND FOR REAPPOINTMENT LIST
(NONINSTRUCTIONAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
WHITTEN	KEVIN	17416	TELECOMMUNICATIONS TECHNICIAN	8	249	01/03/2022	X
Printing of my name below constitutes my official signature for electronic purposes.							
Joseph G. Amato				5/4/2026			
Printed name of Principal/Site Administrator				Date			

SITE: TRANSP ADMIN

RECOMMEND FOR REAPPOINTMENT LIST
(NONINSTRUCTIONAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
CARSON	CAMERON	07182	TRANS VEHICLE TECH III	8	249	08/30/1999	X
CODDINGTON	GARY	10632	TRANS VEHICLE TECH III	8	249	09/26/2022	X
DURHAM	DAKEYSHA	19525	CAMERA TECHNICIAN	8	249	08/18/2025	X
FRANK	WILLIAM	16003	TRANS PARTS/INV CONTROL CLERK	8	249	07/02/2018	X
FULMOR	TAMMY	17404	DISPATCHER	8	249	12/01/2021	X
HEINLEIN	WAYNE	02186	TRANS VEHICLE TECH III	8	249	08/18/1997	X
MALHAM	MICHAEL	17968	TRANS VEHICLE TECH I	8	249	11/14/2022	X
MALHAM	TROY	17917	TRANS VEHICLE TECH I	8	249	10/24/2022	X
MUELLER	SCOTT	15903	VEHICLE TECHNICIAN ASSISTANT	8	249	02/05/2018	X
PASQUALICHIO	DILLON	18087	TRANS VEHICLE TECH II	8	249	03/06/2023	X
RODRIGUEZ	AARON	19370	TRANS VEHICLE TECH I	8	249	03/03/2025	X
ROMERO	JAZMIN	16363	OFFICE CLERK	8	249	12/02/2019	X
SEITZ	STACY	17851	OFFICE CLERK	8	249	09/15/2022	X
SIMONS	JASON	17931	TRANS VEHICLE TECH I	8	249	11/14/2022	X
THOMPSON	DOUGLAS	17425	VEHICLE TECHNICIAN ASSISTANT	8	249	01/18/2022	X
TOKAR	PAMELA	16257	TRANSPORTATION FIELD TRIP SECR	8	249	02/05/2019	X
WEDERMAN	HERBERT	02919	TRANS VEHICLE TECH III	8	249	07/31/1989	X
WILEY	MICHAEL	10928	ENVIRONMENTAL SVCS TECH II	8	249	07/01/2004	X
ZELINSKY	KYLE	19553	TRANS VEHICLE TECH I	8	249	08/04/2025	X
Printing of my name below constitutes my official signature for electronic purposes.							
Ralph Leath				4-May-26			
Printed name of Principal/Site Administrator				Date			

SITE: TRANSPORTATION

RECOMMEND FOR REAPPOINTMENT LIST
(NONINSTRUCTIONAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
ADAMS	DANIELLE	19661	BUS OPERATOR	5	186	10/08/2025	X
ALLEN	KODI	17940	BUS OPERATOR	5	186	01/09/2023	X
ARROYO	JAMIE	02304	BUS OPERATOR	5	186	09/03/2002	X
ASPELL	LISA	10176	BUS OPERATOR	5	186	10/04/1999	X
ASPELL	ROBERT	17883	BUS OPERATOR	5	186	09/15/2022	X
BOISSONNAULT	STAN	16905	BUS OPERATOR	5	186	09/28/2020	X
BONNER JR.	JOHNNY	18716	BUS OPERATOR	5	186	04/10/2024	X
BORSICK	DAVID	19704	BUS OPERATOR	5	186	03/02/2026	X
BRATCHER	MISTY	09964	BUS OPERATOR	5	186	11/12/2002	X
BUGGICA	JEFF	17912	BUS OPERATOR	5	186	12/05/2022	X
CANCEL	DEBBIE	02269	BUS OPERATOR	5	186	09/24/1997	X
CHANDLER	SHARON	15441	BUS OPERATOR	5	186	09/24/2019	X
CHRISLIP	KARI	18909	BUS OPERATOR	5	186	09/16/2024	X
CICHOWSKI	KATHY	16489	BUS OPERATOR	5	186	08/12/2019	X
COMAIANNI	GEANINE	14992	BUS OPERATOR	5	186	08/12/2019	X
COTILLETTA	BENEDETTO	02793	BUS OPERATOR	5	186	08/09/2004	X
DARBY	SHANE	19214	BUS OPERATOR	5	186	01/21/2025	X
DARNOWSKI	JAMES	18102	BUS OPERATOR	5	186	05/02/2023	X
DESCAULT	SANDRA	01616	BUS OPERATOR	5	186	08/24/2007	X
DIAS	LAURIE	16457	BUS OPERATOR	5	186	08/12/2019	X
DORSI	JOANNE	03590	BUS OPERATOR	5	186	01/06/2004	X
ELLIOTT	PHILLIP	15804	BUS OPERATOR	5	186	08/28/2017	X
ENRIQUEZ	CARLOS	19485	BUS OPERATOR	5	186	08/18/2025	X
EVANS	CRAIG	19374	BUS OPERATOR	5	186	05/12/2025	X
FRANK	PAULA	15580	BUS OPERATOR	5	186	03/06/2017	X
GASCOT LOZADA	WANDA	18691	BUS OPERATOR	5	186	02/20/2024	X
GERALIS	IPPOKRATIS	15415	BUS OPERATOR	5	186	09/26/2016	X
GRECO	MICHAEL	16386	BUS OPERATOR	5	186	08/12/2019	X
GRIMES	KENNETH	15090	BUS OPERATOR	5	186	08/03/2015	X
HARMON	MANDI	15461	BUS OPERATOR	5	186	11/04/2016	X
HECK	SHARON	17462	BUS OPERATOR	5	186	01/10/2022	X
HEDIN	TIMOTHY	10963	BUS OPERATOR	5	186	09/15/2025	X
HOLTZLANDER	MICHELLE	09963	BUS OPERATOR	5	186	08/26/2002	X
HORNING	JOHN	19070	BUS OPERATOR	5	186	09/16/2024	X
HORNING	REBECCA	19484	BUS OPERATOR	5	186	08/18/2025	X
HOUSER	MARILYN	19703	BUS OPERATOR	5	186	03/02/2026	X
HOWE	KIMBERLY	11467	BUS OPERATOR	5	186	08/31/2017	X

SITE: TRANSPORTATION

RECOMMEND FOR REAPPOINTMENT LIST
(NONINSTRUCTIONAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
JANSSEN	EDWARD	15311	BUS OPERATOR	5	186	08/10/2016	X
JORDAN	MARK	17860	BUS OPERATOR	5	186	08/30/2022	X
KHOBANI	CINDY	19310	BUS OPERATOR	5	186	04/14/2025	X
KIRKSTAD	PAUL	18567	BUS OPERATOR	5	186	12/11/2023	X
KOJIAN	GREG	15186	BUS OPERATOR	5	186	10/27/2015	X
KUHN	JOHN	02522	BUS OPERATOR	5	186	11/01/2011	X
KYLE	LISA	13020	BUS OPERATOR	5	186	12/02/2011	X
LAMBERT	MARCIA	03542	BUS OPERATOR	5	186	08/13/2001	X
LAROCHE	CECILIA	19614	BUS OPERATOR	5	186	09/15/2025	X
LEDO	LISLANIA	19660	BUS OPERATOR	5	186	12/08/2025	X
MANNINO	JOHN	16770	BUS OPERATOR	5	186	03/23/2020	X
MARINO	DOMENICK	15193	BUS OPERATOR	5	186	11/20/2015	X
MARTINEZ	EDWARD	18787	BUS OPERATOR	5	186	09/03/2024	X
MATKOWSKI	GEORGAN	05146	BUS OPERATOR	5	186	05/19/2006	X
MENDEZ	CAROLINE	16255	BUS OPERATOR	5	186	02/06/2019	X
MOORE	ERNEST	17442	BUS OPERATOR	5	186	12/15/2021	X
MOORE	GLENN	15058	BUS OPERATOR	5	186	01/07/2025	X
ORJUELA PARRA	OSCAR	18637	BUS OPERATOR	5	186	02/20/2024	X
ORTIZ	AUREA	02120	BUS OPERATOR	5	186	08/14/2023	X
OYOLA	KIMBERLY	18966	BUS OPERATOR	5	186	10/28/2024	X
PACINI	CHRISTOPHER	18052	BUS OPERATOR	5	186	04/10/2023	X
PAUL	MARIE	17360	BUS OPERATOR	5	186	10/13/2021	X
PAZAR	JOHN	18551	BUS OPERATOR	5	186	11/29/2023	X
PEQUEEN	SHERRI	17557	BUS OPERATOR	5	186	04/20/2022	X
POWELL	LONNIE	16376	BUS OPERATOR	5	186	05/22/2019	X
RAINEY	PETER	17226	BUS OPERATOR	5	186	08/10/2021	X
RAMOS OLIVERO	EDNA	15971	BUS OPERATOR	5	186	03/26/2018	X
RANDALL	CYNTHIA	13004	BUS OPERATOR	5	186	10/12/2022	X
REDMAN	STACEY	09981	BUS OPERATOR	5	186	11/05/2001	X
REED	TIMOTHY	17228	BUS OPERATOR	5	186	08/03/2021	X
REYES	LAZARO	17886	BUS OPERATOR	5	186	09/15/2022	X
RICE	ANTHONY	18673	BUS OPERATOR	5	186	02/26/2024	X
RIOS	BETHANIA	17383	BUS OPERATOR	5	186	10/26/2021	X
RIVERA	EDWIN	12918	BUS OPERATOR	5	186	08/20/2012	X
RODRIGUEZ	ZULMA	13941	BUS OPERATOR	5	186	03/04/2013	X
RODRIGUEZ ROSADO	JOSE	17902	BUS OPERATOR	5	186	09/26/2022	X
ROGERS	DONNA	05487	BUS OPERATOR	5	186	12/08/2021	X

SITE: TRANSPORTATION

RECOMMEND FOR REAPPOINTMENT LIST
(NONINSTRUCTIONAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
RUBERT	OCTAVIO	15011	BUS OPERATOR	5	186	01/06/2015	X
SAINT LOUIS	EMMANUEL	18094	BUS OPERATOR	5	186	05/02/2023	X
SANTIAGO PICART	ILIANA	19223	BUS OPERATOR	5	186	04/28/2025	X
SANTOS	SANDRA	17459	BUS OPERATOR	5	186	01/30/2024	X
SCHMUTZ	DAVID	16488	BUS OPERATOR	5	186	08/12/2019	X
SCHWARTZ	BRIAN	19021	BUS OPERATOR	5	186	09/16/2024	X
SKOBLIKOFF-MUELLER	LYNN	17437	BUS OPERATOR	5	186	12/13/2021	X
SMELSER	CONNIE	17548	BUS OPERATOR	5	186	10/23/2023	X
STACKEL	THOMAS	18911	BUS OPERATOR	5	186	09/11/2024	X
STANEK	LUBICA	12465	BUS OPERATOR	5	186	12/09/2002	X
TELLONE	DENISE	14734	BUS OPERATOR	5	186	08/09/2024	X
TORRES	JOSE	18550	BUS OPERATOR	5	186	12/06/2023	X
VEZINA	LARRY	18880	BUS OPERATOR	5	186	08/26/2025	X
VICENTE	MARCIA	01254	BUS OPERATOR	5	186	08/13/2018	X
VILLANUEVA	TRACEY	14117	BUS OPERATOR	5	186	11/13/2012	X
WAS	ROBIN	19014	BUS OPERATOR	5	186	10/28/2024	X
WILLIAMS	MARGARET	18120	BUS OPERATOR	5	186	08/14/2023	X
ZIERDEN	WAYNE	13095	BUS OPERATOR	5	186	08/10/2022	X
ALVARADO	ASHLEY	19125	BUS ATTENDANT	5	186	04/14/2025	X
BARQUERO MARTINEZ	RICARDO	19747	BUS ATTENDANT	5	186	03/30/2026	X
BEST	DENISE	19122	BUS ATTENDANT	5	186	08/08/2025	X
BONILLA	EVA	17311	BUS ATTENDANT	5	186	09/01/2021	X
BONNER	SUSAN	18724	BUS ATTENDANT	5	186	04/01/2024	X
BOZEK	CHIEKO	19737	BUS ATTENDANT	5	186	03/02/2026	X
CARLINO	JOSEPH	16610	BUS ATTENDANT	5	186	08/22/2022	X
CONSTANTINOU	JODI	19035	BUS ATTENDANT	5	186	09/09/2024	X
DELANEY	DAWN	18841	BUS ATTENDANT	5	186	08/19/2024	X
DOOLEY	PATRICIA	18157	BUS ATTENDANT	5	186	08/08/2025	X
FARNKOFF	GEORGE	01250	BUS ATTENDANT	5	186	02/02/2007	X
FIGUEROA	YVONNE	15150	BUS ATTENDANT	5	186	08/31/2020	X
FIGUEROA RAMOS	EUNICE	19776	BUS ATTENDANT	5	186	04/27/2026	X
FINN	MAUREEN	12988	BUS ATTENDANT	5	186	08/20/2012	X
GALAN	ODALIS	18750	BUS ATTENDANT	5	186	04/03/2024	X
GARCIA HOLGUIN	ALEIDA	18852	BUS ATTENDANT	5	186	08/19/2024	X
GREGO	BETSY	18581	BUS ATTENDANT	5	186	11/27/2023	X
HARDING	BRENDA	15544	BUS ATTENDANT	5	186	11/06/2023	X
HARMON	MICKAYLA	18615	BUS ATTENDANT	5	186	01/20/2026	X

SITE: TRANSPORTATION

RECOMMEND FOR REAPPOINTMENT LIST
(NONINSTRUCTIONAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
HOLLENBECK	MARY	19526	BUS ATTENDANT	5	186	08/18/2025	X
HORAN	TINA	16635	BUS ATTENDANT	5	186	10/14/2019	X
JOST	ANGELIA	17463	BUS ATTENDANT	5	186	01/10/2022	X
LASKOWSKI	CINDY	04909	BUS ATTENDANT	5	186	11/12/2024	X
MCNIFF	JOAN	08449	BUS ATTENDANT	5	186	04/14/2025	X
MELENDEZ	HERIBERTO	18190	BUS ATTENDANT	5	186	08/22/2023	X
MELENDEZ	LETICIA	19738	BUS ATTENDANT	5	186	03/02/2026	X
NUNES	SAMUEL	18039	BUS ATTENDANT	5	186	05/02/2023	X
OLIVEIRA	ANNA	18114	BUS ATTENDANT	5	186	08/18/2025	X
OLMO	GRABIEL	17865	BUS ATTENDANT	5	186	08/31/2022	X
O'REILLY	YOANDRA	18904	BUS ATTENDANT	5	186	08/19/2024	X
ORTIZ	JOSEPH	18274	BUS ATTENDANT	5	186	10/09/2023	X
OTERO	JONATHAN	19482	BUS ATTENDANT	5	186	10/14/2025	X
PAULUKONIS	PAULA	19766	BUS ATTENDANT	5	186	04/10/2026	X
PERERA	INDIRA	17076	BUS ATTENDANT	5	186	04/26/2021	X
RABIDEAU	JOHN	18267	BUS ATTENDANT	5	186	09/18/2023	X
REYES PEREZ	DANNERYS	17370	BUS ATTENDANT	5	186	03/30/2026	X
ROBINSON-HARRISON	KATHLEEN	14812	BUS ATTENDANT	5	186	04/08/2019	X
ROWE	MARY BETH	17515	BUS ATTENDANT	5	186	03/04/2022	X
ROYER	ANNA	18222	BUS ATTENDANT	5	186	08/14/2023	X
RUBERT-OREILLY	ALEJANDRO	19366	BUS ATTENDANT	5	186	08/08/2025	X
SAGE	ROSA	18065	BUS ATTENDANT	5	186	05/02/2023	X
SCANDORA	JOSEPH	18825	BUS ATTENDANT	5	186	08/19/2024	X
SCANDORA	RENEE	18824	BUS ATTENDANT	5	186	08/19/2024	X
SCHULWITZ	BARBARA	17290	BUS ATTENDANT	5	186	10/04/2021	X
SHORTT	CHARLES	18446	BUS ATTENDANT	5	186	09/11/2023	X
SKILES	MADALYN	19779	BUS ATTENDANT	5	186	05/12/2026	X
STAVOLA	DOREEN	17923	BUS ATTENDANT	5	186	01/17/2023	X
STINNETT	MARIA	17560	BUS ATTENDANT	5	186	04/20/2022	X
TUCKER-ALLEN	ROBIN	19131	BUS ATTENDANT	5	186	10/28/2024	X
TURNER	PENNY	10183	BUS ATTENDANT	5	186	08/23/2006	X
VELOZ PENA	CINTHIA	18191	BUS ATTENDANT	5	186	09/05/2023	X
VIEIRA	ELMINA	14472	BUS ATTENDANT	5	186	12/15/2014	X
WRAY	NANCY	16150	BUS ATTENDANT	5	186	01/19/2021	X
BEAN	WENDY	19019	TRANS SMALL VEHICLE OPERATOR	5	186	08/19/2024	X
OROZCO FRANCO	FABIO	18905	TRANS SMALL VEHICLE OPERATOR	5	186	01/07/2025	X

SITE: TRANSPORTATION

RECOMMEND FOR REAPPOINTMENT LIST
(NONINSTRUCTIONAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
Printing of my name below constitutes my official signature for electronic purposes.							
Ralph Leath				4-May-25			
Printed name of Principal/Site Administrator				Date			

SITE: WES

RECOMMEND FOR REAPPOINTMENT LIST
(NONINSTRUCTIONAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
APOSHIAN	CRYSTAL	17628	PARA II ELEM TITLE I	7	186	08/10/2022	X
BEDFORD	VALERIE	18999	PARA PK HANDICAP	7	186	08/09/2024	X
BELL	MACKENZIE	19751	PARA II ELEM SPLIT FUNDED	7	186	03/11/2026	X
COOPER	SAMUEL	17092	ENVIRONMENTAL SVCS TECH II	8	249	05/18/2021	X
COVEY	REBECCA	18913	PARA II ELEM TITLE I	7	186	08/09/2024	X
ERICKSON	TERESA	15424	PARA II ESOL	7	186	08/22/2016	X
FRANCIS	DIANA	18133	PARA II ELEMENTARY	7	186	04/20/2023	X
GARCIA CORDERO	BEATRIZ	18729	ENVIRONMENTAL SVCS TECH I	8	249	03/13/2024	X
GLUTH	KRISTENA	17256	PARA PK HANDICAP	7	186	08/12/2021	X
HARRIS	SHERRY	15481	PARA PK HANDICAP	7	186	10/02/2023	X
KELLING	REGINA MARIE	16264	BOOKKEEPER ELEM/MID	8	249	01/07/2019	X
MERILLO	JILL	15301	PARA PK HANDICAP	7	186	08/16/2024	X
NICORA DOIDGE	ALEXIS	13129	PARA ISS	7	186	04/09/2024	X
ORTIZ	ARLENE	19516	SECRETARY I SCH	8	200	08/04/2026	X
PALAVICINI	RAQUEL	18959	PARA ESE	7	186	08/09/2024	X
PAPPAS	NOELLE	19064	DATA ENTRY OPERATOR	8	249	08/13/2024	X
PEARCE	WILLIAM	14657	ENVIRONMENTAL SVCS TECH I	8	249	10/23/2013	X
PERDUE	CHERYL	17844	SCHOOL HEALTH PROFESSIONAL	7	190	09/02/2022	X
RAY	NATASHA	18897	PARA II ELEMENTARY	7	186	08/09/2024	X
ROTH	ADAM	13140	ENVIRONMENTAL SVCS TECH I	8	249	03/02/2010	X
VELEZ AQUINO	AIDA	19697	PARA ESE 1 ON 1	7	186	01/06/2026	X
WATSON	PAUL	13316	ENVIRONMENTAL SVCS TECH 3	8	249	03/15/2010	X
YATES	DENISE	18479	PARA PK HANDICAP	7	186	10/04/2023	X
Printing of my name below constitutes my official signature for electronic purposes.							
Dana Kublick				4/30/2026			
Printed name of Principal/Site Administrator				Date			

SITE: WHMS

RECOMMEND FOR REAPPOINTMENT LIST
(NONINSTRUCTIONAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
ACKER	TIFFANY	15842	COMP LAB MANAGER TITLE I	7.45	196	02/16/2023	X
AGUIAR	CARMEN	07283	BOOKKEEPER ELEM/MID	8	249	11/03/2003	X
BISHOP	LISA	03840	PARA ESE	7	186	08/26/2002	X
BLOMBERG	KRISTA	19476	PARA ESE	7	186	08/08/2025	X
CARDENAS OLIVERT	HIANED	15676	ENVIRONMENTAL SVCS TECH I	8	249	04/07/2026	X
CURTIN	REBECCA	17279	PARA ESE 1 ON 1	7	186	08/17/2021	X
DAVIS	HALEY	17656	ENVIRONMENTAL SVCS TECH I	8	249	08/10/2022	X
ERICKSON	CYNTHIA	18771	PARA ESE 1 ON 1	7	186	04/15/2024	X
GONZALEZ	KELLY	18461	PARA ESE	7	186	12/14/2023	X
GUARIN BARRERA	YENNY	18285	PARA II ESOL	7	186	08/14/2023	X
HAGLAND	EMILY	18931	SECRETARY II SCH	8	249	07/22/2024	X
IRIZARRY	BERNICE	14280	DATA ENTRY OPERATOR	8	249	10/10/2012	X
LAFERTY	CARMON	08226	SCHOOL HEALTH PROFESSIONAL	7	190	03/25/2008	X
MARINO	CHRISTIE	19670	PARA CLINIC	3	180	10/23/2025	X
NASH	KIMBERLY	14396	PARA ESE	7	186	11/10/2014	X
NEFF	MARK	17554	ENVIRONMENTAL SVCS TECH II	8	249	05/02/2022	X
ROSS	RYANE	19393	PARA ESE	7	186	08/08/2025	X
SILVA GOMEZ	MISAEL	17970	ENVIRONMENTAL SVCS TECH I	8	249	12/05/2022	X
VALLADARES HORTA	JOSE	15316	ENVIRONMENTAL SVCS TECH I	8	249	06/01/2016	X
VARANO	JOHN	18606	PARA ESE	7	186	12/18/2023	X
WIGGINS-PRELI	CYNTHIA	17814	PARA ESE 1 ON 1	7	186	08/24/2022	X
YAGER	ADRIANA	19540	PARA ESE 1 ON 1	7	186	08/08/2025	X
YOUNG	INNA	12468	ENVIRONMENTAL SVCS TECH 3	8	249	08/18/2008	X
Printing of my name below constitutes my official signature for electronic purposes.							
Chirs Healy				5/1/2026			
Printed name of Principal/Site Administrator				Date			

SITE: WSTC

RECOMMEND FOR REAPPOINTMENT LIST
(NONINSTRUCTIONAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
ALVARINO	MILDRED	19135	ENVIRONMENTAL SVCS TECH I	3	249	10/14/2024	X
DAVIS	KIMBERLY	18703	SECRETARY I ADULT ED	5	200	09/08/2025	X
GARCIA	EMMANUEL	19314	ENVIRONMENTAL SVCS TECH - 5 HR	5	249	01/22/2025	X
KIDWELL	CARTER	19298	SECRETARY I ADULT ED	8	249	01/02/2025	X
MERILLO	TANYA	17635	DATA ENTRY OPERATOR HEART LIT	8	249	08/01/2022	X
PITCHER	PATRICIA	02178	SECRETARY II ADULT ED	8	249	04/17/2007	X
Printing of my name below constitutes my official signature for electronic purposes.							
Radiah Dent				4/28/2026			
Printed name of Principal/Site Administrator				Date			

SITE: WWHS

RECOMMEND FOR REAPPOINTMENT LIST
(NONINSTRUCTIONAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
ALCANTARA	MARIA	15829	PARA I ESOL	7	186	08/13/2018	X
BARTLEY	DARREN	13986	ENVIRONMENTAL SVCS TECH 3	8	249	11/07/2011	X
BERMUDEZ ERQUIAGA	GRISEL	19292	ENVIRONMENTAL SVCS TECH I	7	186	01/27/2025	X
BLAND	JUSTIN	15796	ISS MONITOR	7	186	04/07/2022	X
BUONAGURO	FRANK	18356	ENVIRONMENTAL SVCS TECH II	8	249	08/09/2023	X
DAGLIA	TARA	15205	PARA ESE	7	186	11/23/2015	X
DEUTSCH	GEORGETTE	04574	PARA ESE 1 ON 1	7	186	01/13/2003	X
FASTING	JOEMY	17794	SECRETARY II SCH	8	249	08/10/2022	X
GONZALEZ	EVELYN	19700	PARA ESE 1 ON 1	7	186	01/12/2026	X
HERNANDEZ	JUSTINA	17213	ENVIRONMENTAL SVCS TECH I	8	249	08/03/2021	X
HERNANDEZ	JENNIFER	19770	PARA ESE 1 ON 1	7	186	04/07/2026	X
HERNANDEZ VALLADARES	YAMILE	19027	ENVIRONMENTAL SVCS TECH I	8	249	08/27/2024	X
HUGHES	WILLIAM	13524	COMPUTER LAB MANAGER	7	186	08/18/2014	X
JEFFERS	MEAGHAN	16808	DATA ENTRY OPERATOR	8	249	08/10/2022	X
JOHNSEN	VERONICA	18663	PARA ESE 1 ON 1	7	186	02/12/2024	X
JOHNSON	JEREMY	15387	PARA VOC ESE	7	186	08/09/2024	X
LUCIER	CAMERON	19620	PARA ESE	7	186	09/08/2025	X
LUGO	LYDIAN	14321	ENVIRONMENTAL SVCS TECH I	8	249	08/27/2014	X
MARRERO VALDES	ROLANDO	18813	ENVIRONMENTAL SVCS TECH I	8	249	06/10/2024	X
MCDERMOTT	CLAIR	15318	ENVIRONMENTAL SVCS TECH I	8	249	10/04/2023	X
MOTTA	ELIZABETH	14781	ENVIRONMENTAL SVCS TECH I	8	249	04/01/2014	X
MURRAY	LAURA	14201	SECRETARY II SCH	8	249	03/09/2026	X
MURRAY	MARK	16599	PARA ESE	7	186	03/09/2020	X
OTERO-COSSIO	MICHELLE	16344	SECRETARY II SCH	8	249	04/22/2019	X
PERKINS	STACY	06608	SECRETARY II SCH	8	200	04/12/2005	X
POOLE	FAIMAFILI	16854	PARA ESE	7	186	08/31/2020	X
ROBERTS	TIFFANY	05055	SECRETARY II SCH	8	249	08/13/2018	X
ROYCE	BRUCE	12325	COMPUTER LAB MANAGER	7	186	08/25/2015	X
SHANO	CARLA	09633	SCHOOL HEALTH PROFESSIONAL	7	190	10/06/2016	X
WILLIAMSON	ROBERT	18020	SECRETARY I SCH	8	249	01/23/2023	X
Printing of my name below constitutes my official signature for electronic purposes.							
Edward LaRose				5/5/2026			
Printed name of Principal/Site Administrator				Date			

SITE: WWK8

RECOMMEND FOR REAPPOINTMENT LIST
(NONINSTRUCTIONAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
ABESADA	ASHLEY	19186	PARA CLINIC	3	180	10/30/2024	X
ARENCIBIA	DORA	17782	ENVIRONMENTAL SVCS TECH I	8	249	08/17/2022	X
BARBER	JEANNIE	15076	SECRETARY II SCH	8	186	04/15/2015	X
BARONI	NICOLE	18994	PRE-KINDERGARTEN ASST	7.45	196	08/05/2024	X
BENTS	AUGUST	13956	ENVIRONMENTAL SVCS TECH I	8	249	10/14/2011	X
BOWDEN	PAOLA	17403	SCHOOL HEALTH PROFESSIONAL	7	190	12/06/2021	X
CARUSO-GUY	MELISSA	17051	SECRETARY II SCH	8	200	03/29/2021	X
CHILDS	CHYENNE	19785	PARA ESE	7	186	05/20/2026	X
CLARK	NATHAN	19444	ENVIRONMENTAL SVCS TECH I	8	249	07/01/2025	X
CLEVELAND	VELVET	15561	PARA ESE 1 ON 1	7	186	02/16/2023	X
EDWARDS	NICOLE	16652	ISS MONITOR	7	186	10/21/2021	X
ESPINO HERNANDEZ	JOSEFINA	18997	ENVIRONMENTAL SVCS TECH II	8	249	02/03/2025	X
FREMER	KOLBI	19522	PARA I ELEMENTARY	7	186	08/08/2025	X
GAGLIANO	NICOLE	17348	DATA ENTRY OPERATOR	8	249	10/04/2021	X
GAMINO	TINA	18546	OFFICE CLERK	8	186	11/07/2023	X
HALLORAN	AMANDA	17312	PARA ESE 1 ON 1	7	186	09/01/2021	X
HART	ROBIN	07975	PARA I ELEMENTARY	7	186	08/18/1999	X
JANES	DENISE	18208	OFFICE CLERK	6	186	08/14/2023	X
KANE	THOMAS	17660	ENVIRONMENTAL SVCS TECH I	8	249	07/11/2022	X
LEGUEN JIMENEZ	DIOSMARY	19290	ENVIRONMENTAL SVCS TECH I	8	249	12/16/2024	X
LOPEZ	GLENDA	18924	PARA I ESOL	7	186	08/09/2024	X
LUGO LOPEZ	MARIA	18025	ENVIRONMENTAL SVCS TECH I	8	249	01/10/2023	X
MACLENNA	MICHELLE	17699	PARA MEDIA	7	186	08/08/2022	X
MAURER	STEPHANIE	18588	BOOKKEEPER ELEM/MID	8	249	12/01/2023	X
MENDEZ	MANUEL	19472	ENVIRONMENTAL SVCS TECH I	8	249	07/08/2025	X
MORRISON	AMBER	17269	PARA ESE 1 ON 1	7	186	08/16/2021	X
ORTIZ	ALEXANDRA	17514	PARA I ELEMENTARY	7	186	03/07/2022	X
PADGETT	BRIAN	18265	ENVIRONMENTAL SVCS TECH 3	8	249	08/09/2023	X
PERKINS	ROBERT	17098	COMPUTER LAB MANAGER	7.45	196	06/14/2021	X
PROIETTO	ELIZABETH	18140	OFFICE CLERK	3	180	09/22/2023	X
REICKMAN	BEATRICE	17997	PARA I ELEMENTARY	7	186	01/04/2023	X
RIMBY	KIMBERLY	16540	PARA ESE 1 ON 1	7	186	08/12/2019	X
RODRIGUEZ	PHILOMENA	03022	PARA I ELEMENTARY	7	186	07/05/2016	X
ROSARIO HERNANDEZ	YELENNY	18920	ENVIRONMENTAL SVCS TECH I	8	249	07/17/2024	X
SULLIVAN	PATRICIA	15936	PARA PK HANDICAP	7	186	03/19/2018	X
TORRES	CARLOS	16823	DATA ENTRY OPERATOR	8	249	07/20/2020	X
WILLIAMS	EUGENE	13398	ENVIRONMENTAL SVCS TECH I	8	249	08/26/2013	X

SITE: WWK8

RECOMMEND FOR REAPPOINTMENT LIST
(NONINSTRUCTIONAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	Seniority Hire Date	REAPPOINT - YES
Printing of my name below constitutes my official signature for electronic purposes.							
Kristen Tormey				4/29/2026			
Printed name of Principal/Site Administrator				Date			

SITE: ACADEMIC SERVICES

RECOMMEND FOR REPPOINTMENT LIST
(PROF/TECH/SUP)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
DIAZ	JESSE	12564	SUPERVISOR OF INSTRUCTIONAL TE	8	249	X
DOWNEY	KELLY	11535	SUPV LITERACY,INTERVENTION,ELE	8	249	X
JENKINS	DANA	19458	ATH TRAIN MIL - CHS	8	249	X
LASTRA	LAURA	16377	SUPV COLLEGE & CAREER PROGRAMS	8	249	X
ROONEY	NICOLE	15197	COORDINATOR OF MEDICAID	8	249	X
WILLIAMS	DANYL	16374	COLLEGE AND CAREER PROGRAMS MA	8	249	X
WILSON	CARRIE	08872	SUP OF GUIDANCE K-ADULT	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Gina Michalicka				5/5/2026		
Printed name of Principal/Site Administrator				Date		

SITE: ASSESSMENT

RECOMMEND FOR REPPOINTMENT LIST
(PROF/TECH/SUP)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
GARNER	TAMMY	17954	DATA QUALITY & INTEGRITY ANALYST	8	249	X
IMHOF	KRISTY	13044	SUPV OF ASSMT & ACCOUNTABILITY	8	249	X
JONES	JESSIE	11727	SUPV OF STATE REPORTING	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Jennifer Merschbach				4/28/2026		
Printed name of Principal/Site Administrator				Date		

SITE: COMMUNICATIONS PUBLIC RELATIONS

RECOMMEND FOR REPPOINTMENT LIST
(PROF/TECH/SUP)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
WILCOX	MATTHEW	12652	COOR OF COMM & GOV RELATIONS	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Aaron Ellerman				6-May-26		
Printed name of Principal/Site Administrator				Date		

SITE: FINANCE

RECOMMEND FOR REPPOINTMENT LIST
(PROF/TECH/SUP)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
HANSEN	JULIE	16612	ACCOUNTANT	8	249	X
HUNT	BRITTANY	16886	BUDGET ANALYST	8	249	X
LAMANTIA	ANGELINA	17354	FINANCIAL ANALYST	8	249	X
MAKINSON	LENA	14606	COORDINATOR OF FINANCE	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Joyce McIntyre				4/30/2026		
Printed name of Principal/Site Administrator				Date		

SITE: F N

RECOMMEND FOR REPPOINTMENT LIST
(PROF/TECH/SUP)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
BROWN	JULIE	13546	FNS OPERATIONS MANAGER	8	249	X
MONROE	CAROL	12799	FNS OPERATIONS MANAGER	8	249	X
WARD	WILLIAM	15777	FNS OPERATIONS MANAGER	8	249	X
WEAVER	JENNIFER	16324	FNS TEAM DVLP/MRKT MNGR	8	249	X
TRUBENSTEIN	KATHRYN	19568	FOOD & NUTR SPECIALIST K8/HS	8	194	X
Printing of my name below constitutes my official signature for electronic purposes.						
Holly Brite Longo				5/4/2026		
Printed name of Principal/Site Administrator				Date		

SITE: FOOD NUTRITION SCHOOL BASED

RECOMMEND FOR REPPOINTMENT LIST
(PROF/TECH/SUP)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
ALLEN	PATRICIA	17770	FOOD & NUTR ASSIST SPECIALIST	7	194	X
ANDRES	AMANDA	17561	FOOD & NUTR ASSIST SPECIALIST	7	194	X
BELMONTE	THERESA	02590	FOOD & NUTR SPECIALIST K8/HS	8	194	X
BINGHAM	CARLETTE	11465	FOOD & NUTR SPECIALIST ELEM/MS	8	194	X
BROOKS	TIFFANY	18189	FOOD & NUTR SPECIALIST ELEM/MS	8	194	X
BUSTILLO	CHRISTOPHER	17906	FOOD & NUTR ASSIST SPECIALIST	7	194	X
CHAPMAN	LISA	18093	FOOD & NUTR SPECIALIST ELEM/MS	8	194	X
DAY WEBB	MELODY	17118	FOOD & NUTR SPECIALIST K8/HS	8	194	X
DONOFRIO	DENISE	04095	FOOD & NUTR ASSIST SPECIALIST	7	194	X
FOREMAN	KIM	16662	FOOD & NUTR ASSIST SPECIALIST	7	194	X
GREENE	DONNA	01945	FOOD & NUTR ASSIST SPECIALIST	7	194	X
HERBERT	LISA	14342	FOOD & NUTR SPECIALIST ELEM/MS	8	194	X
HOPKINS	CARRIE	16936	FOOD & NUTR SPECIALIST K8/HS	8	194	X
KESSLER	JENNIFER	16373	FOOD & NUTR SPECIALIST ELEM/MS	8	194	X
LINDSEY	PHIMNAPHAT	15584	FOOD & NUTR ASSIST SPECIALIST	7	194	X
MONEGRO	TARALEE	11383	FOOD & NUTR ASSIST SPECIALIST	7	194	X
ODONNELL	DONNA	11520	FOOD & NUTR SPECIALIST K8/HS	8	194	X
ORTIZ	VALLETTE	06446	FOOD & NUTR SPECIALIST ELEM/MS	8	194	X
SALSO	BETH	14044	FOOD & NUTR SPECIALIST K8/HS	8	194	X
SAPP	MARLAN	11429	FOOD & NUTR SPECIALIST ELEM/MS	8	194	X
THOMPSON	BARBARA	02890	FOOD & NUTR ASSIST SPECIALIST	7	194	X
VAIRO	JULIE	09693	FOOD & NUTR SPECIALIST ELEM/MS	8	194	X
WARD	JESSICA	16251	FOOD & NUTR SPECIALIST K8/HS	8	194	X
WHITEN	TRACEY	13549	FOOD & NUTR SPECIALIST K8/HS	8	194	X
YAGID	DEBORAH	12100	FOOD & NUTR SPECIALIST ELEM/MS	8	194	X
Printing of my name below constitutes my official signature for electronic purposes.						
Holly Brite Longo				5/4/2026		
Printed name of Principal/Site Administrator				Date		

SITE: END

RECOMMEND FOR REPPOINTMENT LIST
(PROF/TECH/SUP)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
COPELAND	HORACE	15275	VIOLENCE PREVENTION WORKER	8	196	X
RUIZ	PETER	02744	VIOLENCE PREVENTION WORKER	8	196	X
Printing of my name below constitutes my official signature for electronic purposes.						
Brandon Derespiris				5/4/2026		
Printed name of Principal/Site Administrator				Date		

SITE: ESE

RECOMMEND FOR REPPOINTMENT LIST
(PROF/TECH/SUP)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
LAWRENCE	JEAN	09815	LPN FOR MED FRAGILE CHILDREN	8	186	X
SCHREIBER	MARK	15048	INTERPRETER/TRANSLITERATOR III	7	190	X
SELLS	ELIZABETH	09009	INTERPRETOR/TRANSLITERATOR III	7	190	X
WILLIAMS	DIANA	07571	INTERPRETOR/TRANSLITERATOR III	7	190	X
ADAMS	AALIYAH	13720	MANAGER OF SEDNET	8	249	X
DORAN	STEPHANIE	12207	SUPERVISOR OF ESE	8	249	X
DICRISTOFALO	CAITLIN	03593	ASSISTIVE TECHNOLOGY ANALYST	8	196	X
FUERST	CHERYL	15031	RN FOR MEDICALLY FRAGILE CHILD	8	196	X
MULVIHILL	SUZANNE	02777	RN FOR MEDICALLY FRAGILE CHILD	8	196	X
SARNECKI	NICHOLAS	19707	SYSTEMS SUPPORT SPEC- ESE	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Anna Jensen				5/4/2026		
Printed name of Principal/Site Administrator				Date		

SITE: FACILITIES

RECOMMEND FOR REPPOINTMENT LIST
(PROF/TECH/SUP)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
ADAIR	MATTHEW	19658	FIRE SAFETY INSPECTOR	8	249	X
HOLTON	LUCINDA	12522	FAC OP PLANNING & CAD DESIGNER	8	249	X
MANER	DESMOND	07028	FACIL PROJ CONTRUCTION MANAGER	8	249	X
OAKLEY	RICHARD	17216	FACIL PROJ CONTRUCTION MANAGER	8	249	X
LIPSEY	JAMES	15944	PLANNER	8	249	X
WILLIAMS	JOHN	18773	MNGR OF DESIGN & CONS	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
brian ragan				5/4/2026		
Printed name of Principal/Site Administrator				Date		

SITE: HR

RECOMMEND FOR REPPOINTMENT LIST
(PROF/TECH/SUP)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
CANNON	PAMELA	14413	POSITION CONTROL ANALYST	8	249	X
POPPE	DAWN	15756	LEAD CERTIFICATION & DATA ANALYST	8	249	X
RICHARDSON	SUSAN	13347	PAYROLL ANALYST	8	249	X
BECKER	RACHEL	15873	COORDINATOR OF HUMAN RESOURCES	8	249	X
LEO	DAWN	13504	COORDINATOR OF RETENTION	8	249	X
MARTIN	MAGDALENA	14643	BUSINESS SYSTEMS COORDINATOR	8	249	X
NEAL	ALEXA	09329	SUPERVISOR OF HUMAN RESOURCES	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Alexis Brown				6/1/2026		
Printed name of Principal/Site Administrator				Date		

SITE: LABOR RELATIONS PROF STANDARDS

RECOMMEND FOR REPPOINTMENT LIST
(PROF/TECH/SUP)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
RODRIGUEZ-FONTE	AWILDA	3079	SUPV RISK-BENEFITS-WELLNESS 10	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Matthew P. Goldrick				4/28/2026		
Printed name of Principal/Site Administrator				Date		

SITE: MAINTENANCE

RECOMMEND FOR REPPOINTMENT LIST
(PROF/TECH/SUP)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
JUTTING	DAVID	01897	MANAGER OF MAINTENANCE	8	249	X
RAE	MICHAEL	15578	MAINT PERSONNEL SPECIALIST	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Joseph Rychcik				4/29/2026		
Printed name of Principal/Site Administrator				Date		

SITE: PURCHASING

RECOMMEND FOR REPPOINTMENT LIST
(PROF/TECH/SUP)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
CIRRINCIONE	JULIE	02357	MANAGER OF PURCHASING	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Barbara Kidder				5/4/2026		
Printed name of Principal/Site Administrator				Date		

SITE: RISK AND BENEFITS

RECOMMEND FOR REPPOINTMENT LIST
(PROF/TECH/SUP)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
BROWN	JANEA	04290	COORD OF RISK BENEFITS & WELLN	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
	Awilda Rodriquez-Fonte			5/11/2026		
Printed name of Principal/Site Administrator				Date		

SITE: SAFE SCHOOLS

RECOMMEND FOR REPPOINTMENT LIST
(PROF/TECH/SUP)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
BURGESS	LEE	17549	SAFETY GUARDIAN MILLAGE	8	249	X
CABALLERO	MIGUEL	19623	SAFETY GUARDIAN MILLAGE	8	249	X
COLON	EDWARD	19622	SAFETY GUARDIAN MILLAGE	8	249	X
DAVIS	ELIZABETH	19364	SAFETY GUARDIAN MILLAGE	8	249	X
ERB	JEFFREY	15976	SAFETY GUARDIAN MILLAGE	8	249	X
FREEMAN	SHAWN	19631	SAFETY GUARDIAN MILLAGE	8	249	X
HURST	SANDRA	13061	COORD & COMPLIANCE MONITOR THR	8	249	X
LIZOR	WILLIAM	17240	SAFETY GUARDIAN MILLAGE	8	249	X
MCNAMARA	PETER	19337	SAFETY GUARDIAN MILLAGE	8	249	X
MOONEY	JAMES	19460	SAFETY GUARDIAN MILLAGE	8	249	X
NOBERINI SR	RICHARD	18768	SAFETY GUARDIAN MILLAGE	8	249	X
NORRIS	ZACHARY	19468	SAFETY GUARDIAN MILLAGE	8	249	X
REKULLY	JAMES	19632	SAFETY GUARDIAN MILLAGE	8	249	X
SANTOS	MARCOS	15108	SAFETY GUARDIAN MILLAGE	8	249	X
TORRES	LAZARO	19633	SAFETY GUARDIAN MILLAGE	8	249	X
WILSON	FRANK	18971	SAFETY GUARDIAN MILLAGE	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Angel Pagan				4/28/2026		
Printed name of Principal/Site Administrator				Date		

SITE: SCH BRD

RECOMMEND FOR REPPOINTMENT LIST
(PROF/TECH/SUP)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
POGUE	KELLY	13789	EXEC OFF MGR TO SCH BD & GEN C	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Ray Pinder				4/29/2026		
Printed name of Principal/Site Administrator				Date		

SITE: STUDENT SERVICES

RECOMMEND FOR REPPOINTMENT LIST
(PROF/TECH/SUP)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
CHILDS	TAMECKA	18804	SUBST ABUSE PREV ED 196 MILLAG	8	196	X
FRANCISCO-SANTIAGO	EMMA	18833	SUBST ABUSE PREV ED JUUL	8	196	X
MILLER ROYAL	ANGELA	12001	COORDINATOR OF STUDENT SUPPORT	8	249	X
ROY	JANICE	17296	LICENSED PRACTICAL NURSE	8	190	X
SMITH	JANICE	08061	SUBST ABUSE PREVEN EDUCATOR	8	216	X
WARTHEN	SHARON	08090	SUBST ABUSE PREVEN EDUCATOR 19	8	196	X
WILLIAMS	DAWN	09490	SUPERVISOR OF SCHOOL CHOICE	8	249	X
WILSON	RYAN	12167	DISCIPLINE HEARING OFFICER JUU	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Jill Kolasa				5/4/2026		
Printed name of Principal/Site Administrator				Date		

SITE: STUD SUPP OPPS

RECOMMEND FOR REPPOINTMENT LIST
(PROF/TECH/SUP)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
AMATO	KATHERINE	14075	DIST TECH SUPPORT SPECIALIST	8	249	X
DILUZIO	MICHELE	07567	DATA QUALITY & INTEGRITY ANALYST	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Lisa Cropley				5/4/2026		
Printed name of Principal/Site Administrator				Date		

SITE: SUPERINTENDENT

RECOMMEND FOR REPPOINTMENT LIST
(PROF/TECH/SUP)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
PADILLA	KELLY	17974	EXECUTIVE OFFICE MANAGER - PTS	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Ray Pinder				4/29/2026		
Printed name of Principal/Site Administrator				Date		

SITE: SUPP OPPS

RECOMMEND FOR REPPOINTMENT LIST
(PROF/TECH/SUP)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
KUBLICK	ROBERT	14719	MANAGER OF ENVIRONMENTAL SVCS	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Stephen Crognale				5/6/2026		
Printed name of Principal/Site Administrator				Date		

SITE: TELECOM

RECOMMEND FOR REPPOINTMENT LIST
(PROF/TECH/SUP)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
COELHO	TONY	13516	TELECOMMUNICATIONS SUPPORT SPE	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Joseph G. Amato				5/4/2026		
Printed name of Principal/Site Administrator				Date		

SITE: TIS

RECOMMEND FOR REPPOINTMENT LIST
(PROF/TECH/SUP)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
BARCLAY	BRADLEY	16209	HELP DESK TRAINER MILLAGE FUND	8	249	X
BECERRIL MELENDEZ	MIGUEL	13197	DIST TECH SUPPORT SPECIALIST	8	249	X
BRUNNER III	FRANCIS	17329	DIST TECH SUPPORT SPECIALIST	8	249	X
CARPENTER	ANITA	18477	HELP DESK TRAINER	8	249	X
CARPENTER	JEREMY	16807	DISTRICT TECH INFRASTRUCTURE ANALYST	8	249	X
DARMANIN	SUSAN	02882	SYSTEMS SUPPORT TECHNICIAN	8	249	X
GELLENBECK	JACOB	17896	DIST TECH SUPPORT ANALYST	8	249	X
GROVE	BRADLEY	17840	DIST TECHNOLOGY NETWORK SEC ANALYST	8	249	X
GUAY	CHRISTOPHER	17432	DIST TECH SUPPORT SPECIALIST	8	249	X
HASKEDAKES	JASON	14097	DIST TECH SUPPORT SPECIALIST	8	249	X
JOHNSTON	MICHELLE	08128	DIST TECH SUPPORT SPECIALIST	8	249	X
KANE	DAVID	15743	DIST TECH SUPPORT SPECIALIST	8	249	X
MELLO	RYAN	19155	DIST TECH SUPP SPEC MILLAGE	8	249	X
MICHEO SANTANA	MIGUEL	19196	DIST TECH SUPPORT SPECIALIST	8	249	X
MONDOR	CHRISTOPHER	18500	DIST TECH SUPPORT SPECIALIST	8	249	X
NYCZ	MICHAEL	05343	DISTRICT TECH INFRASTRUCTURE ANALYST	8	249	X
PAGNOZZI	KENNETH	17016	DIST TECH SUPPORT TECHNICIAN	8	249	X
PINTYE	GEORGE	12523	DISTRICT TECH INFRASTRUCTURE ANALYST	8	249	X
ROJAS-FIGUEROA	TOMAS	11108	APPLICATION SUPPORT SPECIALIST	8	249	X
VIOLA	KATHRYN	16333	DIST TECH SUPPORT SPECIALIST	8	249	X
LOPES	LAURA	16493	SENIOR APPLICATION SUPPORT ANALYST	8	249	X
MAYNARD	JAMES	13820	SENIOR PROGRAMMER/ANALYST	8	249	X
PASCHKE	WALTER	11337	NETWORK COORDINATOR	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Joseph G. Amato				5/4/2026		
Printed name of Principal/Site Administrator				Date		

SITE: TITLE I

RECOMMEND FOR REPPOINTMENT LIST
(PROF/TECH/SUP)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
BARNES	DELL	03077	MANAGER OF FAMILY & COMM ENGAG	8	249	X
BLACKWELL	LAUREN	08190	MANAGER OF FEDERAL PROGRAMS	8	249	X
FIGUEROA RODRIGUE	SHANIKA	13372	SUPERVISOR OF FED PROG. (SPLIT)	8	249	X
KANNEBERG	JODIE	18457	FAMILY ENGAGEMENT COMM CNTR LI	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Magen C. Schlechter				4/28/2026		
Printed name of Principal/Site Administrator				Date		

SITE: TRANSP ADMIN

RECOMMEND FOR REPPOINTMENT LIST
(PROF/TECH/SUP)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
CAVALIERE	ANTHONY	15896	TRANSPORTATION OPERATIONS MANA	8	249	X
DIBENEDETTO	KIMBERLY	09894	TRANS SAFETY & TRAINING SPEC	8	249	X
HARTLEY	KERRI	03027	ROUTE SPECIALIST	8	249	X
JANAK	JAY	14903	TRANSP FLEET MAINTENANCE MANAG	8	249	X
KINARD	SIMEON	04397	TRANS SAFETY & TRAINING SPEC	8	249	X
LOPEZ	GLADYS	05308	TRANS DISPATCHER SPECIALIST	8	249	X
SIRIANNI	TARA	03241	TRANS SAFETY & TRAINING SPEC	8	249	X
SPEIR	STEVEN	17946	ROUTE SPECIALIST	8	249	X
STIFFLER	RONALD	15059	TRANS DISPATCHER SPECIALIST	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Ralph Leath				4-May-26		
Printed name of Principal/Site Administrator				Date		

SITE: WSTC

RECOMMEND FOR REPPOINTMENT LIST
(PROF/TECH/SUP)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
BLIGEN	AISHA	13895	ADULT LITERACY TECHNICIAN	7.45	196	X
GOMEZ	MIRIAM	03011	ADULT LITERACY TECHNICIAN	7.45	196	X
SOTOMAYOR-TEJADA	DORIS	02969	ADULT LITERACY TECHNICIAN	7.45	196	X
TROWELL	KARA	13731	COORD OF CAREER & TECHNICAL ED	8	249	X
WRIGHT	MELISSA	07363	WORKFORCE DEVELOPMENT LIAISON	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Radiah Dent				4/28/2026		
Printed name of Principal/Site Administrator				Date		

SITE: ACADEMIC SERVICES

RECOMMEND FOR REAPPOINTMENT LIST
(CONFIDENTIAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
BURNS	SELIENA	17447	BOOKKEEPER-TEACHING & LEARNING	8	249	X
FIGUEROA	BRANDY	14990	EXEC SEC CONF ACADEMIC SERVICE	8	249	X
GRINNEN	JODI	15972	EXEC SEC CONF ACADEMIC SERVICE	8	249	X
JEDINAK	GLORIA	16184	EXEC SEC CONF ACADEMIC SERVICE	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Gina Michalicka				5.4.26		
Printed name of Principal/Site Administrator				Date		

SITE: ASSESSMENT

RECOMMEND FOR REAPPOINTMENT LIST
(CONFIDENTIAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
BARTILUCCI	RACHEL	15428	DATA QUALITY SPECIALIST	8	249	X
JEWELL	RHONDA	13743	DATA QUALITY SPECIALIST	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Jennifer Merschbach				4/28/2026		
Printed name of Principal/Site Administrator				Date		

SITE: BES

RECOMMEND FOR REAPPOINTMENT LIST
(CONFIDENTIAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
PEELER	LISA	08319	SECRETARY II SCH CONF	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Richard J. Inmon				4/28/2026		
Printed name of Principal/Site Administrator				Date		

SITE: BUS SUP SVCS

RECOMMEND FOR REAPPOINTMENT LIST
(CONFIDENTIAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
CAIN	MARIA	12740	EMPLOYEE RELATIONS SPECIALIST	4	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Barbara Kidder				5/4/2026		
Printed name of Principal/Site Administrator				Date		

SITE: CES

RECOMMEND FOR REAPPOINTMENT LIST
(CONFIDENTIAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
CRUZ	MICHELLE	15160	SECRETARY II SCH CONF	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
NICHOLAS	PAGANO			5/6/2026		
Printed name of Principal/Site Administrator				Date		

SITE: CHS

RECOMMEND FOR REAPPOINTMENT LIST
(CONFIDENTIAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
BRISHKE	MARIE	17262	SECRETARY II SCH CONF	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Kelly Slusser				4/28/2026		
Printed name of Principal/Site Administrator				Date		

SITE: CK8

RECOMMEND FOR REAPPOINTMENT LIST
(CONFIDENTIAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
LEVASSEUR	JENNIFER	16391	SECRETARY II SCH CONF	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Rosemarie	Maiorini			5/6/2026		
Printed name of Principal/Site Administrator				Date		

SITE: COMMUNICATIONS PUBLIC RELATIONS

RECOMMEND FOR REAPPOINTMENT LIST
(CONFIDENTIAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
WELLMAN	ALICIA	19559	DIGITAL MARKETING SPECIALIST	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Aaron Ellerman				6-May-26		
Printed name of Principal/Site Administrator				Date		

SITE: DES

RECOMMEND FOR REAPPOINTMENT LIST
(CONFIDENTIAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
CHISMAN	JENNIFER	19312	BOOKKEEPER-ELM/MID-CONFIDNTL	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Toni-Ann Noyes			4/29/2026			
Printed name of Principal/Site Administrator			Date			

SITE: DSPMS

RECOMMEND FOR REAPPOINTMENT LIST
(CONFIDENTIAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
PAYNE WALCZAK	MELISSA	14091	SECRETARY II SCH CONF	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Chris Clifford				5/8/2026		
Printed name of Principal/Site Administrator				Date		

SITE: EES

RECOMMEND FOR REAPPOINTMENT LIST
(CONFIDENTIAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
VANCE	DEBORA	14923	SECRETARY II SCH CONF	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Mike Lastra				5/4/2026		
Printed name of Principal/Site Administrator				Date		

SITE: EK8

RECOMMEND FOR REAPPOINTMENT LIST
(CONFIDENTIAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
JACOBSEN	STEPHANIE	18858	SECRETARY II SCH CONF - 200/8	8	200	X
Printing of my name below constitutes my official signature for electronic purposes.						
	Lisa Braithwaite			4/30/2026		
Printed name of Principal/Site Administrator				Date		

SITE: END

RECOMMEND FOR REAPPOINTMENT LIST
(CONFIDENTIAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
BOUNDS	AMBER	16950	BOOKKEEPER-HIGH SCH-CONFIDENTL	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Brandon Derespiris				5/4/2026		
Printed name of Principal/Site Administrator				Date		

SITE: ESE

RECOMMEND FOR REAPPOINTMENT LIST
(CONFIDENTIAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
ALBRIGHT	ELIZABETH	15497	FTE SUPPORT ASSOCIATE - ESE	8	249	X
BENOIST	NICOLE	14868	ADMINISTRATIVE ASST- ESE	8	249	X
KETCHUM	THERESA	07224	ACCOUNTING TECH-ESE SPLIT FUND	8	249	X
STIVERS	CARLY	15289	SECRETARY II	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Anna Jensen				5/4/2026		
Printed name of Principal/Site Administrator				Date		

SITE: FACILITIES

RECOMMEND FOR REAPPOINTMENT LIST
(CONFIDENTIAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
GUTIERREZ	EDITH	18701	FACILITIES DEPARTMENT SECRETAR	8	249	X
PARNELL	TIFFANY	12098	FACILITIES ACCOUNTING FACILITA	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
brian ragan				5/4/2026		
Printed name of Principal/Site Administrator				Date		

SITE: FES

RECOMMEND FOR REAPPOINTMENT LIST
(CONFIDENTIAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
BONES	JESSICA	18578	SECRETARY II CONF	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Scott Piesik				4-May-26		
Printed name of Principal/Site Administrator				Date		

SITE: FCMS

RECOMMEND FOR REAPPOINTMENT LIST
(CONFIDENTIAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
WHITAKER	KIM	14682	SECRETARY II SCH CONF	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
THOMAS DYE				5/4/2026		
Printed name of Principal/Site Administrator				Date		

SITE: FINANCE

RECOMMEND FOR REAPPOINTMENT LIST
(CONFIDENTIAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
CARTER	AMY	19598	ACCOUNTING SPECIALIST	8	249	X
KELLY	DENISE	17033	ACCOUNTING SPECIALIST	8	249	X
KLEBBE	MEGAN	17093	ACCOUNTING SPECIALIST	8	249	X
VANORSDALE	JAMIE	16592	GRANT ACCOUNTING COMPLIANCE AS	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Joyce McIntyre				4/30/2026		
Printed name of Principal/Site Administrator				Date		

SITE: F N

RECOMMEND FOR REAPPOINTMENT LIST
(CONFIDENTIAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
CIPRIANI	GEORGINA	15249	ADMINISTRATIVE ASST - FNS	8	249	X
VENDRONE	TRACIE	11368	FOOD & NUTR SENIOR ASSOCIATE	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Holly Brite Longo				5/4/2026		
Printed name of Principal/Site Administrator				Date		

SITE: HHS

RECOMMEND FOR REAPPOINTMENT LIST
(CONFIDENTIAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
WEIGL	SHANNON	15888	SECRETARY II SCH CONF	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Leechele Booker				4/29/2026		
Printed name of Principal/Site Administrator				Date		

SITE: HR

RECOMMEND FOR REAPPOINTMENT LIST
(CONFIDENTIAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
ANDERSON	GWEN	16167	HUMAN RESOURCES OPERATIONS SPE	8	249	X
BELTRAN	BRITTANY	18557	EMPLOYEE DATA & CERT SPECIALIS	8	249	X
DUNN	LISA	18360	PAYROLL SPECIALIST	8	249	X
KESTORY	MELISSA	14636	EMPLOYMENT OPERATIONS ASSISTANT	8	249	X
MORTON	ANN	11781	PAYROLL SPECIALIST	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Alexis Brown				6/1/2026		
Printed name of Principal/Site Administrator				Date		

SITE: LABOR RELATIONS PROF STANDARDS

RECOMMEND FOR REAPPOINTMENT LIST
(CONFIDENTIAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
CONN	APRIL	17837	EMPLOYEE RELATIONS SPECIALIST	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Matthew P. Goldrick				4/28/2026		
Printed name of Principal/Site Administrator				Date		

SITE: MAINTENANCE

RECOMMEND FOR REAPPOINTMENT LIST
(CONFIDENTIAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
BRADY	JENNIFER	11439	MAINTENANCE OPERATIONS ASSOCIA	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Joseph Rychcik				4/29/2026		
Printed name of Principal/Site Administrator				Date		

SITE: MES

RECOMMEND FOR REAPPOINTMENT LIST
(CONFIDENTIAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
GUNTHER	MEGAN	19720	BOOKKEEPER-ELM/MID-CONFIDNTL	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Patty Martin				*5/6/2026*		
Printed name of Principal/Site Administrator				Date		

SITE: NCTHS

RECOMMEND FOR REAPPOINTMENT LIST
(CONFIDENTIAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
LAFFITTE-FEINBERG	FIVIA	03959	SECRETARY II SCH CONF	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Brad Merschbach			4/30/2026			
Printed name of Principal/Site Administrator			Date			

SITE: PGES

RECOMMEND FOR REAPPOINTMENT LIST
(CONFIDENTIAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
BALDWIN	HEATHER	18378	BOOKKEEPER-ELM/MID-CONFIDNTL	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Natasha Saavedra				5/7/2026		
Printed name of Principal/Site Administrator				Date		

SITE: PMS

RECOMMEND FOR REAPPOINTMENT LIST
(CONFIDENTIAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
PASTORE	TONI	14860	SECRETARY II SCH CONF	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Alex Rastatter				4/28/2026		
Printed name of Principal/Site Administrator				Date		

SITE: PROFESSIONAL LEARNING

RECOMMEND FOR REAPPOINTMENT LIST
(CONFIDENTIAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
SIERAK	CYNTHIA	13761	PROFESSIONAL DEVELOPMENT SPECI	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Paula Clark				4.28.26		
Printed name of Principal/Site Administrator				Date		

SITE: PURCHASING

RECOMMEND FOR REAPPOINTMENT LIST
(CONFIDENTIAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
BARNES	JENNIFER	14794	SECRETARY III CONF	8	249	X
CHATMAN	TAMMY	17295	PROCUREMENT SPECIALIST	8	249	X
FLOYD	HEATHER	19142	SECRETARY III CONF	8	249	X
XIANG	QINFANG	15493	PROCUREMENT SPECIALIST	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Barbara Kidder				5/4/2026		
Printed name of Principal/Site Administrator				Date		

SITE: RISK AND BENEFITS

RECOMMEND FOR REAPPOINTMENT LIST
(CONFIDENTIAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
BOZMAN	EDWARD	16413	RISK & BENEFITS SPECIALIST	8	249	X
GILLEY	MARIAH	19531	RISK & BENEFITS SPECIALIST	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
	Awilda Rodriquez-Fonte			5/11/2026		
Printed name of Principal/Site Administrator				Date		

SITE: SAFE SCHOOLS

RECOMMEND FOR REAPPOINTMENT LIST
(CONFIDENTIAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
DENIS	BERNICE	12812	SECURITY SYSTEMS FACILITATOR-M	8	249	X
DREW	BEVERLY	16276	SECURITY SYSTEMS FACILITATOR	8	249	X
ERCOLANO	ANDREW	16864	LOCKSMITH	8	249	X
JACO	DEVIN	15867	SECURITY SYSTEMS FACILITATOR	8	249	X
JOHNSTON	JAMES	17451	SCHOOL SAFETY FACILITATOR	8	249	X
LAPLATNEY	MAURICE	13736	LOCKSMITH - MILLAGE FUNDED	8	249	X
MCINTYRE	BREANNA	18281	SECRETARY III-CONF	8	249	X
SCOTT	ANNETTE	15039	SAFE SCHOOLS ACCOUNTING FACILI	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
ANGEL PAGAN				4/28/2026		
Printed name of Principal/Site Administrator				Date		

SITE: SCHOOL CHOICE

RECOMMEND FOR REAPPOINTMENT LIST
(CONFIDENTIAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
RAY	TAMMY	12975	SECRETARY II SCH	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Dawn Williams				6/1/2026		
Printed name of Principal/Site Administrator				Date		

SITE: SCHL DISTRIBUTION

RECOMMEND FOR REAPPOINTMENT LIST
(CONFIDENTIAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
WEDDING-SMITH	HEATHER	18078	DISTRICT RECORDS SPEC	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Barbara Kidder				5/4/2026		
Printed name of Principal/Site Administrator				Date		

SITE: SES

RECOMMEND FOR REAPPOINTMENT LIST
(CONFIDENTIAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
MCCABE	KRISTINA	19332	BOOKKEEPER-ELM/MID-CONFIDNTL	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Dacey Hughes				4/27/2026		
Printed name of Principal/Site Administrator				Date		

SITE: SHES

RECOMMEND FOR REAPPOINTMENT LIST
(CONFIDENTIAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
SCHULTZ	DONNA	17900	BOOKKEEPER ELEM/MID CONF	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Cari L. O'Rourke						
Printed name of Principal/Site Administrator				Date		

SITE: SHS

RECOMMEND FOR REAPPOINTMENT LIST
(CONFIDENTIAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
STROUD	NICOLE	02714	SECRETARY II SCH CONF	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Dana Pearce				4-May-26		
Printed name of Principal/Site Administrator				Date		

SITE: STUDENT SERVICES

RECOMMEND FOR REAPPOINTMENT LIST
(CONFIDENTIAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
CARR	NICHOLE	16743	SEC III STUDENT SVC CONF	8	249	X
CORBINO	STEFANIE	17143	SEC III STUDENT SVC CONF	8	249	X
GARCIA-VARGAS	MILDRY	01800	SEC TO DIR OF STUDENT SVC	8	249	X
TORRES	ROBYN	02676	SEC II CONF - MENTAL HEALTH	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Jill Kolasa				5/4/2026		
Printed name of Principal/Site Administrator				Date		

SITE: STUD SUPP OPPS

RECOMMEND FOR REAPPOINTMENT LIST
(CONFIDENTIAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
BADIUKIEWICZ	TERESA	03235	EXECUTIVE SECRETARY	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Lisa Cropley				5/5/2026		
Printed name of Principal/Site Administrator				Date		

SITE: SUPP OPPS

RECOMMEND FOR REAPPOINTMENT LIST
(CONFIDENTIAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
SPANO	ANNE	02391	EXEC SECRETARY SUPPORT DIVISIO	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Stephen Crognale				5/6/2026		
Printed name of Principal/Site Administrator				Date		

SITE: TIS

RECOMMEND FOR REAPPOINTMENT LIST
(CONFIDENTIAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
JORGENSEN	KYLIE	18749	SEC TO DIR OF TECHNOLOGY & INF	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Joseph G. Amato				5/4/2026		
Printed name of Principal/Site Administrator				Date		

SITE: TITLE I

RECOMMEND FOR REAPPOINTMENT LIST
(CONFIDENTIAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
BARRON	PAMELA	04434	STU & FAM TRANSITION SPECIALIS	8	200	X
KELLY	DEBRA	03306	STU/FAM TRANS UNACCOMP YOUTH S	8	200	X
SAWYER	BONNIE	17998	MONITORING & COMPLIANCE SPECIA	8	249	X
TORRES	VANESSA	15852	STU & FAM TRANSITION SPEC TITL	8	200	X
Printing of my name below constitutes my official signature for electronic purposes.						
Magen C. Schlechter				4/28/2026		
Printed name of Principal/Site Administrator				Date		

SITE: TRANSP ADMIN

RECOMMEND FOR REAPPOINTMENT LIST
(CONFIDENTIAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
CASCANTE	HELVETIA	18690	SECRETARY III CONF	8	249	X
FLORES	PAMELA	04886	ACCOUNTING TECH-TRANS	8	249	X
MAIER	PAMELA	14329	TRANSP PARTS-INVENTORY FACILIT	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Ralph Leath				4-May-26		
Printed name of Principal/Site Administrator				Date		

SITE: WES

RECOMMEND FOR REAPPOINTMENT LIST
(CONFIDENTIAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
COOPER	DEBORAH	12633	SECRETARY II SCH CONF	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Dana Kublick				4/30/2026		
Printed name of Principal/Site Administrator				Date		

SITE: WHMS

RECOMMEND FOR REAPPOINTMENT LIST
(CONFIDENTIAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
BRAITHWAITE	MICHELLE	15912	SECRETARY II SCH CONF	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Chirs Healy				5/1/2026		
Printed name of Principal/Site Administrator				Date		

SITE: WSTC

RECOMMEND FOR REAPPOINTMENT LIST
(CONFIDENTIAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
MARTINEZ RAMIREZ	EDITH	16320	BOOKKEEPER ADULT ED CONF	8	249	X
SCHALLENBERG	DEBORA	03784	FINANCIAL AID ASSOCIATE	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Radiah Dent				4/28/2026		
Printed name of Principal/Site Administrator				Date		

SITE: WWHS

RECOMMEND FOR REAPPOINTMENT LIST
(CONFIDENTIAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
JOHNSTON	SARAH	13488	SECRETARY II SCH CONF	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Edward LaRose				5/5/2026		
Printed name of Principal/Site Administrator				Date		

SITE: WWK8

RECOMMEND FOR REAPPOINTMENT LIST
(CONFIDENTIAL)
2026-2027

LAST NAME	FIRST NAME	EMPLOYEE ID	TITLE	HOURS	DAYS	REAPPOINT - YES
LINDSEY	GRETCHEN	18541	SECRETARY II SCH CONF	8	249	X
Printing of my name below constitutes my official signature for electronic purposes.						
Kristen Tormey				4/29/2026		
Printed name of Principal/Site Administrator				Date		

INSTRUCTIONAL SUPPLEMENTS/DIFFERENTIATED PAY FOR ADDITIONAL DUTIES 2025-2026									
		Board Action 6/23/2026							
Henderson, Lisa	HR	ATS Mentor 2nd Semester - MES (Gordon)	$ 750.00						
Cabral, Rucelle	HR	ATS Mentor 2nd Semester - SHES (Malson)	$ 750.00						
Nevarez, Bryan	HR	ATS Mentor 2nd Semester - SHES (Bradford eff 3/2)	$ 453.23						
Bigwood, Amanda	ESE	Adv.Degree - Masters eff 5/11/26	$ 215.73						
Maggard, Charles	DES	Lunch Duty	$ 1,050.00						
Denig, Lynn	HR	ATS Mentor 2nd Semester - PGES (Smith-cancelled grad 12/25	$ (750.00)						
Denig, Lynn	HR	ATS Mentor 2nd Semester - PGES (Dubuque-cancelled grad 12/25)	$ (750.00)						
Anderson, Kara	HR	ATS Mentor 2nd Semester - FES (Pritchard-cancelled grad 12/25)	$ (750.00)						
Garman, Ashley	HR	ATS Mentor 2nd Semester - SHES (Bradford-ended 2/26)	$ (467.66)						
Floriano, Leah	Acad. Svcs	Site Based Mentor - BEST Smith (can't pay Charter School Mentors)	$ (475.52)						
		Total From Previous Agenda 6/9/26	$ 2,948,218.96						
		Total Instructional Supplement/Differentiated Pay	**$ 2,948,244.74**						

NONINSTRUCTIONAL, PROFESSIONAL/TECHNICAL & ADMINISTRATIVE SUPPLEMENTS 2025-2026			
		Board Action 6/23/2026	

Hernando School District

School Board Regular Meeting

Agenda Item # 8. 26-3382 6/23/2026

Title and Board Action Requested
Approve the agreement with Chambers Law Firm, P.A. for the exclusive naming right to the beach volleyball courts located at F.W. Springstead High School in the amount of $20,000.00.

Executive Summary
The District Athletic Director, on behalf of the Superintendent of Schools, hereby requests the Board to approve the naming rights agreement between the Hernando County School Board (HCSB) and Chambers Law Firm, P.A. granting the firm exclusive naming rights to the beach volleyball courts located at Frank W. Springstead High School. In exchange for a $20,000 financial contribution and associated commitments, the district agrees to designate the facility as the "Chambers Law Firm, P.A. Beach Volleyball Facility at Springstead High School" for 5 years. This agreement supports enhanced community partnerships while generating non-tax dollars for the support of our athletic programs and facilities.

My Contact
Dustin Kupcik
Athletic Director
(352) 797-7000 Ext. 70314
Kupcik_d@hcsb.k12.fl.us

2023-28 Strategic Focus Area
Priority 1: Student Success

Financial Impact
See attached budget sheet.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

NAMING RIGHTS AGREEMENT

THIS NAMING RIGHTS AGREEMENT ("Agreement") is made and entered into as of the _____day of _____, 2026, by and between THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA, a body corporate and political subdivision of the State of Florida ("School Board"), whose address is 919 N. Broad Street, Brooksville, Florida 34601 and CHAMBERS LAW FIRM, P.A., a Florida corporation ("CHAMBERS LAW"), whose address is 5300 Spring Hill Drive, Spring Hill, Florida 34606.

RECITALS

WHEREAS, School Board owns and operates beach volleyball courts at Frank W. Springstead High School located at 3300 Mariner Blvd, Spring Hill, FL 34609 (the "Volleyball Courts").

WHEREAS, CHAMBERS LAW and School Board desire to enter into an agreement whereby, in exchange for CHAMBERS LAW's monetary contribution for the construction of Volleyball Courts and Rights Fee (as that term is defined hereinbelow), School Board shall be required to use the designation "Chambers Law Firm, P.A. Beach Volleyball Facility at Springstead High School" as the name of the Volleyball Courts and shall allow CHAMBERS LAW to place certain outdoor signs outside of and within the Volleyball Courts, all in accordance with the terms and conditions set forth herein.

NOW, THEREFORE, in consideration of the foregoing recitals, the mutual promises and consideration provided for in this Agreement, along with other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, School Board and CHAMBERS LAW agree as follows:

1. **Recitals**. The above recitals are incorporated herein by reference and made a material part hereof.

2. **Term.** The initial term ("Initial Term") of this Agreement shall last for a period of three (3) years, commencing on June 1, 2026, and ending May 30, 2031. Provided CHAMBERS LAW is not in default under the terms of this Agreement, the School Board shall review the naming rights granted to CHAMBERS LAW at the end of the 5-year term. CHAMBERS LAW shall have the option to extend the Term for three (3) successive extension terms of one (1) year each. CHAMBERS LAW shall exercise such option by delivering written notification thereof to School Board at least sixty (60) days prior to the expiration of the Term. The School Board shall have the authority to renew or not to renew the Term at the time of review. Upon the School Board's decision to renew this Naming Rights Agreement, the School Board shall extend this Agreement an additional term.

3. CHAMBERS LAW and School Board shall each have the right to terminate this Agreement by giving written notice of the intent to non-renew to the other party. Such notice of non-renewal shall be given no later than forty-five (45) days prior to the expiration of the Term.

4. **Access to Volleyball Courts**. CHAMBERS LAW acknowledges and agrees that this Agreement grants CHAMBERS LAW naming rights only and does not confer unto CHAMBERS LAW, its employees, contractors, subcontractors, their employees, or otherwise, the absolute right to access the Volleyball Courts at their choosing. The Volleyball Courts are the property of the School Board and CHAMBERS LAW shall have no right of access to or use of the Volleyball Courts, except as public and/or business invitees for legitimate School Board purposes, including attending games, meetings, or other officially sanctioned events to which CHAMBERS LAW has been expressly invited or otherwise lawfully permitted to attend.

5. **Placement and Use of Outdoor Signs.**

a. **Signs**. During the Term (as that term is defined herein) of this Agreement, School Board agrees to permit CHAMBERS LAW to install and maintain one (1) outdoor sign, up to eight feet (8') tall by six feet (6') wide in size, outside the Volleyball Courts ("Outdoor Signs").

b. **Locations**. The Outdoor Sign will be placed and located on a mutually agreed upon location, which location will not be in conflict with currently established permanent signage installed within the Volleyball Courts. The location for the Outdoor Sign that has been approved by School Board is depicted on Exhibits "A", "B", and "C", attached hereto and made a part hereof.

c. **Content**.

i. The content displayed on the Outdoor Sign must be approved in advance by School Board, which approval shall not be unreasonably withheld, conditioned, or delayed. The parties further agree the name and signage of the Volleyball Courts shall not be changed without School Board's prior written approval.

ii. Subject to Board approval, a contributing commercial entity for the construction of the Volleyball Courts may be acknowledged on the signage if, as determined by the School Board in its sole discretion, the commercial entity's reputation and public conduct align with the School Board's vision, mission, and purpose. Recognition shall not be granted to commercial entities associated in any way with non-socially responsible policies including, but not limited to, the sale of tobacco, alcohol, illegal drugs, weapons, or any other products or services not appropriate for use by minors; the use of vulgar and plainly offensive, obscene, or sexually explicit language; the advocacy of the violation of law or School Board policy. Recognition shall not be granted to commercial entities associated with the advancement of any political

organization; the promotion or opposition of a candidate for elected office or a ballot measure; or association with any company or individual whose actions are otherwise in violation of law. Recognition shall also not be granted to religious organizations.

iii. If the contributing commercial entity recognized on the signage commits or is reasonably alleged to have committed acts that violate or conflict with School Board Policy 9700.01, which may be amended from time to time, and as determined by the District naming rights committee and/or School Board, CHAMBERS LAW shall remove the commercial entity from any recognition signage promptly upon such determination, and no later than fifteen (15) days after the District's notification to CHAMBERS LAW thereof, CHAMBERS LAW shall cause the signage to be removed.

iv. All costs and expenses associated with (a) the removal of the commercial entity's name, logo, or other identification from any recognition signage, and (b) the design, manufacture, and installation of any replacement signage or signage components necessitated by such removal, shall be borne solely by CHAMBERS LAW.

v. Should CHAMBERS LAW fail to remove the signage determined to be in violation of School Board Policy 9700.01 within fifteen (15) days of the District's notification to CHAMBERS LAW, the District may elect to remove the signage, the entire cost of which shall be borne by CHAMBERS LAW. CHAMBERS LAW's reimbursement to the District shall be due within 30 days of the District's written invoice to CHAMBERS LAW. CHAMBERS LAW shall be responsible for replacement and installation of any new signage, which shall comply with the terms of this Agreement regarding installation, maintenance and removal.

d. **Advertising and Signage**. School Board represents and warrants that the installation and maintenance of the Outdoor Sign is not prohibited by, and does not conflict with, any existing contract that School Board or Frank W. Springstead High School may have regarding advertising or signage.

e. **Compliance and Permits**. CHAMBERS LAW represents and warrants that the Outdoor Sign shall comply with all applicable laws, regulations, ordinances, and rules. Without limiting the generality of the preceding sentence, CHAMBERS LAW, its contractors, subcontractors, and other entities with which it contracts, shall obtain all necessary permits for the Outdoor Sign with the assistance of appropriate School Board staff, and shall comply with School Board Policy 7101, "Building Permits and Code Enforcement," which may be amended from time to time. All permits and documents related to installation of the signage shall be submitted to and receive prior written approval from the District Facilities and Construction Department. All costs for permits required to be obtained through the District's Facilities and Construction Department, or from other local government jurisdictions, shall be borne by CHAMBERS LAW.

f. **Construction and Installation; Maintenance; Costs and Expenses.**

i. All work performed by CHAMBERS LAW, its employees, contractors, subcontractors, or otherwise, in relation to installation, maintenance, repair, removal, and replacement of the signage must be performed in a good, workmanlike and lien-free manner by contractors duly licensed in Florida to perform such work, and CHAMBERS LAW covenants and agrees to comply with any and all applicable laws, ordinances, regulations and rules of governmental authorities and agencies having jurisdiction over the same, including Board Policy 7101 "Building Permits and Code Enforcement," Florida Building Code and State Requirements for Educational Facilities (SREF). All construction on Board-owned property including volunteer or service organization projects, shall be performed by State-certified or licensed general contractors and subcontractors, or locally registered subcontractors where their registration is valid, as required by State Requirements for Education Facilities 4.1(5) and shall follow approved processes as described under Florida statute.

School Board and its designees shall have the right, but not the obligation, to conduct observations during construction to ensure the work is being performed in accordance with all applicable laws and regulations. CHAMBERS LAW shall promptly repair any damage to the signage and ground upon which it is installed, or any other portion of School Board's Property, caused by or related to the signage. In the event that CHAMBERS LAW or its employees, agents or contractors cause damage to School Board property as a result of installation, maintenance, repair, and/or removal of the signage, CHAMBERS LAW agrees to promptly restore the School Board property so damaged to its original condition and grade. CHAMBERS LAW agrees to cover the cost of restoring the property to its original condition, and shall commence the worth within twenty (20) days of the damage. Should CHAMBERS LAW fail to commence work, the School Board shall repair the damage and invoice CHAMBERS LAW for the cost of the work, which CHAMBERS LAW shall pay within ten (10) days of receipt.

ii. CHAMBERS LAW shall be responsible for all of the costs and expenses for the construction and installation of the Outdoor Sign. CHAMBERS LAW shall maintain the Outdoor Sign in the condition customary for similar Hernando County Public Schools signage maintained by the School Board, at CHAMBERS LAW's sole cost and expense. CHAMBERS LAW shall, as reasonably necessary or desirable, replace the Outdoor Sign at CHAMBERS LAW's sole cost and expense. CHAMBERS LAW shall provide all required drawings, specifications, locations, materials, dimensions, mounting details, and schedules to the District Facilities and Construction Department for review and authorization before any installation is commenced. Additionally, in accordance with Board Policy 7101, "Building Permits and Code Enforcement," CHAMBERS LAW shall ensure that any and all plans, specifications or otherwise,

are prepared by a licensed design professional as required by State Requirements for Educational Facilities, and provide evidence of the same to the District Facilities and Construction Department for review and approval prior to any installation is commenced.

g. **Removal.** Upon the termination, non-renewal, or expiration of this Agreement, CHAMBERS LAW shall remove the Outdoor Sign at its sole cost and expense within ten (10) days of the expiration date. CHAMBERS LAW shall ensure that no damage to School Board property occurs as a result of the removal. Should damage to School Board property occur, CHAMBERS LAW agrees to restore the property so damaged to its original condition and grade within twenty (20) days after removal. Should CHAMBERS LAW fail to commence work, the School Board shall repair the damage and invoice CHAMBERS LAW for the cost of returning the property to its original condition and grade, which CHAMBERS LAW shall pay within ten (10) days of receipt. All removal and repair shall be performed in compliance with School Board Policy 7101 and the Florida Building Code and State Requirements for Educational Facilities (SREF).

h. Name Change by Agreement.

i. Any name granted under this Agreement may be changed only upon the mutual written agreement of all parties to this Agreement, executed by duly authorized representatives and specifying the effective date of the change.

ii. CHAMBERS LAW shall bear all costs associated with updating, replacing, and installing any signage, plaques, decals, digital displays, or other nomenclature affected by a name change, including design, fabrication, permitting, installation, and removal costs, as applicable.

iii. CHAMBERS LAW shall comply with all requirements set forth in this Agreement regarding naming standards, design guidelines, approvals, timelines, and installation procedures.

iv. If CHAMBERS LAW refuses or fails to comply with the terms of this Agreement, School Board reserves the right, in its sole discretion, to: (a) remove the name from facilities, materials, and communications; (b) revoke any naming rights granted under this Agreement; and (c) retain, without obligation to reimburse, any fees already paid to the School Board.

6. **Insurance.** Contractors, subcontractors, and any other persons or entities engaged to perform any work on, to, or related to the sign, including any work affecting or resulting in damage to School Board property, shall comply with the School Board and District Facility and Construction Standards and shall procure, maintain, and provide evidence of insurance as required by, and approved in writing by, the District prior to commencement of any such work and

throughout the performance thereof. Coverage shall be placed with carriers who maintain an A.M. Best rating of at least A- or better with a financial rating of VII or better and who are authorized to do business in the state of Florida. CHAMBERS LAW shall indemnify, defend, and hold harmless the School Board, its members, officers, employees, and agents, from and against any and all claims, demands, damages, losses, liabilities, costs, and expenses (including reasonable attorneys' fees and costs) arising out of or related to any breach or violation of this paragraph. Contractor Insurance Requirements are attached hereto as Exhibit "D".

7. **CHAMBERS LAW Name and Logo Placement; Public Announcement**

School Board further agrees as follows:

a. To cause CHAMBERS LAW's name and logo to be mentioned and displayed in connection with all public service announcements and media materials related to the Volleyball Courts and originated by School Board;

b. To use its best efforts to cause CHAMBERS LAW's name and logo to appear on all printed materials that refer to the Volleyball Courts to the extent that the preparation of or purchase of such printed materials are originated by School Board;

c. To use its best efforts to cause CHAMBERS LAW's name and logo to appear on all web-based content related to the Volleyball Courts to the extent that the preparation of such web-based content related to the Volleyball Courts are originated by School Board; and

d. With regards to the foregoing requirements, the Parties agree to act in good faith to agree upon the exact size, location, and/or depiction of CHAMBERS LAW's name and logo to be employed by School Board.

e. Implementation of this Agreement does not prohibit the display of other, non-competing banners within the confines of the Volleyball Courts as negotiated by School Board or Frank W. Springstead High School.

8. **Rights Fee.** In consideration for the rights granted under this Agreement for the Initial 5-Year Term, CHAMBERS LAW financially contributed a sum of TWENTY THOUSAND AND 00/100 DOLLARS ($20,000.00) for the construction of the Volleyball Courts. That same shall be non-refundable. CHAMBERS LAW hereby agrees to pay School Board the following Rights Fees for each year, optioned up to three (3) years:

a. Should the first1-year extension option be exercised and School Board approved, the first Rights Fee payment, in the amount of FIVE THOUSAND DOLLARS AND 00/100 DOLLARS ($5,000.00) shall be due and payable in lump sum on or before May 15, 2031.

b. Should the second 1-year extension option be exercised and School Board approved, the second Rights Fee payment, in the amount of FIVE THOUSAND FIVE HUNDRED DOLLARS AND 00/100 DOLLARS ($5,500.00) shall be due and payable in lump sum on or before May 15, 2032.

c. Should the third Agreement 1-year extension option be exercised and School Board approved, the third Rights Fee payment, in the amount of SIX THOUSAND DOLLARS AND 00/100 DOLLARS ($6,000.00) shall be due and payable in lump sum on or before May15, 2033.

d. All payments due hereunder shall be remitted to: Hernando County School District– ATTENTION: Finance Department – 919 N Broad Street Brooksville, FL 34601.

e. Per School Board Policy 9700.01, which may change from time to time, once the District is in receipt of the aforementioned Rights Fee(s), the same shall be distributed as follows: ninety percent (90%) to the school where such advertisement is located and ten percent (10%) to the District's general fund. In kind services or the value of merchandise received by a school as part of this Agreement shall not be included in the net compensation distribution.

9. **Termination**. Termination for convenience. Either party may terminate this Agreement for convenience by giving the other party sixty (60) calendar days' written notice.

10. Notwithstanding any provision of this Agreement to the contrary, in the event this Agreement expires, School Board declines to renew the Agreement, CHAMBERS LAW terminates the Agreement pursuant paragraph 9, or the School Board terminates the Agreement pursuant to paragraphs 12, 14 and/or 20, the School Board shall have no obligation to refund, rebate, credit, or otherwise return any portion of the Naming Rights Fee CHAMBERS LAW has already paid to the School District. The Parties acknowledge and agree that any amounts paid prior to expiration, non-renewal, or termination are fully earned upon receipt and shall be retained by the School District.

11. In the event School Board terminates this Agreement as provided in paragraph 9., the Rights Fee paid for applicable Term shall be prorated as of the date of termination. School Board shall refund to CHAMBERS LAW any portion of the Rights Fee paid by CHAMBERS LAW from and after the date of termination.

12. **Default by CHAMBERS LAW.** CHAMBERS LAW confirms that neither it nor its principals are suspended, debarred, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this contract by any governmental department or agency. This certification is a material representation of fact upon which reliance will be placed when the School Board executes this Agreement. If it is later determined that CHAMBERS LAW knowingly rendered an erroneous certification, in addition to the other remedies available to School Board, School Board may terminate the Agreement for default by CHAMBERS LAW, in accordance with the procedure set forth below.

In the event that CHAMBERS LAW fails to pay any installment of the Rights Fee(s) when due, and such failure continues for a period of fifteen (15) days after School Board's written notice to CHAMBERS LAW, or in the event CHAMBERS LAW fails to comply with any obligation of CHAMBERS LAW herein contained, and such failure continues for a period of thirty (30) days after School Board's written notice to CHAMBERS LAW (provided, however, if such failure is not reasonably curable within thirty (30) days, CHAMBERS LAW shall be afforded a reasonable period of additional time to cure or remedy such failure so long as CHAMBERS LAW in good faith is attempting, at all reasonable times during such period, to cure such failure), School Board shall be entitled to exercise any or all of the following remedies:

a. To terminate this Agreement effective on a date designated in such notice, which date may not be less than thirty (30) days after the date of such notice; and

b. To seek an appropriate legal or equitable remedy from a court of competent jurisdiction.

13. **Default by School Board.** If School Board shall fail to comply with any of its material obligations under this Agreement, which failure shall continue for a period of thirty (30) days after written notice thereof to School Board from CHAMBERS LAW (provided, however, if such failure is not reasonably curable within thirty (30) days, School Board shall be afforded a reasonable period of additional time to cure or remedy such failure so long as School Board in good faith is attempting, at all reasonable times during such period, to cure such failure), or if School Board shall utilize as the name of the Volleyball Courts any name other than "Chambers Law Firm, P.A., Beach Facility at Springstead High School" during the Term of this Agreement and shall continue to utilize such other name for a period of fifteen (15) days after CHAMBERS LAW's written notice to School Board, CHAMBERS LAW shall have the right to any one or more of the following remedies:

a. To terminate this Agreement effective on a date designated in such notice, which date may not be less than thirty (30) days after the date of such notice.

b. In the event CHAMBERS LAW terminates this Agreement as provided in paragraph 13. a. hereinabove, the Rights Fee shall be prorated as of the date of the applicable default. School Board shall refund to CHAMBERS LAW any portion of the Rights Fee paid by CHAMBERS LAW which is attributable to the period from and after the date of the default.

c. To seek an appropriate legal or equitable remedy from a court of competent jurisdiction.

14. **Morals Clause.** If CHAMBERS LAW or any of its officers, directors, or board members commits any act which, in the reasonable and good faith opinion of the other party, would disparage or impair the reputation and integrity of the School Board (including, without limitation, being convicted of any felony or a crime involving moral turpitude, ethical violations, or any other act of moral turpitude), or create a conflict of interest with the School Board, School Board shall

have the right to terminate this Agreement upon thirty (30) days written notice to CHAMBERS LAW.

15. **Indemnification.**

a. CHAMBERS LAW shall indemnify, defend and hold harmless School Board with respect to any negligent act or omission or the willful misconduct of CHAMBERS LAW, or any of its officers, directors or agents arising from the subject matter of this Agreement.

b. SCHOOL BOARD shall indemnify, defend and hold harmless CHAMBERS LAW with respect to any athletic complex event-related accident or injury, negligent act or omission or the willful misconduct of SCHOOL BOARD or Springstead High School, or any of its officers, directors or agents arising from the subject matter of this Agreement. Nothing contained herein shall be construed as a waiver of SCHOOL BOARD's sovereign immunity beyond the limits described in Section 768.28, Florida Statutes, as same amended from time to time.

16. The granting of the Naming Rights are limited solely to the right to have the Volleyball Courts identified by the name approved pursuant to this Agreement. CHAMBERS LAW shall have no right to influence, direct, determine, approve, veto, or otherwise control the use, operation, programming, scheduling, management, or purpose to which the Volleyball Courts are applied.

17. **Notices**. All notices, offers, consents, or other communications required or permitted to be given pursuant to this Agreement shall be in writing and addressed to the address of the intended recipients at the following addresses:

To School Board:

ATTENTION: School Board Chair
The School Board of Hernando County, Florida
919 North Broad Street
Brooksville, Florida, 34601

With a copy to:

ATTENTION: Superintendent
The School District of Hernando County, Florida
919 North Broad Street
Brooksville, Florida, 34601

ATTENTION: Office of General Counsel
The School Board of Hernando County, Florida
919 North Broad Street
Brooksville, Florida, 34601

To CHAMBERS LAW:

Chambers Law Firm, P.A.
5300 Spring Hill Drive
Spring Hill, Florida 34606

18. **E-Verify**. Pursuant to section 448.095, Florida Statutes, CHAMBERS LAW shall use the U.S. Department of Homeland Security's E-Verify system to verify the employment eligibility of all employees hired during the term of this Agreement. If CHAMBERS LAW enters into a contract with a subcontractor, the subcontractor must provide CHAMBERS LAW with an affidavit stating the subcontractor does not employ, contract with, or subcontract with an unauthorized alien and the CHAMBERS LAW shall provide a copy of such affidavit to the School Board upon receipt and shall maintain a copy for the duration of the Agreement. Failure to comply with this provision is a material breach of the Agreement and the School Board may choose to terminate the Agreement at its sole discretion and seek damages pursuant to Florida Statute. By signing below, CHAMBERS LAW affirms that it is registered with and uses the E-Verify system, is otherwise in compliance with section 448.095, Florida Statutes, and acknowledges that it is required to maintain such compliance throughout the term of any Contract entered between the parties.

19. **Jessica Lunsford Act.**

a. CHAMBERS LAW shall comply with the Jessica Lunsford Act, effective September 1, 2005, as same may be amended from time to time and with all requirements of Sections 1012.32 and 1012.465, Florida Statutes. All persons or entities entering into agreements with the School Board who may have employees, contractors or subcontractors who will be on school grounds when students may be present, or who will have contact with students, shall comply with the Level 2 Screening requirements of the Statute and School District Standards. CHAMBERS LAW, its employees, contractors, subcontractors, their employees, or otherwise, shall only have access to the signage for purposes of installation, maintenance, removal and/or replacement outside of regular school hours and terms, and summer hours in the event that a summer program is held at Springstead High School except in the case of an emergency. CHAMBERS LAW shall coordinate with the Director of Facilities and Construction, the School District Athletics Director, and the Principal of Springstead High School regarding the installation, maintenance, removal and/or replacement of the signage.

b. CHAMBERS LAW shall ensure that any contractors or subcontractors engaged to perform any work on the signage pursuant to this Agreement undergo Level 2 Background Screening prior to commencement of any such work, and shall not permit any individual to perform work under this AGREEMENT who has not successfully completed such screening. CHAMBERS LAW shall bear the expense of all necessary screening requirements.

c. CHAMBERS LAW may access the property to install, maintain, remove and/or replace the signage with email notice given to the Principal of Springstead High School, the District's Athletics Director and Director of Facilities and Construction at least five (5) business days prior to the requested date of access. CHAMBERS LAW shall, at its own expense, ensure that all of CHAMBERS LAW's employees and the employees of CHAMBERS LAW's contractors and subcontractors meet the background screening requirements of Section 1012.465 Florida Statute (Jessica Lunsford Act). CHAMBERS LAW shall certify in writing that it and all of its employees, its subcontractors, and their employees who provide services under this Agreement have completed the background screening required by the referenced statutes and meet the standards established by the statutes. This certification will be provided to the School Board in advance of CHAMBERS LAW performing work on School Board property while students are present. If CHAMBERS LAW has questions regarding the background screening, CHAMBERS LAW shall contact the District's Safe Schools Department.

d. CHAMBERS LAW agrees that in the event CHAMBERS LAW or any employee of its contractors and subcontractors who CHAMBERS LAW has certified as completing the background check and meeting the statutory standards is then arrested for any of the disqualifying offenses, CHAMBERS LAW will notify the School Board within forty-eight (48) hours of such. CHAMBERS LAW's failure to comply with this requirement will constitute a material breach of the Agreement. CHAMBERS LAW agrees to indemnify and hold harmless the School Board, its officers, and employees from any liability in the form of physical or mental injury, death, or property damage resulting from CHAMBERS LAW's failure to comply with the requirements of this section or with Sections 1012.32 and 1012.465, Florida Statutes.

20. **Non-discrimination**. CHAMBERS LAW shall not discriminate on the basis of race, color, religion, ancestry or national origin, sex, age, marital status, sexual orientation, or on the basis of disability or other unlawful forms of discrimination in the hiring of its employees or solicitation, selection, hiring, or commercial treatment of contractors or subcontractors, nor shall CHAMBERS LAW retaliate against any person for reporting instances of such discrimination. CHAMBERS LAW shall provide equal opportunity for employees, contractors and subcontractors, and suppliers to participate in all of its public sector and private sector contracting and subcontracting opportunities, provided that nothing contained in this clause shall prohibit or limit otherwise lawful efforts to remedy the effects of marketplace discrimination that have occurred or are occurring in the School Board' relevant marketplace. CHAMBERS LAW understands and agrees that a material violation of this clause shall be considered a material breach of this Agreement and may result in termination of this Agreement.

21. **Public records compliance provisions.** Any confidentiality provisions in the Agreement shall be read in harmony with Florida's Public Records Act, Chapter 119, Florida Statutes. No provisions in the Agreement can be exercised to frustrate the requirements of the law

for the release of records. The parties recognize that the School Board is a governmental entity, subject to Florida law regarding public access to records under Florida Statute, Chapter 119. As such, the Parties agree that only such information as is exempt and confidential under the provisions of law shall be considered confidential under the Term of this agreement. To the extent CHAMBERS LAW provides School Board any information which it believes is confidential or exempt, CHAMBERS LAW shall notify School Board of the specific information that it believes is confidential, as well as the basis for the exemption. Additionally, to the extent that CHAMBERS LAW has any obligation to act in agency for the School Board, it shall maintain its records subject to section 119.0701, Fla. Stat. If and to the extent that CHAMBERS LAW has access to any other confidential information regarding the School Board (such as security information as contemplated by section 119.071(c), Fla. Stat.), CHAMBERS LAW agrees to use reasonable measures to maintain the confidentiality of such information.

To the extent CHAMBERS LAW maintains information that is subject to a public record request, it shall provide the public access to such records in accordance with, and subject to the applicable statutory terms and fees. Failure to do so will be considered a material breach of the original Agreement resulting in immediate termination with no penalty to School Board, and CHAMBERS LAW will indemnify and hold the School Board harmless for any and all damages and expenses suffered as a result of the material breach and contract termination. CHAMBERS LAW must comply with Florida public records laws, including but not limited to chapter 119, Florida Statutes and section 24 of article I of the Constitution of Florida, and specifically agrees to:

a. Keep and maintain public records required by the School Board in order to perform the service under this agreement; and

b. Upon request from the School Board's custodian of public records, provide the School Board with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in chapter 119, Florida Statutes, or as otherwise provided by law; and

c. Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the contract term and following completion of the contract if CHAMBERS LAW does not transfer the records to the School Board; and

d. Upon completion of the contract, transfer, at no cost, to the School Board all public records in possession of CHAMBERS LAW or keep and maintain public records required by the School Board to perform the service. If CHAMBERS LAW transfers all public records to the School Board upon completion of the contract, CHAMBERS LAW shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If CHAMBERS LAW keeps and maintains public records upon completion of the contract, CHAMBERS LAW shall meet all applicable requirements for

retaining public records. All records stored electronically must be provided to the School Board, upon request from the School Board's custodian of public records, in a format that is compatible with the information technology systems of the School Board.

IF CHAMBERS LAW HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO CHAMBERS LAW'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS CONTRACT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS AT 919 N. BROAD STREET, BROOKSVILLE, FL 34601, ELLERMAN_A@HCSB.K12.FL.US OR (352) 797-7009.

Notwithstanding any other provisions of law or statutory interpretation, failure of CHAMBERS LAW to abide by the terms of these public records provisions shall be deemed a material breach of this agreement and the School Board may enforce the terms of this provision in the form of a court proceeding and shall, as a prevailing party, be entitled to reimbursement of all reasonable attorney's fees and costs associated with that proceeding. This provision shall survive any termination or expiration of the Agreement.

22. CHAMBERS LAW agrees to execute an Affidavit Regarding the Use of Coercion for Labor and Services as required by section 787.06(14), Florida Statutes.

23. **Miscellaneous.**

a. **Counterparts.** This Agreement may be signed in any number of counterparts, each of which shall be an original, with the same effect as if the signatures thereto and hereto were upon the same instrument. Facsimile or electronically transmitted copies of this Agreement and the signatures thereon shall have the same force and effect as if the same were original documents. Facsimile or electronically transmitted signatures are acceptable and shall be deemed to be original signatures.

b. **Entire Agreement.** This writing constitutes the entire agreement between the Parties and supersedes and merges all prior oral or written agreements, representations, statements, proposals, and undertakings between the Parties regarding the subject matter hereof. No covenants, agreements, terms, provisions, undertakings, statements, representations, or warranties, whether written or oral, made or executed by any Party hereto or any employee or agent thereof, shall be binding upon any Party hereto unless specifically set forth in this Agreement. The exhibits attached hereto and referred to herein are by such attachment and reference made a part of this Agreement for all purposes.

c. **Amendments and Modifications.** This Agreement or any provision hereof may be amended or waived only by written agreement signed by both Parties.

d. **Waiver.** No failure or delay by a Party in exercising any right, power, or privilege hereunder

shall operate as a waiver thereof nor shall any single or partial exercise thereof preclude any other or further exercise thereof or the exercise of any other right, power, or privilege.

e. **Relationship of the Parties.** Nothing contained herein shall be construed to imply a partnership, joint venture, principal, and agent or employer and employee relationship between the Parties.

f. **Third Party Claims.** No provision in this Agreement shall provide to any person not a party to this Agreement any remedy, claim, or cause of action, or create any third-party beneficiary rights against either Party.

g. **Severability.** In the event that any one or more of the provisions in this Agreement shall for any reason be held to have no force and effect, this Agreement shall, if possible, be interpreted in a manner so as to effectuate the intention of the Parties.

h. **Construction of Agreement.** This Agreement is the subject of negotiation between the Parties and should not be interpreted more favorably toward one Party over the other.

i. **Headings.** The paragraph headings herein contained are inserted for convenience of reference only and shall not be deemed to be a part of this Agreement; the paragraph headings shall be ignored in construing and interpreting this Agreement.

j. **Context.** Whenever used herein, the singular number includes the plural, the plural the singular, and the use of any gender includes all genders.

k. **Reasonableness.** Wherever either party to this Agreement is required to approve or consent to or be satisfied as to any matter, such party agrees that such approval, consent or satisfaction shall not unreasonably be withheld or delayed.

l. **Survival.** Provisions contained in this Agreement that, by their sense and context, are intended to survive the suspension or termination of this Agreement, shall so survive.

m. **Assignment.** Neither Party may assign this Agreement without the prior written consent and approval of the other Party.

n. **Force Majeure.** No Party shall be responsible for failure or delay in performance hereunder if such delay or failure in performance is caused by conditions beyond such Party's reasonable control, including without limitation fire, flood, riot, strikes, labor disputes, acts of God or of the public enemy, war or civil disturbances, or any future laws, rules, regulations, or acts of any government (including any orders, rules, or regulations issued by any official or agency of such government).

o. **Disputes.** All disputes related to this Agreement shall in the first instance be referred to the appropriate executives of each Party for resolution.

p. **Attorneys' Fees.** In connection with any litigation, including appellate proceedings, arising out of or under this Agreement, the prevailing Party in such litigation shall be entitled to recover such Party's out-of-pocket costs and reasonable attorneys' fees.

q. **Governing Law and Venue.** This Agreement and the interpretation and enforcement thereof shall be governed by and construed in accordance with the laws of the State of Florida. The venue of any litigation arising out of this Agreement shall be brought in the Fifth Judicial Circuit Hernando County, Florida.

[The balance of this page is intentionally left blank.]
[Signatures to Follow.]

IN WITNESS WHEREOF, the parties have executed this Agreement as of the day and year first written above.

WITNESSES:

_____

Print Name: _____

_____

Print Name: _____

THE SCHOOL BOARD OF HERNANDO COUNTY, a public corporate body existing under the Constitution and the laws of Florida

By:_____
Kayce Hawkins, Chair

Date: _____, 2026

STATE OF FLORIDA)
)
COUNTY OF HERNANDO)

The foregoing instrument was acknowledged before me this _____ day of _____ 2026, by **Kayce Hawkins**, as Chair of The SCHOOL BOARD of Hernando County, Florida, a public corporate body existing under the Constitution and laws of the State of Florida, on behalf of The SCHOOL BOARD. She is personally known to me or has produced _____ (type of identification) as identification.

_____

(Notary Seal)

Notary Public

_____

Print or Type Name
Serial Number:
My Commission Expires:

WITNESSES:

_____

Print Name:_____

_____

Print Name:_____

ATTEST:

THE SCHOOL BOARD OF HERNANDO COUNTY, a public corporate body existing under the Constitution and the laws of Florida

By:_____
Ray Pinder, as Superintendent

Date: _____, 2026

STATE OF FLORIDA)
)
COUNTY OF HERNANDO)

The foregoing instrument was acknowledged before me this _____ day of _____ 2026, by **Ray Pinder**, as Superintendent of The SCHOOL BOARD of Hernando County, Florida, a public corporate body existing under the Constitution and laws of the State of Florida, on behalf of The SCHOOL BOARD. He is personally known to me or has produced _____ (type of identification) as identification.

_____

(Notary Seal)

Notary Public

_____
Print or Type Name
Serial Number:
My Commission Expires:

Approved as to Legal Sufficiency
Caroline I. Mockler, Esq.
Staff Counsel, HCSD
3:55 pm, 05/05/2026

"CHAMBERS LAW"

CHAMBERS LAW FIRM, P.A., a
A Florida Profit Corporation

By: _____
Name: Christopher S. Chambers
Title: Owner/President

_____
Print Name: Patricia Faieta

_____
Print Name: Melissa Russell

STATE OF FLORIDA)
)
COUNTY OF HERNANDO)

The foregoing instrument was acknowledged before me this 1 day of June, 2026, by **Christopher Chambers** as President of the Chambers Law Firm, P.A., a Florida Profit Corporation on behalf of the organization. He is personally known to me or has produced _ (type of identification) as identification.

_____
Notary Public

(Notary Seal)

Notary Public State of Florida
Josie D. Uroda
My Commission HH 600642
Expires 6/10/2028

Josie D. Uroda

Print or Type Name
Serial Number: HH 600642
My Commission Expires: 6/10/2028

Exhibit "A"
Sign Graphic

CHAMBERS
LAW FIRM, P.A.—

BEACH VOLLEYBALL FACILITY AT SPRINGSTEAD HIGH SCHOOL

THANK YOU TO OUR BUILDING PARTNERS

LAROCCA
CONTRACTING SERVICES, INC.
CBC #1259154

CEMEX

KEELER FENCE

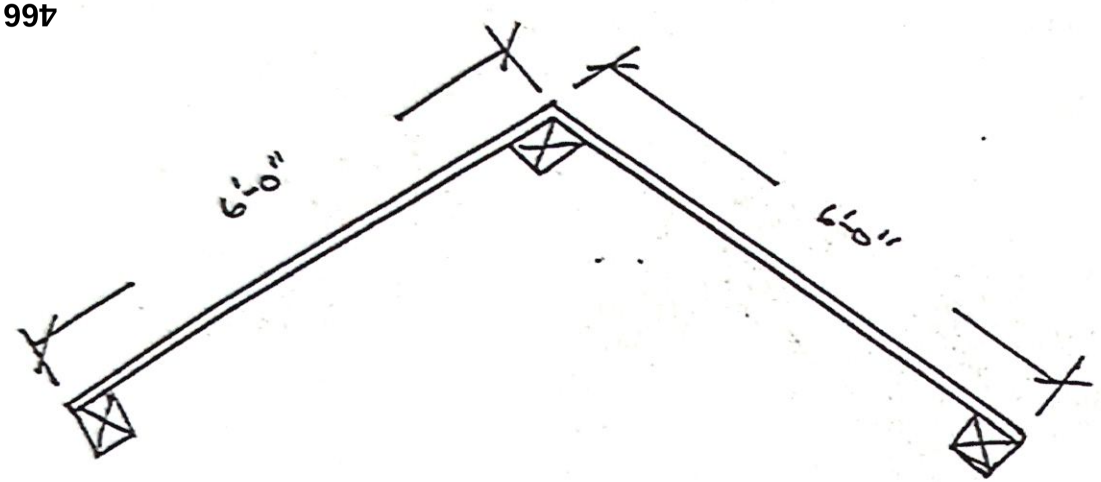
Exhibit "B"
Sign Location

Mariner Blvd
Google Maps

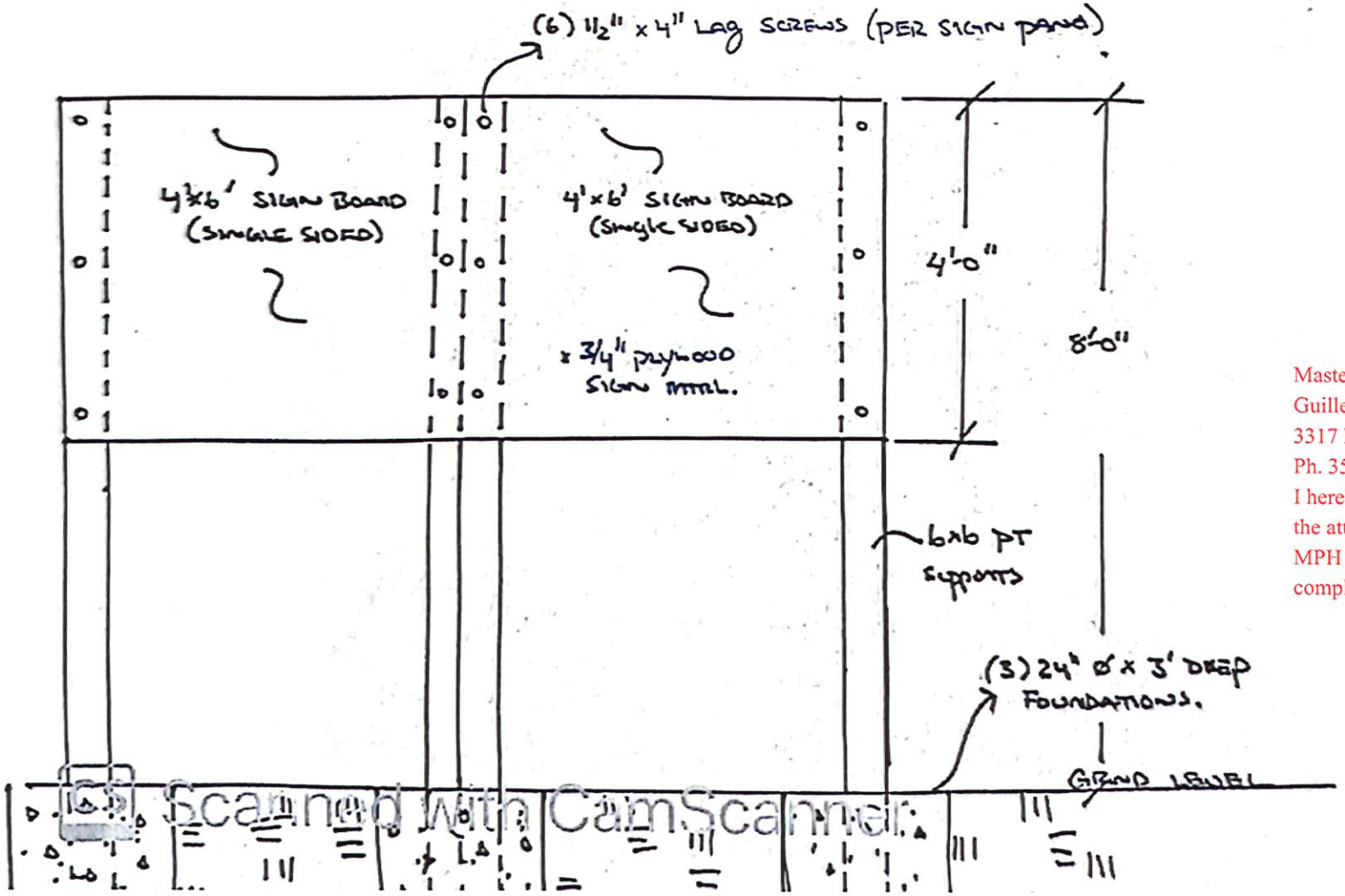
Exhibit "C"
Sign Architectural Drawings

SPRINGSTEAD HIGH SCHOOL BEACH VOLLEYBALL

SCALE: 1:20



V-SIGN LAYOUT



GUILLERMO CASTILLO LICENSE No. 52591 STATE OF FLORIDA PROFESSIONAL ENGINEER

Master Engineering Corp. #9328
Guillermo Castillo, PE #52591
3317 Mariner Blvd.. S.H. FL 34609
Ph. 352 684 1807
I hereby certify that I have performed the attached design to comply with 145 MPH 3 SEC gust loads and it is in compliance with the 2023 FBC

Scanned with CamScanner
Scanned with CamScanner

Exhibit "D"

Hernando County School District Contractor Insurance Requirements

HERNANDO COUNTY SCHOOL BOARD EXHIBIT D
CONSTRUCTION CONTRACTOR'S INSURANCE AND BOND REQUIREMENTS

A. GENERAL

1. The Contractor shall procure and maintain all insurance requirements and limits, as set forth below, at his or her own expense, until completion of the project or as specified herein. The Contractor shall continue to provide evidence of such coverage to Hernando County School Board on an annual basis during the aforementioned period including all of the terms of the insurance and indemnification requirements of this agreement. All below insurance policies shall include a provision preventing cancellation without thirty (30) days' prior notice by certified mail. A completed Certificate of Insurance shall be filed with the Facilities & Construction Representative within ten (10) days after the date of the Notice of Award, said Certificate to specifically Owner the inclusion of the coverages and provisions set forth herein and shall Owner whether the coverage is "claims made" or "per occurrence".

B. COMMERCIAL GENERAL LIABILITY INSURANCE (CGL)

1. This insurance must protect the Contractor from all claims for bodily injury, including death and all claims for destruction of or damage to property (other than the Work itself), arising out of or in connection with any operations under this Contract, whether such operations be by the Contractor or by any Subcontractor under him or anyone directly or indirectly employed by the Contractor or by a Subcontractor. All such insurance shall be written with limits and coverages as specified below and shall be written on an occurrence form.

a.	General Aggregate	$2,000,000
b.	Products – Completed Operations Aggregate	$2,000,000
c.	Each Occurrence	$1,000,000
d.	Personal Injury	$1,000,000

2. The following coverages shall be included in the CGL:
   a. Per project general aggregate (CG 25 03 or similar)
   b. Additional Insured status in favor of the Hernando County School Board and any other parties as outlined in The Contract and must include both ONGOING Operations AND COMPLETED Operations per CG 20 10 10/01 and CG 20 37 10/01 or equivalent as permitted by law.
   c. The policy shall be endorsed to be primary and non-contributory with any insurance maintained by Additional Insureds.
   d. A waiver of Subrogation in favor of all Additional Insured parties.
   e. Personal Injury Liability
   f. Contractual Liability coverage to support indemnification obligation per Article 53.I
   g. Explosion, collapse and underground (xcu)

3. The following exclusionary endorsements are prohibited in the CGL policy:
    a. Damage to Work performed by Subcontract/Vendor (CG 22-94 or similar)
    b. Contractual Liability Coverage Exclusion modifying or deleting the definition of an "insured contract" from the unaltered SO CG 0001 1001 policy from (CG 24 26 or similar)
    c. If applicable to the Work to be performed: Residential or multi-family
    d. If applicable to the Work to be performed: Exterior insulation finish systems
    e. If applicable to the Work to be performed: Subsidence or Earth Movement

4. The Contractor shall maintain general liability coverage including Products and Completed Operations insurance, and the Additional Insured with primary and non-contributory coverage as specified in this Contract for three (3) years after completion of the project.

C. AUTOMOBILE LIABILITY INSURANCE – Includes business auto liability covering liability arising out of any auto (including owned, hired and non-owned autos.

1. Combined Bodily Injury and Property Damage Liability
    a. Combined Single Limit (each accident): $1,000,000

    b. Coverages: Specific waiver of subrogation

D. WORKERS' COMPENSATION INSURANCE

1. The Contractor shall procure and maintain Workers' Compensation Insurance at his or her own expense during the life of this Contract, including occupational disease provisions for all employees per statutory requirements. Policy shall contain a waiver of subrogation in favor of the Hernando County School Board.

2. The Contractor shall also require each Subcontractor to furnish Workers' Compensation Insurance, including occupational disease provisions for all of the latter's employees, and to the extent not furnished, the Contractor accepts full liability and responsibility for Subcontractor's employees.

3. In cases where any class of employees engaged in hazardous work under this Contract at the site of the Project is not protected under the Workers' Compensation statute, the Contractor shall provide, and shall cause each Subcontractor to provide, adequate and suitable insurance for the protection of employees not otherwise protected.

E. UMBRELLA LIABILITY INSURANCE – For construction projects exceeding $10,000,000, provide the following coverage:

1. The Contractor shall maintain umbrella/excess liability insurance on an occurrence basis in excess of the underlying insurance described in Section B-D above. Coverage shall follow the terms of the underlying insurance, included the additional insured and waiver of subrogation provisions. The amounts of insurance required in Sections above may be satisfied by the Contractor purchasing coverage for the limits specified or by any combination of underlying and umbrella limits, so long as the total amount of insurance is not less than the limits specified in each section previously mentioned.

    a. Each occurrence $5,000,000
    b. Aggregate $5,000,000

F. BUILDER'S RISK INSURANCE – For any construction project, provide the following coverage:

1. Unless waived in writing by the Facilities & Construction Representative, the Contractor shall purchase and maintain, in a company or companies lawfully authorized to do business in the jurisdiction in which the Project is located, property insurance written on a builder's risk "all-risk" or equivalent policy form in the amount of the initial Contract Sum, plus value of subsequent Contract Modifications and cost of materials supplied or installed by others, comprising total value for the entire Project at the site on a replacement cost basis without optional deductibles. Such property insurance shall be maintained, unless otherwise agreed in writing by all persons and entities who are beneficiaries of such insurance, until final payment has been made and no person or entity other than the Owner has an insurable interest in the property, or the date of substantial completion specified on the fully signed and executed Certificate of Substantial Completion (AIA G704).

    a. This insurance shall include interests of the Owner, the Contractor, Subcontractors and Sub- subcontractors in the Project as named insureds.
    b. All associated deductibles shall be the responsibility of the Contractor. Such policy may have a deductible clause but not to exceed ten thousand dollars ($10,000.00).
    c. Property insurance shall be on an "all risk" or equivalent policy form and shall include, without limitation, insurance against the perils of fire (with extended coverage) and physical loss or damage including, without duplication of coverage, theft, vandalism, malicious mischief, collapse, earthquake, flood, windstorm, false work, testing and startup, temporary buildings and debris removal including demolition occasioned by enforcement of any applicable legal requirements, and shall cover reasonable compensation for Architect's and Contractor's services and expenses required as a result of such insured loss.

2. Contractor shall maintain Builders Risk coverage including partial use by Owner.

3. The Contractor shall waive all rights of subrogation as regards the Hernando County School Board and the Owner, its officials, its officers, its agents and its employees, all while acting within the scope and course of their employment For damages caused by fire or other causes of loss to the extent covered by property insurance obtained pursuant to this Section or other property insurance applicable to the Work. The Contractor shall require all Subcontractors at any tier to similarly waive all such rights of subrogation and shall expressly include such a waiver in all subcontracts.

4. Upon request, the amount of such insurance shall be increased to include the cost of any additional work to be done on the Project, or materials or equipment to be incorporated in the Project, under other independent contracts let or to be let. In such event, the Contractor shall be reimbursed for this cost as his or her share of the insurance in the same ratio as the ratio of the insurance represented by such independent contracts let or to be let to the total insurance carried.

5. The Owner, shall have the power to adjust and settle any loss. Unless it is agreed otherwise, all monies received shall be applied first on rebuilding or repairing the destroyed or injured work.

G. POLLUTION LIABILITY INSURANCE

1. If Contractor is providing directly or indirectly work with pollution/environmental hazards, the Contractor must provide or cause those conducting the work to provide Pollution Liability Insurance coverage.
    a. Pollution Liability policy must include contractual liability coverage.
    b. Hernando County School Board must be included as additional insureds on the policy.
    c. The policy limits shall be in the amount of $1,000,000 with maximum deductible of $25,000 to be paid by the Subcontractor/Vendor.

H. ADDITIONAL MISCELLANEOUS INSURANCE PROVISIONS – Certificates of Insurance and/or insurance policies required under this Contract shall be subject to the following stipulations and additional requirements:

1. Any and all deductibles or self-insured retentions contained in any Insurance policy shall be assumed by and at the sole risk of the Contractor;

2. If any of the said policies shall fail at any time to meet the requirements of the Contract Documents as to form or substance, or if a company issuing any such policy shall be or at any time cease to be approved by the Division of Insurance of the Hernando County School Board, or be or cease to be in compliance with any stricter requirements of the Contract Documents, the Contractor shall promptly obtain a new policy, submit the same to the Owner and Owner Building Programs for approval if requested, and submit a

Certificate of Insurance as hereinbefore provided. Upon failure of the Contractor to furnish, deliver and maintain such insurance as provided herein, this Contract, in the sole discretion of the Hernando County School Board, may be immediately declared suspended, discontinued, or terminated. Failure of the Contractor in obtaining and/or maintaining any required insurance shall not relieve the Contractor from any liability under the Contract, nor shall the insurance requirements be construed to conflict with the obligations of the Contractor concerning indemnification;

3. All requisite insurance shall be obtained from financially responsible insurance companies, authorized to do business in the State of Florida and acceptable to the Owner;

4. Receipt, review or acceptance by the Facilities & Construction Representative of any insurance policies or certificates of insurance required by this Contract shall neither be construed as a waiver nor relieve the Contractor from its obligation to meet the insurance requirements contained herein.

I. PAYMENT AND PERFORMANCE BOND

1. The Contractor shall procure surety bonds, from a company or companies lawfully authorized to issue surety bonds in the state of Florida and listed in the Federal Register of the U.S. Department of Treasury for Surety Companies Acceptable on Federal Bonds, as follows:

    a. Before commencing the Work on any individual project having a Contract Sum of $200,000 or more, the Contractor shall execute and record in the public records of Hernando County, Florida, a payment and performance bond. The bond must state on its front page:
        i. The names, principal business addresses, and phone numbers of the Contractor, the surety, and the Owner
        ii. The project number assigned by the Owner
        iii. The bond number assigned by the surety
        iv. A description of the project sufficient to identify it, such as a legal description or the street address of the property being improved, and a general description of the improvement

    b. The amount of the bond shall equal the full amount of the Contract Sum.

    c. The bond shall be conditioned upon the contractor's performance of the Work in the time and manner prescribed in the contract and promptly making payments to all persons who furnish labor, services, or materials for the Work provided for in the contract.

d. A copy of the recorded bond shall be filed with the Facilities & Construction Representative prior to issuance of any payment.

e. If, prior to completion of the Work, the Contractor receives a notice that the company or companies that issued the bond has lost or had revoked its license or authority to do business in Florida as a surety insurer, the Contractor shall, within ten (10) calendar days following receipt of such notice, execute and record in the public records a replacement payment and performance bond from a duly authorized surety. The amount of the replacement bond shall equal the full amount of the Contract Sum less the value of the Work in place and accepted at the time such bond is issued.

State of Florida

Affidavit Regarding the Use of Coercion for Labor and Services

Respondent Vendor Name: Chambers Law Firm, P.A.

Vendor FEIN: _____

Vendor's Authorized Representative Name and Title: Christopher S. Chambers, owner/Pres.

Address: 5300 Spring Hill Dr

City: Spring Hill State: FL ZIP: 34606

Phone Number: 813-766-1123

Email Address: Chris@chambers-law.com

Section 787.06(14), Florida Statutes requires all nongovernmental entities executing, renewing, or extending a contract with a governmental entity to provide an affidavit signed by an officer or representative of the nongovernmental entity under penalty of perjury that the nongovernmental entity does not use coercion for labor or services as defined in that statute.

The Hernando County School District, Florida is a governmental entity for purposes of this statute.

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

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

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

By: _____

AUTHORIZED SIGNATURE

Print Name and Title: Christopher S. Chambers owner/President

Date: 5/31/2026

Approved as to Content & Form
CarolineMockler, Esq.
Staff Counsel, HCSD
8:46 am, 04/25/2025

FOREIGN COUNTRY OF CONCERN ATTESTATION
(PUR 1355)

This form must be completed by an officer or representative of an entity submitting a bid, proposal, or reply to, or entering into, renewing, or extending, a contract with a Governmental Entity which would grant the entity access to an individual's Personal Identifying Information. Capitalized terms used herein have the definitions ascribed in Rule 60A-1.020, F.A.C.

Name of entity is not owned by the government of a Foreign Country of Concern, is not organized under the laws of nor has its Principal Place of Business in a Foreign Country of Concern, and the government of a Foreign Country of Concern does not have a Controlling Interest in the entity.

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

Printed Name: Christopher S. Chambers

Title: Owner / President

Signature: [signature] Date: 6/3/2026

Approved as to Content & Form
CarolineMockler, Esq.
Staff Counsel, HCSD
8:49 am, 04/25/2025

Summary - Chambers Law Naming Rights Agreement

Parties

- Hernando County School Board (HCSB) & Chambers Law Firm, P.A.

Purpose of Agreement

- Grants Chambers Law naming rights to the beach volleyball courts at Springstead High School.
- Official facility name must be:
  "Chambers Law Firm, P.A. Beach Volleyball Facility at Springstead High School."
- Chambers Law may install signage and receive name/logo placement in school communications related to the courts.

Term

- 5-year initial term: March 1, 2026 – February 28, 2031.
- Up to three (3) one-year extension options, exercised with 30-days' written notice.

Rights Fee (Payments)

- $20,000 lump-sum payment due before the start of the term.
- Optional extension-year fees:
  - Year 1 extension: $5,000
  - Year 2 extension: $5,500
  - Year 3 extension: $6,000

Signage Rights

- Chambers Law may install one outdoor sign (approx. 8' tall × 6' wide).
- Location must be mutually approved and cannot conflict with existing signage.

Name & Logo Usage

HCSB agrees to:

- Include Chambers Law name/logo in public service announcements and media materials.
- Use best efforts to include name/logo on printed materials and web content related to the volleyball courts.
- Permit other non-competing banners in the facility.
- Collaborate in good faith on size, placement, and depiction of the logo.

Default & Remedies

If Chambers Law defaults:

- 15-day notice for missed payments; 30-day notice for other obligations.
- HCSB may terminate and pursue legal/equitable remedies.

If HCSB defaults:

- 30-day cure period for failure to meet obligations; 15 days if improper facility name is used.
- Chambers Law may terminate and receive a prorated refund of the Rights Fee.

Morals Clause

- HCSB may terminate if Chambers Law or its leadership commits conduct that harms the School Board's reputation (including felonies or ethical violations).

Indemnification

- Chambers Law indemnifies HCSB for negligent/willful actions by Chambers Law or its agents.
- HCSB indemnifies Chambers Law for injuries or accidents caused by HCSB or Springstead High School, subject to state sovereign immunity limits.

Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name: No Financial Impact

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

B. Item Currently Not Budgeted -**

Funding Source

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Amount $

Funding Source

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Amount $

C. History

Check one:
Prior Year Budget: ○
New for Current Year: ○

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****

Hernando School District

School Board Regular Meeting

Agenda Item # 9. 26-3824 6/23/2026

Title and Board Action Requested

Approve the Memorandum of Understanding between Hernando County School District and Pace Center for Girls, Inc. “Reach Program” for one (1) year from May 1, 2026, to May 1, 2027.

Executive Summary

The Director of Student Services on behalf of the Superintendent of Schools, hereby requests the Board approve the Memorandum of Understanding between Pace Center for Girls, Inc. “Reach Program” and Hernando County School District for one (1) year from May 1, 2026 to May 1, 2027. The MOU represents collaboration between both parties providing needed services and coordinating referred youth with outpatient to increase functionality and success in school through its Reach Counseling Services Program.

My Contact

Jill Kolasa, Director
Student Services
(352) 797-7008

2023-28 Strategic Focus Area

Priority 4: Community Connection

Financial Impact

The cost for this agenda item is $ 0, see attached budget sheet. The cost for the previous fiscal year was $ 0.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site’s approved annual budget.

MEMORANDUM OF UNDERSTANDING
Between
Pace Center for Girls, Inc. and Hernando County School District

This Memorandum of Understanding Agreement ("Agreement"), effective as of **May 1, 2026** ("Effective Date"), is made and entered into by and between Pace Center for Girls, Inc., a Florida not for profit corporation, located at 7643 Gate Parkway Suite 104-665, Jacksonville, Florida 32256, hereinafter referred to as ("Pace"), and Hernando County School District, located at 919 North Broad Street, hereinafter referred to as "CONTRACTOR." Pace and Contractor also referred to herein individually as the "Party" or collectively as the "Parties".

WHEREAS, Pace is committed to providing free community-based, gender-responsive therapeutic counseling services for girls identified to need mental health and social service interventions through its Pace Reach Program ("Reach Program") located at 3139 Dumont Avenue, Spring Hill FL 34609.

NOW, THEREFORE, in consideration of covenants and agreements contained herein, the parties hereto agree as follows:

PURPOSE

This MOU represents a collaboration between both parties to provide needed services and to coordinate referred youth with outpatient services. The goal of this collaboration is to provide seamless services to referred youth to increase youth's functionality, youth's success in school and the community, and contribute to reducing recidivism rates. Girls who meet the referral criteria should be between the ages of 11 to 17 and should have experienced risk factors including but limited to academic underachievement, runaway, truancy, family conflict, mental health concerns, or ungovernable behavior.

Pace will:

- Provide administration and oversight of all services related to the Reach Program.
- Provide outpatient therapeutic counseling and, where needed, case management services.
- Provide linking services to girls when necessary and appropriate to treatment plan.
- Notify and coordinate with Hernando County School District designee and/or its appropriate local contact when Pace plans program field trips.

Hernando County School District will:

- Provide appropriate referrals for girls and their families who meet agreed upon requirements.
- Inform referred girls and their families of the referral made to the Reach Program.
- Hernando County School District will work with Pace on a mutually agreed upon process to schedule appointments for the girls to attend the services provided by the Reach Program.
- Provide adequate space for the delivery of services.
- Share referral information with the Reach Program when appropriate for the purpose of meeting specific treatment goals and objectives as outlined by Pace.
- Participate in collaborative planning meetings with the Reach Program for the purpose of reviewing Outcome Reports and improving the referral services.
- Consult with Pace to ensure mutual agreement prior to adding additional Hernando County School District locations to the Pace Reach Program.

The activities of this Agreement will be coordinated by:

A. **Pace Hernando's Primary Point of Contact**
Kimberly Buford, Executive Director, kimberly.buford@pacecenter.org. 352-667-1918

B. **Hernando County School District's Primary Point of Contact**
Jill Kolasa, Director Student Services, kolasa_j@hcsb.k12.fl.us, 352-797-7008 x 413

NOW THEREFORE, in consideration of the mutual covenants set forth herein, and for other good and valuable consideration receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

1. **Term of Agreement.** The term of this Agreement shall be for a period of **(1) year** from **May 1, 2026,** to **May 1, 2027** ("Term"), and shall automatically be extended for an additional one-year (1-year) period under the same terms and conditions as the original agreement, provided continued funding for the program is granted through the Florida Department of Juvenile Justice after 05/01/27. Either party may terminate this Agreement by giving written notice at least thirty (30) days in advance to the other party.

2. **Compensation.** All costs of these services will be the responsibility of Pace. Hernando County School District agrees to provide office space and telephone service, when feasible.

3. **Background Checks.** Prior to commencing services, Pace staff must submit to and clear a Level II Florida Department of Juvenile Justice background check prior to having direct contact with district students and in accordance with the Jessica Lunsford Act.

4. **Training.** Pace staff shall satisfactorily complete all required Pae training prior to commencement of services. Training course subjects include sexual harassment, trauma informed care, the Prison Rape Elimination Act (PREA), information security awareness, child abuse, suicide prevention, human trafficking, Equal Employment Opportunity law, and CPR/First Aid certification.

5. **Sexual Misconduct.** The Parties represent and warrant that they have taken and shall enforce all appropriate measures to prevent sexual exploitation or abuse of anyone by it, or by any of its employees, students or any other persons who may be engaged by the Parties to perform any services under this Agreement. For these purposes, sexual activity with any student regardless of any laws relating to consent, shall constitute the sexual abuse, sexual molestation, and sexual exploitation of such student. In addition, the Parties shall refrain from, and shall take all appropriate measures to prohibit its employees, students, or other persons engaged by it from, exchanging any money, goods, services, offers of employment or other things of value, for sexual favors or activities, or from engaging in any sexual activities that are exploitive or degrading to any person. The Parties acknowledges and agrees that the provisions hereof constitute an essential term of this Agreement and that any breach of this representation and warranty shall entitle the Parties to terminate this Agreement immediately upon notice, without any liability of any kind.

6. **Indemnification.** Each party agrees to defend, indemnify and hold harmless the other party, its affiliated companies, and their officers, directors, employees and designated agents from and against any and all losses, damages, injuries, causes of action, claims, demands and expenses, including reasonable legal fees, of whatever kind or nature arising out of or on account of, or resulting from claims, related to any negligent act, error, or omission related to performance of obligations pursuant to this Agreement by its respective students, affiliates, officers, directors, employees, representatives or agents. The provisions of this paragraph shall survive the expiration or earlier termination of this Agreement.

7. **Insurance Requirements**

   A. **Commercial General Liability Insurance.** Each Party shall, at its own expense, procure and maintain throughout the term of this Agreement commercial general liability insurance, or a comparable program of self-insurance, covering bodily injury, personal an advertising injury, and property damage arising out of its operations, premises, and activities under this Agreement. Such coverage shall be written with limits of not less than One Million Dollars ($1,000,000) per claim and Two Million Dollars ($2,000,000) annual aggregate. To the extent permitted by law, each party shall name the other Party, including its officers, employees, and agents, as additional insured with respect to activities arising out of this Agreement, and such coverage shall be primary to any other insurance or self-insurance maintained by the other Party. Upon request, each Party shall provide a certificate of insurance evidencing the required coverage. The School District may satisfy its obligations through participation in a self-insurance program or risk management trust, and nothing herein shall be deemed a waiver of sovereign immunity beyond the limits set forth in applicable Florida law.

   B. **Professional Liability Insurance.** Pace shall secure and maintain professional liability insurance at a minimum of $1,000,000 per occurrence and $2,000,000 aggregate to cover all claims which may arise out of the therapists' operations under the terms of this Agreement.

8. **Confidentiality and Compliance with Privacy Laws.** The Parties agree to maintain the confidentiality of all student, client, and other protected information obtained or created during activities under this Agreement. Each Party shall comply with all applicable federal and state privacy and confidentiality laws and regulations, including, as applicable, the Healthy Insurance Portability and Accountability Act of 1996 ("HIPAA") and it its implementing regulations, the Family Educational Rights and Privacy Act ("FERPA") , and the federal confidentiality requirements for substance use disorder records under 42 C.F.R. Part 2, as well as any applicable Florida statutes and regulations governing the protection of confidential or personally identifiable information. Protected Health Information ("PHI"), educational records, and substance use disorder treatment information shall be used and disclosed only to the extent necessary to conduct the purposes of this Agreement and only as permitted or required by law. The Parties shall implement appropriate administrative, physical, and technical safeguards to protect the confidentiality, integrity, and security of such information and shall ensure that any disclosure or protected information to third parties is made only with proper authorization or as otherwise permitted by law.

9. **Breaches of Confidentiality.** If either party becomes aware of a material breach or any violation of its obligation to protect the confidentiality and security of consumers protected behavioral health information, then that party must immediately take reasonable steps to cure the breach or end the violation and must report the breach or violation to the other party's Privacy Officer or designee. The alleged breach or violation will be investigated, and an appropriate sanction issued. Each party reserves the right to terminate this Agreement if it determines the other party has violated a material term of the Agreement.

10. **Anti-Discrimination.** Neither party will discriminate against employees, contractors, students, or their families based on race, color, national origin, sex, disability, religion, marital status or veteran status, or any other category protected by federal, state, or local law in its youth programs, admission policies, financial aid, employment, or any other administered programs. Both parties shall abide by anti-discrimination and anti-bullying policies in accordance with federal, state, and local laws while collaborating under this Agreement.

11. **Drug-Free Workplace.** Both Parties shall prohibit its employees' performing services under this agreement from all unauthorized or unlawful possession, use, distribution, or manufacture in the workplace of substances which are controlled illicit substances under the laws of the United States. Further, both Parties shall not suffer any persons to work on its premises under this agreement or

otherwise who are impaired or incapacitated due to the abuse of alcohol or any illicit drugs. Both Parties warrant that it now does and shall continue to maintain a drug-free workplace within the meaning of this section and as required by all applicable federal and state laws.

12. **Public Records.** This Agreement is and any other documents made or received by the Parties in connection with this Agreement may be classified as public records, which must be made available to the public upon request in accordance with Chapter 119, Florida Statutes, unless otherwise deemed confidential and/or exempt from disclosure.

13. **Notice.** All notices required or permitted to be given under this Agreement shall be in writing and shall be effective upon (i) personal delivery with a receipt obtained, (ii) receipt or refusal of receipt if sent by pre-paid certified mail, return receipt requested, or (iii) the earlier of receipt or two (2) business days after deposit with a nationally recognized overnight delivery service (i.e., UPS or Federal Express).

14. **Governing Law and Venue.** This Agreement shall be governed and construed in accordance with the laws of the State of Florida, county of Hernando. Any litigation between Parties shall be commenced and maintained exclusively in the United States District Courts of Florida or the state courts in and for Hernando County, Florida.

15. **Binding Effect.** This Agreement shall be binding upon and inure to the benefit of the Parties hereto and their respective successors and assigns.

16. **Amendments.** No modification, amendment, or alteration in the terms or conditions contained herein shall be effective unless contained in a written document prepared with the same or similar formality as this Agreement and executed by each Party hereto.

17. **Severability.** This Agreement is severable such that should any provision of this Agreement be or become invalid or unenforceable, the remaining provisions shall continue in full effect.

18. **Waiver.** The Parties agree that each requirement, duty, and obligation set forth herein is substantial and important to the formation of this Agreement and, therefore, is a material term hereof. Any Party's failure to enforce any provision of this Agreement shall not be deemed a waiver of such provision or modification of this Agreement. A waiver of any breach of a provision of this Agreement shall not be deemed a waiver of any subsequent breach and shall not be construed to be a modification of the terms of this Agreement.

19. **Assignment.** This Agreement shall inure to the benefit of and be binding upon the patties hereto, their respective heirs, executors, administrators, successors, and assigns; however, no party may assign any of its rights or responsibilities under this Agreement without the prior written consent of the other party.

20. **Independent Contractor.** The Parties are independent entities contracting with each other solely for the purpose of carrying out the terms of this Agreement. The Contractor, agents, and employees participating in this program shall not be considered agents or employees of Pace for any purpose, nor shall Pace and its agents or employees participating in this program be considered agents or employees of the Contractor for any purpose.

21. **Termination.** This Agreement may be terminated by either Party with or without cause upon **thirty (30)** calendar day's written notice to the other party of its desire to terminate this Agreement.

22. **Entire Agreement.** This document incorporates and includes all prior negotiations, correspondence,

conversations, agreements and understandings applicable to the matters contained herein and the Parties agree that there are no commitments, agreements or understandings concerning the subject matter of this Agreement that are not contained in this document. Accordingly, the Parties agree that no deviation from the terms hereof shall be predicated upon any prior representations or agreements, whether oral or written.

IN WITNESS WHEREOF, the parties hereto have caused their duly authorized officers to execute and deliver this Agreement as of the Effective Date.

PACE CENTER FOR GIRLS, INC.,
a Florida not for profit corporation

By: Aggie Pappas

Aggie Pappas
Printed Name

Chief Program Officer
Title

Apr 28, 2026
Date

HERNANDO COUNTY SCHOOL DISTRICT

By: _____

_____
Printed Name

_____
Title

_____
Date

Kelly A. Pogue
Approved as to Form
by WSH Attorney
06/09/2026 09:45 am

Hernando County School District_Pace Hernando Reach_MOU 26-27

Final Audit Report 2026-04-29

Created:	2026-04-24
By:	April Burgess (april.brownlee@pacecenter.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAA_KmtSMKYPMEKfiZey-5b5FJiSFhpNFTC

"Hernando County School District_Pace Hernando Reach_MOU 26-27" History

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Email viewed by Aggie Pappas (aggie.pappas@pacecenter.org)
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Document e-signed by Aggie Pappas (aggie.pappas@pacecenter.org)
Signature Date: 2026-04-29 - 0:03:36 AM GMT - Time Source: server

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STANDARD ADDENDUM TO AGREEMENTS WITH THE HERNANDO COUNTY SCHOOL BOARD

WHEREAS, the undersigned has entered into an Agreement or Contract (hereinafter Agreement) with the Hernando County School Board; and,

WHEREAS, the Agreement sets forth the general terms and conditions of the relationship between the parties; and,

WHEREAS, the undersigned acknowledges that the School Board is the contracting authority for the Hernando County School Board and there are certain standard contract terms expected to be in every agreement by the School Board; and,

WHEREAS, the undersigned hereby agrees that these standard terms are part of the Agreement with the School Board.

1. The Contractor hereby agrees to indemnify, defend and hold the School Board harmless from and against any and all damages of any nature whatsoever which are caused or materially contributed to by the negligent, reckless or intentional acts of the Indemnifying Party.

2. To the extent that the agreement requires the School Board to indemnify Contractor, it shall only be to the extent of the limits set forth in section 768.28(5), Florida Statutes. and then only for the negligent or wrongful act or omission of any officer or employee of the School Board acting within the scope of the officer's/employee's office or employment under circumstances in which the state or such agency or subdivision, if a private person, would be liable to the claimant. Further, except as specifically provided herein, the School Board does not waive any defense of sovereign immunity. It is further understood and agreed by the parties to this agreement that no officer or employee may be held personally liable except as provided by section 768.28 (9), Florida Statutes. Notwithstanding the foregoing, the School Board intends to avail itself of the benefits of section 768.28 and of other statutes and common law governing sovereign immunity to the fullest extent possible. However, in no event will the School Board's liability under this provision exceed the sum of the lesser of the following: (a) the amount paid by the School Board to Contractor or (b) the amounts identified as statutory limits pursuant to section 768.28, Florida Statutes. if applicable. Nothing in this Agreement is intended to inure to the benefit of any third party for the purpose of allowing any claim which would otherwise be barred under the doctrine of sovereign immunity or by operation of law.

3. The parties agree to each pay their own attorneys' fees and costs relating to the negotiation of the Agreement and this Addendum, and in relation to any action to enforce the terms of either document.

4. As may be applicable, all persons providing goods or services to the School Board pursuant the Agreement shall undergo the necessary background screening described in section 1012.465, Florida Statutes at their own cost before coming onto School Board property.

5. If the Agreement requires the expenditure of funds for more than one fiscal year,

the Agreement shall be subject to termination by the School Board without cause upon a thirty (30) day notice.

6. Insurance. At its sole expense, Contractor will provide, before commencement of the Services and submit to HCSB along with this Agreement, a certificate(s) evidencing such insurance coverage to the extent listed below. Contractor must maintain the specified insurance during the term of this agreement, and the same shall apply to Contractor, its employees, agents and subcontractors.

a. "The School Board of Hernando County, Florida" shall be named as an additional insured to the Commercial General Liability insurance policy. If the School Board is not named as an additional insured, then the School Board reserves the right to terminate this Agreement.

- General Liability: One Million Dollars ($1,000,000.00) per occurrence and Two Million ($2,000,000.00) aggregate.
- Product liability and/or Completed Operations Insurance:
- Negligence Including Bodily Injury and Property Damage- One Million Dollars ($1,000,000.00).
- Products – Completed Operations Aggregate - Two Million Dollars ($2,000,000.00).
- Automobile Liability: Negligence Including Bodily Injury and Property Damage: One Million Dollars ($1,000,000.00) Five Million Dollars Combined Single Limit (each accident); $5,000,000.00 (if charter or common carrier).
- Workers' Compensation/Employer's Liability:
    - Workers Compensation - in accordance with state regulations.
    - Employer's liability insurance with a policy limit of not less than One Million ($1,000,000.00) for each accident/disease, per employee.
- Professional Liability Insurance/Environmental Liability/Cyber Liability (as applicable) (Errors and Omissions): One Million Dollars ($1,000,000.00) per occurrence and Two Million Dollars ($2,000,000.00) in aggregate.

b. Worker's Compensation in statutory amounts and Employer's Liability shall apply to all of the Contractor's employees who will be engaged in the performance of the Services under this Agreement.

c. If Professional/Environmental/Cyber liability policy is written on a "claims-made" basis, coverage shall remain in effect for three (3) years after the expiration or termination of the Agreement and any of its extensions.

d. Network Security/Privacy Liability insurance shall be required for personally identifiable

information "(PII") or personal health information (PHI") in the care, custody, and control of the Contractor, its agents, and subcontractors, in an amount not less than One Million Dollars ($1,000,000.00) for each occurrence and in the aggregate resulting in a threat, breach, loss or liability to PII or PHI. Such policy shall include The School Board of Hernando County, Florida as an additional insured, along with appropriate endorsement amending Insured vs. Insured exclusion so as not to impede a claim by the School Board for any wrongful act. If such policy is written on a "claims-made" basis, coverage shall remain in effect for one (1) year after the expiration or termination of this Agreement and any of its extensions.

e. All required insurance must be from insurance carriers that have a rating of "A" or better and a financial size category "VII" or higher according to the A. M. Best Company. Such certificates must contain a provision for notification to School Board thirty (30) days in advance of any material change in coverage or cancellation and the Certificate Holder shall be named as below:

Hernando County School Board, Florida
919 North Broad Street
Brooksville, FL 34601

f. All insurance shall be primary and not contributory to any other insurance carried by The School Board of Hernando County, Florida. This shall also apply to any self-insurance maintained by The School Board of Hernando County, Florida.

g. Contractor shall notify HCSB's Procurement Department located at 8050 Mobley Road, Brooksville, FL 34601within thirty (30) days of any material changes or notice of cancellation Contractor received from its insurer on above required insurance.

h. Contractor shall provide evidence of an insurance in the form of a Certificate of Insurance (Acord) and specify any deductible or retention applicable to above required insurance.

i. Contractor agrees that proof of insurance shall be provided prior to execution of this Agreement and that no Services shall begin until proof of Insurance is received by School Board. Receipt of proof of insurance shall not be construed as an approval of Contractor's insurance or a release a waiver of Contractor's obligation. to provide insurance required in this Agreement.

j. To the extent permitted by law, Contractor's insurance shall contain a waiver of rights to recover from School Board or its insurance.

k. Any required insurance that Contractor self-insures or carries retentions in excess of Ten Thousand Dollars ($10,000.00) shall be pre-approved by HCSB's Risk Management Department and referenced in an addendum to this Agreement.

7. Any conflict between the terms of this Addendum and the parties original Agreement or subsequent modifications thereof are to be resolved in favor of this Addendum.

8. The Agreement and this Addendum are to be construed in accordance with the laws of the State of Florida, and the parties hereby agree that performance of the terms and provisions of the Agreement are to be performed solely within the State of Florida.. The Parties agree that the Circuit Court for the Fifth Judicial Circuit, Hernando County, Florida, hereinafter ("Court") have sole and exclusive jurisdiction to enforce the terms of this Agreement, notwithstanding any provisions in the Agreement to the contrary, and the Parties further agree that they will present any disputes under this Agreement, including, without limitation, any claims for breach or enforcement of this Agreement, exclusively to the Court. Neither Party shall waive the right to a trial by jury.

9. The payment obligation of the School Board created by the Agreement is conditioned upon the availability of funds that are appropriated or allocated for the payment of services or products. If such funds are not allocated and available, the Agreement may be terminated by the School Board at the end of the period for which funds are available. The School Board shall notify the Contractor at the earliest possible time before such termination. No penalty shall accrue to the School Board in the event this provision is exercised, and the School Board shall not be obligated or liable for any future payments due or for any damages as a result of such termination.

10. If, and to the extent the agreement provides for the payment of any applicable sales taxes, the Parties acknowledge that the School Board is an entity which is exempt from the same as provided by section 212.08(6), Florida Statutes.

11. The Parties agree that in the event Contractor files for bankruptcy, insolvency or receivership during the term of this agreement, the School Board may, at its option, terminate and cancel said contract, in which event all rights hereunder shall immediately cease and terminate.

12. Neither party shall be liable to the other, nor deemed in default under this Agreement to the extent that such party's performance under this Agreement is rendered impossible, impractical, or prevented by reason of force majeure. For purposes of this Agreement, the term "force majeure" means an occurrence that is beyond the control of the party affected and occurs without fault or negligence on behalf of either party. Without limiting the foregoing, force majeure includes acts of God; acts of the public enemy; war; riots; strikes; labor disputes; civil disorders; fires; floods; hurricanes, epidemics, pandemics, government regulations, and the issuance or extension of existing government orders of the United States, the State of Florida, or local county and municipal governing bodies, which prevents performance of the contract for all or part of the term of the Agreement.

13. Notwithstanding any provision to the contrary in the agreement, all payments due from the School Board for non-construction services hereunder shall be governed by the provisions of Chapter 218, Florida Statutes.

14. If, and to the extent that the agreement provides for reimbursement of travel and related expenses, the Parties agree that such reimbursements shall be subject to the reimbursement schedules contained in Section 112.061, Florida Statutes.

15. Contractor confirms that neither it nor its principals are suspended, debarred,

proposed for debarment, declared ineligible, or voluntarily excluded from participation in this contract by any governmental department or agency. This certification is a material representation of fact upon which reliance will be placed when the School Board executes this agreement. If it is later determined that Contractor knowingly rendered an erroneous certification, in addition to the other remedies available to School Board, School Board may terminate the Agreement for default by Contractor.

16. E-Verify. Pursuant to section 448.095, Florida Statutes, Contractor shall use the U.S. Department of Homeland Security's E-Verify system https://e-verify.uscis.gov/emp, to verify the employment eligibility of all employees hired during the term of this Agreement. If Contractor enters into a contract with a subcontractor, the subcontractor must provide Contractor with an affidavit stating the subcontractor does not employ, contract with, or subcontract with an unauthorized alien and the Contractor shall provide a copy of such affidavit to the School Board upon receipt and shall maintain a copy for the duration of the Agreement. Failure to comply with this provision is a material breach of the Agreement and the School Board may choose to terminate the Agreement at its sole discretion and seek damages pursuant to Florida Statute. By signing below, Contractor affirms that it is registered with and uses the E-Verify system, is otherwise in compliance with section 448.095, Florida Statutes, and acknowledges that it is required to maintain such compliance throughout the term of any Contract entered between the parties.

17. Public records compliance provisions. Any confidentiality provisions in the Agreement shall be read in harmony with Florida's Public Records Act, Chapter 119, Florida Statutes. No provisions in the Agreement can be exercised to frustrate the requirements of the law for the release of records. The parties recognize that the School Board is a governmental entity, subject to Florida law regarding public access to records under Florida Statute, Chapter 119. As such, the Parties agree that only such information as is exempt and confidential under the provisions of law shall be considered confidential under the Term of this agreement. To the extent Contractor provides School Board any information which it believes is confidential or exempt, Contractor shall notify School Board of the specific information that it believes is confidential, as well as the basis for the exemption. Additionally, to the extent that the Contractor has any obligation to act in agency for the School Board, it shall maintain its records subject to section 119.0701, Fla. Stat. If and to the extent that contractor has access to any other confidential information regarding the School Board (such as security information as contemplated by section 119.071(c), Fla. Stat.), the Contractor agrees to use reasonable measures to maintain the confidentiality of such information.

18. To the extent Contractor maintains information that is subject to a public record request, it shall provide the public access to such records in accordance with, and subject to the applicable statutory terms and fees. Failure to do so will be considered a material breach of the original Agreement resulting in immediate termination with no penalty to School Board, and Contractor will indemnify and hold the School Board harmless for any and all damages and expenses suffered as a result of the material breach and contract termination. Contractor must comply with Florida public records laws, including but not limited to chapter 119, Florida Statutes and section 24 of article I of the Constitution of Florida, and specifically agrees to:

a. Keep and maintain public records required by the School Board in order to

perform the service under this agreement; and

b. Upon request from the School Board's custodian of public records, provide the School Board with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in chapter 119, Florida Statutes, or as otherwise provided by law; and

c. Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the contract term and following completion of the contract if the contractor does not transfer the records to the School Board; and

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

IF THE CONTRACTOR HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THE CONTRACTOR'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS CONTRACT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS AT 919 N. BROAD STREET, BROOKSVILLE, FL 34601, Ellerman_a@hcsb.k12.fl.us or (352) 797-7009.

Notwithstanding any other provisions of law or statutory interpretation, failure of the Contractor to abide by the terms of these public records provisions shall be deemed a material breach of this agreement and the School Board may enforce the terms of this provision in the form of a court proceeding and shall, as a prevailing party, be entitled to reimbursement of all reasonable attorney's fees and costs associated with that proceeding. This provision shall survive any termination or expiration of the contract.

19. If the Contractor receives any student information / records as a result of this agreement, it will maintain any such information / records as confidential and will not release same to any third parties without the express written approval of the School Board, except third parties who are essential to Contractor's delivery of its services to the School Board and who are bound to maintain the confidentiality of student information/records, and prohibited from unauthorized redisclosure of such information. Furthermore, Contractor agrees to maintain and utilize all such student information/records in accordance with the FERPA regulations and only as provided for in the Agreement and this Addendum. If student information/records are requested by way of subpoena or court order, Contractor shall notify the School Board of such request in writing including a copy of the subpoena or order and shall otherwise comply with the FERPA regulations.

20. Contractor agrees to execute an Affidavit Regarding the Use of Coercion for Labor and Services as required by section 787.06(14), Florida Statutes.

21. If the Contractor receives access to an individual s personal identifying information as a result of this agreement, Contractor agrees to provide the School Board with an affidavit signed by an officer or representative of the Contractor under penalty of perjury attesting that the Contractor does not meet any of the criteria in section 287.138(2)(a) to (c), Florida Statutes.

22. Contractor acknowledges that it will comply with all applicable Florida and Federal laws, ordinances, rules and regulations.

Signed and dated by authorized representatives as provided below:

Contractor:

Aggie Pappas
Printed Name: Aggie Pappas
Title: Chief Program Officer
Date: May 14, 2026

Hernando County School Board:

Printed Name:
Title:
Date:

Approved as to Legal Sufficiency
Caroline I. Mockler, Esq.
Staff Counsel, HCSD
2:10 pm, 05/12/2026

Standard Addendum to Agreements - HCSB PACE (002)

Final Audit Report 2026-05-14

Created:	2026-05-14
By:	April Burgess (april.brownlee@pacecenter.org)
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"Standard Addendum to Agreements - HCSB PACE (002)" History

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Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name: No Financial Impact

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

B. Item Currently Not Budgeted -**

Funding Source

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Amount $

Funding Source

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Amount $

C. History

Check one:
Prior Year Budget: ○
New for Current Year: ○

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****

Hernando School District

School Board Regular Meeting

Agenda Item # 10. 26-3847 6/23/2026

Title and Board Action Requested
Approve an overnight field trip for Weeki Wachee High School Volleyball students to attend the Battle of the Beach from September 17 - 19, 2026 in Venice, FL.

Executive Summary
The Principal of WWHS, Ed LaRose, on behalf of the Superintendent of Schools, hereby requests the Board approval for WWHS Volleyball to attend this tournament from Sept. 17-19, 2026 in Venice FL.

My Contact
Erin Clark
352-797-7029
clark_e@hcsb.k12.fl.us

2023-28 Strategic Focus Area
Priority 1: Student Success

Financial Impact
See attached budget sheet.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

Complete Section A or B; and C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name _____

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

Account Name _____

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

B. Item Currently Not Budgeted -**

Funding Source: Fundraising

Account Name: WWHS Volleyball

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project
8020E	9800	3330	0391	92000	03200

Amount $ 2231.08

Funding Source _____

Account Name _____

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Amount $ _____

C. History

Check one:
Prior Year Budget: ☐
New for Current Year: ☐

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT**

Hernando School District

School Board Regular Meeting

Agenda Item # 11. 26-3869 6/23/2026

Title and Board Action Requested
Approve the Overnight Field Trip for F.W. Springstead High School Cheer to Orlando, Florida to Attend the UCA Cheer Camp from July 17, 2026 - July 19, 2026.

Executive Summary
The Principal, Dana Pearce of F.W. Springstead High School, on behalf of the Superintendent of Schools, hereby requests the Board to approve the overnight field trip for F.W. Springstead High School Cheer to Orlando, Florida to attend the UCA Cheer Camp from July 17, 2026 - July 19, 2026. Students are responsible for the cost and transportation to attend this camp.

My Contact
Dana Pearce, SHS
352-797-7010 ext.405
pearce_d@hcsb.k12.fl.us

2023-28 Strategic Focus Area
Priority 1: Student Success

Financial Impact
See attached budget sheet.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name: Cheer

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project
	8020	9800	3330	0181	92000	01300

Original Approved Budget	+ - Budget Amendments	- Expenditures / Encumbrances To Date	= Current Available Budget	- Present Request	= Remaining Balance Available
$ 471.63	$ 13,000.00	$ 0	$ 13,471.63	$ 12905.00	$ 566.63

Account Name: _____

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+ - Budget Amendments	- Expenditures / Encumbrances To Date	= Current Available Budget	- Present Request	= Remaining Balance Available
$	$	$	$	$	$

B. Item Currently Not Budgeted -**

Funding Source: _____

Account Name: _____

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project

Amount $ _____

Funding Source: _____

Account Name: _____

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project

Amount $ _____

C. History

Check one:
Prior Year Budget: (X)
New for Current Year: ( )

Prior Year Approved Budget: $ 11,394.22
Prior Year Actual Spent: $ 10,032.00

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****

Agenda Item # 12. 26-3851 6/23/2026

Title and Board Action Requested
Approve Ordinary Expenditures Between July 1 and the Date the Tentative Budget is Adopted

Executive Summary
The Chief Financial Officer, on behalf of the Superintendent of Schools, hereby requests Board approval of ordinary expenditures from July 1, 2026, through the adoption of the tentative budget.

Pursuant to Section 1011.08, Florida Statutes, school boards are authorized to approve ordinary expenditures during the period between July 1 and the date the tentative budget is officially adopted.

Approval is requested to expend funds until the tentative budget is approved on July 28, 2026, when the tentative budget is scheduled for approval. These expenditures are necessary to maintain the continued operation of the school system until the Board adopts the final budget for the 2026-2027 fiscal year on September 8, 2026.

Expenditures will include salaries, utilities, materials, supplies, equipment, and other essential operating costs necessary to ensure a smooth, orderly, and uninterrupted operation of all schools and departments.

My Contact
Joyce McIntyre
Chief Financial Officer
(352) 797-7004 Ext. 70-438

2023-28 Strategic Focus Area
Priority 5: Fiscal Transparency and Capital Planning

Financial Impact
No Financial Impact

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

Hernando School District

School Board Regular Meeting

Agenda Item # 13. 26-3465 6/23/2026

Title and Board Action Requested
Approval of Multiple Agreements for Somerset & Explorer K-8 Access

Executive Summary
The Director of Facilities & Construction, on behalf of the Superintendent of Schools, hereby requests the Board approve multiple Agreements for Somerset & Explorer K-8 access.

The Developer of Somerset has agreed to reconfigure access to Explorer K-8 from Northcliffe Blvd. to facilitate construction of a new 4-lane extension of Explorer Blvd. into the new development, while also providing improvements to the school, including new extended parent queuing lanes on school property, new sidewalks, new fencing and gates, and a new marquee sign.

To accomplish this, multiple agreements must be executed between the School Board, Hernando County, Duke Energy, and the Developer, to terminate an Easement Encroachment Agreement with Duke Energy, to transfer ownership of multiple parcels between parties, to provide a temporary easement for construction on School Board property, and to provide permanent easements for the maintenance of electrical transmission facilities and drainage ponds.

My Contact
Brian Ragan
Director of Facilities & Construction
ragan_b@hcsb.k12.fl.us
352-797-7050

Jim Lipsey
School Planner
lipsey_j@hcsb.k12.fl.us
352-797-7050

2023-28 Strategic Focus Area
Priority 5: Fiscal Transparency and Capital Planning

Financial Impact
See attached budget sheet.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

R26-008

A RESOLUTION OF THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA, RELATING TO A RIGHT-OF-WAY DEDICATION AGREEMENT CONVEYING REAL PROPERTY OWNED BY THE SCHOOL BOARD OF HERNANDO COUNTY TO HERNANDO COUNTY; SCHOOL BOARD OF HERNANDO COUNTY ACQUISITION OF REAL PROPERTY FROM DEVELOPER; TERMINATION AND RELEASE OF ENCROACHMENT AGREEMENT WITH DUKE ENERGY; TERMINATION AND RELEASE OF ACCESS AGREEMENT WITH DEVELOPER; AUTHORIZATION FOR THE CONVEYANCE OF TEMPORARY EASEMENT TO DEVELOPER FOR CONSTRUCTION OF IMPROVEMENTS; PROVIDING FOR THE FINDINGS; PROVIDING FOR THE GENERAL AUTHORITY; AND PROVIDING AN EFFECTIVE DATE.

WHEREAS, section 335.0415, Florida Statutes, authorizes the transfer of public roads only by mutual agreement of the affected governmental entities; and

WHEREAS the School Board of Hernando County, a body corporate and public subdivision of the state of Florida ("District') may sell, transfer, or dispose of any district real property, regardless of value, by public sale, private sale, negotiation, donation, or any other means deemed in the best interest of the district by the Board, in accordance with the minimum requirements of the State Board of Education Rules.

WHEREAS, the District is the owner of a portion of Explorer Boulevard located in Hernando County known as Parcel No.: R12 423 17 0000 0010 0020 (the "District Property"), attached hereto as **Exhibit "A"**, which is a currently improved public road providing access to the District's Explorer K-8 School (the "School").

WHEREAS, Duke Energy Florida, LLC, as successor to Progress Energy Florida, LLC, as successor to Florida Power Corporation ("Duke") has easement rights to the District Property pursuant to that certain Easement dated April 1, 1927, recorded in Deed Book 97, Page 418 and Order of Taking recorded in Official Records Book 933, Page 347, all in the official records of Hernando County.

WHEREAS, Somerset Land, LLC, a Florida limited liability company ("Somerset") is the owner of certain real property in Hernando County, Florida, known as Parcel ID: R13 223 17 3555 0000 0000 (the "Somerset Property"), attached hereto as **Exhibit "B"**.

WHEREAS, Acts 88, LLC ("Acts 88", collectively with Somerset, the "Developer"), is the owner of certain real property in Hernando County, Florida, known as Parcel ID: R13 423 17 0000 0010 0050 (the "Acts Property"), attached hereto as **Exhibit "C"**.

WHEREAS, Duke and the District are parties to that certain Encroachment Agreement dated November 20, 2006, recorded as Instrument Number 2007054034, in Official Records Book 2479, Page 1084 in the official records of Hernando County (the "Encroachment Agreement") pursuant to which Duke granted the District rights to occupy and utilize a portion of the District Property in

the area encumbered by the Easements for the limited purpose of road right of way for access to the School.

WHEREAS, the District, Acts 88, and Somerset are parties to that certain Access Agreement dated May 19, 2015, recorded as Instrument Number 2015031248, in Official Records Book 3231, Page 649, in the official records of Hernando County, as amended by that certain First Amendment to Access Agreement dated April 12, 2022, recorded as Instrument Number 2022029832, in Official Records Book 4158, Page 660, in the official records of Hernando County (collectively, the "Access Agreement") pursuant to which the District granted Acts 88 and Somerset limited access for the District Property in exchange for Acts 88 and Somerset constructing additional access and queuing for the School and a new marquee of similar or better quality for the School.

WHEREAS, Hernando County (the "County"), a political subdivision of the State of Florida, and Somerset, are parties to that certain Development Agreement dated November 29, 2022, recorded as Instrument Number 2023012862, in Official Records Book 4273, Page 304 in the official records of Hernando County (the "Development Agreement") pursuant to which Somerset is required to extend Explorer Boulevard to the south, add additional access, perimeter security fencing and gates, and queuing for the School.

WHEREAS, the County has requested that the District dedicate and transfer to the County the District Property to (i) allow the County to incorporate Explorer Boulevard into the County road system so that a collector road for the County is constructed which will eliminate access and traffic issues; and (ii) transfer all maintenance and operational responsibilities to the County (collectively, the "Dedication").

WHEREAS, the District desires to dedicate to the County the District Property for purposes of public right-of-way, subject to the terms and conditions set forth in the County Transfer Agreement, attached hereto as **Exhibit "D"**, and incorporated herein by reference (the "County Transfer Agreement").

WHEREAS, in consideration for the District's Dedication to the County, Somerset has agreed to transfer to District, and District has agreed to acquire from Somerset, a portion of the Somerset Property, and Acts 88 has agreed to transfer to District, and District has agreed to acquire from Acts 88, a portion of the Acts 88 Property, with all rights and appurtenances thereto, including, but not limited to, rights of ingress and egress, any and all air space rights and interests and subsurface rights and interests, mineral rights, timber rights, riparian and littoral rights, together with all pertinent rights and interest pertaining to adjacent streets and roadways (collectively referred to as the "Real Property"), and all in accordance with the terms and conditions contained in the Transfer Agreement, attached hereto as **Exhibit "E"**, along with all attachments, and incorporated herein by reference.

WHEREAS, the conveyance by Developer to District shall also include all intangible property now or on the Closing Date owned or held by Developer in connection with the Real Property, including, without limitation, all engineering, designs, plans, specifications, land plans, studies, marketing reports, licenses, franchises, permits, contracts rights, agreements, zoning rights, density rights, development rights, TDRs, prepaid impact fees, credits for impact fees, mobility

fees, access, service or other fees of any kind, and other entitlements and governmental applications, submittals and approvals which relate to the use, ownership and/or development of the Real Property, development orders and approvals, concurrency certificates or certifications and vested rights or claims of estoppel against governmental agencies, if any, to the extent such items exist (collectively, the "Intangible Property", collectively with the Real Property, the "Developer Property").

WHEREAS, in connection with the Developer Transfer Agreement, attached hereto as **Exhibit "E"** ("Developer Transfer Agreement"), Somerset will be connecting one of District's existing drainage retention areas to a new drainage pond on the Somerset Property, as more fully described and depicted in the Drainage Easement Agreement attached to the Developer Transfer Agreement, which Drainage Easement Agreement will be executed at the closing of the Developer Property.

WHEREAS, pursuant to the Developer Transfer Agreement, Developer agrees to extend Explorer Boulevard to the south, and add additional access, perimeter security fencing and gates, queuing, and a new marquee of similar or better quality for the District's school as well as construction and upgrading of District's drainage (collectively, the "Developer Improvement Work") and to complete the Developer Improvement Work, Developer requires a non-exclusive, temporary easement located on District Property as more particularly described in the Temporary Construction Easement Agreement in **Exhibit "F"** attached hereto and incorporated herein ("Temporary Construction Easement Agreement"), for the purpose of the completion of the Developer Improvement Work in accordance with the terms and conditions of the Temporary Easement Agreement, Developer Transfer Agreement, and Development Agreement.

WHEREAS, District desires to grant, convey and confirm unto Developer, its successors, agents and contractors, a non-exclusive construction easement over, across, upon and through the Temporary Easement Area (as described in the Temporary Construction Easement Agreement) as and to the extent necessary for the purpose of completion of the Developer Improvement Work.

WHEREAS, it is expressly understood and agreed to between District and Developer that Developer shall not use the Temporary Easement Area in any manner that would cause interference with the School on the District Property, nor shall it use the Temporary Easement Area in any manner that would violate this Temporary Easement Agreement.

WHEREAS, in connection with and as a contingency to the Dedication to the County, the Developer and District desire to release and terminate the Access Agreement and the District requires that the Developer provide indemnification to the District, as described in the Termination and Release of Access Agreement of **Exhibit "G"**, attached hereto and incorporated herein ("Termination and Release of Access Agreement").

WHEREAS, the District and Duke have agreed to terminate the 2006 Encroachment Agreement pursuant to the terms of the Termination and Release of Encroachment Agreement, attached as **Exhibit "H"** and incorporated herein ("Termination and Release of Encroachment Agreement").

WHEREAS, Duke and the County wish to enter into a new Encroachment Agreement, attached as **Exhibit "I"** as the County desires to encroach upon the Easement Area recorded in Deed Book 97, Page 418, and Order of Taking recorded in Official Records Book 933, Page 347, and Duke is willing to permit those encroachments under the terms and conditions of the Agreement.

WHEREAS, District and County wish to execute a Deed of Dedication, wherein District conveys to County the District Property.

NOW, THEREFORE, BE IT RESOLVED by the Hernando County School Board, Florida, as follows:

1. The foregoing "WHEREAS" clauses are hereby ratified and confirmed as being true and correct and are incorporated as the findings of the School Board of Hernando County as governing body of the District as if set forth fully herein.

2. The School Board of Hernando County hereby determines that it is in the best interest of the District to dedicate and transfer to the County the District Property, as described in the County Transfer Agreement, attached as **Exhibit "D"** for purposes of public right-of-way and a County collector road.

3. The School Board of Hernando County hereby determines that it is in the best interest of the District to acquire from Developer the right, title and interest to the Developer Property, as described in the Developer Transfer Agreement, attached as **Exhibit "E"**.

4. Having received no legal protest to the conveyance of the Temporary Easement Agreement or Dedication of District Property to the County, the School Board of Hernando County hereby approves the District's conveyance of the Temporary Easement Agreement to Developer for the Developer Improvement Work, the Dedication of District Property to County, and acquisition of the Developer Property.

5. The School Board of Hernando County hereby determines that, in order to effectuate the foregoing Transfer Agreements, termination of the Encroachment Agreement with Duke and release of each party's rights, duties, and obligations in accordance with the terms and conditions of the Termination and Release of Encroachment Agreement thereunder is required, and it is in the District's best interests to do so.

6. The School Board of Hernando County hereby determines that, in order to effectuate the foregoing Transfer Agreements, the Access Agreement with Acts 88 and Somerset must be terminated in accordance with the terms and conditions of the Termination and Release of Access Agreement, attached as **Exhibit "G"**, and it is in the District's best interests to do so.

7. The School Board of Hernando County hereby determines that, in order to effectuate the foregoing Transfer Agreements, the District must convey unto Developer, Developer's successors, agents and contractors, a non-exclusive construction easement over, across, upon and through the Temporary Easement Area as and to the extent necessary for the

purpose of completion of the Developer Improvement Work as more fully described in the Temporary Construction Easement Agreement, attached as **Exhibit "F"**, and that it is in the District's best interests to do so.

8. The School Board of Hernando County hereby approves the County Transfer Agreement, attached hereto as **Exhibit "D"**.

9. The School Board of Hernando County hereby approves the Developer Transfer Agreement, attached hereto as **Exhibit "E"**.

10. The School Board of Hernando County hereby approves the Temporary Construction Easement Agreement attached hereto as **Exhibit "F"**.

11. The School Board of Hernando County hereby approves the Termination and Release of Access Agreement attached hereto as **Exhibit "G"**.

12. The School Board of Hernando County hereby approves the Termination and Release of Encroachment Agreement attached hereto as **Exhibit "H"**.

13. The School Board of Hernando County hereby approves the Deed of Dedication attached hereto as **Exhibit "J"**.

14. The School Board of Hernando County authorizes Superintendent and/or Board Chair, to execute, on behalf of the District, all documents necessary or incidental to the transactions contemplated by the agreements presented to the School Board of Hernando County, including but not limited to: any deeds, conveyances, easements, and dedications; closing statements, affidavits, and certificates; assignments, notices, amendments, and consents; all closing documents required by the title company, or any governmental authority; and any other instruments reasonably required to effectuate and complete the transaction. The Superintendent and/or Board Chair is authorized to take such additional actions, make such non-substantive revisions, and sign such supplementary documents as may be necessary to carry out the intent of this Resolution and to consummate the transaction in the best interest of the District.

15. This Resolution shall become effective immediately upon passage by the School Board of Hernando County.

DULY ADOPTED AND APPROVED by majority vote of the School Board of Hernando County, Hernando County, Florida, at the regular School Board Meeting, held the ____day of ____, 2026.

By: _____
Kayce Hawkins, Chairperson
School Board of Hernando County

Attest: _____
Ray Pinder, Superintendent
School Board of Hernando County

Exhibit "A"

Legal Description of District Property

Exhibit "B"

Legal Description of Somerset Property

Exhibit "C"

Legal Description of Acts 88 Property

Exhibit "D"

Transfer Agreement with County

Exhibit "E"

Transfer Agreement with Somerset and Acts 88

Exhibit "F"

Temporary Construction Easement Agreement

Exhibit "G"

Termination and Release of Access Agreement

Exhibit "H"

Termination and Release of Encroachment

Exhibit "J"

County and Duke Encroachment Agreement

Exhibit "J"

Deed of Dedication

PREPARED BY AND AFTER
RECORDING RETURN TO:
Kristin Kowaleski, Esquire
GrayRobinson, P.A.
PO Box 3324
Tampa, Florida 33601

TERMINATION AND RELEASE OF ENCROACHMENT AGREEMENT

THIS TERMINATION AND RELEASE OF ENCROACHMENT AGREEMENT (the "Termination") is made and executed this ____ day of _____, 202_ (the "Effective Date"), by and between **DUKE ENERGY FLORIDA, LLC**, a Florida limited liability company, successor by name change and merger to Florida Power Corporation d/b/a Progress Energy Florida, Inc., a Florida corporation ("Duke") and **THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA,** a body corporate and public subdivision of the state of Florida (the "District") (collectively, the "Parties").

W I T N E S S E T H:

WHEREAS, the District is the owner of a portion of Explorer Boulevard located in Hernando County known as Parcel No.: R12 423 17 0000 0010 0020, being more particularly described on Exhibit "A" attached hereto and incorporated herein by this reference ("the District Property"), which is a currently improved public road providing access to the District's Explorer K-8 School (the "School"); and

WHEREAS, Duke has easement rights to the District Property pursuant to that certain Easement dated April 1, 1927, recorded in Deed Book 97, Page 418 and Order of Taking recorded in Official Records Book 933, Page 347, all in the official records of Hernando County (collectively, the "Easements"); and

WHEREAS, Duke and the District are parties to that certain Encroachment Agreement dated November 20, 2006, recorded as Instrument Number 2007054034, in Official Records Book 2479, Page 1084 in the official records of Hernando County (the "Encroachment Agreement") pursuant to which Duke granted the District rights to occupy and utilize a portion of the District Property in the area encumbered by the Easements for the limited purpose of road right of way for access to the School; and

WHEREAS, Hernando County (the "County") and Somerset Land, LLC ("Somerset") are parties to that certain Development Agreement dated November 29, 2022, recorded as Instrument Number 2023012862, in Official Records Book 4273, Page 304 in the official records of Hernando County (the "Development Agreement") pursuant to which Somerset is required to extend Explorer Boulevard to the south, add additional access, perimeter security fencing and gates, and queuing for the School, in addition to further development of neighboring property (collectively, the "Development"); and

WHEREAS, the County has requested that the District dedicate and transfer to the County the District Property to (i) allow the County to incorporate Explorer Boulevard into the County road system so that a collector road for the County is constructed which will eliminate access and traffic issues; and (ii) transfer all maintenance and operational responsibilities to the County (collectively, the "Dedication"); and

WHEREAS, Duke and the County have agreed to the new Encroachment Agreement ("County Encroachment Agreement") with regard to the Development and the Dedication in which Duke agreed to terminate the Encroachment Agreement, which Encroachment Agreement (along with the District's rights) shall be replaced with the right-of-way depicted on Exhibit "B" attached hereto and incorporated herein (the "Right-of-Way"); and

WHEREAS, the District and Duke have agreed to terminate the Encroachment Agreement pursuant to the terms set forth herein.

NOW THEREFORE, for and in consideration of the premises hereof and other good and valuable consideration, the District and Duke hereby covenant and agree as follows:

1. Recitals. The above recitals are true and correct and are incorporated herein by reference.

2. Termination. The Encroachment Agreement is hereby terminated in its entirety, and all rights, duties, and obligations of the parties under the Encroachment Agreement are extinguished as of the Effective Date of this Termination. The District's right to occupy and use the portion of the District Property previously encumbered by the Easements for road right-of-way and access to the School shall hereafter be governed solely by the Right-of-Way. Duke acknowledges and approves the Right-of-Way and agrees that it shall not take any action that would impair, interfere with, or otherwise impede the District's lawful use and enjoyment of such Right-of-Way for access to the School.

3. Release. Duke hereby releases, remises, quitclaims, and forever discharges the District, its successors and assigns, from any and all rights, interests, easements, privileges, covenants, restrictions, or obligations arising out of or created by the Encroachment Agreement, whether express or implied.

4. Miscellaneous.

(a) Attorneys' Fees. In the event of any litigation between the Parties hereto (or their successors in interest as described herein) with respect to enforcement of rights under this Termination, the prevailing party in such action shall be entitled to recover all costs and expenses paid or incurred by such party in connection therewith, including reasonable attorneys' fees at or before the trial level and in any appellate proceedings.

(b) Notice. Notice shall be delivered to the addresses contained herein, or as further directed by either party upon written notice to the other party, and shall be deemed to have been given upon (a) receipt by recipient if personally delivered, (b) delivery to a recognized

courier, delivery service such as Federal Express, or postmark by the U.S. Postal Service, or (c) delivery by electronic mail provided that the receiving party provides acknowledgment of receipt:

Duke:	Duke Energy Florida, LLC 525 South Tyron Street, DEP21 Charlotte, NC 28202 Attn: Transmission Asset Protection
District:	SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA 919 North Broad Street Brooksville, FL 34601 ATTN: Superintendent Email: pinder_r@hcsb.k12.fl.us
With a copy to:	SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA 919 North Broad Street Brooksville, FL 34601 ATTN: School Board Attorney & General Counsel Email: mockler_c@hcsb.k12.fl.us
And:	GRAY ROBINSON, P.A. Attn: Kristin Kowaleski, Esq. 101 East Kennedy Blvd, Suite 4000 Tampa, Florida 33602 Email: Kristin.kowaleski@gray-robinson.com

Either party hereto may change the address for Notice specified above by giving the other party ten (10) days' advance written notice of such change of address. Notices given otherwise than by mail shall be deemed given upon actual receipt thereof.

(c) Construction. Whenever the context of this Termination so requires or admits, words used in the neuter gender include the masculine and feminine; the singular includes the plural and the plural the singular; the word "person" includes a corporation, partnership or unincorporated association as well as a natural person. The fact that a party may be deemed to have drafted or structured any provision hereof shall not be considered in construing the particular provisions either in favor of or against such party.

(d) Captions. The captions at the beginning of the several paragraphs of this Termination are not a part of this Termination but merely labels to assist in locating and reading the respective paragraphs hereof. They shall be ignored in construing this instrument.

(e) Severability. If any provision of this Termination is declared invalid or unenforceable, then, if reasonably possible, taking into consideration the intent and purpose of the Parties in entering into this Termination, the remainder of this Termination shall continue in full force and effect.

(f) Entire Agreement. This Termination contains the entire understanding between the Parties concerning the subject matter hereof and supersedes any prior understandings or agreements between them concerning the subject matter hereof. No changes, alterations, modifications, additions or qualifications to the terms of this Termination shall be binding upon the Parties unless made in writing and signed by the party to be bound thereby.

(g) Governing Law; Venue. All questions concerning the meaning, execution, construction, effect and validity of this Termination shall be judged and resolved in accordance with the laws of the State of Florida. Exclusive jurisdiction and venue for any action filed to interpret or enforce the terms of this Termination shall be in the appropriate court in Hernando County, Florida.

(h) Authority. Each of the undersigned individuals represents and warrants that it has the due and proper authority to execute this Termination.

[Remainder of Page Intentionally Blank]

IN WITNESS WHEREOF, the Parties hereto have hereunto set their hands and seals the day and year first above written.

DUKE ENERGY FLORIDA, LLC,
a Florida limited liability company

By: Karen Adams
Name: Karen Adams
Title: Manager, Real Estate II

This 10 day of June, 2024

STATE OF FLORIDA
COUNTY OF Sarasota

THE FOREGOING INSTRUMENT was acknowledged before me by means of ☒ physical presence or ☐ online notarization, this 10th day of June, 2024, by Karen Adams, as Manager Real Estate of DUKE ENERGY FLORIDA, LLC, a Florida limited liability company, on behalf thereof, who is ☒ personally known to me, or ☐ produced _____ as identification.

Notary Public Signature
Print Notary Name: _____
My commission expires: _____

[AFFIX NOTARY SEAL]

Notary Public State of Florida
Sam Lewis Evans
My Commission HH 749262
Expires 12/15/2029

[Signatures Continues on Following Page]

SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA

By: _____
Name: _____
Title: _____

This _____day of _____202_

Attest:

By: _____
Name: _____
Title: _____

Approved as to Form:

By: _____
Name: KRISTIN KOWALESKI / GRAYROBINSON
Title: ATTORNEY - OUTSIDE COUNSEL

STATE OF FLORIDA
COUNTY OF _____

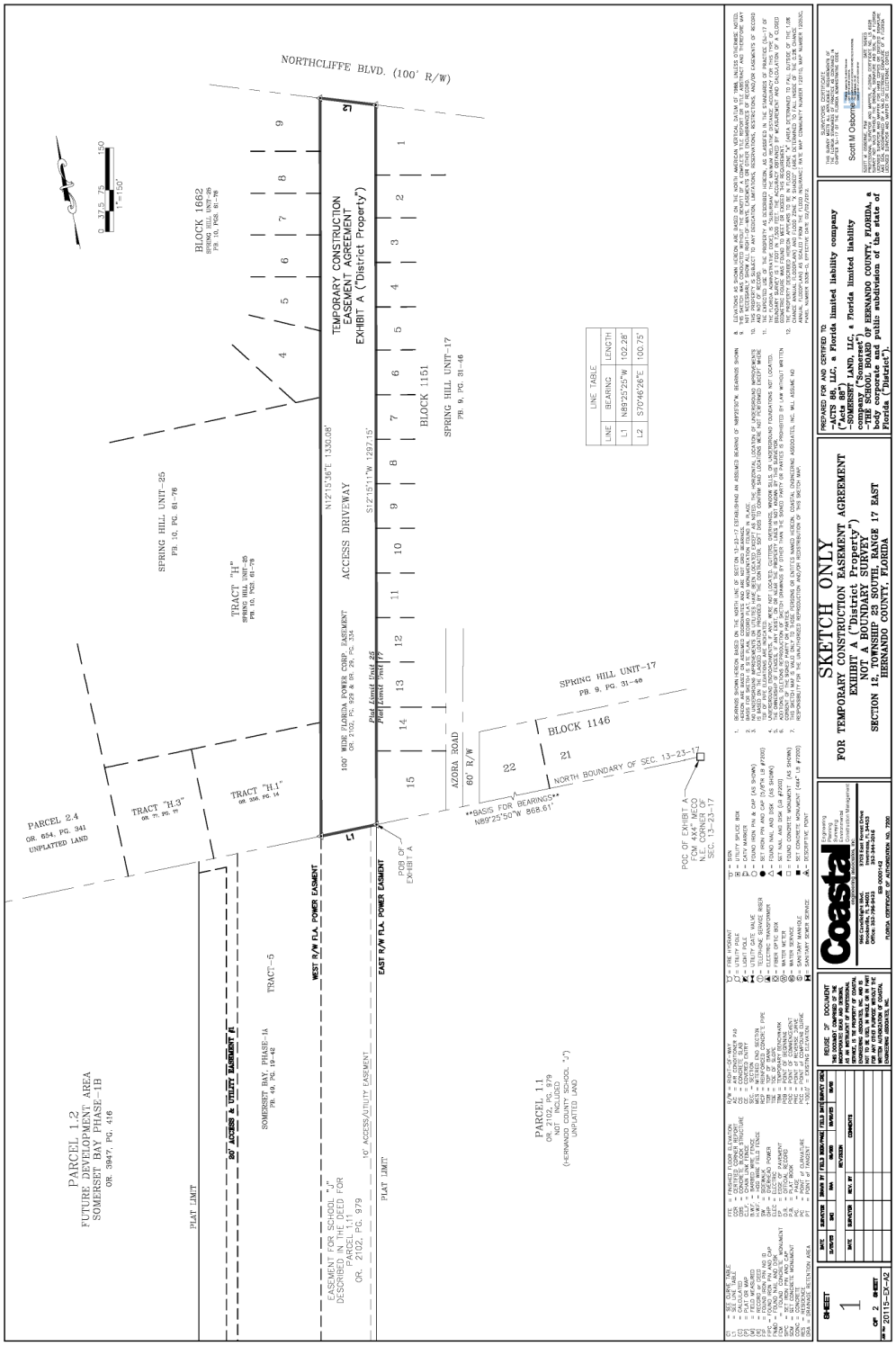
THE FOREGOING INSTRUMENT was acknowledged before me by means of ☐ physical presence or ☐ online notarization, this _____ day of _____, 202__, by _____, as _____ of SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA, a body corporate and public subdivision of the state of Florida, on behalf thereof, who is ☐ personally known to me, or ☐ produced _____ as identification.

[AFFIX NOTARY SEAL]

_____
Notary Public Signature
Print Notary Name:_____
My commission expires:_____

Exhibit "A"

Legal Description of District Property



/15826/2#65013759 v2

EXHIBIT A LEGAL DESCRIPTION

COMMENCING AT THE NORTHEAST CORNER OF SECTION 13, TOWNSHIP 23 SOUTH, RANGE 17 EAST, HERNANDO COUNTY, FLORIDA; THENCE ALONG THE NORTH BOUNDARY LINE OF SAID SECTION 13, RUN N89°25'50"W, 868.61 FEET TO THE EAST RIGHT-OF-WAY LINE OF A 100 FOOT WIDE POWER EASEMENT AS DESCRIBED IN OFFICIAL RECORDS BOOK 933, PAGE 347 OF THE PUBLIC RECORDS OF HERNANDO COUNTY, FLORIDA, AND THE POINT OF BEGINNING; THENCE CONTINUE ALONG THE NORTH LINE OF SAID SECTION 13, N89°25'25"W, 102.28 FEET TO THE WEST RIGHT-OF-WAY LINE OF SAID 100 FOOT WIDE POWER EASEMENT; THENCE ALONG SAID WEST RIGHT-OF-WAY LINE, RUN N12°15'36"E, 1330.08 FEET TO THE SOUTH RIGHT-OF-WAY LINE OF NORTHCLIFFE BOULEVARD; THENCE ALONG SAID SOUTH RIGHT-OF-WAY LINE, RUN S70°46'26"E, 100.75 FEET TO THE EAST RIGHT-OF-WAY LINE OF SAID 100 FOOT WIDE POWER EASEMENT; THENCE ALONG SAID EAST RIGHT-OF-WAY LINE, RUN S12°15'11"W, 1297.15 FEET TO THE NORTH LINE OF SAID SECTION 13, AND THE POINT OF BEGINNING.

CONTAINING 3.02 ACRES MORE OR LESS.

C1 = SEE CURVE TABLE
L1 = SEE LINE TABLE
(C) = CALCULATED
(P) = PLAT OR MAP
(M) = FIELD MEASURED
(R) = RECORD or DEED
F/P = FOUND IRON PIN NO ID
F/PC = FOUND IRON PIN AND CAP
F/N&D = FOUND NAIL AND DISK
F/MON = FOUND CONCRETE MONUMENT
S/PC = SET IRON PIN AND CAP
S/CM = SET CONCRETE MONUMENT
CONC = CONCRETE
RES = RESIDENCE
DRA = DRAINAGE RETENTION AREA
FFE = FINISHED FLOOR ELEVATION
CCR = CERTIFIED CORNER REPORT
CBS = CONCRETE BLOCK STRUCTURE
C.L.F. = CHAIN LINK FENCE
B.W.F. = BARBED WIRE FENCE
H.W.F. = HOG WIRE FIELD FENCE
SW = SIDEWALK
O/H = OVERHEAD POWER
ELEC = ELECTRIC
EP = EDGE OF PAVEMENT
O.R. = OFFICIAL RECORD
P.B. = PLAT BOOK
PG. = PAGE
PC = POINT of CURVATURE
PT = POINT of TANGENT
R/W = RIGHT-OF-WAY
AC = AIR CONDITIONER PAD
CS = CONCRETE SLAB
CE = COVERED ENTRY
SEC. = SECTION
RCP = REINFORCED CONCRETE PIPE
TOP = TOP OF BANK
TOE = TOE OF SLOPE
TBM = TEMPORARY BENCHMARK
POB = POINT OF BEGINNING
POC = POINT OF COMMENCEMENT
PRC = POINT of REVERSE CURVE
PCC = POINT of COMPOUND CURVE
+100.0' = EXISTING ELEVATION
= FIRE HYDRANT
= UTILITY POLE
= LIGHT POLE
= UTILITY GATE VALVE
= TELEPHONE SERVICE RISER
= ELECTRIC TRANSFORMER
= FIBER OPTIC BOX
= WATER METER
= WATER SERVICE
= SANITARY MANHOLE
= SANITARY SEWER SERVICE
= SIGN
= UTILITY SPLICE BOX
= CATV MARKER
= FOUND IRON PIN & CAP (AS SHOWN)
= SET IRON PIN AND CAP (S/PITH LB #7200)
= FOUND NAIL AND DISK (AS SHOWN)
= SET NAIL AND DISK (LB #7200)
= FOUND CONCRETE MONUMENT (AS SHOWN)
= SET CONCRETE MONUMENT (4X4" LB #7200)
= DESCRIPTIVE POINT

1. BEARINGS SHOWN HEREON BASED ON THE NORTH LINE OF SECTION 13-23-17 ESTABLISHING AN ASSUMED BEARING OF N89°25'50"W. BEARINGS SHOWN HEREON ARE BASED ON ASSUMED COORDINATES AND ARE NOT GRID BEARINGS.
2. BASIS FOR SKETCH IS SITE PLAN, RECORD PLAT, AND MONUMENTATION FOUND IN PLACE.
3. NO UNDERGROUND IMPROVEMENTS OR UTILITIES HAVE BEEN LOCATED EXCEPT AS NOTED. THE HORIZONTAL LOCATION OF UNDERGROUND IMPROVEMENTS IS BASED ON THE FLAGGED LOCATION PROVIDED BY THE CONTRACTOR. SOFT DIGS TO CONFIRM SAID LOCATIONS WERE NOT PERFORMED EXCEPT WHERE TOP OF PIPE ELEVATIONS ARE INDICATED.
4. UNDERGROUND ENCROACHMENTS, IF ANY, WERE NOT LOCATED. GUTTERS, OVERHANGS, WINDOW SILLS, OR UNDERGROUND FOUNDATIONS NOT LOCATED.
5. THE OWNERSHIP OF FENCES, IF ANY EXIST, ON OR NEAR THE PROPERTY LINES IS NOT KNOWN BY THIS SURVEYOR.
6. THIS SKETCH AND DESCRIPTION OR SKETCH DRAWINGS BY OTHER THAN THE SIGNED PARTY OR PARTIES IS PROHIBITED BY LAW WITHOUT WRITTEN CONSENT OF THE SIGNED PARTY OR PARTIES.
7. THIS SKETCH MAP IS VALID ONLY TO THOSE PERSONS OR ENTITIES NAMED HEREON. COASTAL ENGINEERING ASSOCIATES, INC. WILL ASSUME NO RESPONSIBILITY FOR THE UNAUTHORIZED REPRODUCTION AND/OR REDISTRIBUTION OF THIS SKETCH MAP.
8. ELEVATIONS AS SHOWN HEREON ARE BASED ON THE NORTH AMERICAN VERTICAL DATUM OF 1988, UNLESS OTHERWISE NOTED.
9. THIS SKETCH WAS CONDUCTED WITHOUT THE BENEFIT OF A COMPLETE TITLE REPORT OR TITLE ABSTRACT AND THEREFORE MAY NOT NECESSARILY SHOW ALL RIGHT-OF-WAYS, EASEMENTS OR OTHER ENCUMBRANCES OF RECORD.
10. THIS PROPERTY IS SUBJECT TO ANY DEDICATION, LIMITATIONS, RESERVATIONS, RESTRICTIONS, AND/OR EASEMENTS OF RECORD AND NOT OF RECORD.
11. THE EXPECTED USE OF THE PROPERTY AS DESCRIBED HEREON, AS CLASSIFIED IN THE STANDARDS OF PRACTICE (5J-17 OF THE FLORIDA ADMINISTRATIVE CODE), IS "SUBURBAN". THE MINIMUM RELATIVE DISTANCE ACCURACY FOR THIS TYPE OF BOUNDARY SURVEY IS 1 FOOT IN 7,500 FEET. THE ACCURACY OBTAINED BY MEASUREMENT AND CALCULATION OF A CLOSED GEOMETRIC FIGURE WAS FOUND TO MEET OR EXCEED THIS REQUIREMENT.
12. THE PROPERTY DESCRIBED HEREON APPEARS TO BE IN FLOOD ZONE "X" (AREA DETERMINED TO FALL OUTSIDE OF THE 1.0% CHANCE ANNUAL FLOODPLAIN) AND FLOOD ZONE "X SHADED" (AREA DETERMINED TO FALL INSIDE OF THE 0.2% CHANCE ANNUAL FLOODPLAIN) AS SCALED FROM THE FLOOD INSURANCE RATE MAP COMMUNITY NUMBER 120110, MAP NUMBER 12053C, PANEL NUMBER 0335-D, EFFECTIVE DATE: 01/02/2012.

SHEET 2 OF 2 SHEET
JOB No. 20115-EX-A2

DATE	SURVEYOR	DRAWN BY	FIELD BOOK/PAGE	FIELD DATE	SURVEY CREW
11/25/25	SMO	SAA	00/000	00/00/25	00/00

REVISION

DATE	SURVEYOR	REV. BY	COMMENTS

REUSE OF DOCUMENT
THIS DOCUMENT COMPRISED OF THE INCORPORATED IDEAS AND DESIGNS, AS AN INSTRUMENT OF PROFESSIONAL SERVICE, IS THE PROPERTY OF COASTAL ENGINEERING ASSOCIATES, INC. AND IS NOT TO BE USED, IN WHOLE OR IN PART FOR ANY OTHER PURPOSE WITHOUT THE WRITTEN AUTHORIZATION OF COASTAL ENGINEERING ASSOCIATES, INC.

Coastal Engineering Planning Surveying Environmental Construction Management
engineering associates, inc.
966 Candlelight Blvd. Brooksville, FL 34601 Office: 352-796-9423
9700 East Fernan Drive Inverness, FL 34453 352-344-2016
EB-0000142
FLORIDA CERTIFICATE OF AUTHORIZATION NO. 7200

SKETCH ONLY
FOR TEMPORARY CONSTRUCTION EASEMENT AGREEMENT
EXHIBIT A ("District Property")
NOT A BOUNDARY SURVEY
SECTION 12, TOWNSHIP 23 SOUTH, RANGE 17 EAST
HERNANDO COUNTY, FLORIDA

PREPARED FOR AND CERTIFIED TO:
-ACTS 88, LLC, a Florida limited liability company ("Acts 88")
-SOMERSET LAND, LLC, a Florida limited liability company ("Somerset")
-THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA, a body corporate and public subdivision of the state of Florida ("District").

SURVEYORS CERTIFICATE
THIS SURVEY MEETS ALL APPLICABLE REQUIREMENTS OF THE FLORIDA STANDARDS OF PRACTICE AS CONTAINED IN CHAPTER 5J-17 OF THE FLORIDA ADMINISTRATIVE CODE.

Scott M Osborne

SCOTT M. OSBORNE, PSM
PROFESSIONAL SURVEYOR AND MAPPER, FLORIDA CERTIFICATE NO. LS 6585
SURVEY NOT VALID WITHOUT THE ORIGINAL SIGNATURE AND SEAL OF A FLORIDA LICENSED SURVEYOR AND MAPPER. ELECTRONIC COPIES OF THIS SURVEY ARE NOT VALID UNLESS ACCOMPANIED BY A VALID ELECTRONIC SIGNATURE OF A FLORIDA LICENSED SURVEYOR AND MAPPER FOR ELECTRONIC COPIES

DATE SIGNED

COMMENCING AT THE NORTHEAST CORNER OF SECTION 13, TOWNSHIP 23 SOUTH, RANGE 17 EAST, HERNANDO COUNTY, FLORIDA; THENCE ALONG THE NORTH BOUNDARY LINE OF SAID SECTION 13, RUN N89°25'50"W, 868.61 FEET TO THE EAST RIGHT-OF-WAY LINE OF A 100 FOOT WIDE POWER EASEMENT AS DESCRIBED IN OFFICIAL RECORDS BOOK 933, PAGE 347 OF THE PUBLIC RECORDS OF HERNANDO COUNTY, FLORIDA, AND THE POINT OF BEGINNING; THENCE CONTINUE ALONG THE NORTH LINE OF SAID SECTION 13, N89°25'25"W, 102.28 FEET TO THE WEST RIGHT-OF-WAY LINE OF SAID 100 FOOT WIDE POWER EASEMENT; THENCE ALONG SAID WEST RIGHT-OF-WAY LINE, RUN N12°15'36"E, 1330.08 FEET TO THE SOUTH RIGHT-OF-WAY LINE OF NORTHCLIFFE BOULEVARD; THENCE ALONG SAID SOUTH RIGHT-OF-WAY LINE, RUN S70°46'26"E, 100.75 FEET TO THE EAST RIGHT-OF-WAY LINE OF SAID 100 FOOT WIDE POWER EASEMENT; THENCE ALONG SAID EAST RIGHT-OF-WAY LINE, RUN S12°15'11"W, 1297.15 FEET TO THE NORTH LINE OF SAID SECTION 13, AND THE POINT OF BEGINNING.

CONTAINING 3.02 ACRES MORE OR LESS.

/15826/2#65013759 v2

10

526

EXPLORER BOULEVARD ROADWAY EXTENSION
EXPLORER K-8 SITE IMPROVEMENTS

SPRING HILL, FLORIDA

COASTAL PROJECT NUMBER 22005

CONTRACT PLANS COMPONENTS

ROADWAY PLANS
SIGNING AND PAVEMENT MARKING PLANS

INDEX OF ROADWAY PLANS

SHEET NO.	SHEET DESCRIPTION
1	KEY SHEET
2	GENERAL NOTES
3-5	DEMOLITION PLANS
6	TYPICAL SECTION
7	PROJECT GEOMETRY
8	SUMMARY OF QUANTITIES
9	OVERALL SITE PLAN
9A	OVERALL FENCE PLAN
10-23	PLAN SHEETS & PROFILE SHEETS
24-27	SCHOOL PLAN SHEETS
28-38	CROSS SECTIONS
39-41	DRAINAGE STRUCTURES
OS1-OS7	SIGNING & MARKING PLANS
DR1-DR4	DRAINAGE PLANS
EC-1-EC-2	SWPPP PLANS

GOVERNING STANDARD PLANS:

Florida Department of Transportation, FY2025-26 Standard Plans for Road and Bridge Construction and applicable Interim Revisions (IRs).

Standard Plans for Road Construction and associated IRs are available at the following website: http://www.fdot.gov/design/standardplans
Standard Plans for Bridge Construction are included in the Structures Plans Component

GOVERNING STANDARD SPECIFICATIONS:

Florida Department of Transportation,FY 2025-26 Standard Specifications for Road and Bridge Construction at the following website:
http://www.fdot.gov/programmanagement/Implemented/SpecBooks

PLANS PREPARED FOR

Coastal engineering associates, inc.
Engineering
Planning
Surveying
Environmental
Traffic
Transportation
Construction Management

966 Candlelight Boulevard • Brooksville • Florida 34601
(352) 796-9423 - Fax (352) 799-8359
EB-0000142

PLANS PREPARED BY

COASTAL DESIGN CONSULTANTS

7026 LITTLE RD. NEW PORT RICHEY, FL. 34654
T: (727) 849-8010 F: (727) 849-8020
CERTIFICATE OF AUTHORIZATION NO. 00009572

ATTENTION IS DIRECTED TO THE FACT THAT THESE PLANS MAY HAVE BEEN ALTERED IN SIZE BY REPRODUCTION. THIS MUST BE CONSIDERED WHEN OBTAINING SCALED DATA.

Hunter P Brown
Digitally signed by Hunter P Brown
Date: 2025.12.18 17:14:24 -05'00'

HUNTER P. BROWN LICENSE No 74664 STATE OF FLORIDA PROFESSIONAL ENGINEER

NOVEMBER 11, 2025

ROADWAY PLANS
ENGINEER OF RECORD:

HUNTER P. BROWN, P.E.
P.E. NO.: 74664
COASTAL DESIGN CONSULTANTS INC.
7026 LITTLE ROAD
NEW PORT RICHEY, FL. 34654
(727) 849-8010
FAX (727) 849-8020
WWW.COASTALDESIGNCONSULTANTS.COM
CERTIFICATE OF AUTHORIZATION NO. 9572

This item has been digitally signed and sealed by Hunter P. Brown, P.E. on the date adjacent to the seal.

Signature must be verified on any electronic copies.

PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED

1510464 2/10/26

THE ISSUANCE OF THIS PERMIT SHALL NOT BE HELD TO PERMIT OR APPROVE THE VIOLATION OF ANY SECTION OF COUNTY OR STATE LAW, REGULATION OR ORDINANCE

FISCAL YEAR	SHEET NO.
2025	1

THE OFFICIAL RECORD OF THIS SHEET IS THE ELECTRONIC FILE DIGITALLY SIGNED AND SEALED UNDER RULE 61G15-23.004, F.A.C.

$USER$ $DATE$ $TIME$ $FILE$

EXHIBIT "B"
RIGHT-OF-WAY PLANS

/15826/2#65013759 v2

11

REFERENCE DOCUMENTS

1. HERNANDO COUNTY DEPARTMENT OF PUBLIC WORKS / ENGINEERING DIVISION "FACILITY GUIDELINES" LATEST EDITION.
2. HERNANDO COUNTY UTILITY DEPARTMENT " WATER, RECLAIMED WATER AND WASTEWATER CONSTRUCTION SPECIFICATIONS MAUNAL. JANUARY 2013 EDITION.
2. FLORIDA DEPARTMENT OF TRANSPORTATION "MANUAL OF UNIFORM MINIMUM STANDARDS FOR DESIGN, CONSTRUCTION AND MAINTENANCE FOR STREETS AND HIGHWAYS", 2018.
3. FLORIDA DEPARTMENT OF TRANSPORTATION 'STANDARD SPECIFICATIONS FOR ROAD AND BRIDGE CONSTRUCTION ", 2022.
4. FLORIDA DEPARTMENT OF TRANSPORTATION "STANDARD PLANS". DATED FY 2021-22
5. FEDERAL HIGHWAY ADMINISTRATION "MANUAL ON UNIFORM TRAFFIC CONTROL DEVICES (MUTCD) ", 2009
6. F.D.O.T. FLEXIBLE PAVEMENT DESIGN MANUAL FOR NEW CONSTRUCTION AND PAVEMENT REHABILITATION (2022).

COORDINATION OF THE DOCUMENTS:
THE ARTICLES CONTAINED IN THE GENERAL NOTES, THE CONSTRUCTION DRAWINGS, AND THE ABOVE-REFERENCED DOCUMENTS ARE INTENDED TO BE COMPLIMENTARY AND FULLY DESCRIBE THE TECHNICAL ASPECTS OF THE PROJECT. SHOULD THERE BE ANY CONFLICTS OR OMISSIONS IN THE DOCUMENTS, THEY SHALL BE BROUGHT TO THE ATTENTION OF THE ENGINEER IN WRITING FOR RESOLUTION.

GENERAL NOTES:

1. FOR THE PURPOSES OF THE NOTES DEFINED HEREIN THE RESPONSIBLE PARTIES SHALL BE DEFINED AS :

OWNER : SOMERSET LAND L.L.C.
18125 WAYNE ROAD
ODESSA, FL. 33556

DESIGN ENGINEER : THE DESIGN ENGINEER IS COASTAL DESIGN CONSULTANTS, INC., 7026 LITTLE ROAD, NEW PORT RICHEY, FL. 34654 AND THEIR AUTHORIZED REPRESENTATIVES.

CONTRACTOR : THE INDIVIDUAL, FIRM, OR COMPANY, CONTRACTING WITH HERNANDO COUNTY, BOARD OF COUNTY COMMISSIONERS, HERNANDO COUNTY, FLORIDA, FOR THE PERFORMANCE OF WORK OR FURNISHING OF MATERIALS.

2. UNLESS SPECIFICALLY NOTED OTHERWISE, ALL ELEVATIONS AND DIMENSIONS ARE IN FEET. REFERENCED TO NAVD DATUM OF 1988.
3. EXISTING UTILITIES:
   A. LOCATIONS, ELEVATIONS, AND DIMENSIONS OF EXISTING UTILITIES, STRUCTURES, AND OTHER FEATURES ARE SHOWN ACCORDING TO THE BEST INFORMATION AVAILABLE AT THE TIME OF PREPARATION OF THESE PLANS. THE CONTRACTOR SHALL VERIFY THE LOCATIONS, ELEVATIONS, AND DIMENSIONS OF ALL EXISTING UTILITIES, STRUCTURES AND OTHER FEATURES AFFECTING THIS WORK, PRIOR TO CONSTRUCTION.
   B. THE CONTRACTOR IS CAUTIONED THAT THE LOCATION OF EXISTING UTILITIES, WHETHER OR NOT SHOWN, ARE APPROXIMATE. IT SHALL BE THE RESPONSIBILITY OF THE CONTRACTOR TO OBTAIN ACTUAL FIELD LOCATIONS FROM THE RESPECTIVE UTILITY COMPANY 48 HOURS BEFORE BEGINNING WORK.
   SUNSHINE STATE ONE CALL 1-800-432-4770.
   C. THE CONTRACTOR IS CAUTIONED THAT SOME EXISTING UTILITIES ARE REQUIRED TO BE RELOCATED PRIOR TO THE CONSTRUCTION OF THE PROPOSED ROADWAY IMPROVEMENTS. IT SHALL BE THE CONTRACTORS RESPONSIBILITY TO NOTIFY AND COORDINATE WITH THE RESPECTIVE UTILITY COMPANIES A MINIMUM OF THREE (3) WEEKS IN ADVANCE OF CONSTRUCTION ACTIVITIES. FOR ADDITIONAL INFORMATION REGARDING THE EXISTING UTILITIES PROPOSED FOR RELOCATION AND THE UTILITY CONTACT INFORMATION REFERENCE THE "UTILITY ADJUSTMENT SHEETS" PROVIDED WITHIN THIS CONSTRUCTION SET.
4. THE CONTRACTOR SHALL MAINTAIN A COPY OF THE APPROVED PLANS AND PERMITS AT THE CONSTRUCTION SITE.
5. DURING THE CONSTRUCTION AND/OR MAINTENANCE OF THIS PROJECT, ALL SAFETY REGULATIONS ARE TO BE ENFORCED BY THE CONTRACTOR. THE CONTRACTOR OR HIS REPRESENTATIVE SHALL BE RESPONSIBLE FOR THE CONTROL AND SAFETY OF THE TRAVELING PUBLIC AND THE SAFETY OF HIS PERSONNEL. LABOR SAFETY REGULATIONS SHALL CONFORM TO THE PROVISIONS SET FORTH BY O.S.H.A. IN THE FEDERAL REGISTER OF THE DEPARTMENT OF TRANSPORTATION.
6. CONSTRUCTION STAKEOUT SHALL BE ACCOMPLISHED BY THE CONTRACTOR.

GENERAL NOTES (CONTINUED):

7. THE CONTRACTOR SHALL ARRANGE FOR AND PAY FOR ALL FIELD TESTS TO MONITOR CONSTRUCTION QUALITY. IT SHALL BE THE CONTRACTOR'S RESPONSIBILITY TO COORDINATE ALL REQUIRED FIELD TESTING OPERATIONS. RESULTS OF THE FIELD TESTINGS SHALL BE DISTRIBUTED BY THE TESTING COMPANY TO THE CONTRACTOR. THE CONTRACTOR SHALL PROVIDE THE TEST RESULTS TO THE OWNER IN A TIMELY MANNER.
8. IT SHALL BE THE CONTRACTOR'S RESPONSIBILITY TO PROVIDE ALL CERTIFICATIONS, SHOP DRAWINGS, MATERIALS, TESTS, ETC. CALLED FOR OR REQUESTED ON ALL CONSTRUCTION MATERIALS.
9. THE ENGINEER WILL HAVE THE AUTHORITY TO DISAPPROVE OR REJECT WORK WHICH IS DEFECTIVE, OR DOES NOT CONFORM TO THE REQUIREMENTS OF THE PLANS AND SPECIFICATIONS, OR DOES NOT MEET THE REQUIREMENTS OF ANY INSPECTION, TEST, OR APPROVAL.
10. THE CONTRACTOR IS RESPONSIBLE FOR REPAIRING ANY DAMAGE TO EXISTING FACILITIES, ABOVE OR BELOW GROUND, THAT MAY OCCUR AS A RESULT OF THE WORK PERFORMED BY THE CONTRACTOR.
11. ALL PRIVATE AND PUBLIC PROPERTY AFFECTED BY THIS WORK SHALL BE RESTORED TO A CONDITION EQUAL TO OR BETTER THAN EXISTING CONDITIONS UNLESS SPECIFICALLY EXEMPTED BY THE PLANS. ADDITIONAL COSTS ARE INCIDENTAL TO OTHER CONSTRUCTION AND NO EXTRA COMPENSATION IS TO BE ALLOWED.
12. ANY WASHOUTS, REGRADING, GRASSING WORK, AND OTHER EROSION WORK REQUIRED, WILL BBPERFORMED BY THE CONTRACTOR AT HIS / HER EXPENSE, UNTIL THE SYSTEM IS ACCEPTED FOR MAINTENANCE, BY THE OWNER AND / OR ENGINEER.
13. ALL SODDING SHALL INCLUDE WATERING AND FERTILIZATION. THE CONTRACTOR SHALL BE RESPONSIBLE FOR MAINTAINING THESE AREAS UNTIL THE PROJECT IS COMPLETED AND ACCEPTED BY THE OWNER AND ENGINEER.
14. ALL SODDED SLOPES STEEPER THAN 4:1 SHALL BE INSTALLED WITH SOD PEGS.
15. THE ENGINEER WILL BE THE INTERPRETER OF THE TERMS AND CONDITIONS OF THE PLANS AND SPECIFICATIONS, AND THE JUDGE OF THE PERFORMANCE THEREUNDER. IN HIS CAPACITY AS INTERPRETER HE WILL EXERCISE HIS BEST EFFORTS TO OBTAIN FAITHFUL PERFORMANCE BY BOTH THE OWNER AND THE CONTRACTOR.
16. NEITHER OBSERVATIONS BY THE ENGINEER NOR INSPECTIONS, TESTS, OR APPROVALS BY OTHER PERSONS SHALL RELIEVE THE CONTRACTOR FROM HIS OBLIGATIONS TO PERFORM THE WORK IN ACCORDANCE WITH THE REQUIREMENTS OF THE PLANS AND SPECIFICATIONS.
17. PRIOR TO MANUFACTURE, THE CONTRACTOR SHALL SUPPLY THE ENGINEER WITH COPIES OF THE SHOP DRAWINGS FOR ALL PRECAST CONCRETE FACILITIES FOR HIS REVIEW AND APPROVAL.
18. THE CONTRACTOR SHALL MAINTAIN THE R/W DURING CONSTRUCTION IN A SATISFACTORY MANNER TO PREVENT THE DEPOSITION OF SAND, DUST, ETC., BY WATER OR WIND EROSION ONTO ADJACENT PROPERTIES. EROSION CONTROL MEASURES CALLED FOR IN THE PLANS SHALL BE IN PLACE PRIOR TO BEGINNING CONSTRUCTION.
19. ANY PUBLIC LAND CORNER WITHIN THE LIMITS OF CONSTRUCTION IS TO BE PROTECTED. IF A CORNER MONUMENT IS IN DANGER OF BEING DESTROYED, THE CONTRACTOR SHOULD NOTIFY THE COUNTY SURVEYOR WITHOUT DELAY BY TELEPHONE.
20. THE CONTRACTOR SHALL KEEP THE ENGINEER INFORMED OF ALL ACTIVITIES AND SHALL NOTIFY THE ENGINEER A MINIMUM OF THREE WORKING DAYS IN ADVANCE OF THE BEGINNING OF ALL CONSTRUCTION PHASES, INCLUDING, BUT NOT LIMITED TO, CLEARING-AND-GRUBBING, EARTHWORK, STORM-DRAINAGE, SUBGRADE PREPARATION, BASE CONSTRUCTION, AND GRASSING.
21. CLEARING AND GRUBBING:
   A. CLEARING AND GRUBBING FOR PURPOSES OF THE PROJECT DESCRIBED HEREIN SHALL BE IN ACCORDANCE WITH SECTION 110 OF THE "STANDARD SPECIFICATIONS FOR ROAD AND BRIDGE CONSTRUCTION"
   B. ALL MATERIALS, DEBRIS, UNSUITABLE EARTH, ETC. OF NO SALVAGE VALUE SHALL BECOME THE PROPERTY OF THE CONTRACTOR AND SHALL BE DISPOSED OF BY THE CONTRACTOR IN A LEGAL MANOR.
   7. ANY CLEAN FILL REMOVED DURING CLEARING AND GRUBBING SHALL BE STOCKPILES AT A SITE DESIGNATED BY THE OWNER UNLESS OTHERWISE DIRECTED BY THE OWNER.
   C. NO DEBRIS OR OTHER UNSUITABLE MATERIALS SHALL BE DISPOSED OF WITHIN THE RIGHT OF-WAY.
   D. NO BURNING WITHIN THE PROJECT R/W SHALL BE PERMITTED.
   E. THE CONTRACTOR IS TO OBTAIN ALL NECESSARY PERMITS FOR REMOVING ANY EXISTING STRUCTURES.
   F. EXISTING PAVEMENT SHALL BE REMOVED AND DISPOSED OF BY THE CONTRACTOR AT HIS EXPENSE. THE CONTRACTOR MAY (AT HIS OPTION) USE EXISTING LIMEROCK BASE MATERIAL AS A STABILIZING ADDITIVE TO THE SUBBASE. AT NO TIME WILL EXISTING BASE MATERIAL BE INCORPORATED WITHIN THE NEW BASE.
22. ASPHALT PAVING
   A. ALL ROADWAY SURFACES SHALL BE CLEAN AND DRY PRIOR TO AND DURING PLACEMENT OF ASPHALT.
   B. PRIME AND TACK COAT SURFACES SHALL BE INCLUDED IN THE CONTRACTOR'S BID PRICE FOR THE OPTIONAL BASE OR PAVEMENT COURSE AS REQUIRED.
23. BACKFILL MATERIAL SHALL BE SOLIDLY TAMPED AROUND PIPES IN 6" LAYERS UP TO A LEVEL OF AT LEAST ONE FOOT ABOVE THE TOP OF THE PIPE. IN AREAS TO BE PAVED, BACK FILL SHALL BE COMPACTED TO 100% MAXIMUM DENSITY AS DETERMINED BY A.A.S.H.T.O. T-99.
24. MISCELLANEOUS CONCRETE FURNISHED AND INSTALLED BY THE CONTRACTOR SHALL HAVE A COMPRESSIVE STRENGTH OF AT LEAST 3,000 P.S.I. IN 28 DAYS. UNLESS OTHERWISE NOTED.
25. IN THE EVENT UNSUITABLE MATERIAL IS ENCOUNTERED DURING EXCAVATION IT IS TO BE REMOVED FROM THE ROAD BED IN ACCORDANCE WITH FDOT INDEX No. 505 OF THE DESIGN STANDARDS.
26 THE CONTRACTOR SHALL NOT ENTER UPON OR IN ANY WAY ALTER THE WETLAND/CONSERVATION AREAS THAT MAY BE ADJACENT TO RIGHT OF WAY. ALL CONSTRUCTION WORK SHALL BE IN COMPLIANCE WITH THE ENVIRONMENTAL REGULATIONS AND/OR PERMITS FOR THE PROJECT AREA THE CONTRACTOR WILL BE RESPONSIBLE FOR ANY FINE RESULTING FROM A VIOLATION OF ANY REGULATION OR PERMIT CONDITION.
27. ALL EXISTING WELLS ENCOUNTERED DURING CONSTRUCTION SHALL BE PLUGGED IN ACCORDANCE WITH THE RULES AND REGULATIONS OF THE GOVERNING WATER MANAGEMENT DISTRICT.
28. THE SEDIMENT CONTROL / EROSION CONTROL MEASURES OUTLINED WITHIN THE CONSTRUCTION DRAWINGS ARE CONSIDERED TO BE THE MINIMUM REQUIREMENTS FOR PREVENTING SEDIMENT FROM LEAVING THE PROJECT SITE ONTO ADJACENT PROPERTIES IN ACCORDANCE WITH THE EROSION AND SEDIMENT CONTROL MANUAL LATEST EDITION. IT SHALL BE THE CONTRACTORS RESPONSIBILITY TO MAINTAIN ALL THE SEDIMENT / EROSION CONTROL DEVICES IN GOOD WORKING ORDER AND TO FURNISH AND INSTALL ADDITIONAL CONTROL MEASURES TO PREVENT SEDIMENT FROM LEAVING THE PROJECT SITE AS REQUIRED. COSTS FOR ADDITIONAL MEASURES SHALL BE APPROVED IN ADVANCE BY BY THE OWNER AND COVERED UNDER THE UNIT COSTS FOR: 104-10-3 SEDIMENT BARRIER, 104-18 INLET PROTECTION SYSTEM, 120-1 EXCAVATION, AND 575-1-1 SODDING (BAHIA)
29. A STORMWATER POLLUTION PREVENTION PLAN (SWPPP) SHALL BE COMPLETED BY THE OWNER PRIOR TO THE SUBMITTAL OF THE NOTICE OF INTENT TO BE COVERED UNDER THE FDEP GENERAL PERMIT FOR STORM WATER DISCHARGE FROM LARGE AND SMALL CONSTRUCTION ACTIVITIES. SEE PAY ITEM NOTE FOR 1000-1 NPDES PERMITTING.
30. CONTRACTOR TO SCHEDULE A PRE-CONSTRUCTION MEETING FIVE (5) BUSINESS DAYS PRIOR TO THE START OF CONSTRUCTION. A DPW INSPECTOR MUST ATTEND THE PRE-CONSTRUCTION MEETING.
31. CONTRACTOR TO NOTIFY DPW INSPECTOR 48 HOURS PRIOR TO CONSTRUCTION IN THE COUNTY RIGHT OF WAY.
32. DPW INSPECTOR MUST BE PRESENT FOR ALL PAVING OF RIGHT OF WAYS AND INSPECT PRIOR TO POURING CONCRETE SIDEWALKS.
33. A RIGHT OF WAY USE PERMIT IS REQUIRED FOR ANY WORK IN COUNTY RIGHT OF WAY, INCLUDING CONSTRUCTION ENTRANCES.
34. CONTRACTOR SHALL PROVIDE 24 HOUR ADVANCE NOTICE TO LOCAL EMERGENCY SERVICE DEPARTMENTS WHENEVER CONSTRUCTION ACTIVITIES ARE EXPECTED TO IMPEDE NORMAL TRAFFIC FLOW.

TRAFFIC CONTROL NOTES:

1. THE CONTRACTOR SHALL PROVIDE A TEMPORARY TRAFFIC CONTROL PLAN PREPARED UNDER THE DIRECTION OF, AND SIGNED AND SEALED BY A LICENSED FLORIDA PROFESSIONAL ENGINEER WHO IS EXPERIENCED IN PREPARING TRAFFIC CONTROL PLANS AND WHO IS CERTIFIED PER FDOT PROCEDURE, TOPIC NO. 625-010-010. THE CONTRACTOR SHALL NOT OCCUPY STATE RIGHT-OF-WAY IN ADVANCE OF RECEIVING APPROVAL, BY FDOT, OF THIS TEMPORARY TRAFFIC CONTROL PLAN.
2. AREAS REQUIRING MAINTENANCE OF TRAFFIC INCLUDE THE FOLLOWING:
   TRAFFIC AT INTERSECTION OF:
   - SCHOOL DRIVEWAYS
   - TILLERY ROAD
3. IF LANE CLOSURES ARE NECESSARY, THEY SHALL BE PREFORMED BETWEEN 9:30 AM AND 3:30 PM DAILY. NO OTHER RESTRICTIONS APPLY. THE APPLICANT MUST NOTIFY THE FLORIDA DEPARTMENT OF TRANSPORTATION LOCAL MAINTENANCE OFFICE 48 HOURS IN ADVANCE OF STARTING PROPOSED WORK. CALL: FDOT DISTRICT 7 MAINTENANCE, LANCE GRACE @ (813) 975-6264.
4. FOR WORK WITHIN THE RIGHT-OF-WAY, THE FDOT REQUIRES DOCUMENTATION FOR SUCCESSFUL COMPLETION OF AN APPROVED WORK ZONE TRAFFIC CONTROL TRAINING COURSE FOR THE AGENCY, UTILITY, OR CONTRACTOR EMPLOYEE(S) DESIGNING, INSTALLING, AND/OR MAINTAINING THE APPROVED MAINTENANCE OF TRAFFIC PLAN IN ACCORDANCE WITH DEPARTMENT PROCEDURE, TOPIC NO. 625-010-010. DOCUMENTATION IS TO BE FURNISHED TO THE DEPARTMENT AT THE PER-CONSTRUCTION MEETING OR BEFORE OCCUPYING STATE RIGHT-OF-WAY.
5. MAINTENANCE OF TRAFFIC PLAN FOR WORK ZONES SHALL BE IN CONFORMANCE WITH ALL APPLICABLE INDICES OF THE FDOT DESIGN STANDARDS INDEX 600 SERIES ACCORDING TO THE TYPE OF ROADWAY AND TYPE OF WORK BEING PERFORMED.

THE TRAFFIC CONTROL PLANS SHALL STATE THE POSTED SPEED (45) AND INCLUDE A NOTE STATING THAT THE POSTED SPEED (45) IS TO BE MAINTAINED DURING CONSTRUCTION, PER FDOT STANDARD PLANS 102-600.

6. UTILITY CONTACT INFORMATION:

DAVID PARRISH
CHARTER COMMUNICATIONS
2850 S. LECANTO HIGHWAY
LECANTO, FL 34461
(352)-302-3190

HENRY KLOBUCAR
ZAYO GROUP / FORMERLY LIGHTWAVE, LLC
130 N MAIN ST
BUTTE, MT 59701
(406)-496-6510

DINO FARRUGGIO
ATT / DISTRIBUTION
6628 LAKESIDE RD.
WEST PALM BEACH, FL 33411
(561) 683-2729

ALAN TURNER
HERNANDO COUNTY UTILITIES DEPARTMENT
15365 CORTEZ BLVD
BROOKSVILLE, FL 34601
(352) 540-6219

DON TAULBEE
WITHLACOOCHEE RIVER ELECTRIC COOPERATIVE
10005 CORTEZ BLVD.
WEEKI WACHEE, FL 34613
(352)-596-4000

DEWATERING PLAN / NOTES:

THE CONTRACTOR SHALL IMPLEMENT THE FOLLOWING GUIDELINES WHEN CONSTRUCTION ACTIVITIES REQUIRE DEWATERING:

1. DEWATERING ACTIVITIES SHALL BE CONTAINED WITHIN THE PROJECT AREA.
2. THE PROPOSED DRAINAGE RETENTION AREAS CAN BE USED AS TEMPORARY SETTLING AREAS FOR DEWATERING ACTIVITIES. THE PROPOSED DRAINAGE RETENTION AREA(S) SHALL BE CONSTRUCTED TO A SUFFICIENT SIZE AND DEPTH TO RECEIVE WATER FROM DEWATERING ACTIVITIES. IF AT ANY TIME STAGING OF WATER WITHIN THE RETENTION AREA APPROACHES 6-INCHES OF THE PROPOSED POND TOP-OF-BANK, DEWATERING ACTIVITIES SHALL STOP UNTIL THE RETENTION VOLUME HAS RECOVERED.
3. SHEET PILE WALLS, SLURRY WALLS, OR OTHER MEANS OF LIMITING THE EXTENT OF THE WATER TABLE DRAWDOWN, BEYOND THE PROJECT AREA, SHALL BE IMPLEMENTED.
4. WATER DISCHARGE FROM SETTLING AREAS SHALL BE CLEAN AND FREE OF ANY SILT. SILT BARRIERS (I.E. SILT FENCE, HAY BALES, ROCK BAGS OR ANY COMBINATION NECESSARY TO REMOVE SEDIMENTS PRIOR TO DISCHARGE) SHALL BE INSTALLED AND MAINTAINED UNTIL ALL DEWATERING ACTIVITIES ARE COMPLETE.
5. AT NO TIME SHALL DISCHARGE FROM THE DEWATERING ACTIVITIES BE DIRECTED IN A MANNER THAT WOULD IMPACT AN EXISTING WETLAND, LAKE OR RIVER.
6. DEWATERING ACTIVITIES SHALL BE LIMITED TO TIME PERIODS THAT CONSTRUCTION ACTIVITIES REQUIRED DEWATERING. ALL IMPLEMENTED DEWATERING INFRASTRUCTURE, EQUIPMENT, ETC. SHALL BE REMOVED UPON COMPLETION OF CONSTRUCTION.

PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED
1510461 2/10/26

THE ISSUANCE OF THIS PERMIT SHALL NOT BE HELD TO PERMIT OR APPROVE THE VIOLATION OF ANY CITY, COUNTY, OR STATE LAW, REGULATION OR ORDINANCE

DATE	REV. BY	REV. NO.	REVISION

WHEN PRINTED TO SCALE, DRAWING SIZE SHALL BE 11" X 17"

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THIS DOCUMENT, COMPRISED OF THE INCORPORATED IDEAS AND DESIGNS, AS AN INSTRUMENT OF PROFESSIONAL SERVICE, IS THE PROPERTY OF COASTAL ENGINEERING ASSOCIATES, INC. AND IS NOT TO BE USED, IN WHOLE OR IN PART FOR ANY OTHER PURPOSE WITHOUT THE WRITTEN AUTHORIZATION OF COASTAL ENGINEERING ASSOCIATES, INC.

Coastal engineering associates, inc.
Engineering
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966 Candlelight Boulevard - Brooksville - Florida 34601
(352) 796-9423 - Fax (352) 799-8359
EB-0000142

DRAWING INVALID UNLESS SIGNED, DATED & SEALED BY REGISTERED PROFESSIONAL

HUNTER P. BROWN, P.E.
FL. REG. NO. 74664

COASTAL DESIGN CONSULTANTS

GENERAL NOTES

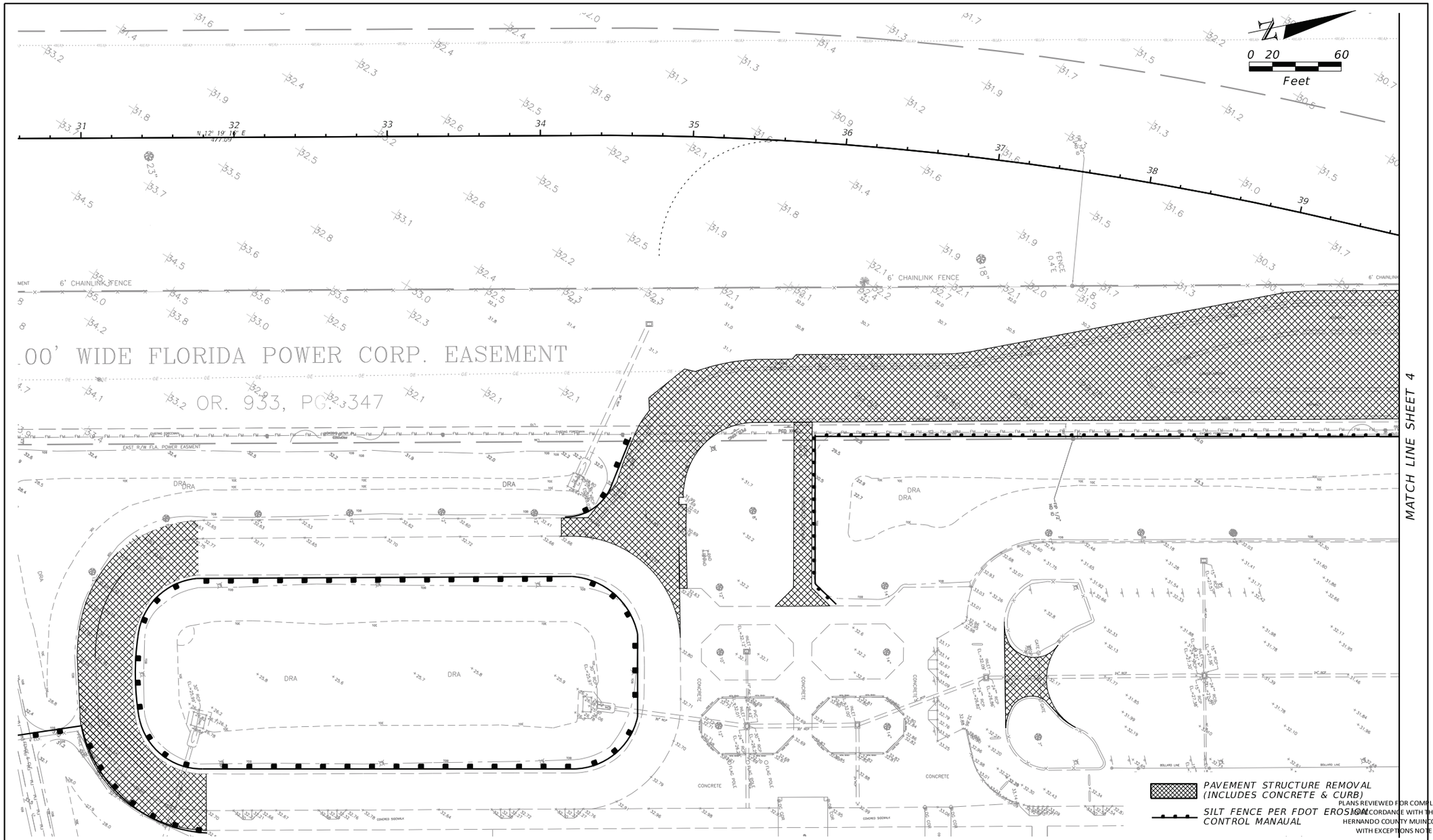
EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 2

22005

527

/15826/2#65013759 v2



PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED

1510464 2/10/26

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HUNTER P. BROWN, P.E.
FL. REG. NO. 74664

COASTAL DESIGN CONSULTANTS

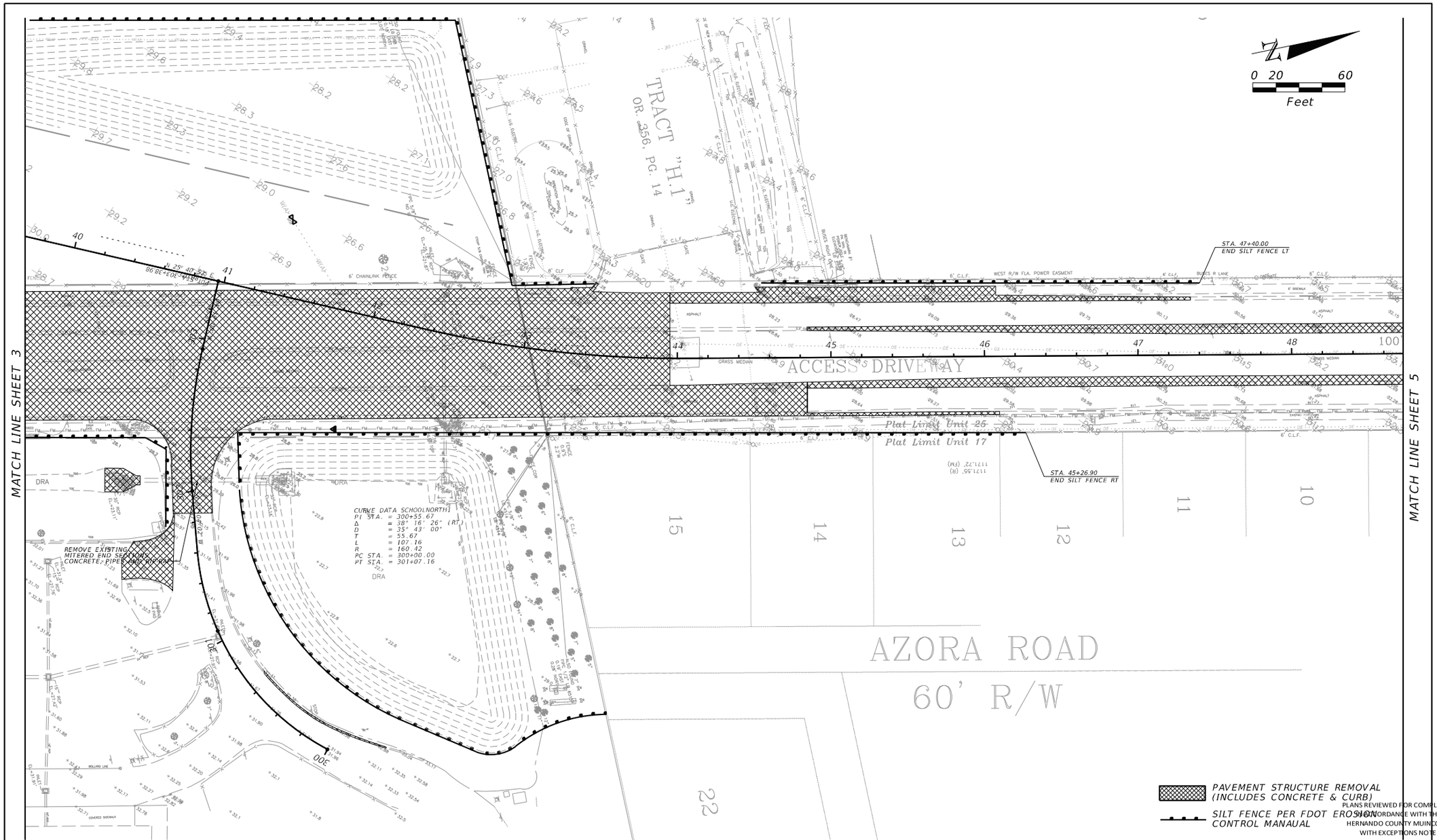
DEMOLITION PLAN (1)

SOMERSET BAY
HERNANDO COUNTY, FLORIDA

SHEET 3

22006

/15826/2#65013759 v2



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DRAWING INVALID UNLESS SIGNED, DATED & SEALED BY REGISTERED PROFESSIONAL

HUNTER P. BROWN, P.E.
FL. REG. NO. 74664

COASTAL DESIGN CONSULTANTS

DEMOLITION PLAN (2)

SOMERSET BAY
HERNANDO COUNTY, FLORIDA

SHEET 4

22006

PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED

1510464 2/10/26

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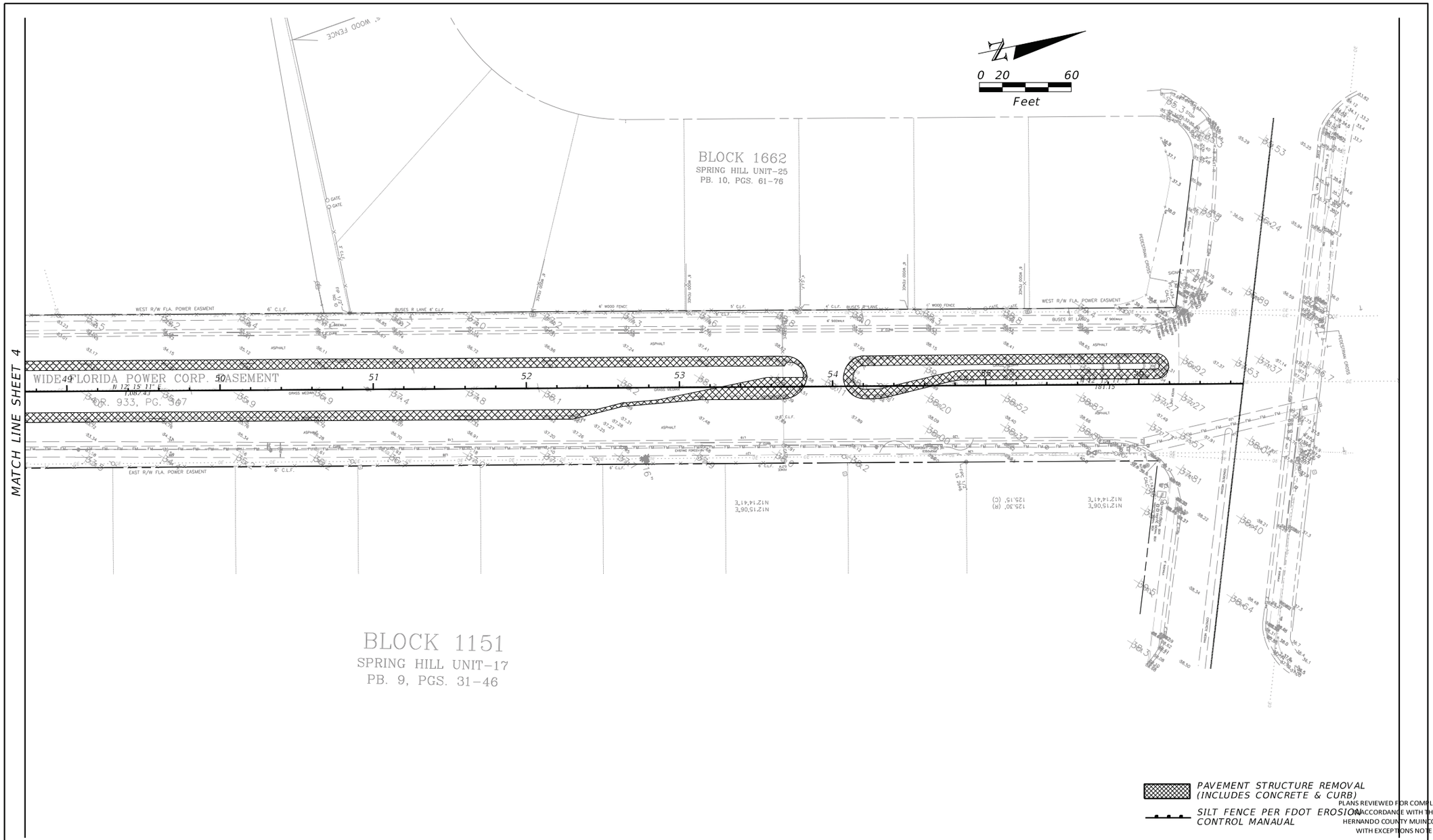
530



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HUNTER P. BROWN, P.E.
FL. REG. NO. 74664

COASTAL DESIGN CONSULTANTS

DEMOLITION PLAN (3)

SOMERSET BAY
HERNANDO COUNTY, FLORIDA

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SHEET 5

JOB 22006

/15826/2#6501375 9 v2

15

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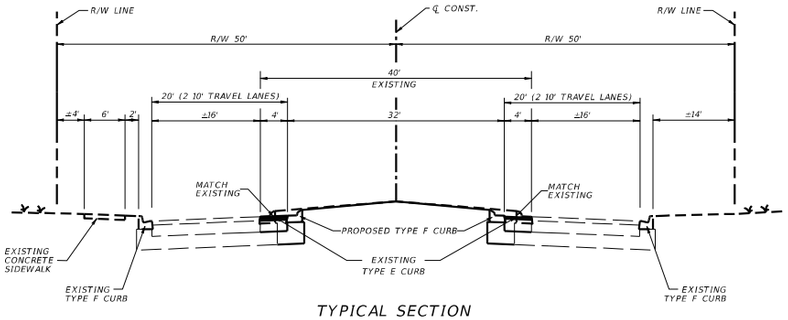
NEW CONSTRUCTION (FULL WIDTH PAVEMENT)

8" LIMEROCK OPTIONAL BASE GROUP 6 WITH TYPE SP-12.5 STRUCTURAL COURSE (TRAFFIC C) (2") AND FRICTION COURSE SP-9.5 (TRAFFIC C) (1 ½") (PG 76-22)

NEW CONSTRUCTION (WIDENING)

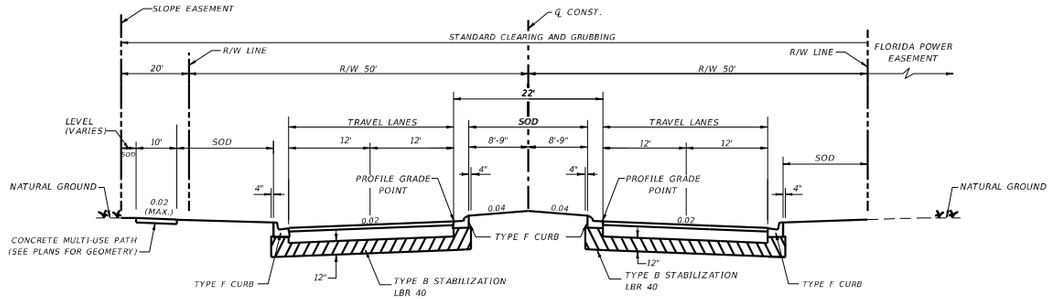
8" LIMEROCK OR 5" TYPE B-12.5 OPTIONAL BASE GROUP 6 WITH TYPE SP-12.5 STRUCTURAL COURSE (TRAFFIC C) (2") AND FRICTION COURSE SP-9.5 (TRAFFIC C) (1 ½") (PG 76-22)

DESIGN SPEED = 45 MPH



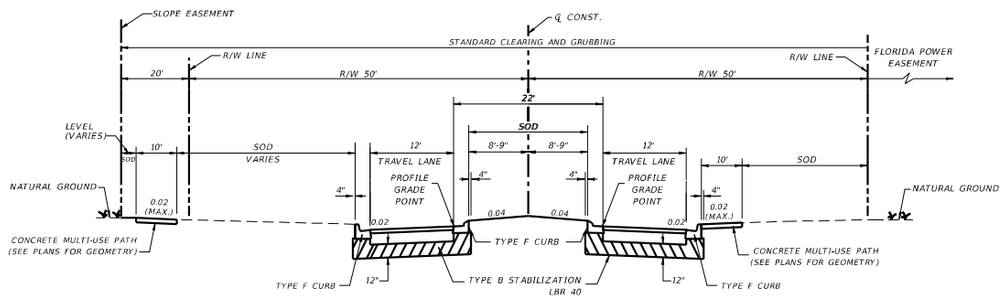
TYPICAL SECTION

STA. 43+88.70 TO STA. 56+11.31



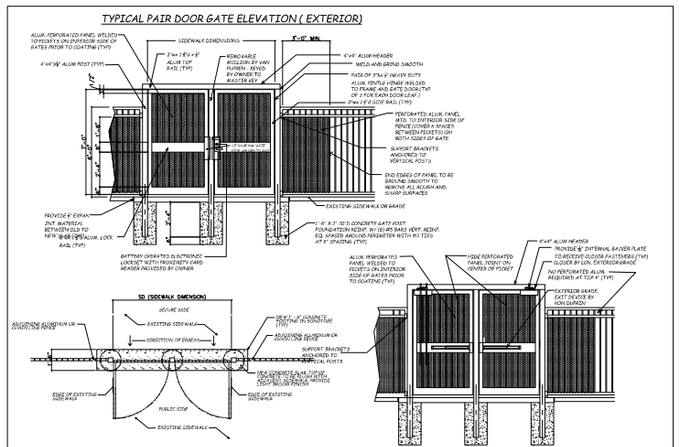
TYPICAL SECTION

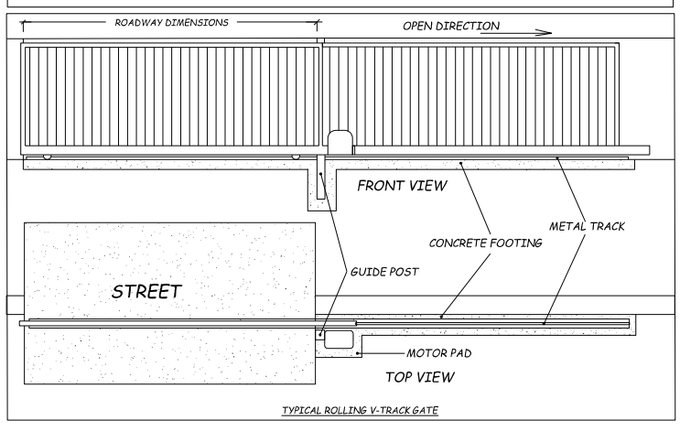
STA. 27+50.70 TO STA. 43+12.84



TYPICAL SECTION

STA. 21+18.00 TO STA. 23+50.10





TYPICAL ROLLING V-TRACK GATE

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HUNTER P. BROWN, P.E.
FL. REG. NO. 74664

COASTAL DESIGN CONSULTANTS

TYPICAL SECTIONS

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 6

22005

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PROJECT CENTERLINE GEOMETRY

Chain CENTERLINE contains:
100 CUR CENTERLINE1 101 CUR CENTERLINE2 CUR CENTERLINE3 102 103

Beginning chain CENTERLINE description
==========

Point 100 N 1,508,922.17 E 477,058.35 Sta 10+00.00

Course from 100 to PC CENTERLINE1 N 24° 29' 31.72" E Dist 1,196.22

Curve Data

Curve CENTERLINE1
P.I. Station 24+18.49 N 1,510,213.02 E 477,646.41
Delta = 12° 10' 52.77" (LT)
Degree = 2° 45' 02.30"
Tangent = 222.27
Length = 442.85
Radius = 2,083.00
External = 11.82
Long Chord = 442.02
Mid. Ord. = 11.76
P.C. Station 21+96.22 N 1,510,010.76 E 477,554.27
P.T. Station 26+39.08 N 1,510,430.18 E 477,693.80
C.C. N 1,510,874.30 E 475,658.70
Back = N 24° 29' 31.72" E
Ahead = N 12° 18' 38.94" E
Chord Bear = N 18° 24' 05.33" E

Course from PT CENTERLINE1 to 101 N 12° 18' 38.94" E Dist 313.92

Point 101 N 1,510,736.88 E 477,760.74 Sta 29+53.00

Course from 101 to PC CENTERLINE2 N 12° 19' 16.46" E Dist 477.09

Curve Data

Curve CENTERLINE2
P.I. Station 36+74.04 N 1,511,441.31 E 477,914.60
Delta = 13° 21' 35.29" (RT)
Degree = 2° 45' 02.30"
Tangent = 243.96
Length = 485.70
Radius = 2,083.00
External = 14.24
Long Chord = 484.60
Mid. Ord. = 14.14
P.C. Station 34+30.09 N 1,511,202.98 E 477,862.54
P.T. Station 39+15.78 N 1,511,661.17 E 478,020.32
C.C. N 1,510,758.48 E 479,897.57
Back = N 12° 19' 16.46" E
Ahead = N 25° 40' 51.75" E
Chord Bear = N 19° 00' 04.10" E

Course from PT CENTERLINE2 to PC CENTERLINE3 N 25° 40' 51.75" E Dist 320.98

Curve Data

Curve CENTERLINE3
P.I. Station 43+21.05 N 1,512,026.41 E 478,195.95
Delta = 13° 25' 41.03" (LT)
Degree = 8° 00' 07.93"
Tangent = 84.29
Length = 167.80
Radius = 716.00
External = 4.94
Long Chord = 167.42
Mid. Ord. = 4.91
P.C. Station 42+36.76 N 1,511,950.44 E 478,159.42
P.T. Station 44+04.57 N 1,512,108.78 E 478,213.84
C.C. N 1,512,260.73 E 477,514.15
Back = N 25° 40' 51.75" E
Ahead = N 12° 15' 10.72" E
Chord Bear = N 18° 58' 01.24" E

Course from PT CENTERLINE3 to 102 N 12° 15' 10.72" E Dist 1,082.43

Point 102 N 1,513,166.55 E 478,443.56 Sta 54+87.00

PROJECT CENTERLINE GEOMETRY CONTINUED

Course from 102 to 103 N 12° 15' 10.72" E Dist 181.15

Point 103 N 1,513,343.57 E 478,482.01 Sta 56+68.15

==========
Ending chain CENTERLINE description

SCHOOL SOUTH ENTRANCE CENTERLINE GEOMETRY

Chain SCHOOLSOUTH contains:
600 601

Beginning chain SCHOOLSOUTH description
==========

Point 600 N 1,510,411.71 E 478,158.68 Sta 10+00.00

Course from 600 to 601 N 77° 41' 21.06" W Dist 458.13

Point 601 N 1,510,509.39 E 477,711.09 Sta 14+58.13

==========
Ending chain SCHOOLSOUTH description

SCHOOL NORTH ENTRANCE CENTERLINE GEOMETRY

Chain SCHOOLNORTH contains:
CUR SCHOOLNORTH1 CUR SCHOOLNORTH2 CUR SCHOOLNORTH3 403

Beginning chain SCHOOLNORTH description
==========

Curve Data

Curve SCHOOLNORTH1
P.I. Station 300+55.67 N 1,511,784.04 E 478,375.45
Delta = 38° 16' 26.07" (RT)
Degree = 35° 42' 59.58"
Tangent = 55.67
Length = 107.16
Radius = 160.42
External = 9.38
Long Chord = 105.18
Mid. Ord. = 8.87
P.C. Station 300+00.00 N 1,511,826.24 E 478,411.75
P.T. Station 301+07.16 N 1,511,773.39 E 478,320.81
C.C. N 1,511,930.85 E 478,290.13
Back = S 40° 41' 54.40" W
Ahead = S 78° 58' 20.47" W
Chord Bear = S 59° 50' 07.43" W

Curve Data

Curve SCHOOLNORTH2
P.I. Station 301+35.09 N 1,511,768.05 E 478,293.40
Delta = 18° 57' 37.04" (RT)
Degree = 34° 15' 15.26"
Tangent = 27.93
Length = 55.35
Radius = 167.27
External = 2.32
Long Chord = 55.10
Mid. Ord. = 2.28
P.C. Station 301+07.16 N 1,511,773.39 E 478,320.81
P.T. Station 301+62.51 N 1,511,771.90 E 478,265.74
C.C. N 1,511,937.57 E 478,288.82
Back = S 78° 58' 20.47" W
Ahead = N 82° 04' 02.49" W
Chord Bear = S 88° 27' 08.99" W

Course from PT SCHOOLNORTH2 to PC SCHOOLNORTH3 N 82° 04' 02.49" W Dist 37.96

Curve Data

Curve SCHOOLNORTH3
P.I. Station 302+47.41 N 1,511,783.62 E 478,181.65
Delta = 17° 44' 54.24" (RT)
Degree = 19° 03' 33.72"
Tangent = 46.94
Length = 93.12
Radius = 300.62
External = 3.64
Long Chord = 92.75
Mid. Ord. = 3.60
P.C. Station 302+00.47 N 1,511,777.14 E 478,228.14
P.T. Station 302+93.60 N 1,511,803.96 E 478,139.35
C.C. N 1,512,074.88 E 478,269.62
Back = N 82° 04' 02.49" W
Ahead = N 64° 19' 08.25" W
Chord Bear = N 73° 11' 35.37" W

Course from PT SCHOOLNORTH3 to 403 N 64° 19' 08.25" W Dist 45.39

Point 403 N 1,511,823.63 E 478,098.44 Sta 303+38.98

==========
Ending chain SCHOOLNORTH description

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FL. REG. NO. 74664

COASTAL DESIGN CONSULTANTS

PROJECT GEOMETRY

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 7

JOB 22005

/15826/2#65013759 v2

17

533

SUMMARY OF ROADWAY QUANTITIES

BID ITEM NO.	DESCRIPTION	UNIT	QUANTITY
101-1	MOBILIZATION	LS	
102-1	MAINTENENCE OF TRAFFIC	LS	
104-10-3	SEDIMENT BARRIER (SILT FENCE)	LF	
110-1-1	CLEARING & GRUBBING	LS	
120-1	REGULAR EXCAVATION	CY	
120-6	EMBANKMENT	CY	
160-4	TYPE B STABILIZATION	SY	
285-706	OPTIONAL BASE, BASE GROUP 06 (8" LIMEROCK LBR 100)	SY	
334-1-23	SUPERPAVE ASPH CONC, TRAFFIC C, (SP-12.5) PG 76-22, PMA (1 ½")	TN	
334-1-23	SUPERPAVE ASPH CONC, TRAFFIC C, (SP-9.5) PG 76-22, PMA (1")	TN	
520-1-7	CONCRETE CURB & GUTTER TYPE E	LF	
520-1-10	CONCRETE CURB & GUTTER TYPE F	LF	
570-1-2	PERFORMANCE TURF (SOD) (BAHIA)	SY	
706-1-1	RAISED PAVEMENT MARKER	EA	
711 11-125	THERMOPLASTIC, STANDARD, WHITE, SOLID, 24" FOR STOP LINE AND CROSSWALK	LF	
711 15-201	THERMOPLASTIC, STANDARD-OPEN GRADED ASPHALT SURFACES, YELLOW, SOLID, 6"	GM	

PAY ITEM NOTES

102-1 MAINTENANCE OF TRAFFIC LUMP SUM PAYMENT INCLUDES BUT IS NOT LIMITED TO ALL ITEMS NECESSARY TO MAINTAIN PROPER TRAFFIC CONTROL FROM NOTICE TO PROCEED UNTIL PROJECT ACCEPTANCE. THE ITEMS LISTED BELOW SHALL BE INCLUDED IN ITEM 102-1

- PERMANENT PAVEMENT MARKINGS AND RPM REMOVAL
- PERMANENT SIGN REMOVAL
- OPTIONAL BASE (TEMPORARY)
- TEMPORARY PAVEMENT (2" TYPE S)
- TRAFFIC CONTROL SIGNING
- TEMPORARY STRIPING AND RPMS INSTALLATION AND REMOVAL
- TEMPORARY CURB
- WARNING BARRICADES WITH LIGHTS
- TEMPORARY FILL (EMBANKMENT)
- MAINTENANCE OF SIGNALIZED INTERSECTIONS
- UNIFORMED OFF-DUTY LAW ENFORCEMENT (AS REQUIRED)
- FLAGMEN AND PADDLES
- WARNING LIGHTS AND LIGHTING DEVICES
- DELINEATORS
- CONES

110-1-1 CONSISTS OF COMPLETE REMOVAL AND DISPOSAL OF ALL VEGETATION, DEBRIS, DRAINAGE STRUCTURES, FLEXIBLE PAVEMENT, SIDEWALKS, CURBS, BUILDINGS OR ANY OTHER OBSTRUCTIONS IN ALL AREAS WHERE EXCAVATION IS TO BE DONE, OR WHERE EMBANKMENTS OR STRUCTURES WILL BE CONSTRUCTED. THIS INCLUDES ROADWAY AREA, DITCH AREA, BORROW AND MATERIAL PITS, AND AREAS WHERE CULVERTS OR PIPE LINES WILL BE CONSTRUCTED.
SHALL INCLUDE COMPLETE REMOVAL AND DISPOSAL OF ASPHALT ROADWAY PAVEMENT, CRONCRETE PAVEMENT, CONCRETE WALLS, AS REQUIRED, TO RECONSTRUCT THE DRIVEWAY, ROADWAYS, OR OTHER MISCELLANEOUS ASPHALT PAVEMENT. SHALL ALSO INCLUDE ALL NECESSARY SAW CUTS AND PAVEMENT ABUTMENTS TO RECONSTRUCT THE DRIVEWAY, ROADWAY, OR OTHER MISCELLANEOUS PAVEMENT. INCLUDES REMOVAL OF EXISTING STRIPING WHERE NECESSARY.

425-1-541 SHALL INCLUDE THE COST OF CONCRETE APRON / WING.

430-524-100 SHALL INCLUDE FURNISHING AND INSTALLING OF THE REINFORCING STEEL.

570-1-2 SHALL INCLUDE FURNISHING AND INSTALLING OF THE SOD, FERTILIZER, AND WATER AS DESCRIBED IN THE CONTRACT PLANS.

SUMMARY OF EARTHWORK

DESCRIPTION	P CU. YD.	F CU. YD.
ROADWAY EXCAVATION		
POND EXCAVATION		
ROADWAY EMBANKMENT		
POND EMBANKMENT		
TOTAL EMBANKMENT		
TOTAL EXCAVATION		
BORROW	0	

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FL. REG. NO. 74664

COASTAL DESIGN CONSULTANTS

SUMMARY OF QUANTITIES

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 8

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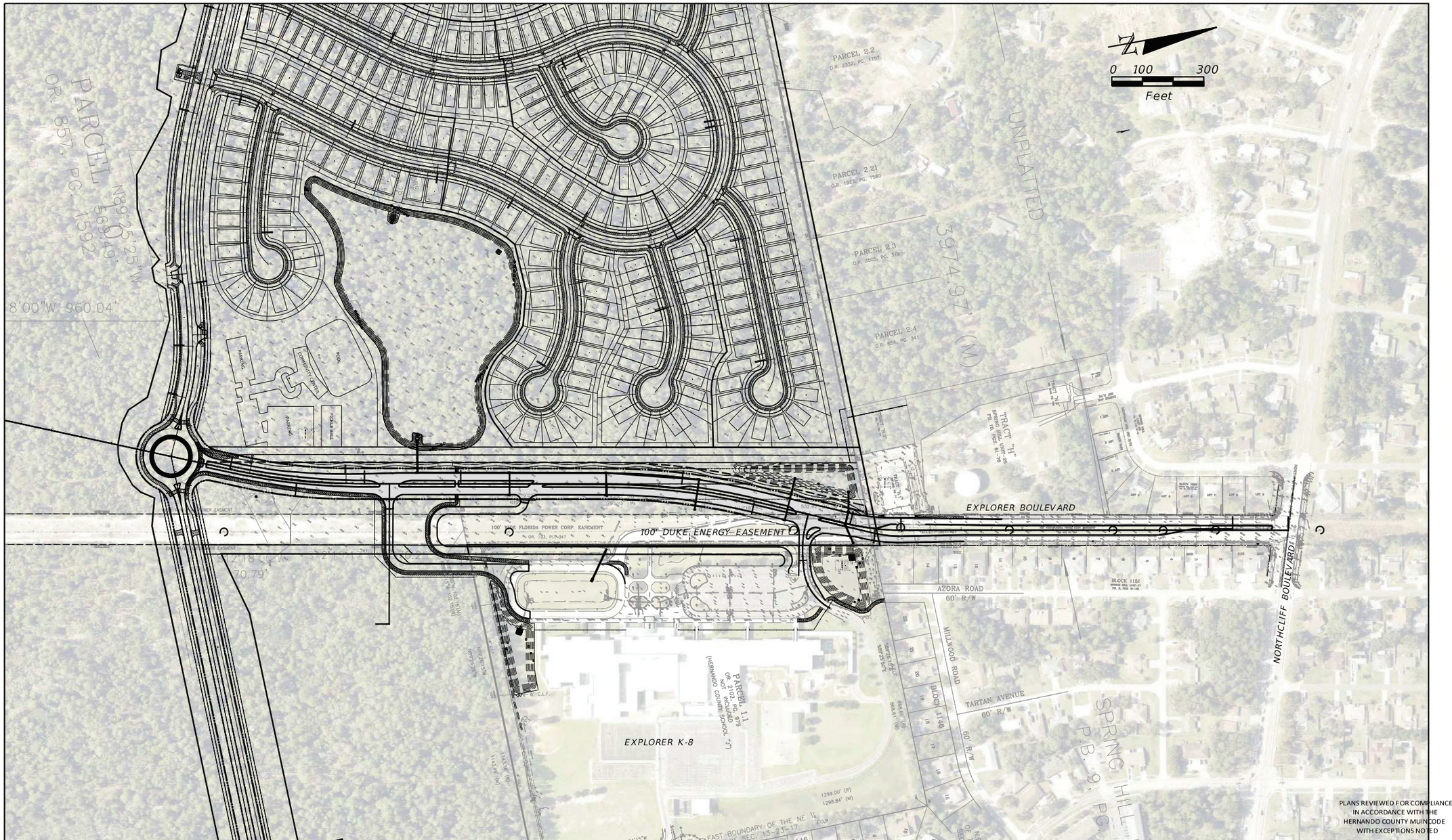

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COASTAL DESIGN CONSULTANTS

OVERALL SITE PLAN

SOMERSET BAY
HERNANDO COUNTY, FLORIDA

SHEET 9

22005

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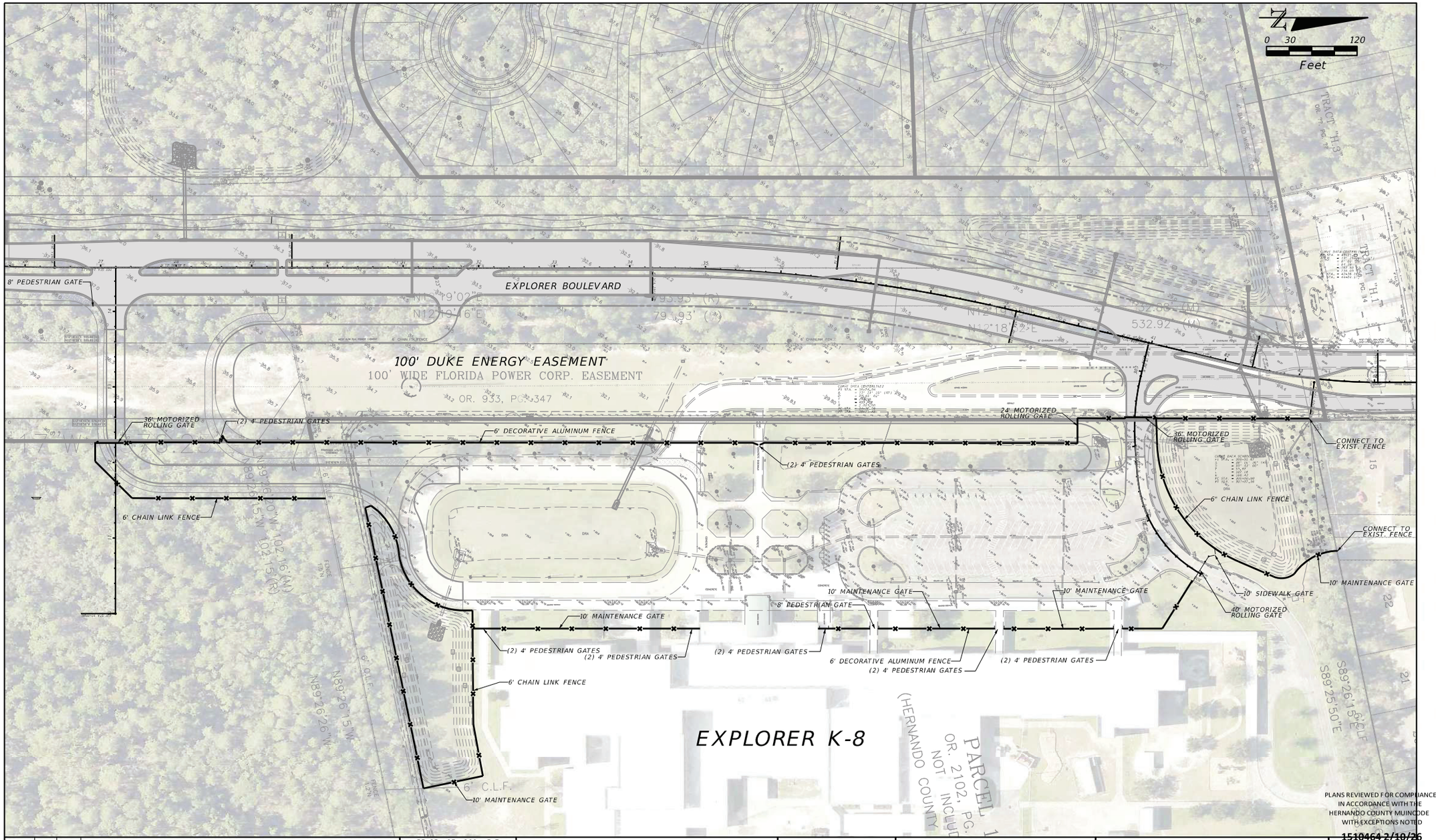

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COASTAL DESIGN CONSULTANTS

OVERALL FENCE PLAN

SOMERSET BAY
HERNANDO COUNTY, FLORIDA

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SHEET
SA

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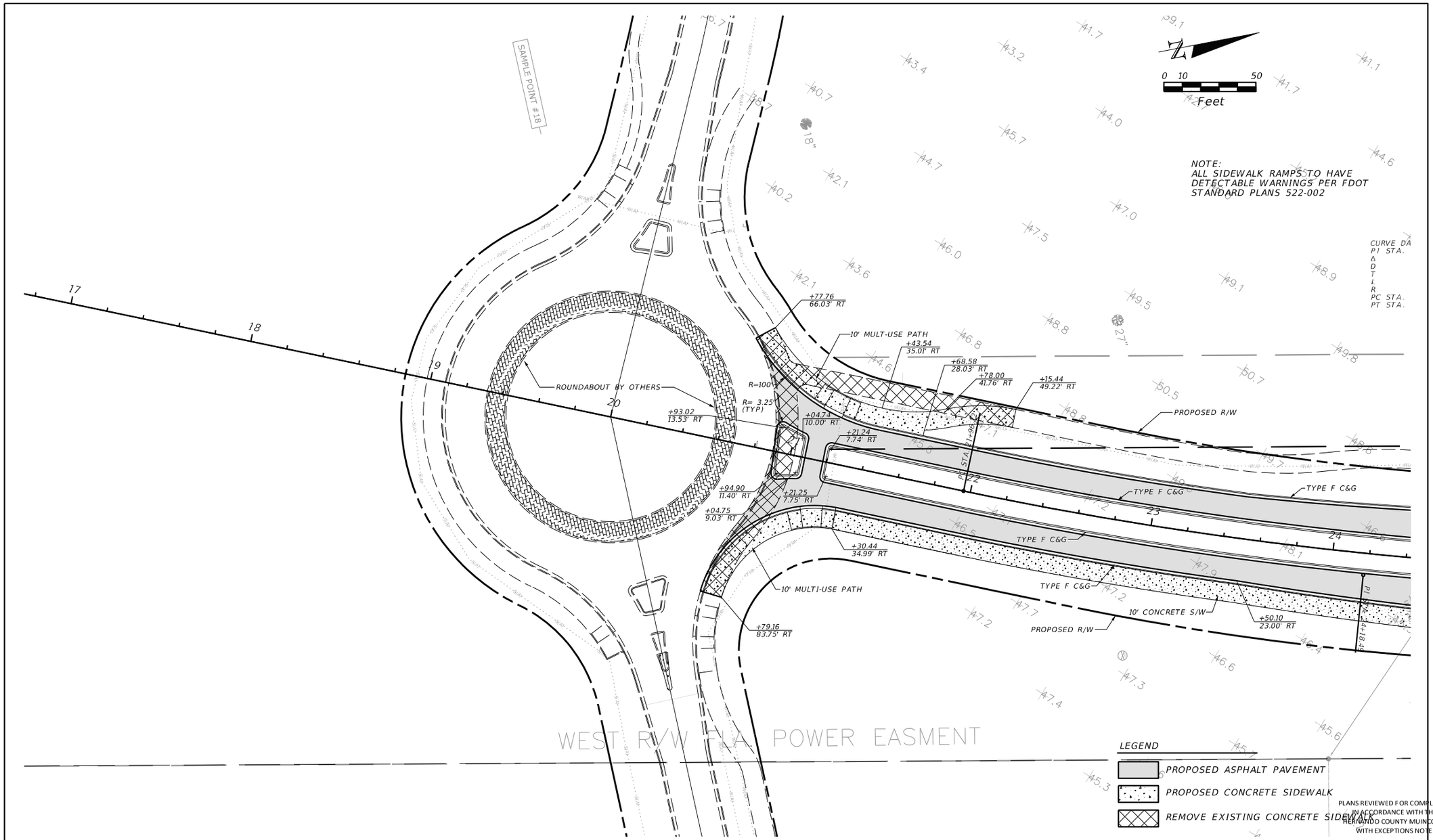

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COASTAL DESIGN CONSULTANTS

PLAN SHEET (1)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 10

JOB NO. 22005

/15826/2#65013759 v2

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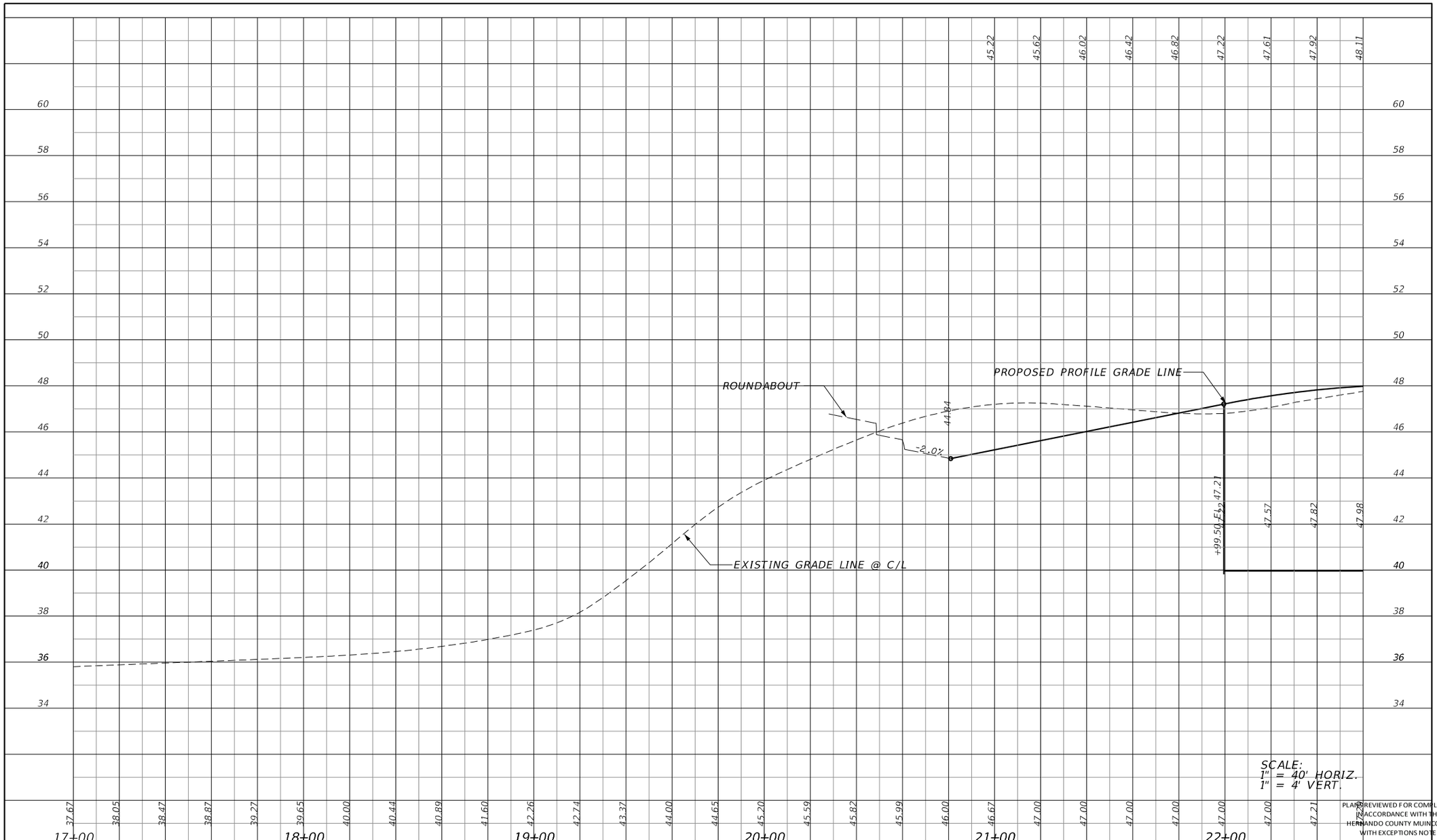
536



PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED

15104612/10/26

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FL. REG. NO. 74664

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PROFILE SHEET (1)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 11

JOB 22005

/15826/2#650137759 v2

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537

/15826/2#65013759 v2

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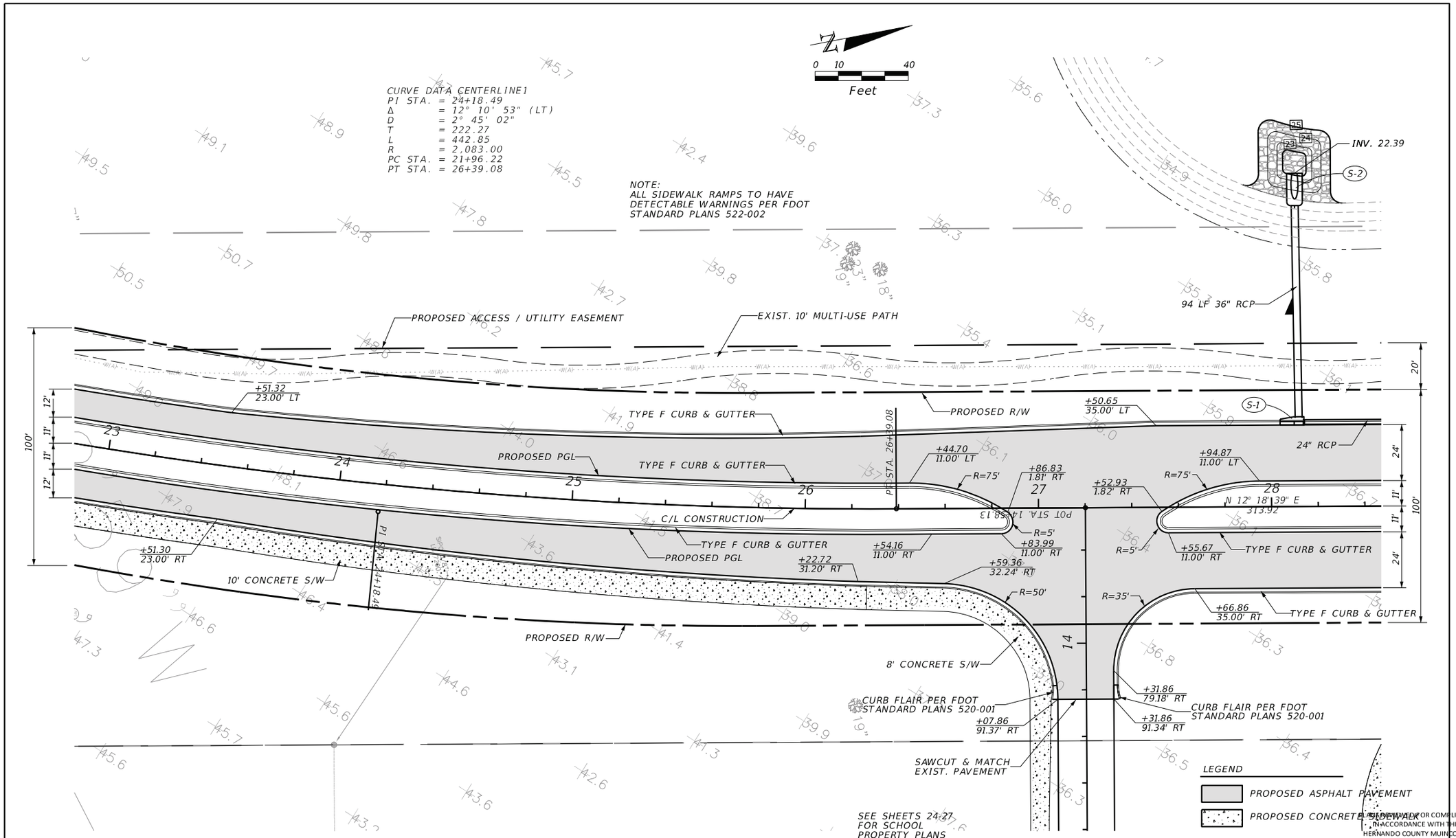
538



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PLAN SHEET (2)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 10

22005

SUBDIVISION OR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED

1510464 2/10/26

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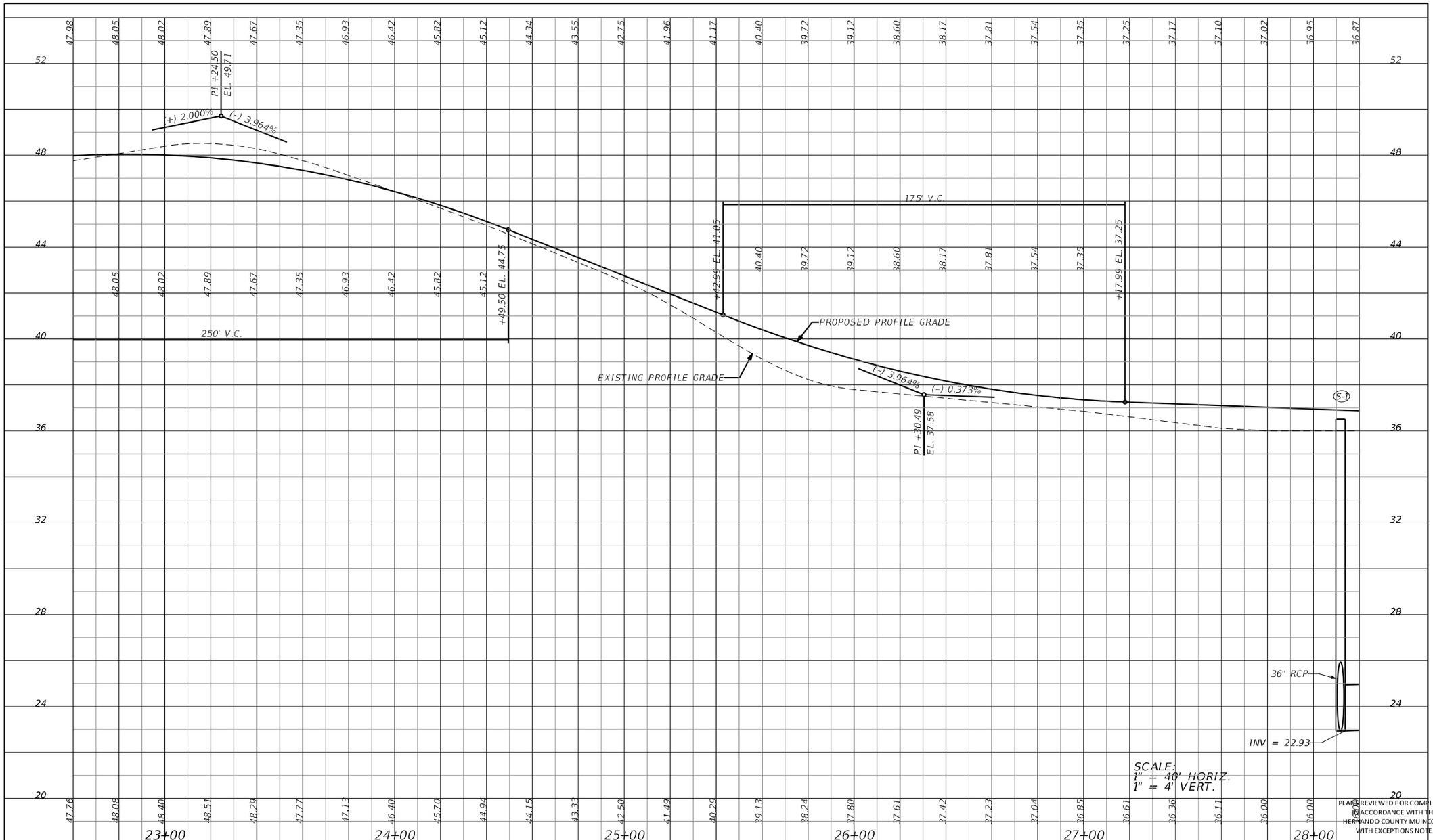

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COASTAL DESIGN CONSULTANTS

PROFILE SHEET (2)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET
13

22005

PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED
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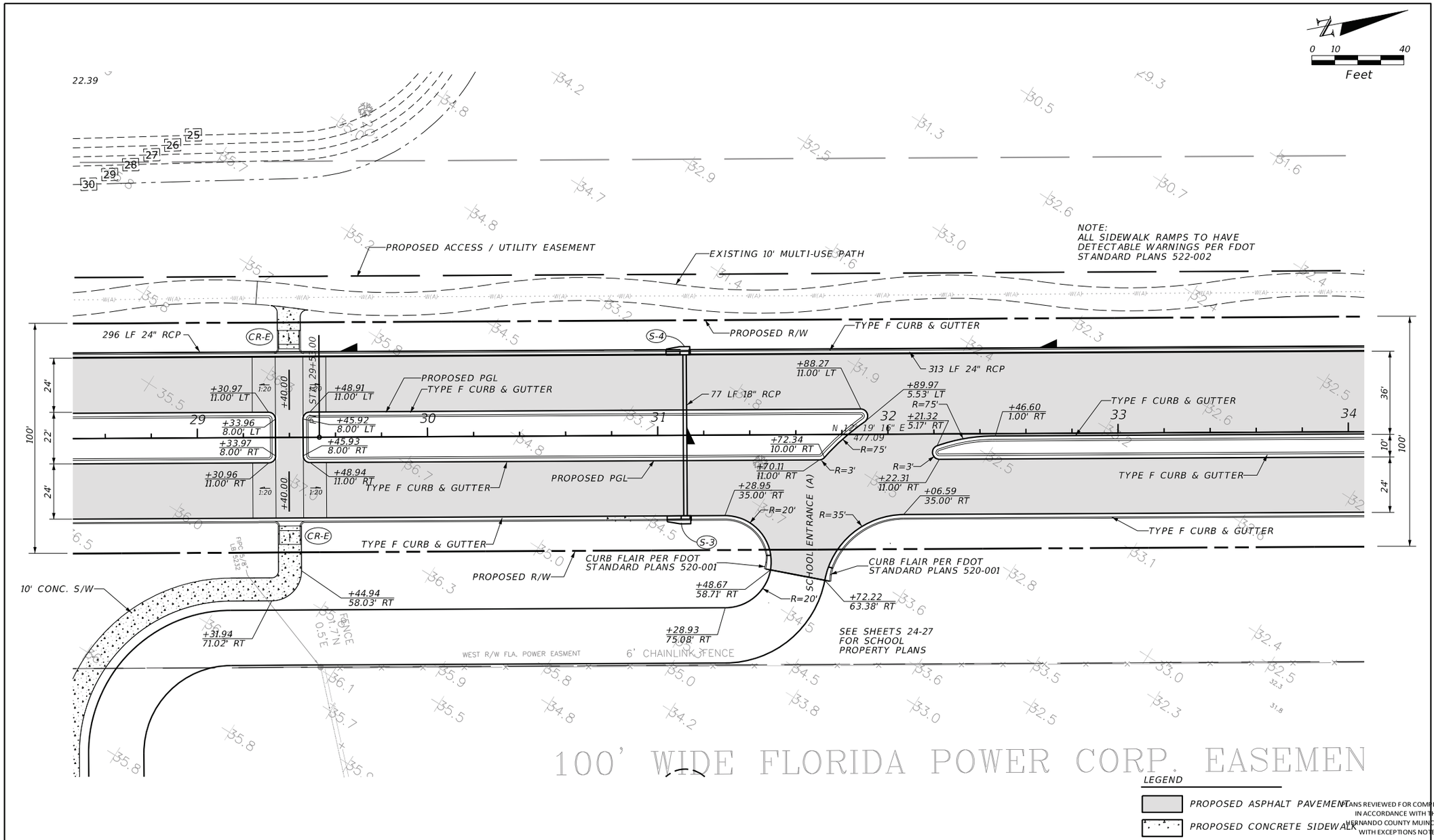

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PLAN SHEET (3)

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HERNANDO COUNTY, FLORIDA

SHEET 14

22005

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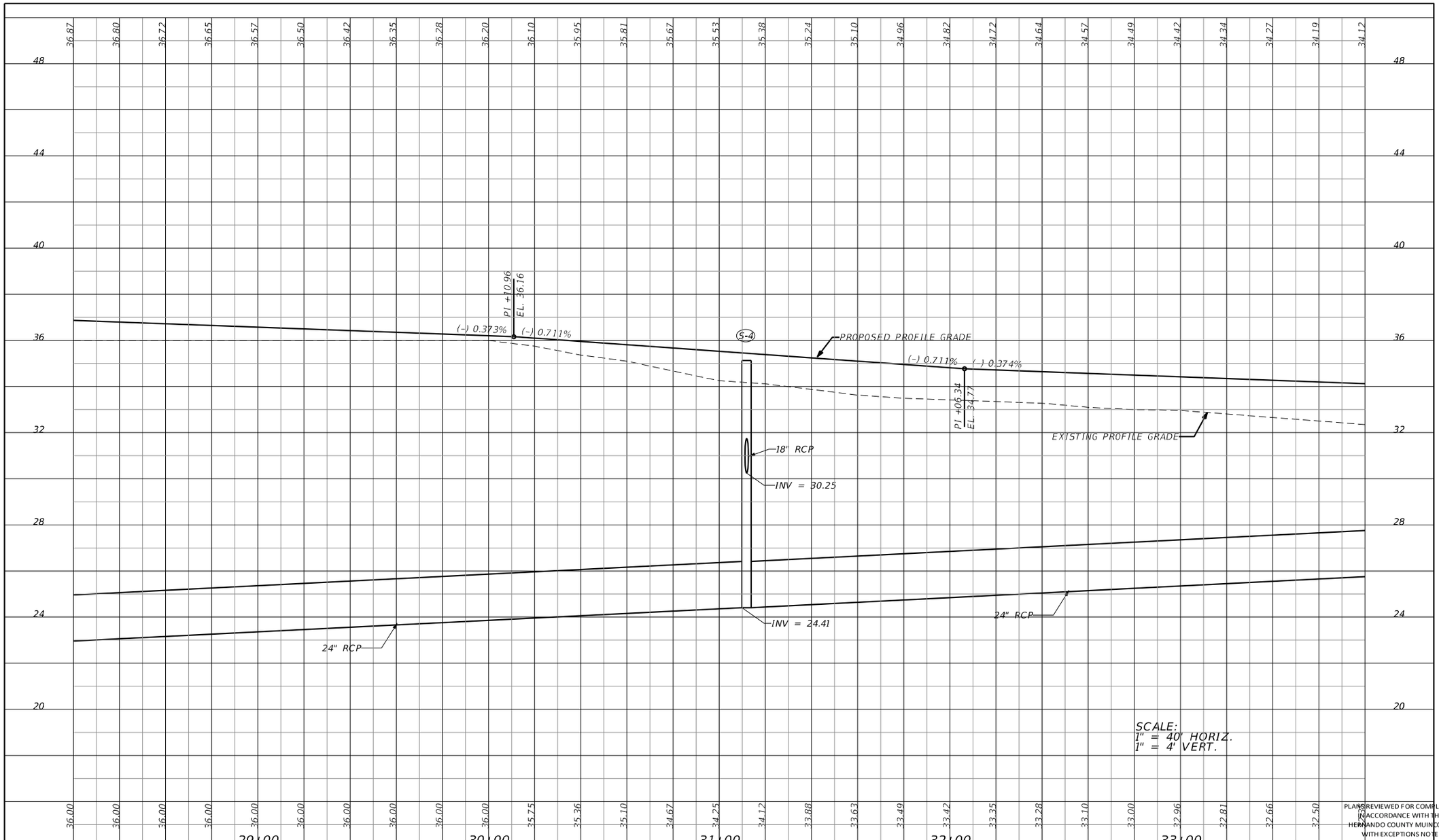
/15826/2#65013759 v2



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PROFILE SHEET (3)

EXPLORER BOULEVARD
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PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED

1510464 2/10/26

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SHEET
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22005

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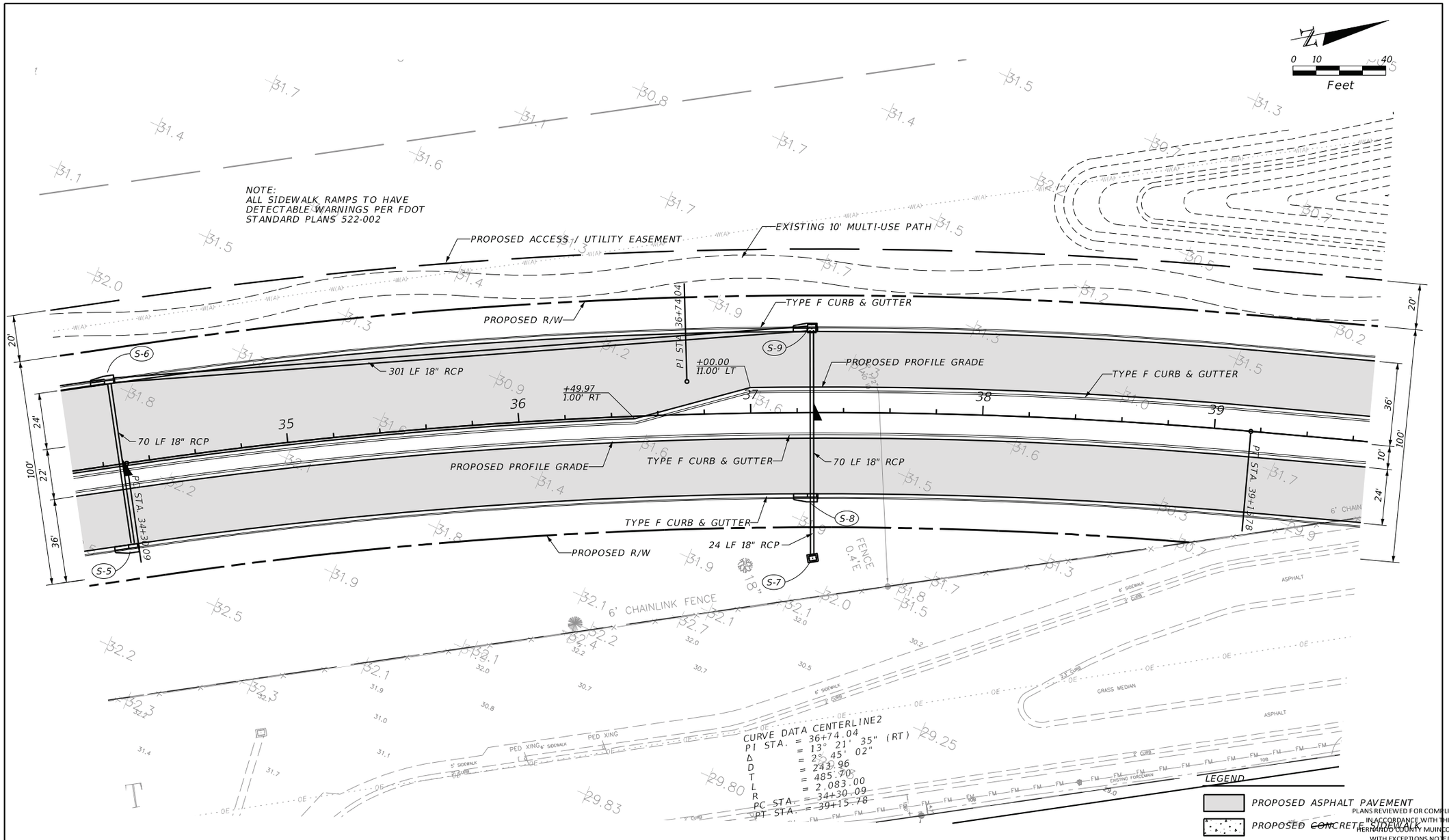

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PLAN SHEET (4)

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SHEET 16

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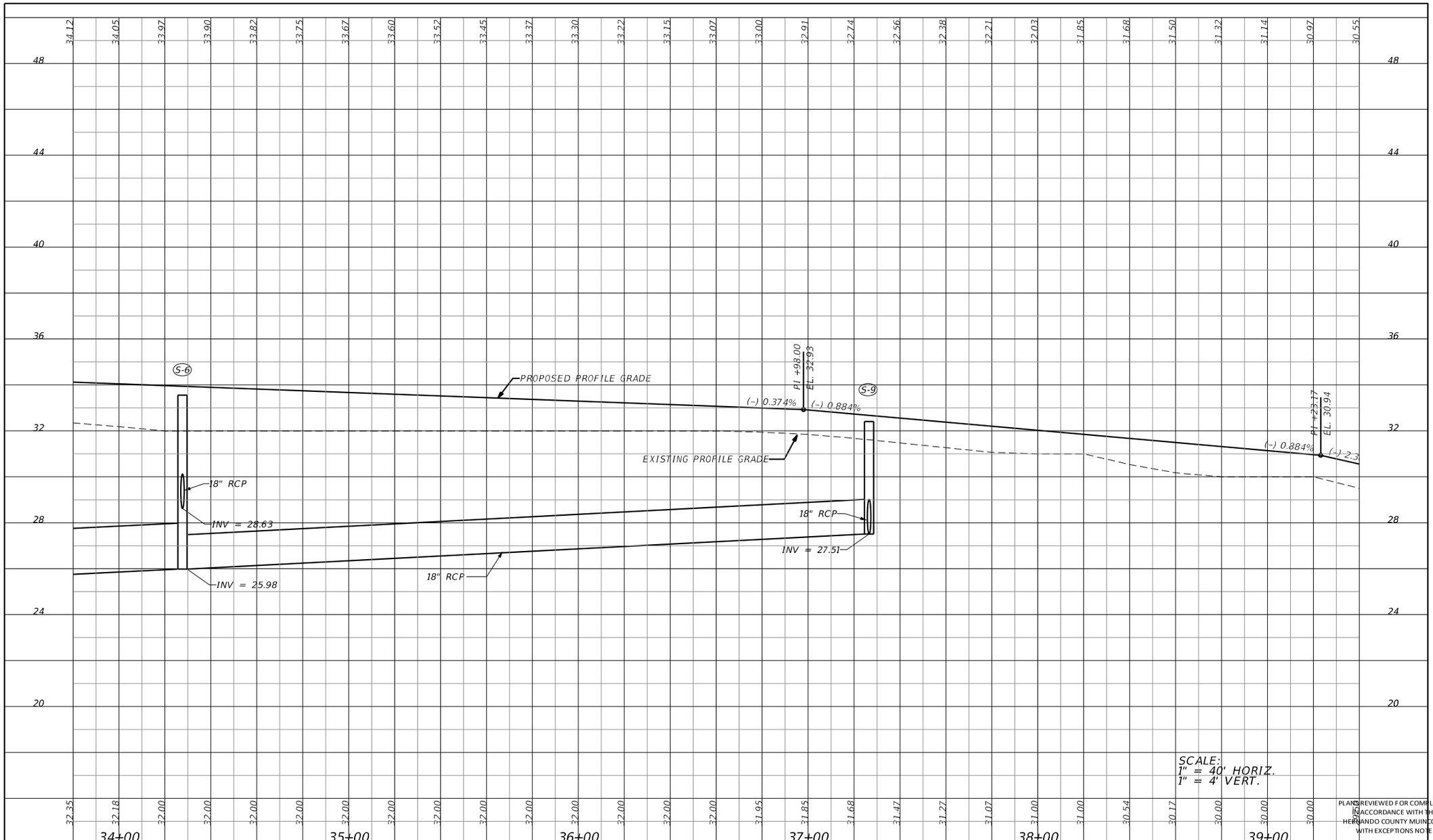

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PROFILE SHEET (4)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

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SHEET
17

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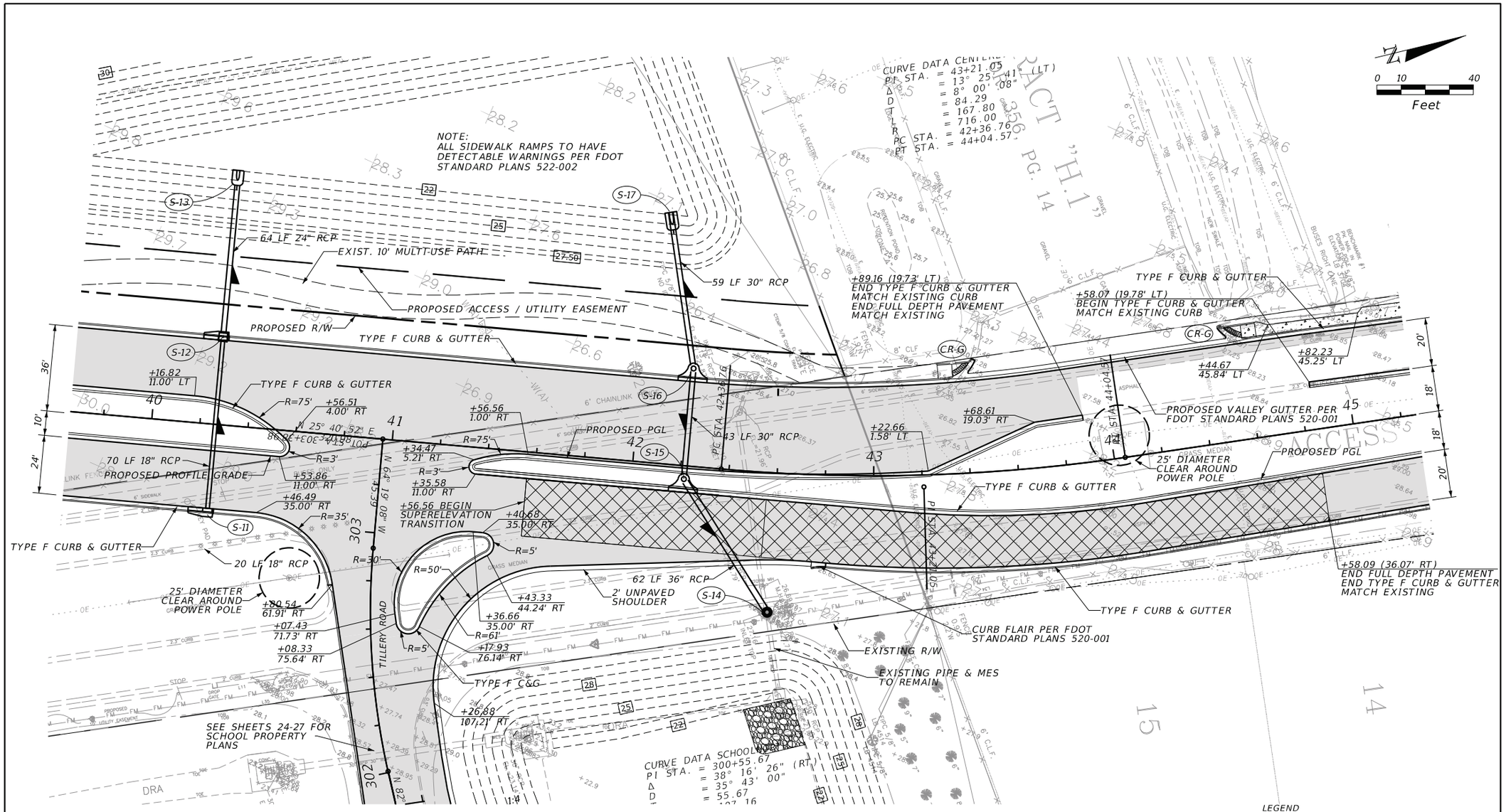

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PLAN SHEET (5)

SOMERSET BAY
HERNANDO COUNTY, FLORIDA

SHEET 18

22005

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1510464 2/10/26

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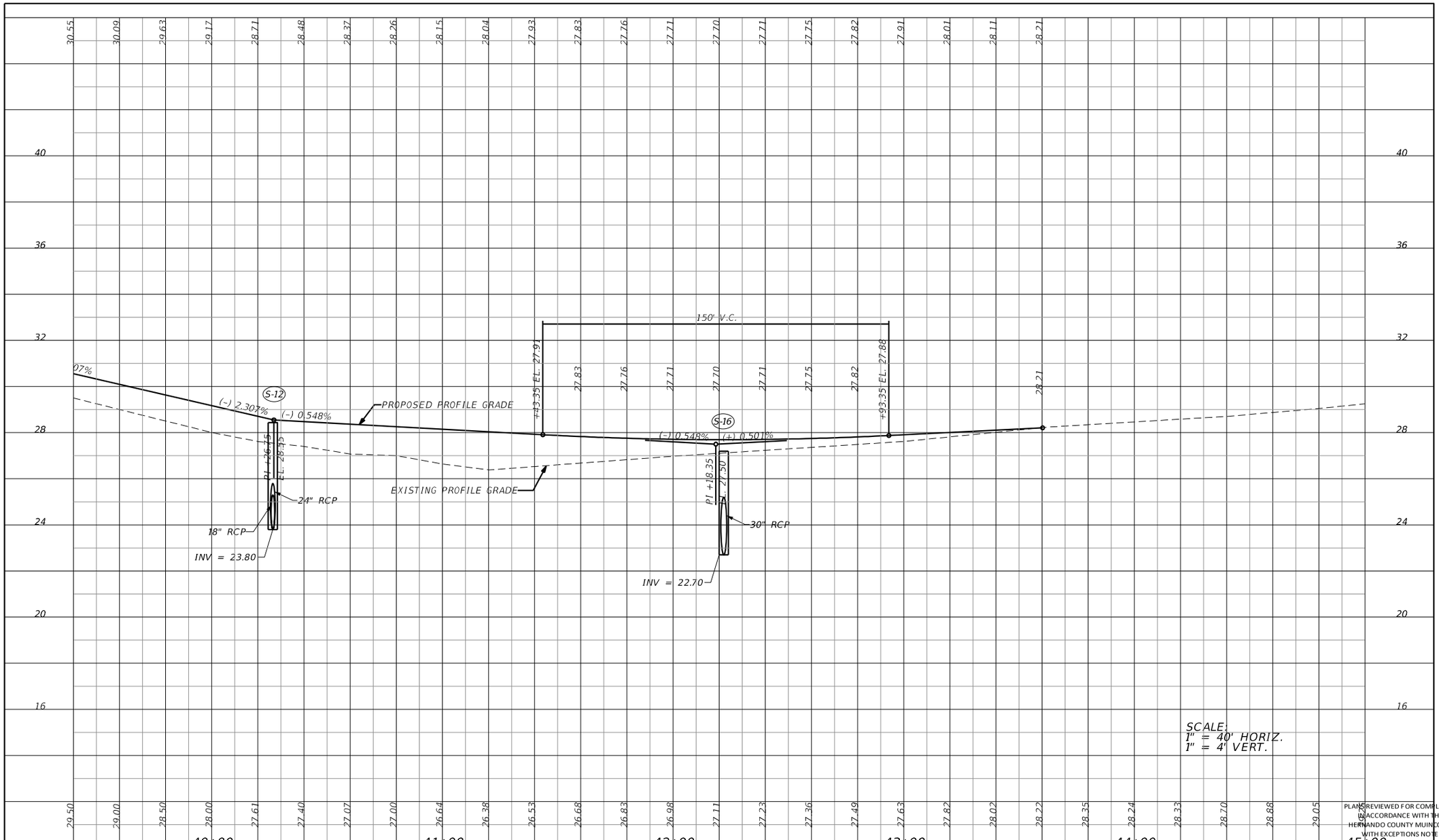

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PROFILE SHEET (5)

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HERNANDO COUNTY, FLORIDA

SHEET
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PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED
15-0061 2/10/26

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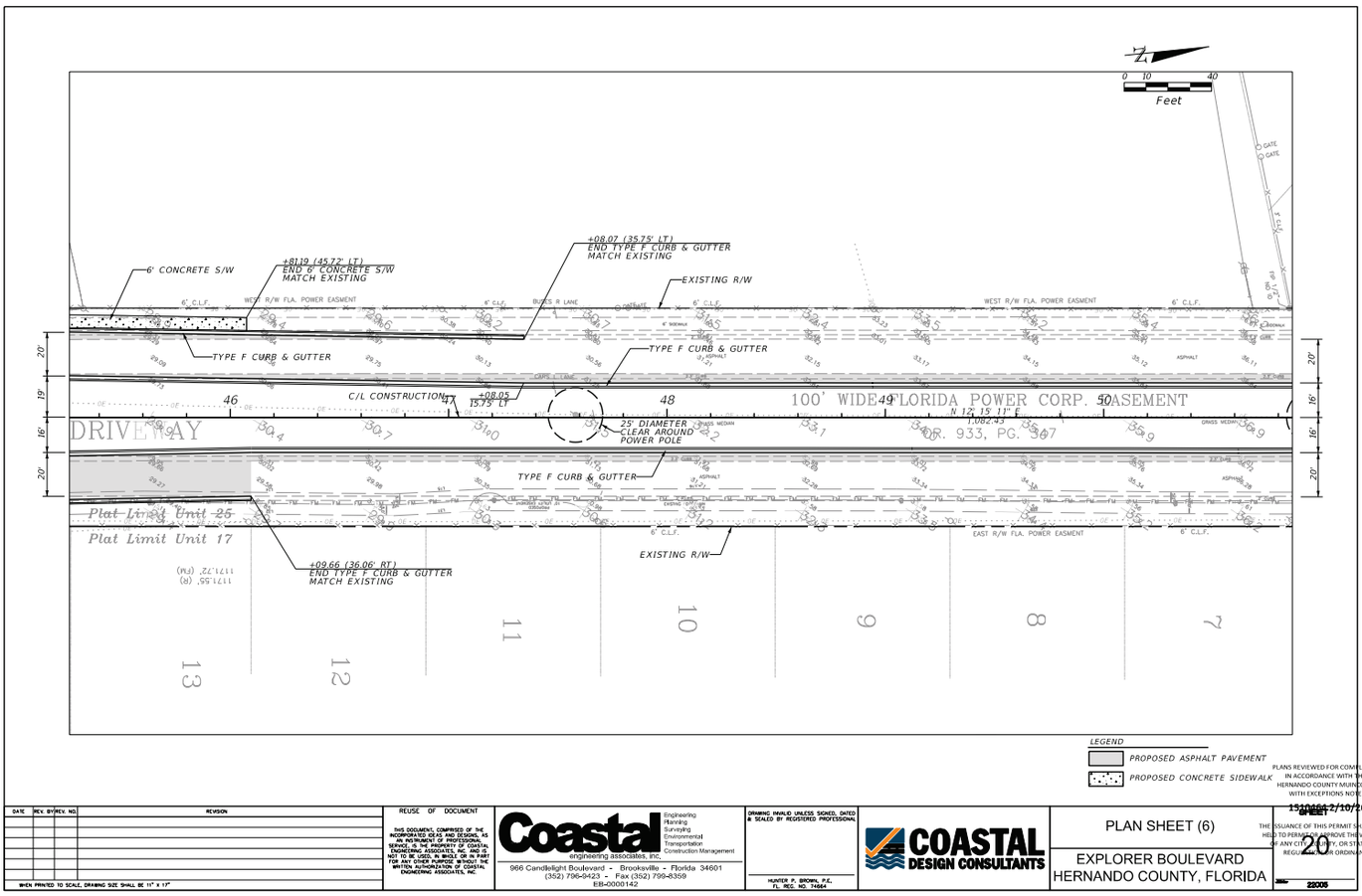

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HERNANDO COUNTY, FLORIDA

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PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED

1520624 2/10/26

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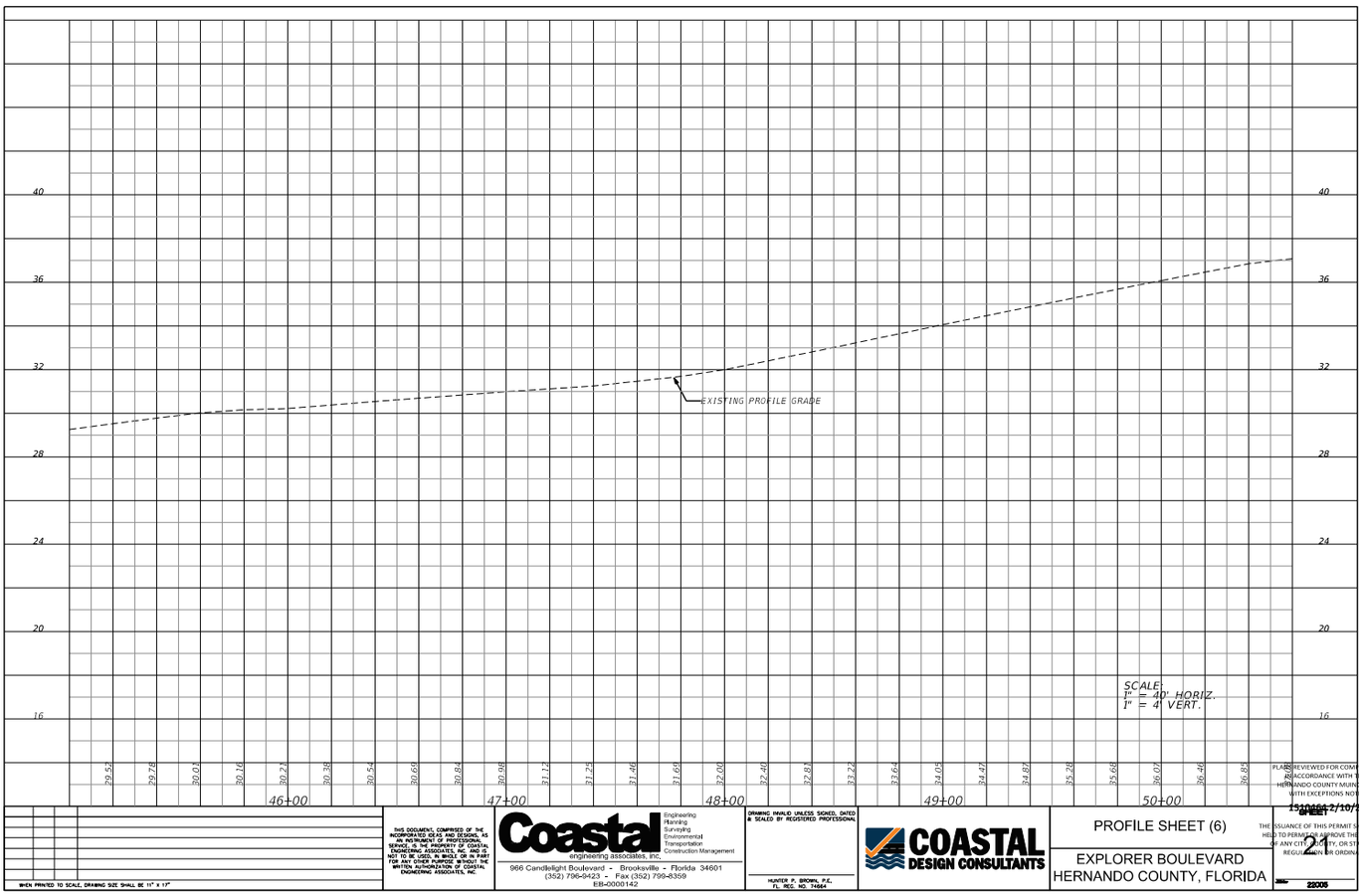

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PROFILE SHEET (6)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

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1520624 2/10/26

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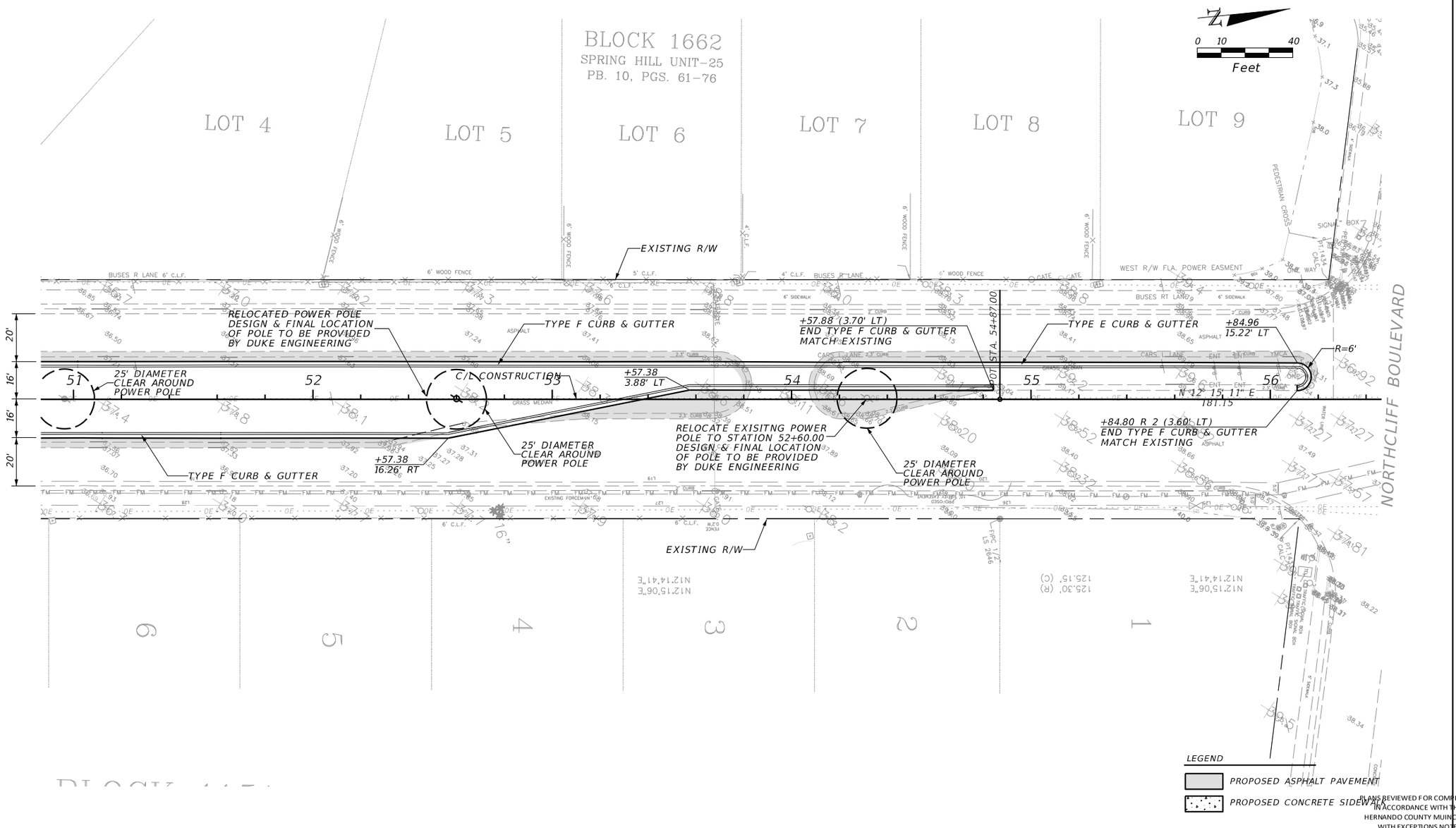

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PLAN SHEET (7)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 28

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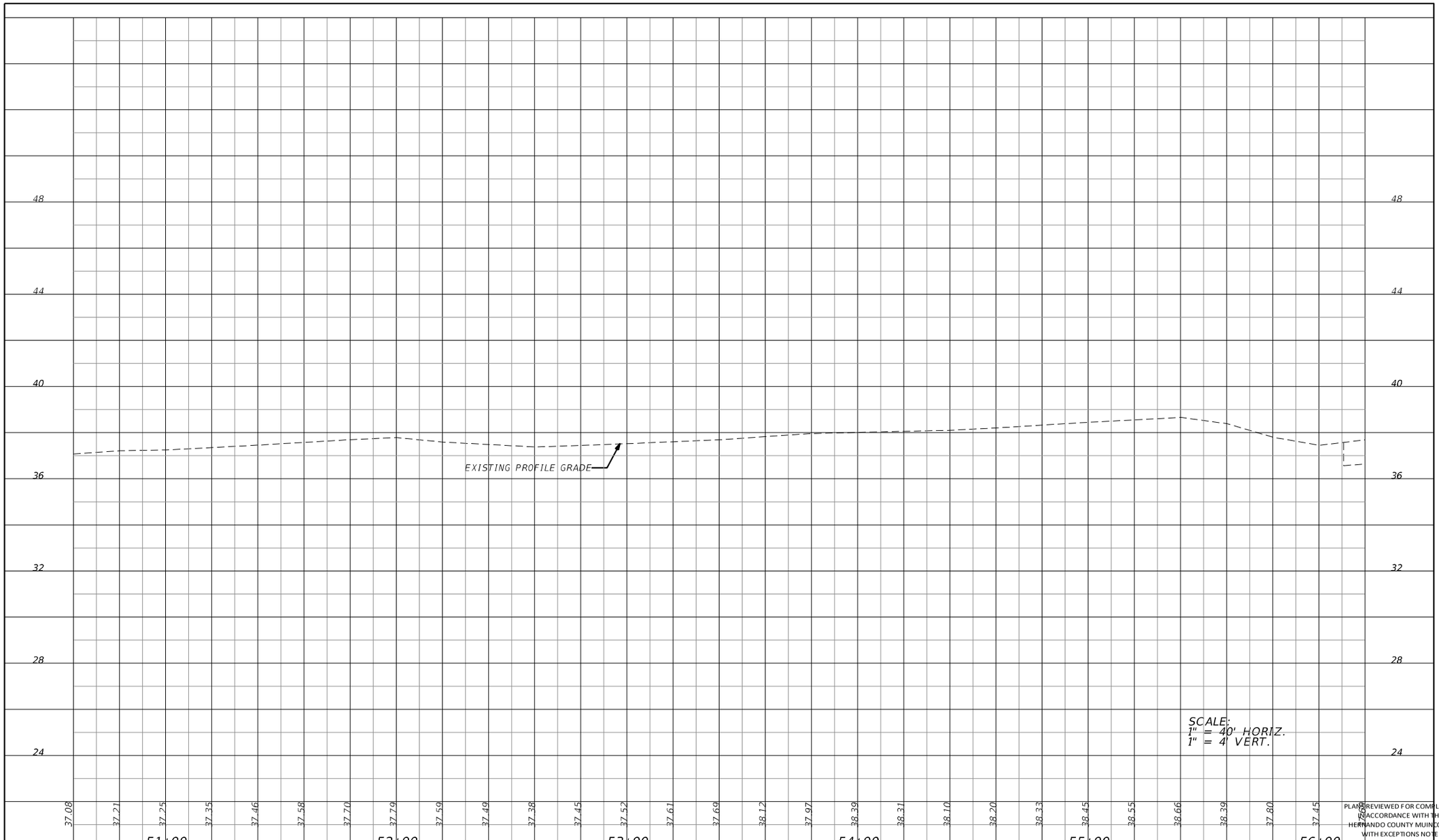

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PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED

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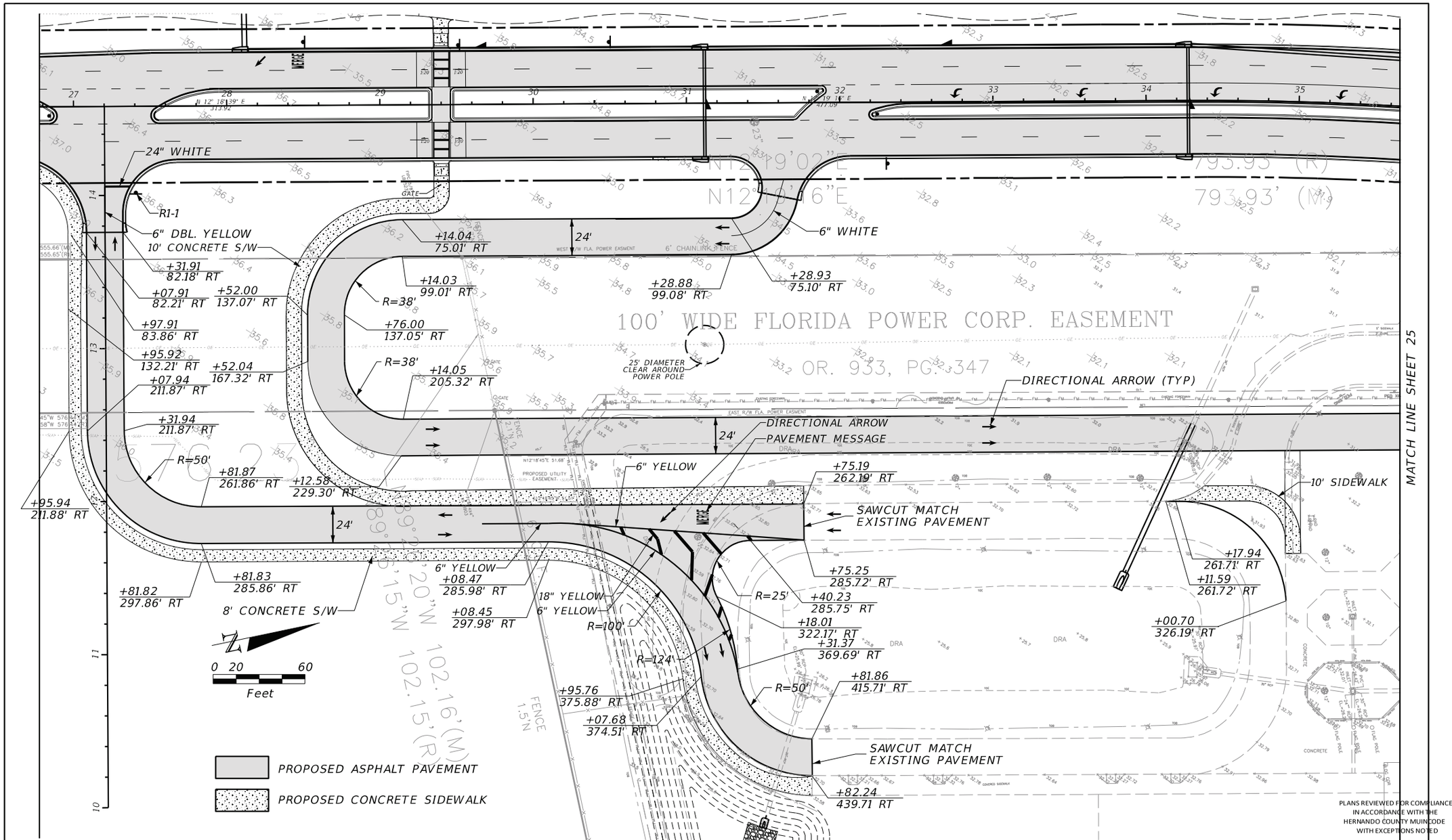

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COASTAL DESIGN CONSULTANTS

SCHOOL PLAN
HORIZONTAL CONTROL PLAN

SOMERSET BAY
HERNANDO COUNTY, FLORIDA

SHEET 24

22005

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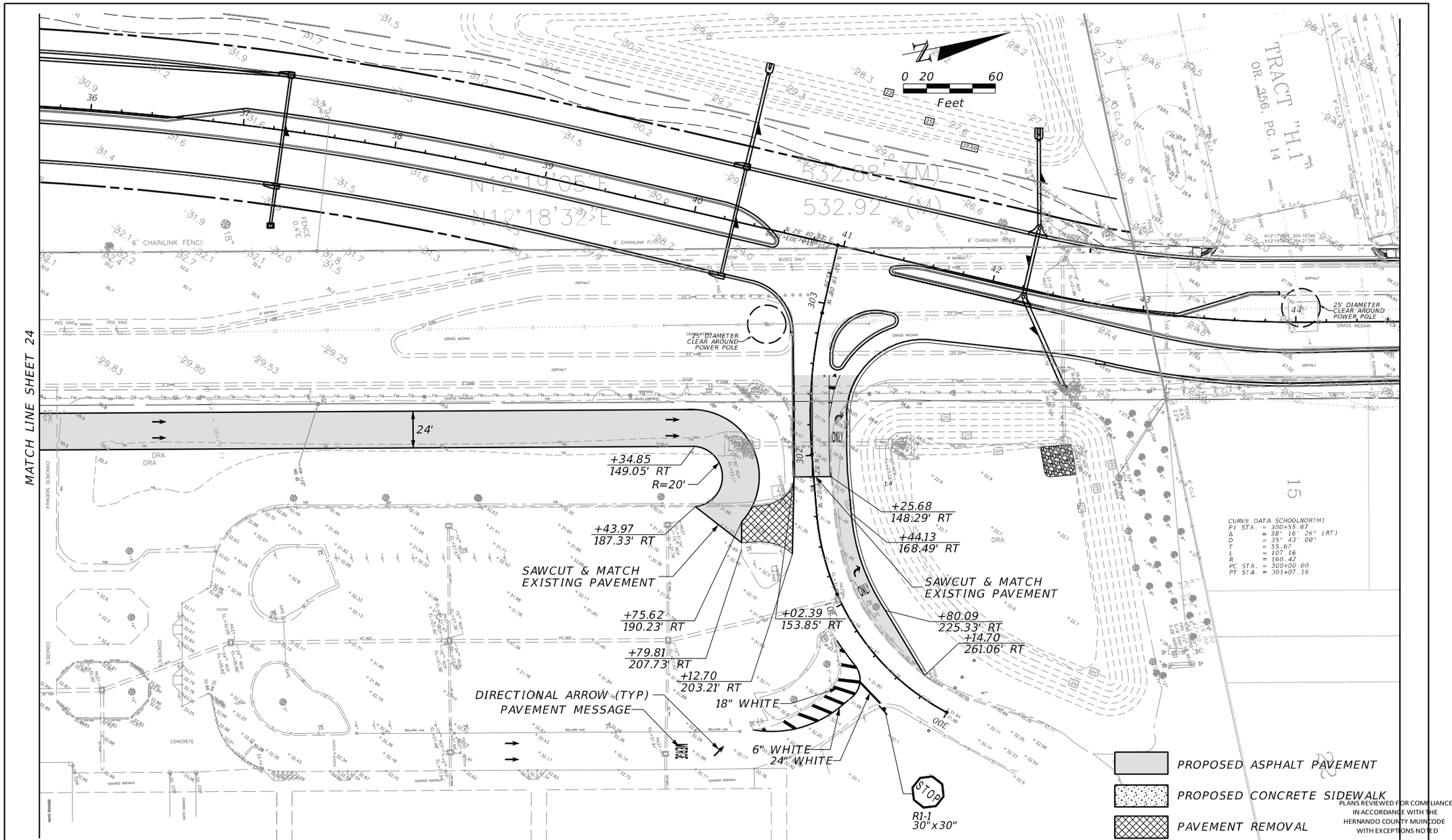

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SCHOOL PLAN
HORIZONTAL CONTROL PLAN
SOMERSET BAY
HERNANDO COUNTY, FLORIDA

SHEET 25

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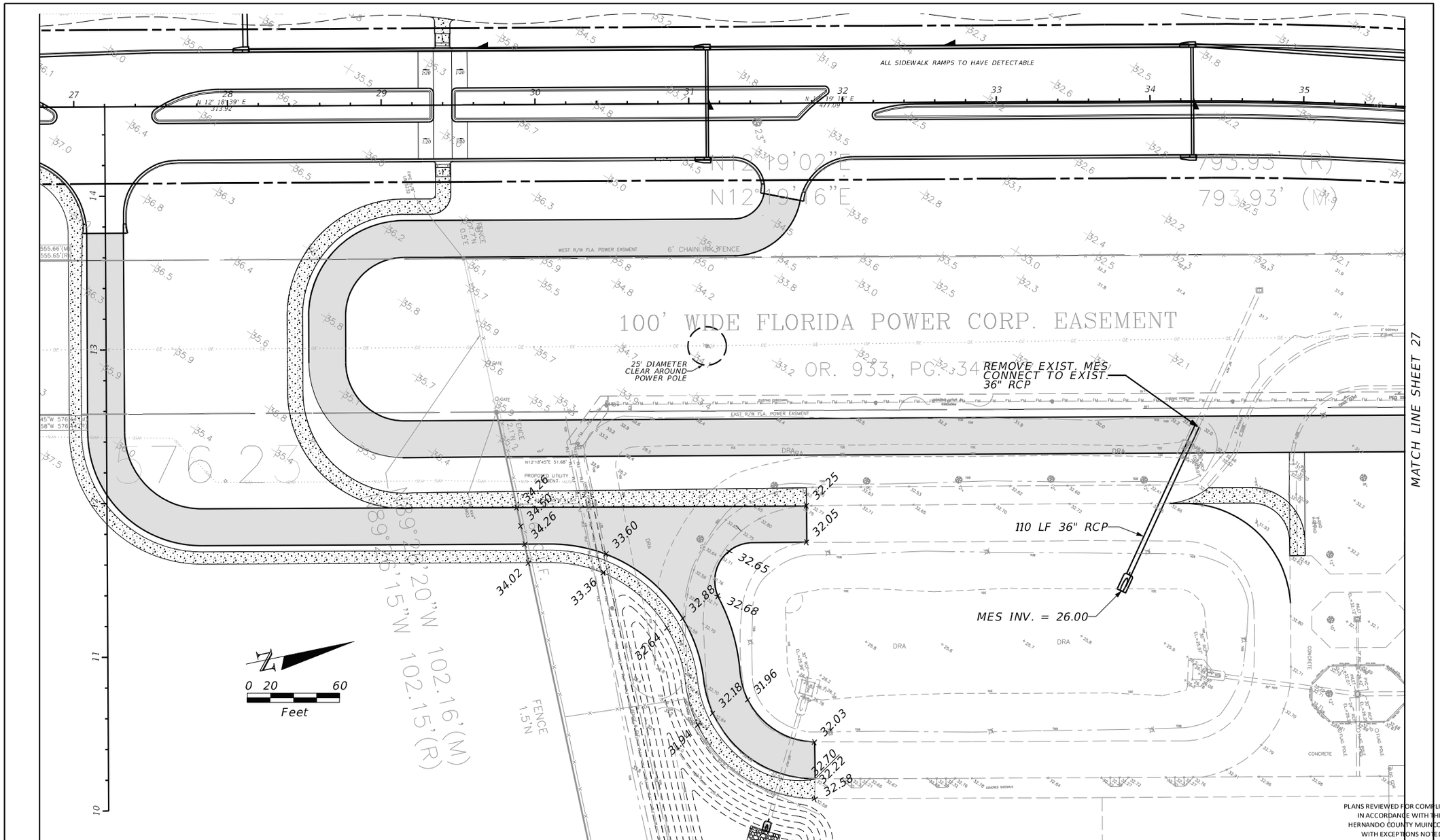

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1510464 2/10/26

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FL. REG. NO. 74664

COASTAL DESIGN CONSULTANTS

SCHOOL PLAN
PAVING, GRADING & DRAINAGE PLAN

SOMERSET BAY
HERNANDO COUNTY, FLORIDA

SHEET 26

JOB NO. 22005

/15826/2#65013759 v2
36
552

/15826/2#65013759 v2

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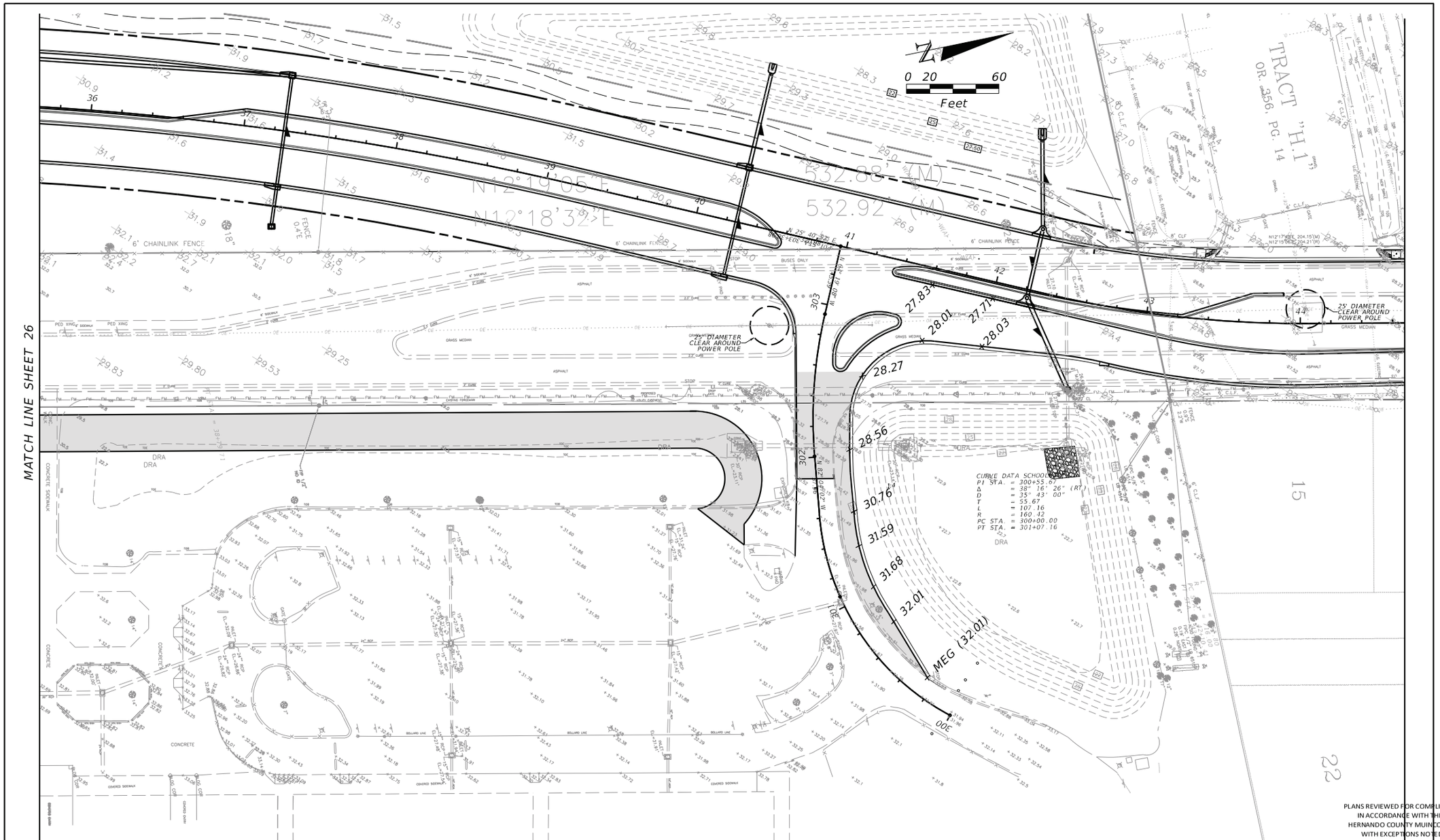
553



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IN ACCORDANCE WITH THE
HERNANDO COUNTY MUNICODE
WITH EXCEPTIONS NOTED
1510464 2/10/26

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COASTAL DESIGN CONSULTANTS

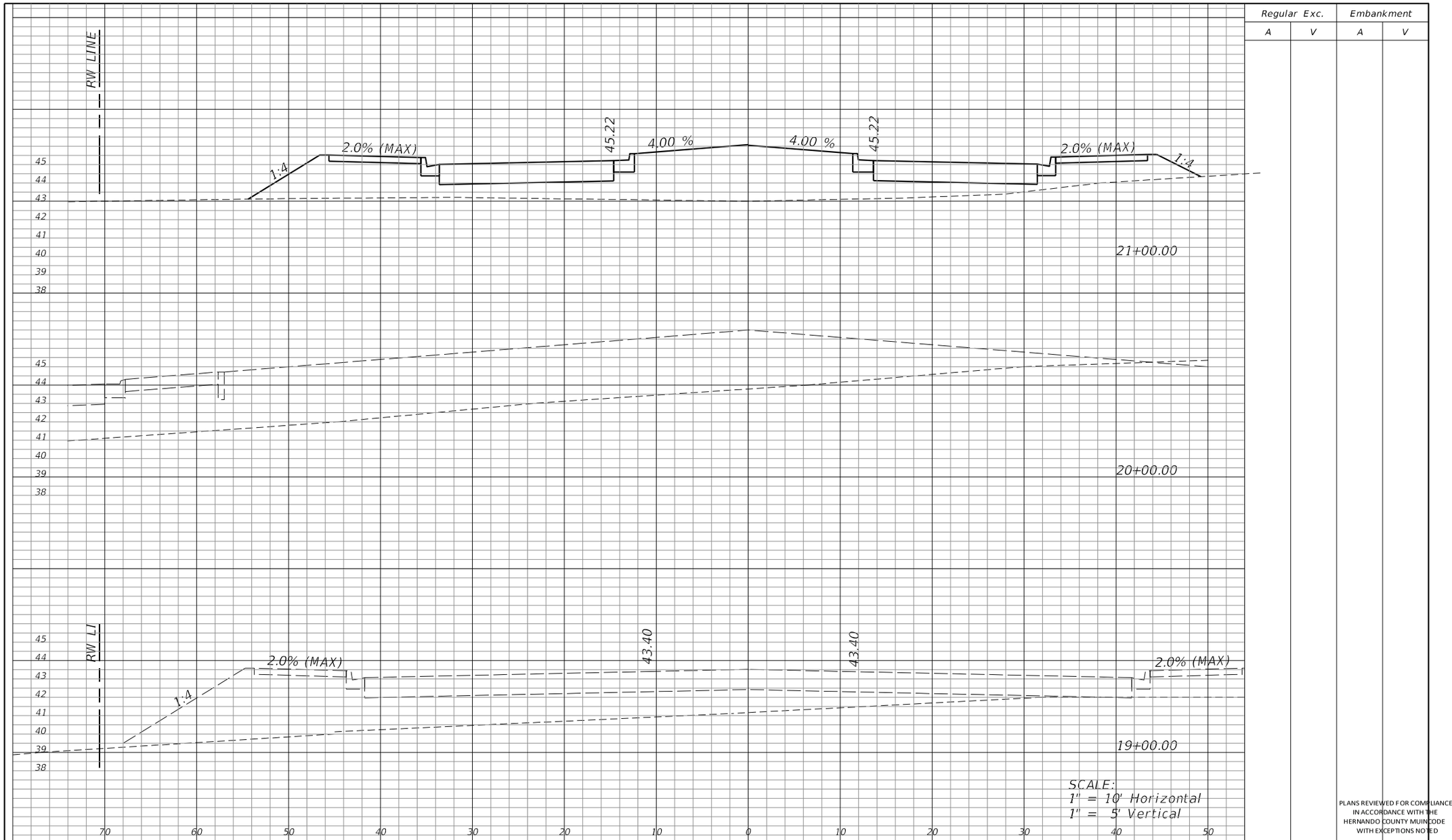
SCHOOL PLAN
PAVING, GRADING & DRAINAGE PLAN

SOMERSET BAY
HERNANDO COUNTY, FLORIDA

SHEET
27

22005

/15826/2#65013759 v2



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COASTAL DESIGN CONSULTANTS

CROSS SECTIONS (1)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 28

22005

PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED

1510661 2/10/26

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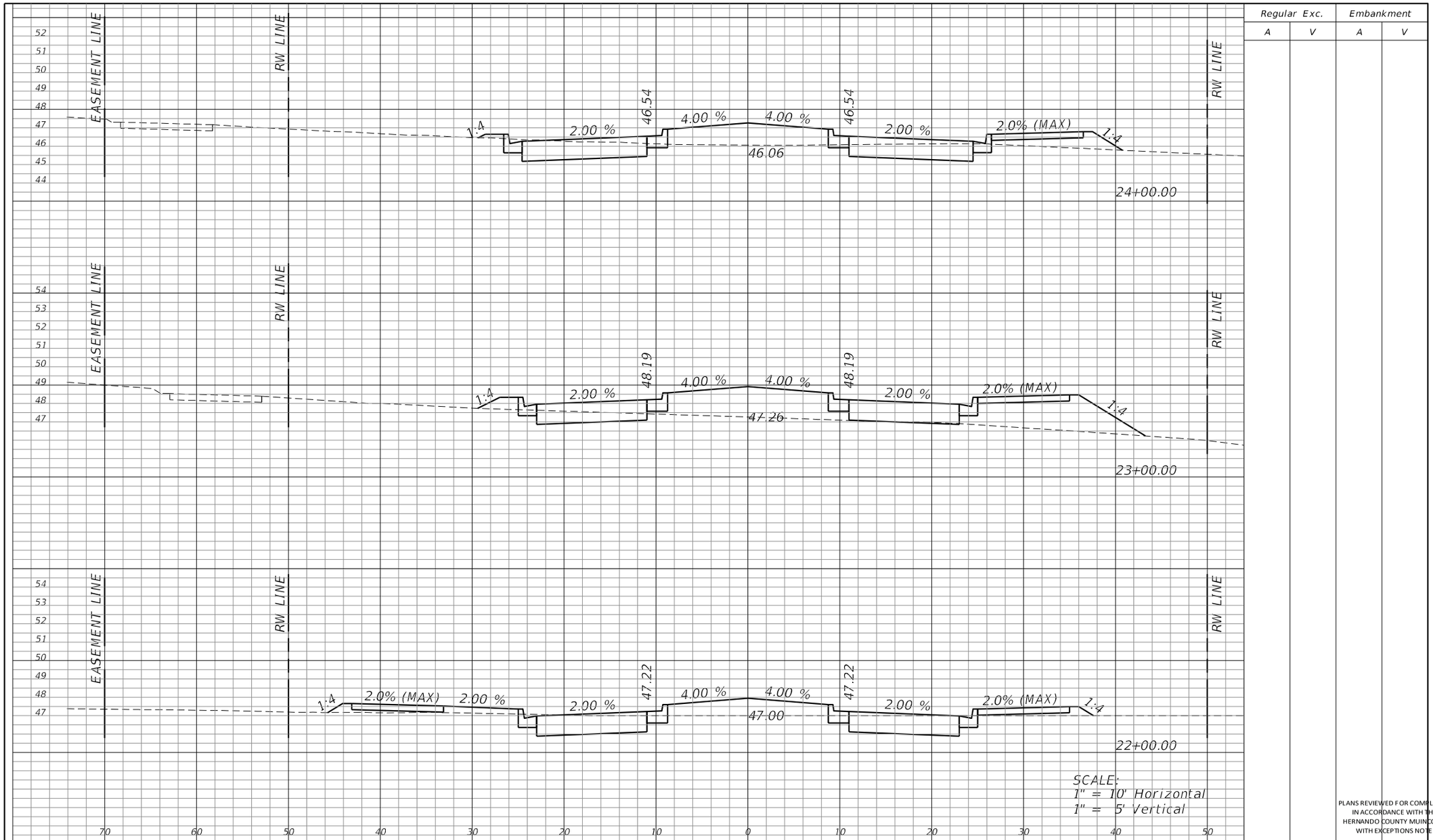

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CROSS SECTIONS (2)

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HERNANDO COUNTY, FLORIDA

SHEET 29

22005

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1510464 2/10/26

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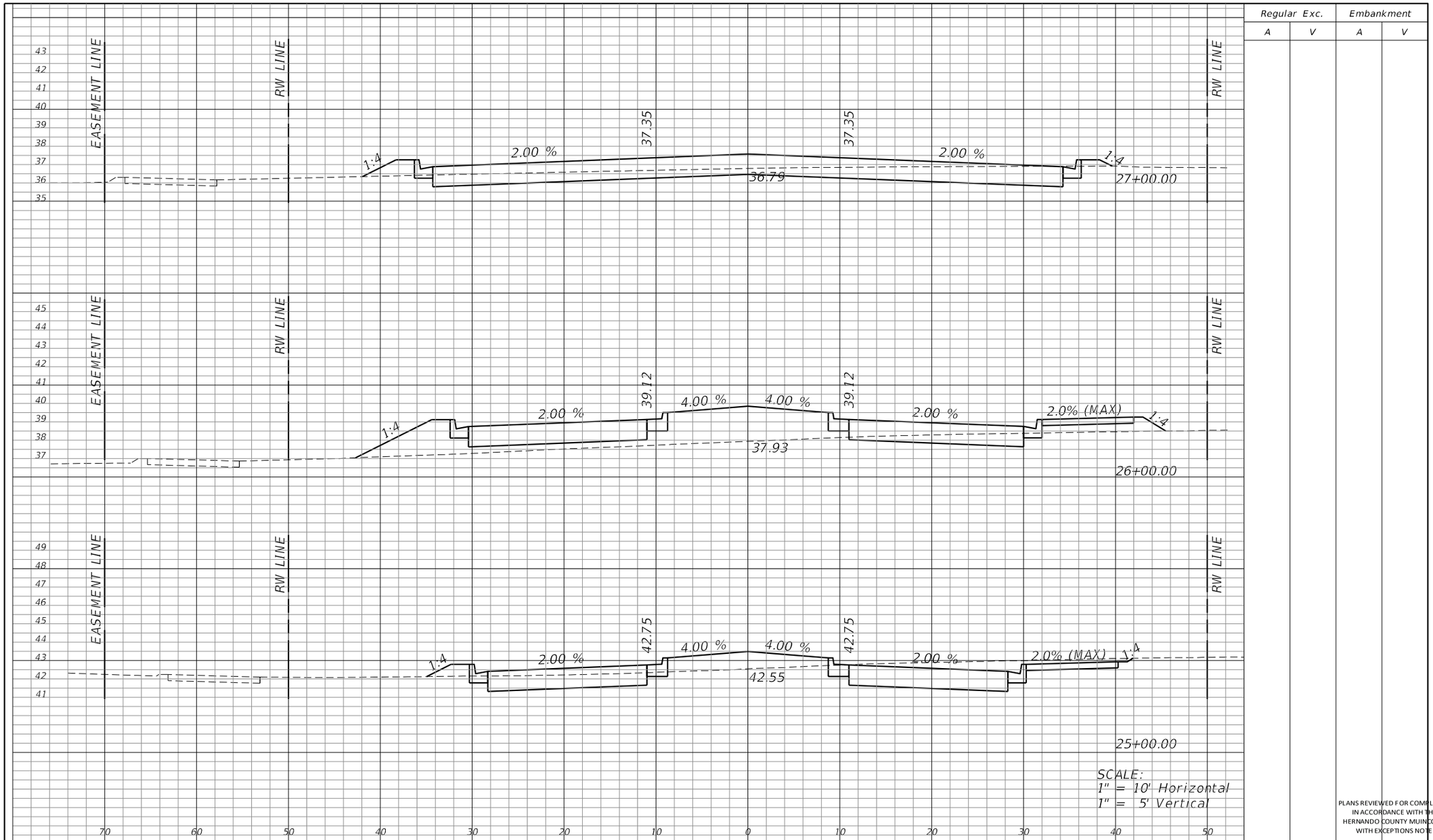

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CROSS SECTIONS (3)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 30

22005

PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED

1510464 2/10/26

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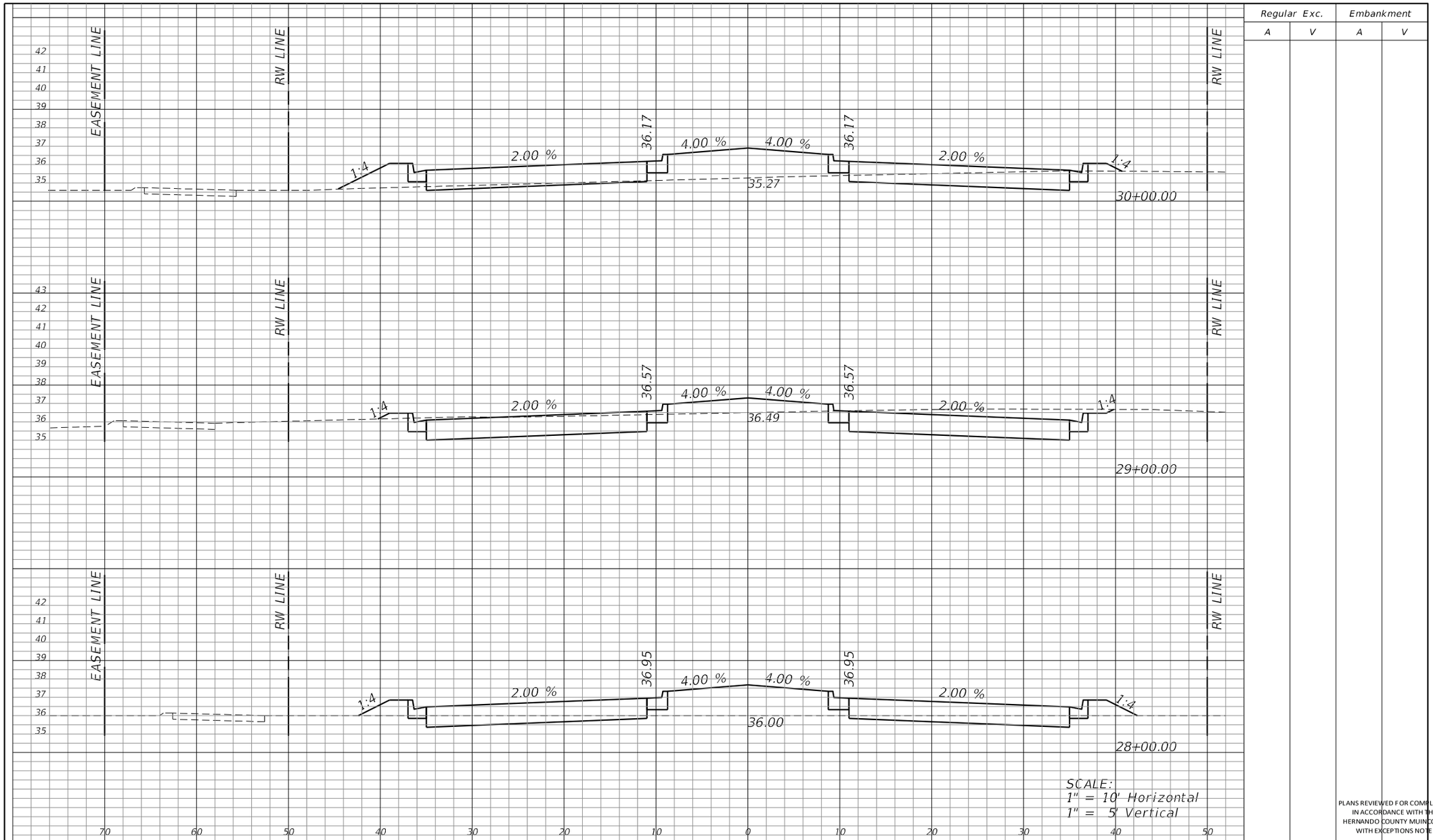

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CROSS SECTIONS (4)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 21

22005

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1510464 2/10/26

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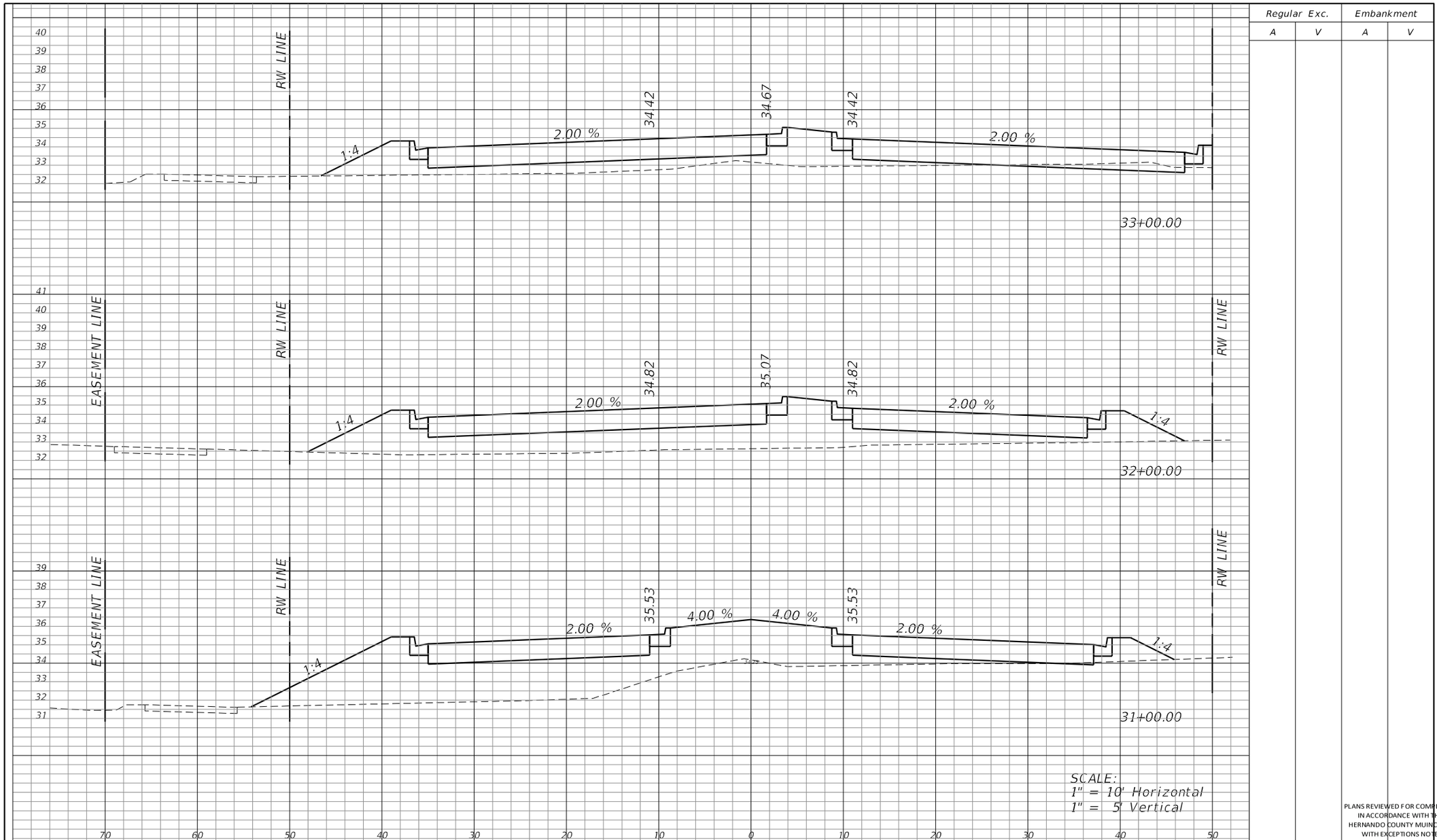

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CROSS SECTIONS (5)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET
32

22005

PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED

1510464 2/10/26

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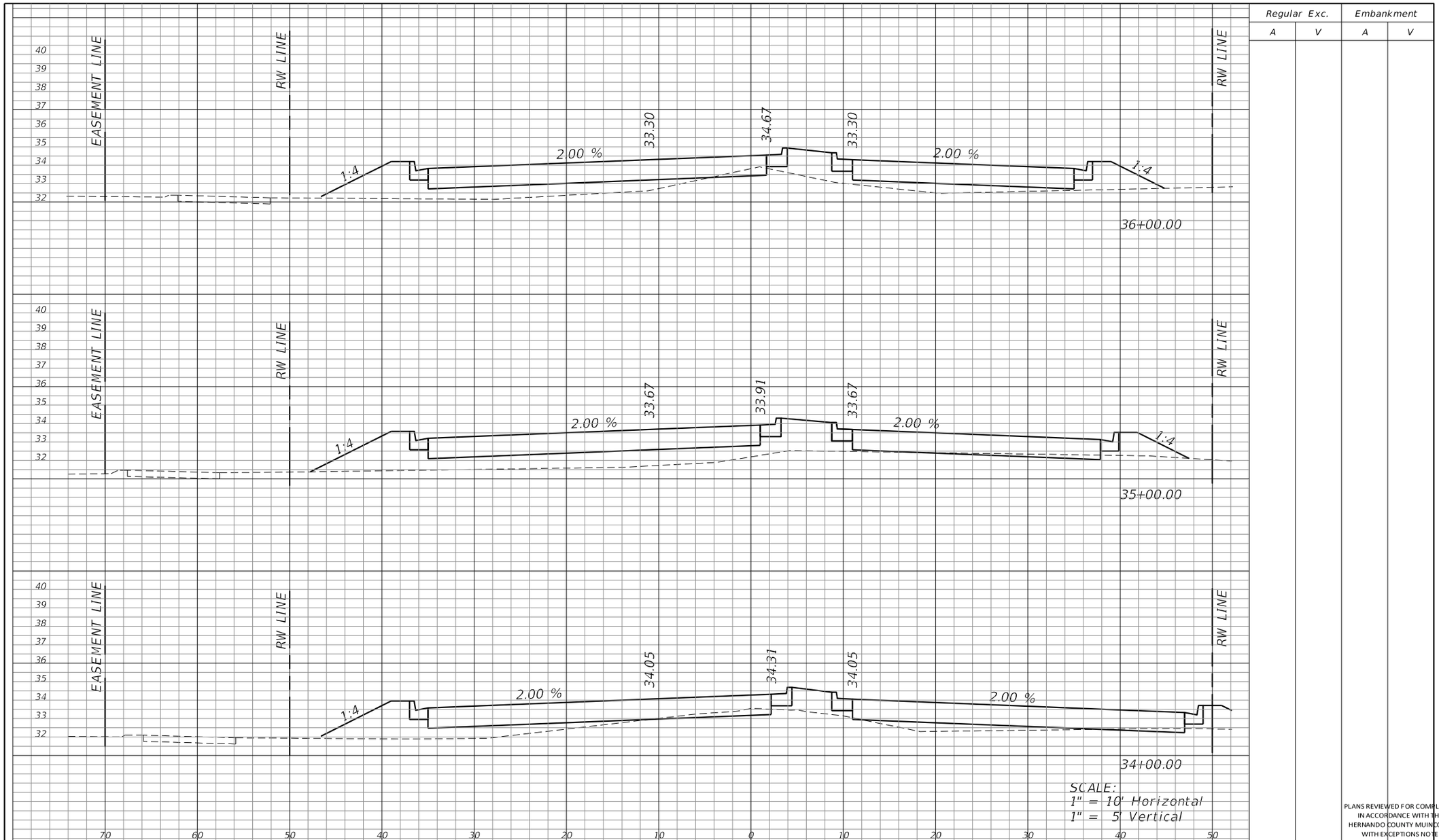

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CROSS SECTIONS (6)

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HERNANDO COUNTY, FLORIDA

SHEET
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1510464 2/10/26

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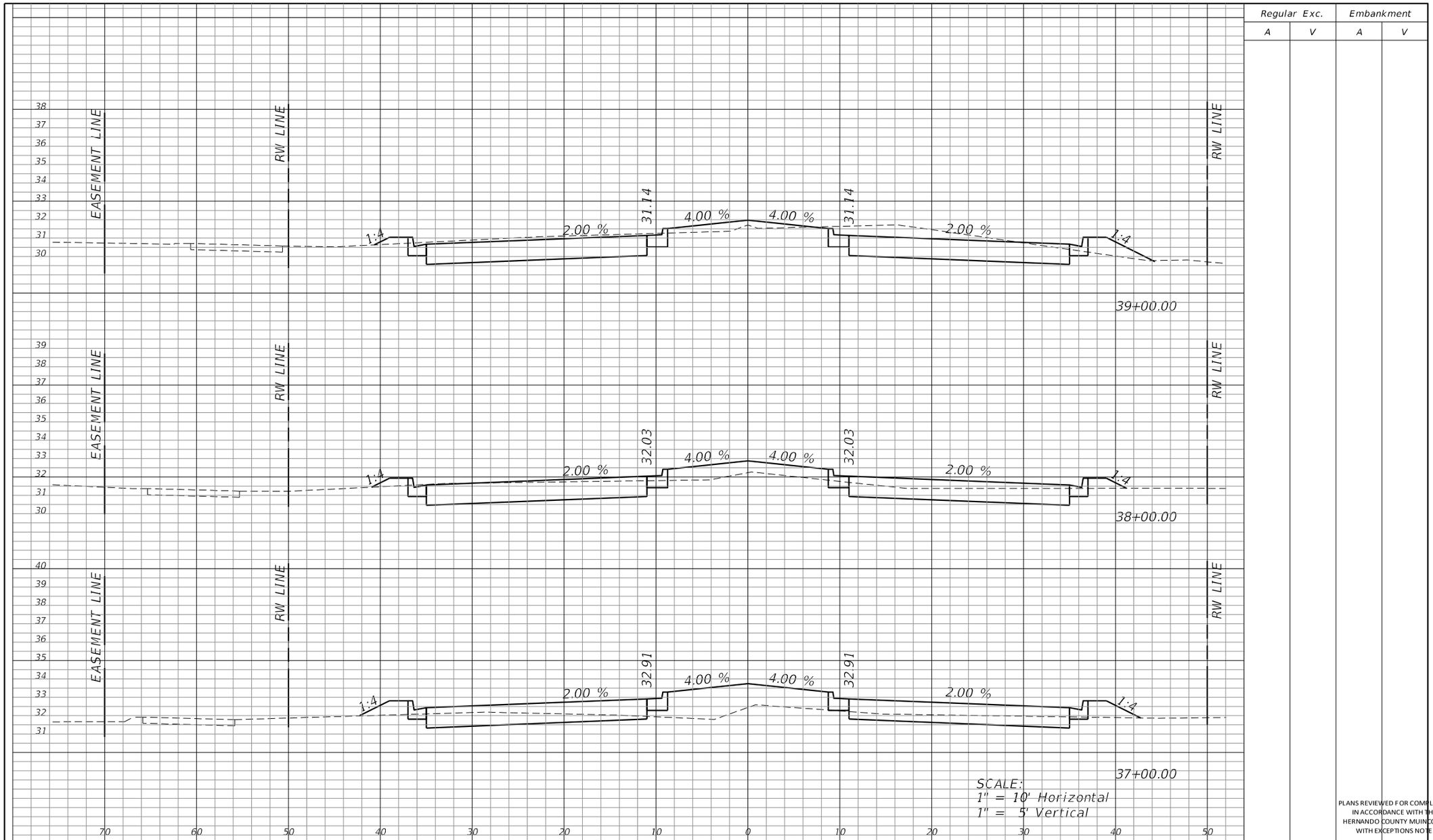

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HERNANDO COUNTY, FLORIDA

SHEET 34

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/15826/2#650137759 v2

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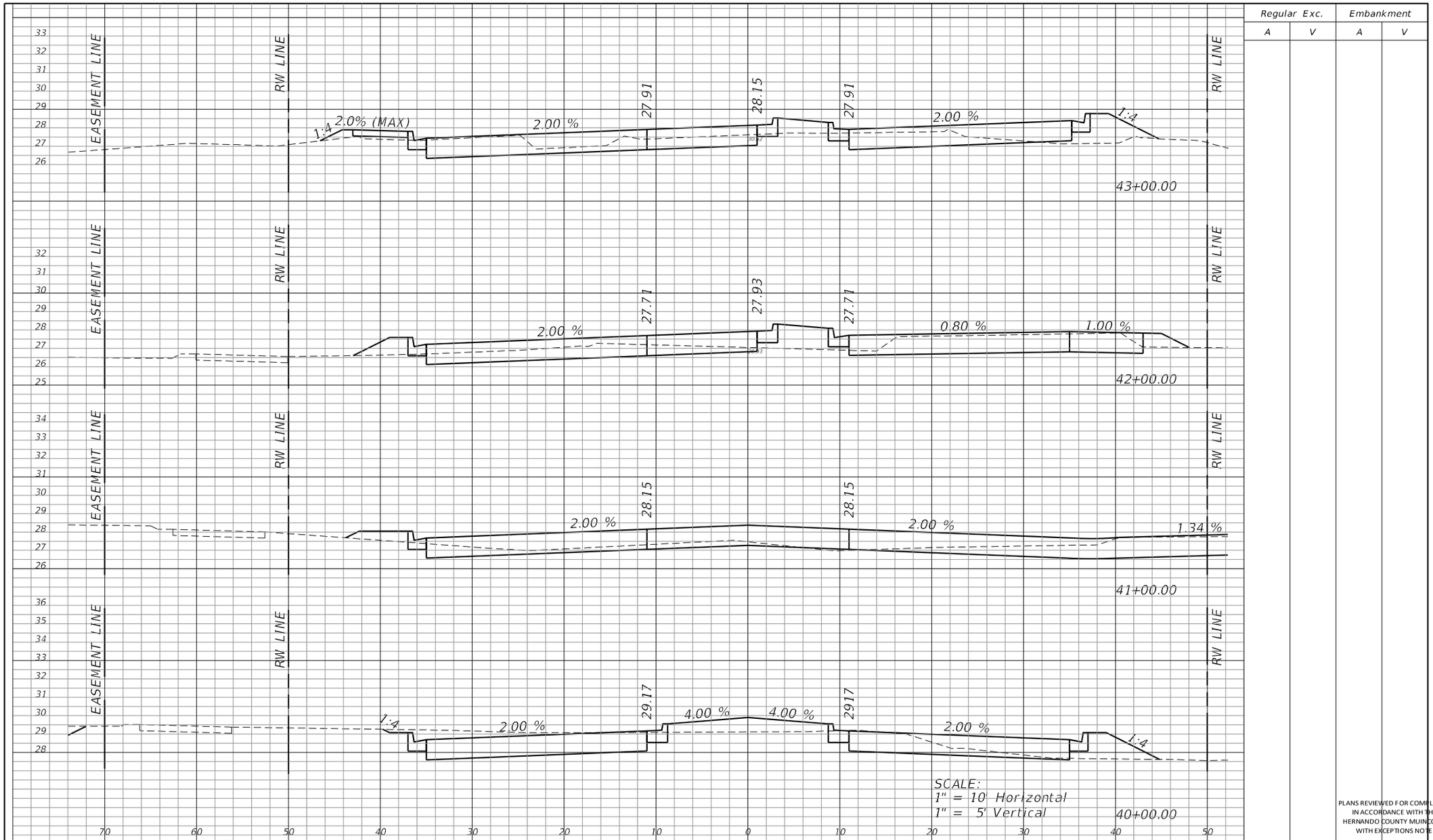

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HERNANDO COUNTY, FLORIDA

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1510464 2/10/26

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SHEET
35

22005

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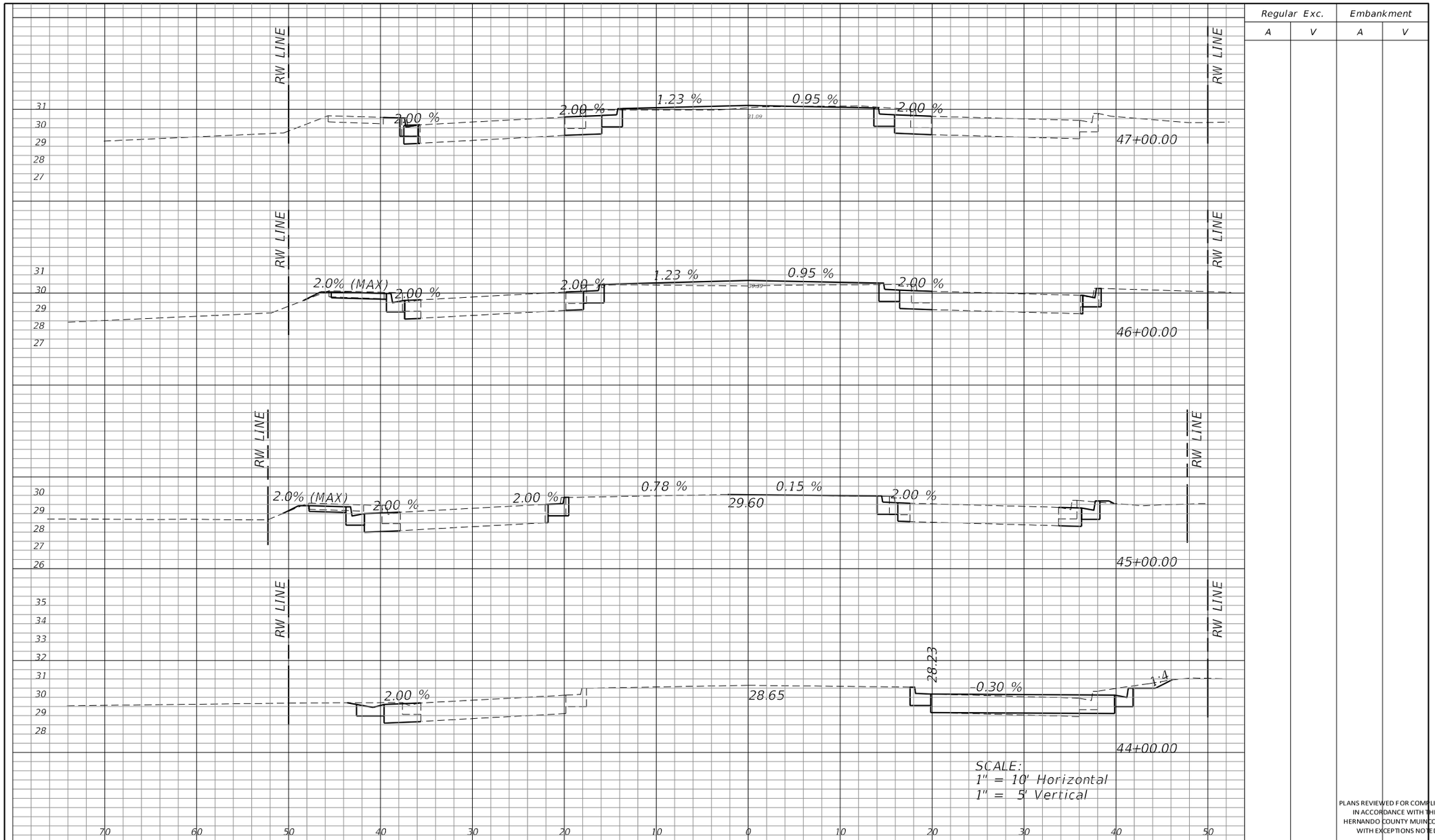

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CROSS SECTIONS (9)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 36

22005

PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED

1510464 2/10/26

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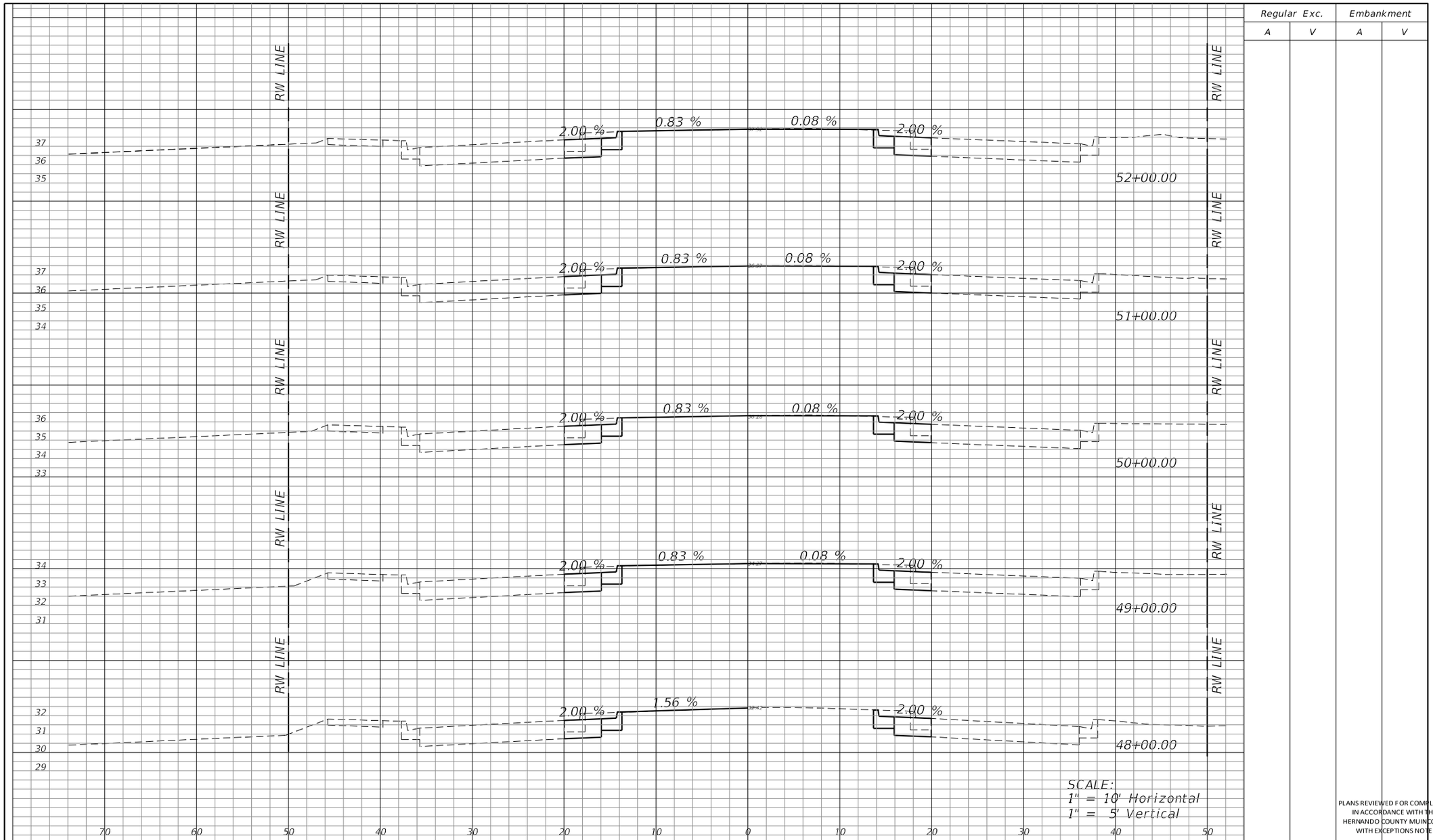

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CROSS SECTIONS (10)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 37

22005

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1510464 2/10/26

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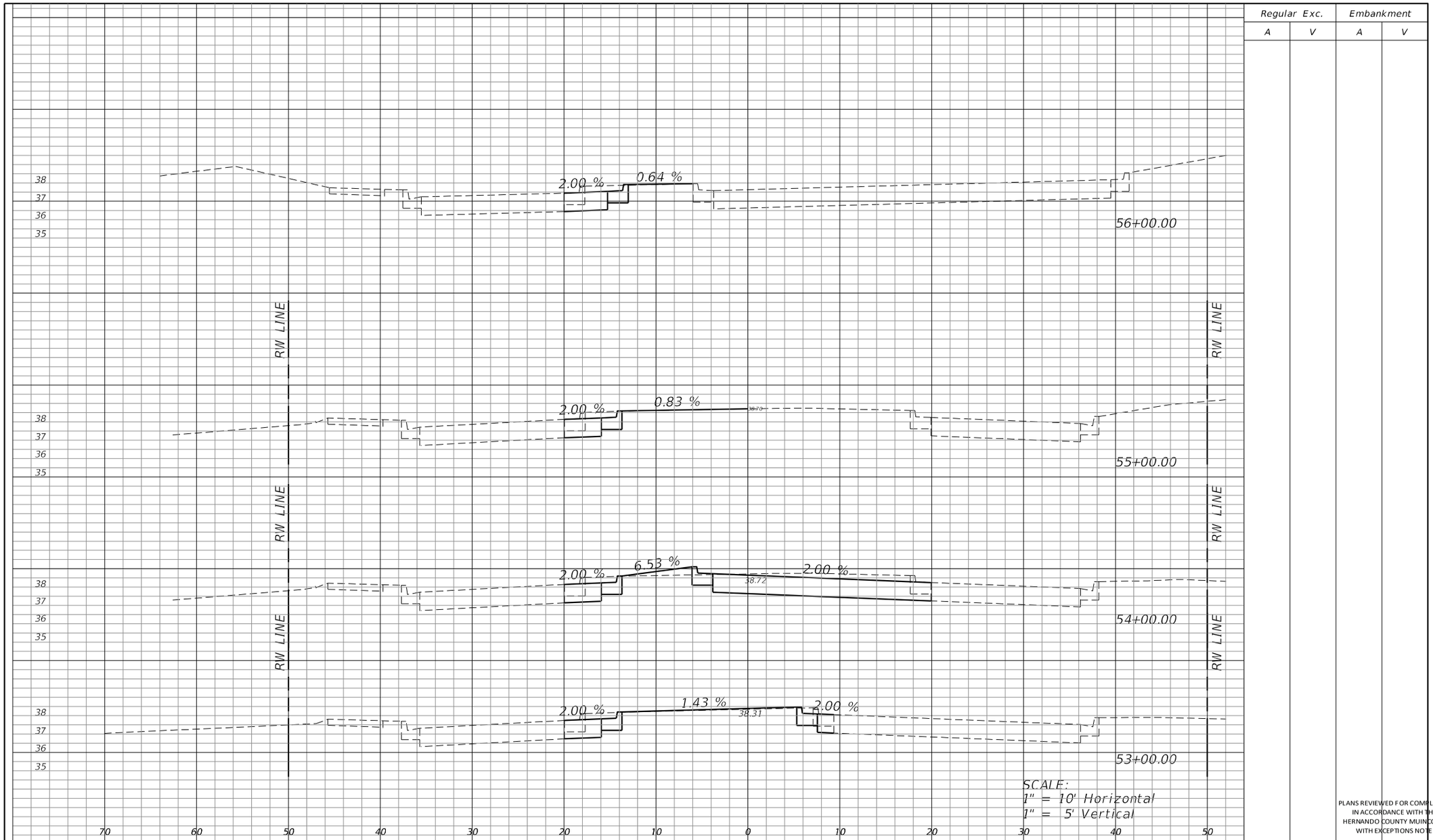

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COASTAL DESIGN CONSULTANTS

CROSS SECTIONS (11)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 38

22005

PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED

1510464 2/10/26

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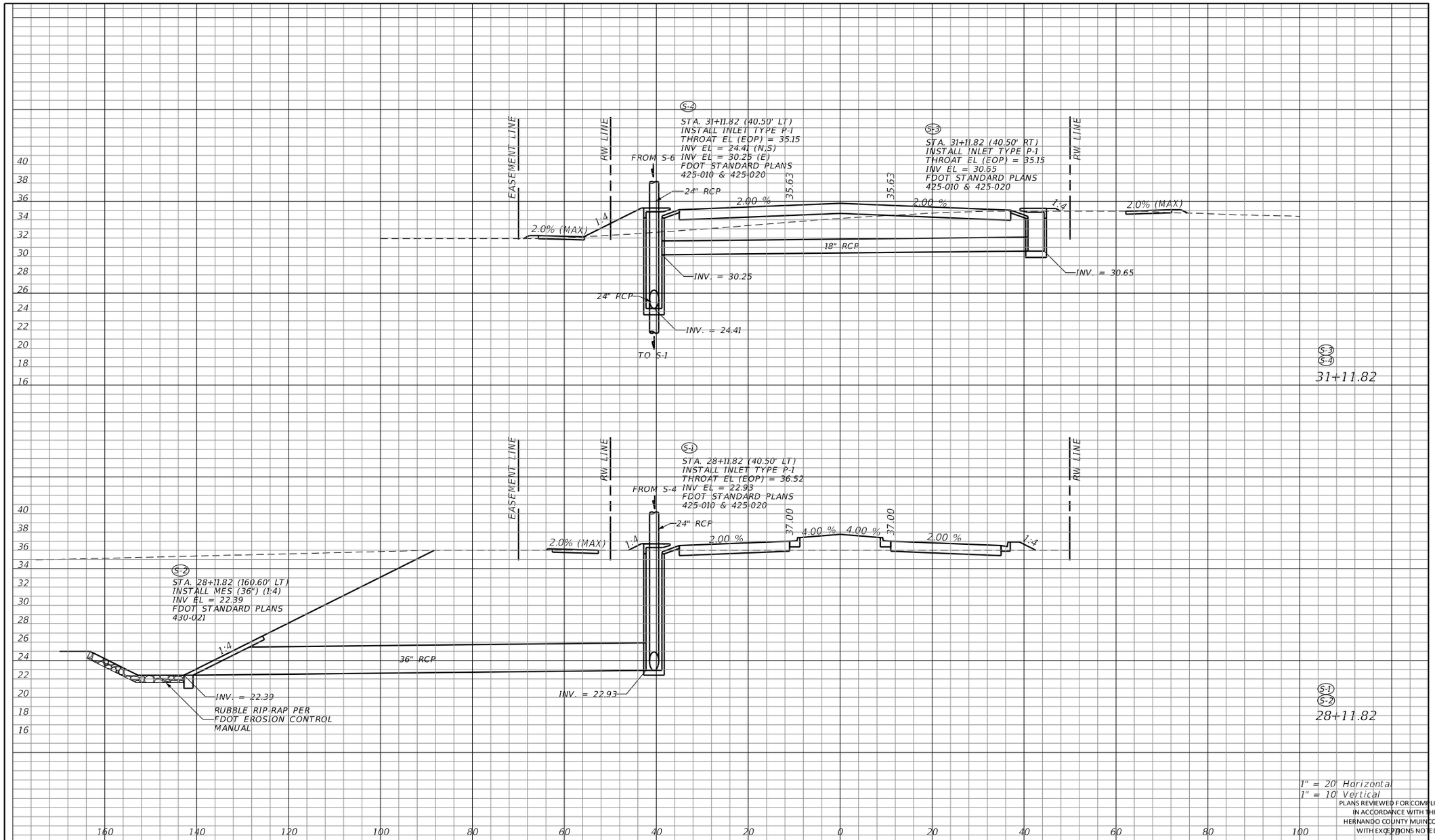

PLANS REVIEWED FOR COMPLIANCE
IN ACCORDANCE WITH THE
HERNANDO COUNTY MUNICODE
WITH EXCEPTIONS NOTED
1510461 2/10/26

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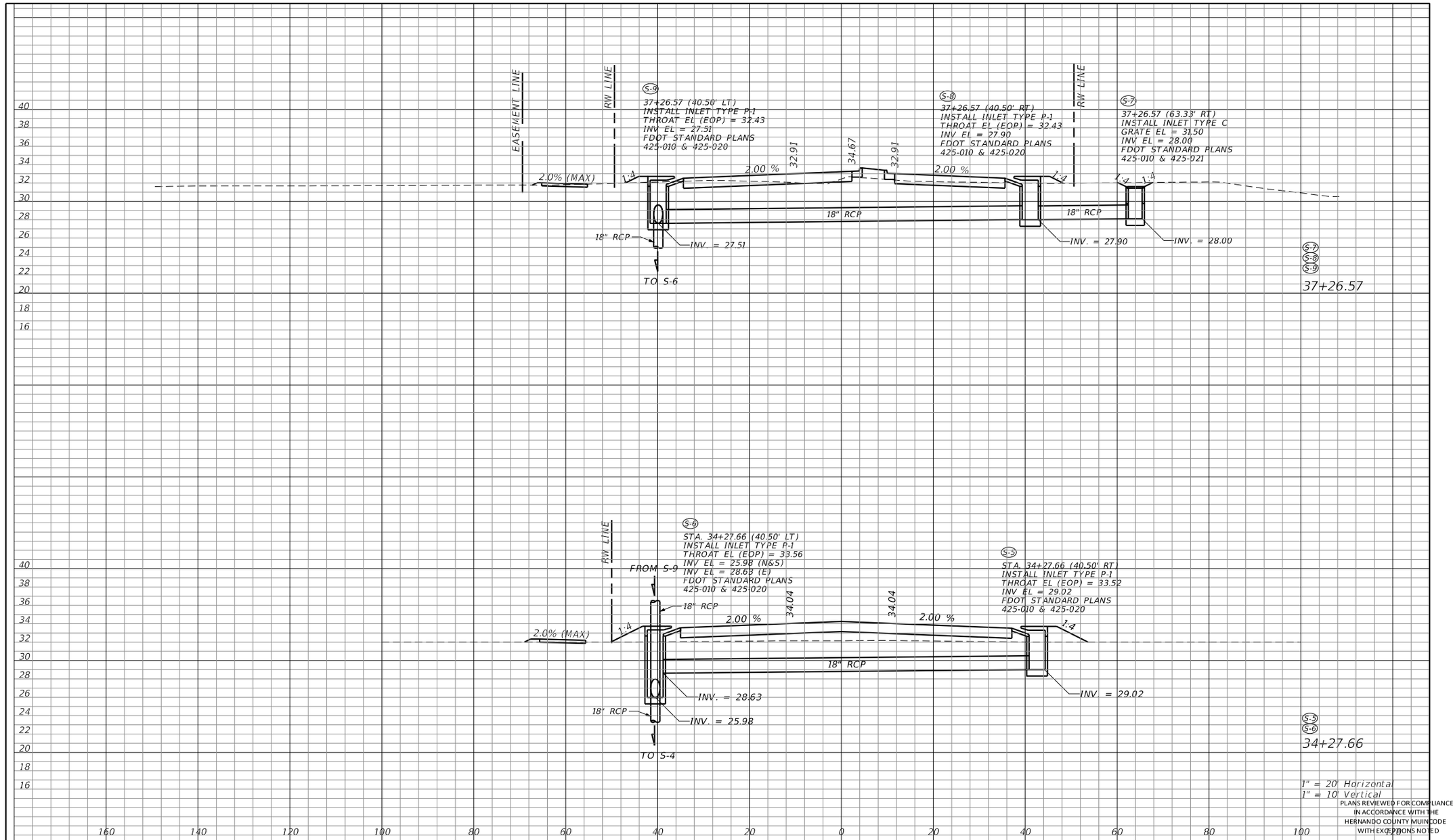
DRAWING STRUCTURES (1)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 39

22005

/15826/2#65013759 v2



PLANS REVIEWED FOR COMPLIANCE
IN ACCORDANCE WITH THE
HERNANDO COUNTY MUNICODE
WITH EXCEPTIONS NOTED

1510464 2/10/26

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FL. REG. NO. 74664

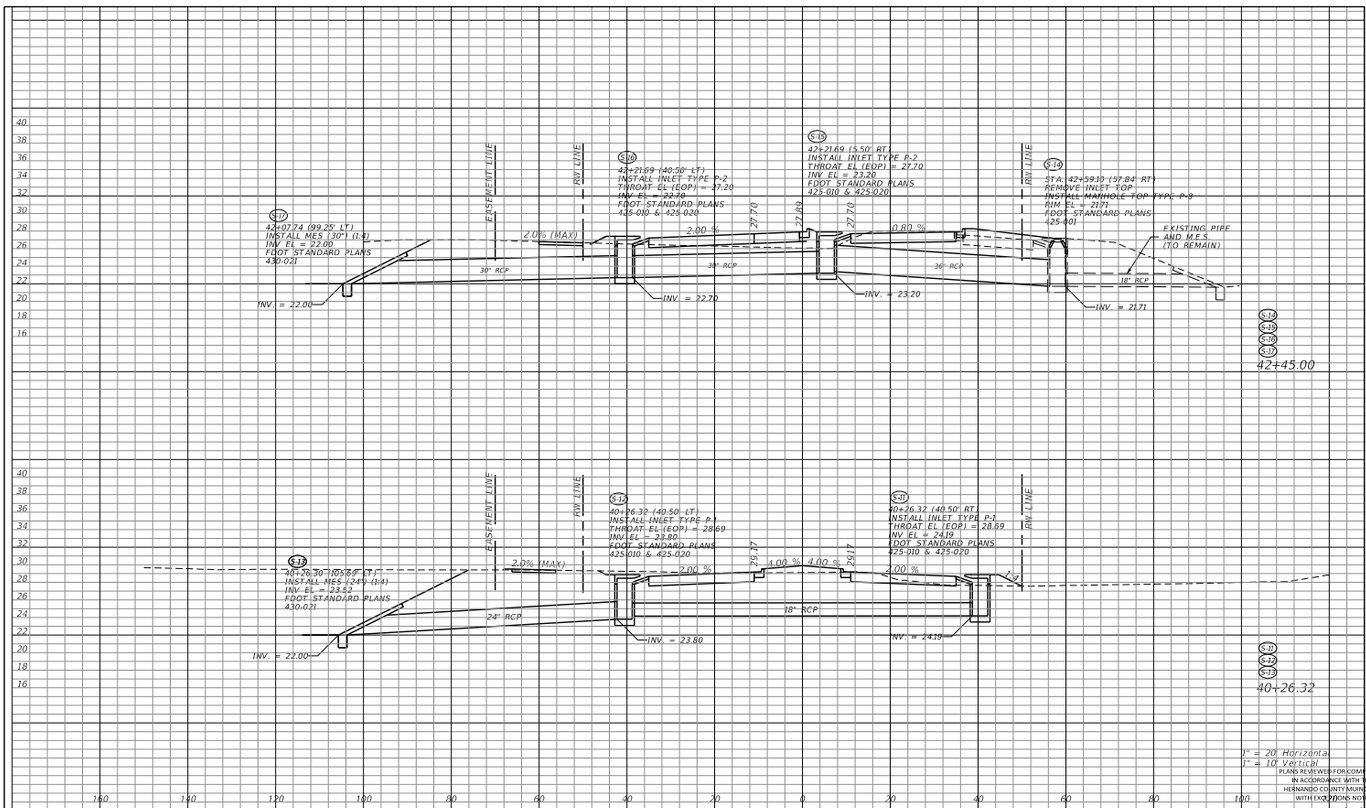
COASTAL DESIGN CONSULTANTS

DRAINAGE STRUCTURES (2)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 40

22005



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DRAINAGE STRUCTURES (3)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

22005

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PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNI CODE WITH EXCEPTIONS NOTED

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SHEET 41

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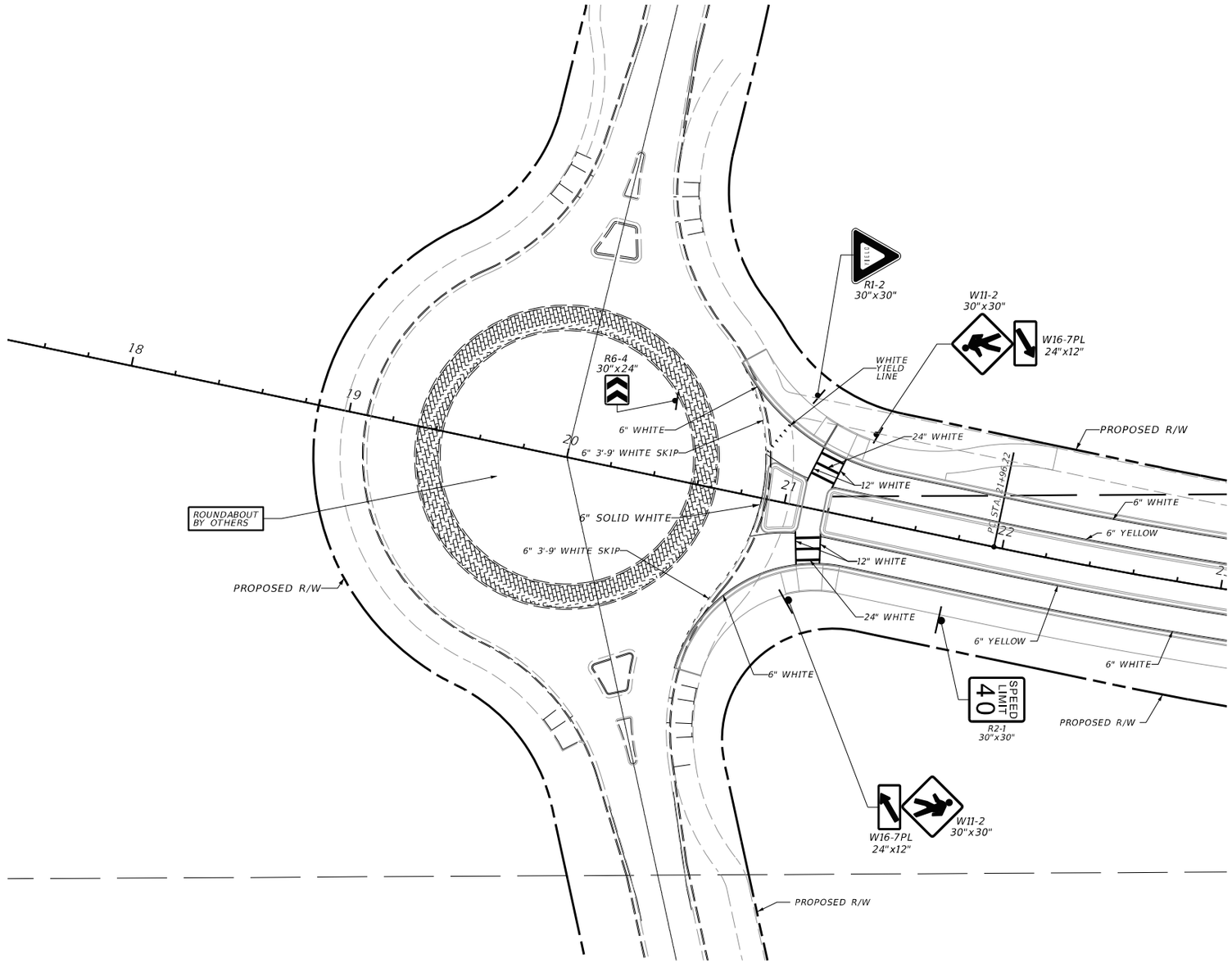

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1510464 2/10/26

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SIGNING & MARKING PLAN (1)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

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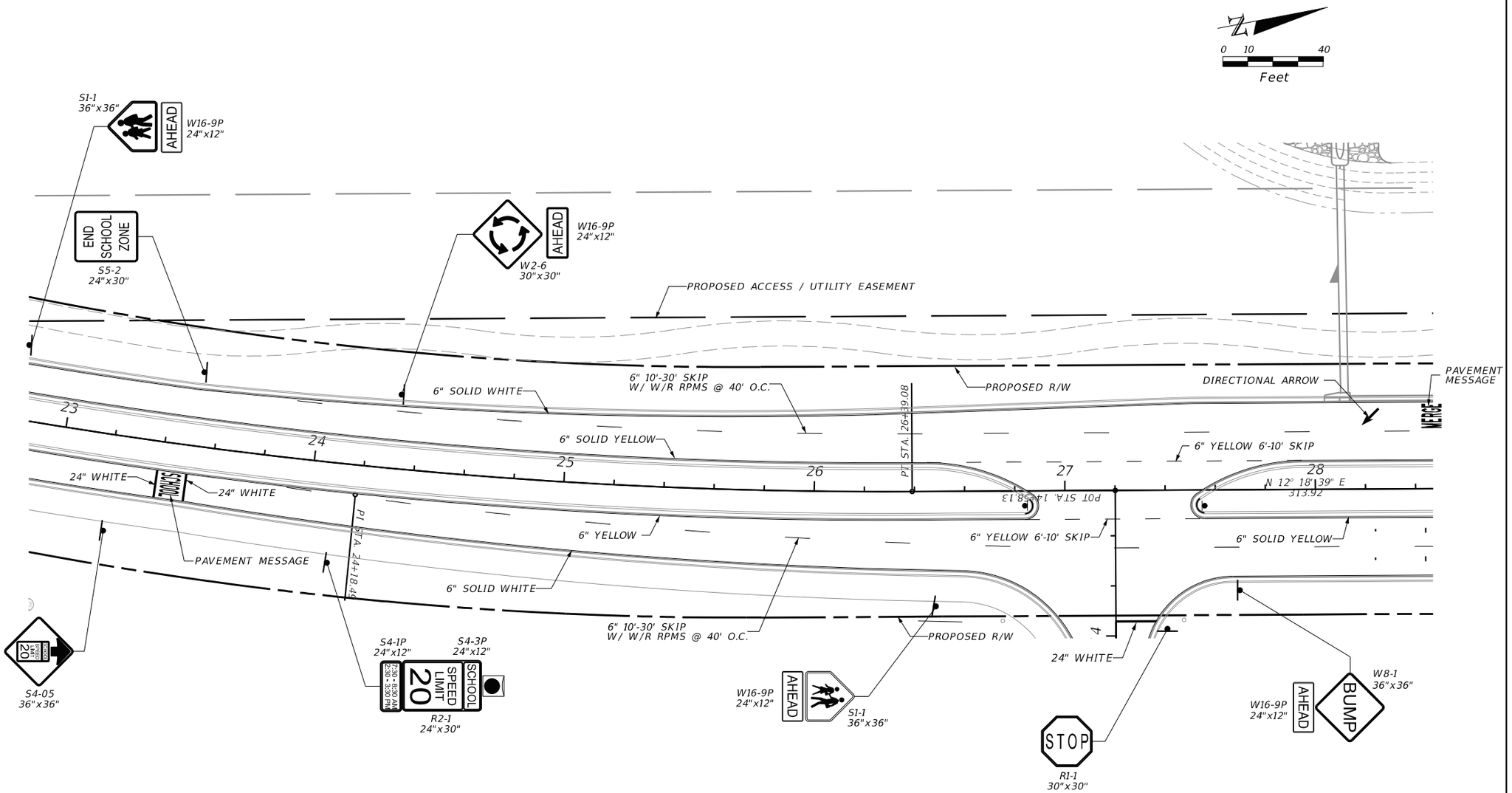

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COASTAL DESIGN CONSULTANTS

SIGNING & MARKING PLAN (2)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 09/2

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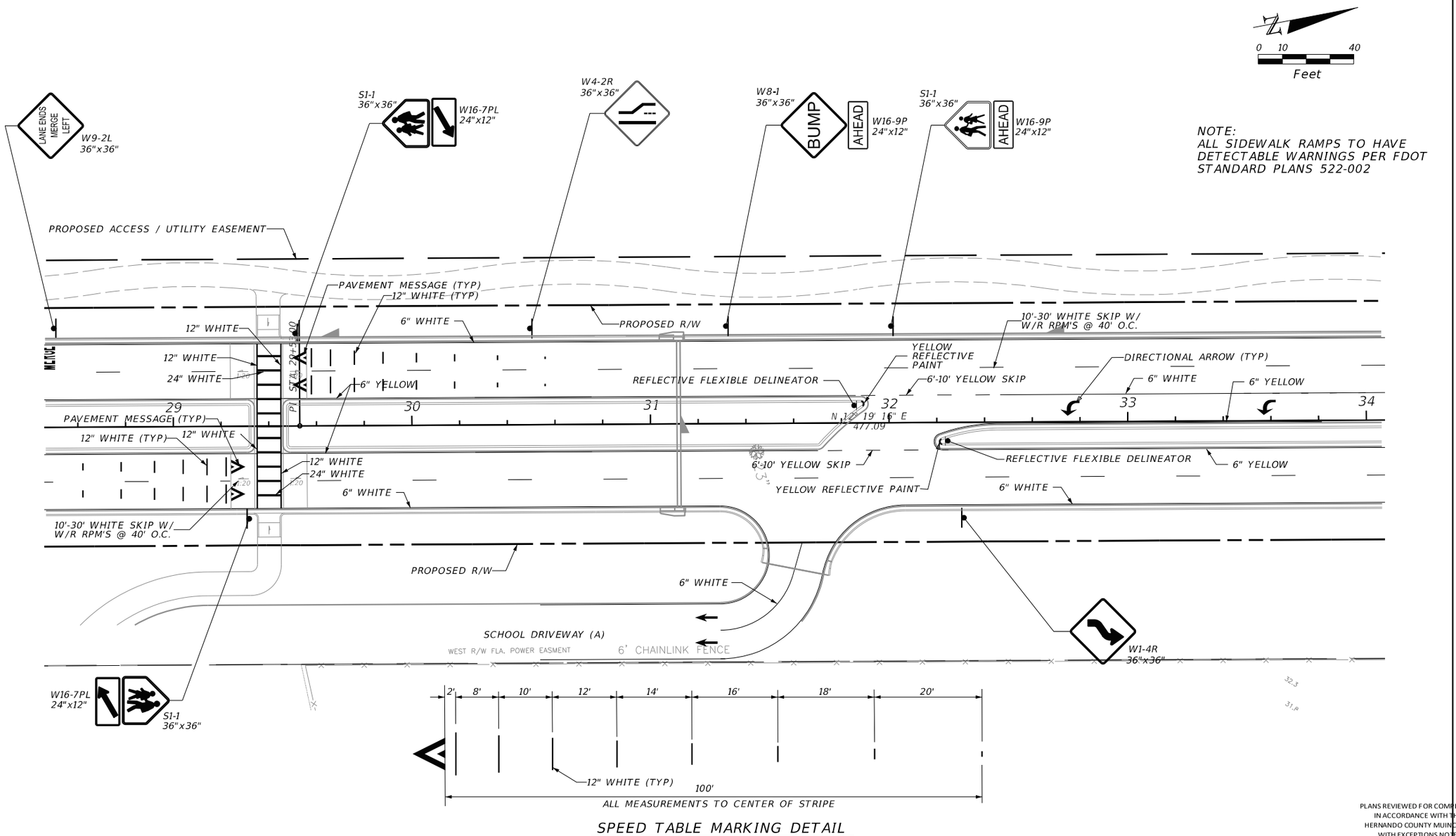

SPEED TABLE MARKING DETAIL

PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED
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SIGNING & MARKING PLAN (3)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

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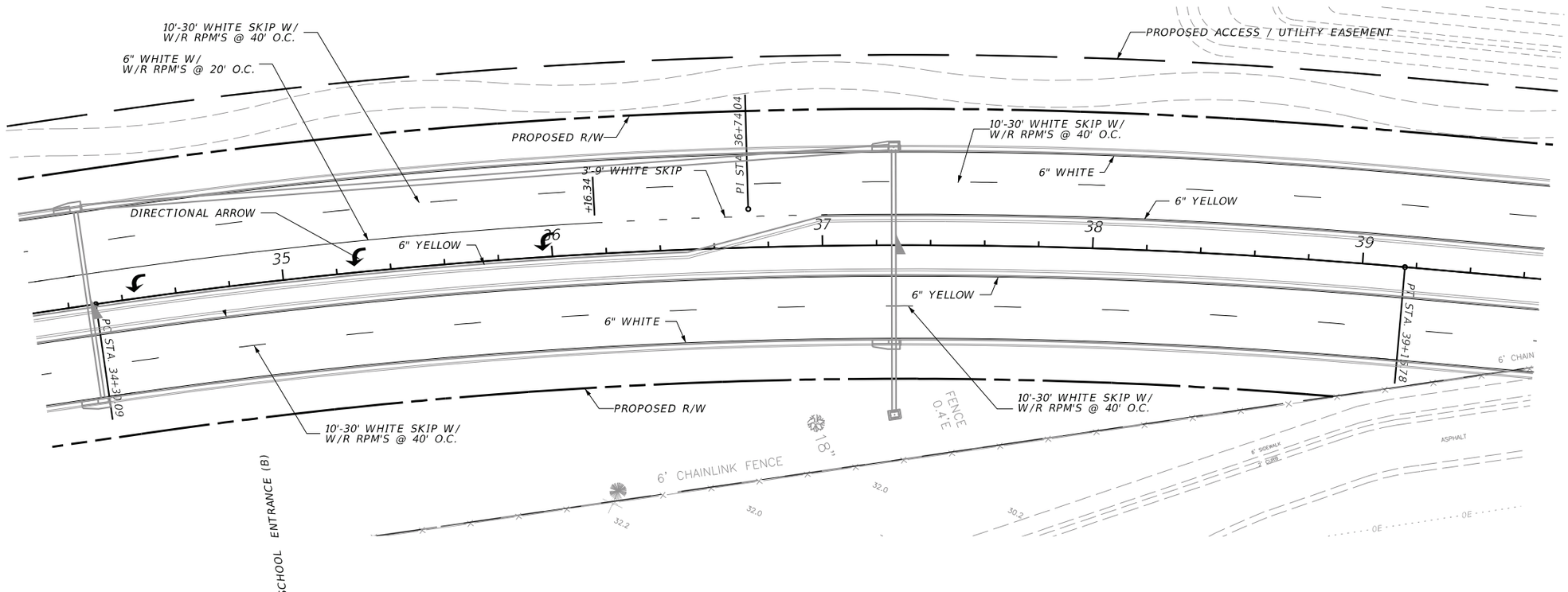

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COASTAL DESIGN CONSULTANTS

SIGNING & MARKING PLAN (4)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

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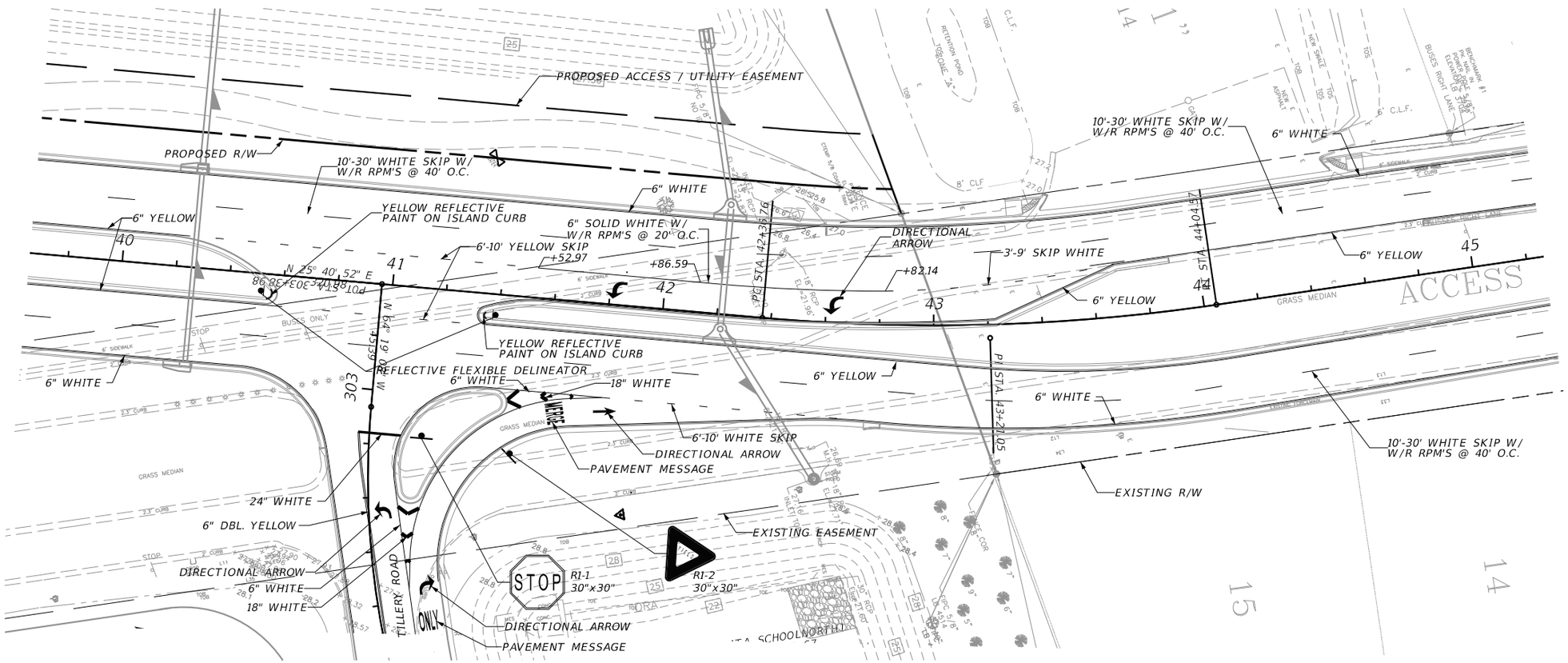

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SIGNING & MARKING PLAN (5)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

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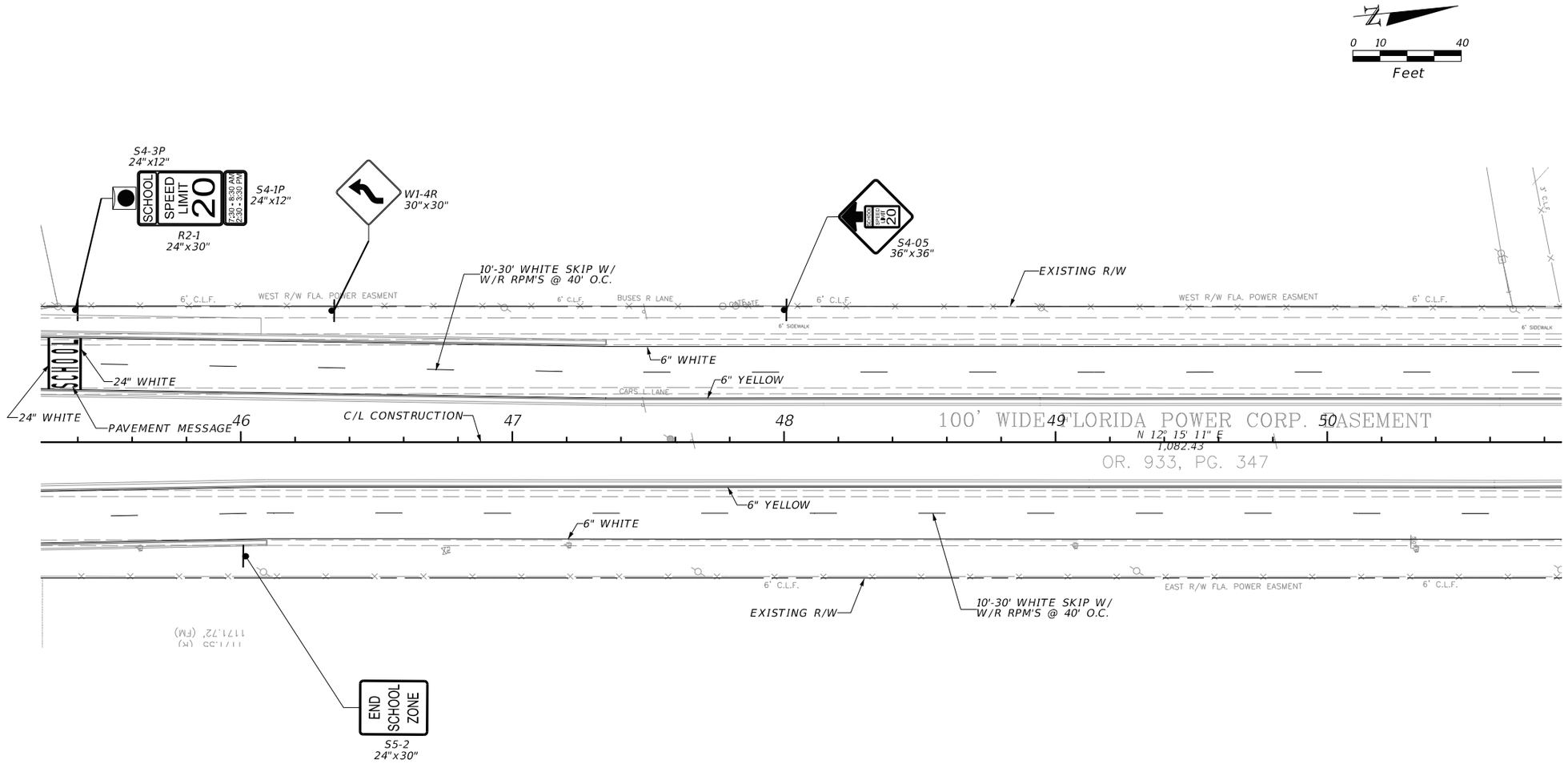

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COASTAL DESIGN CONSULTANTS

SIGNING & MARKING PLAN (6)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

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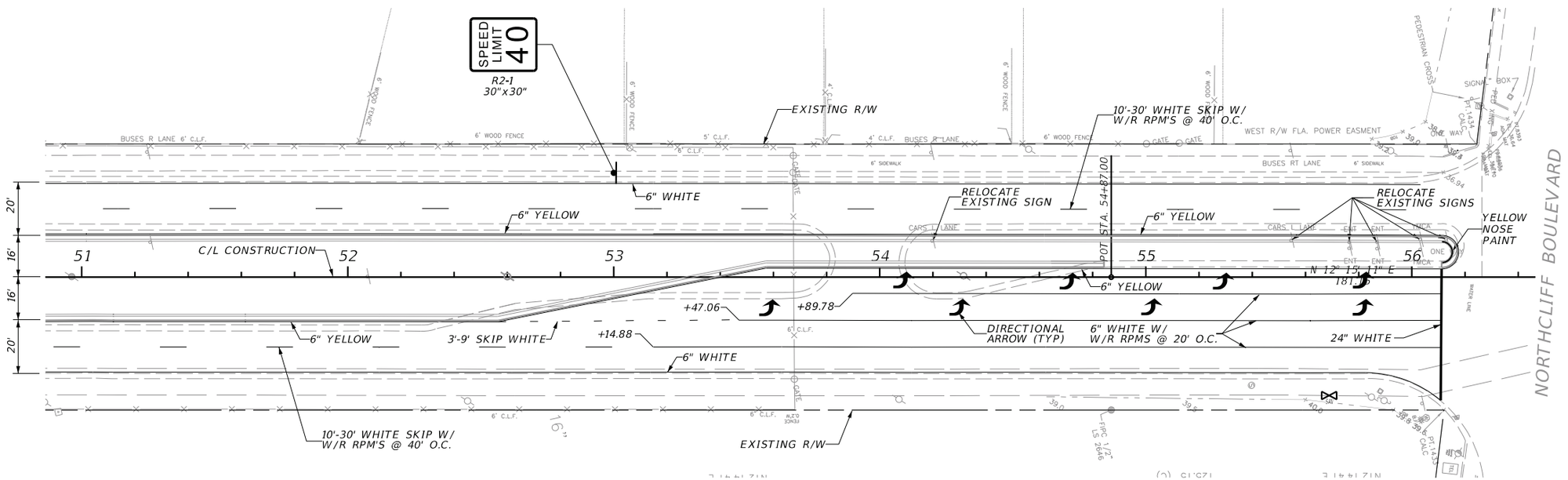

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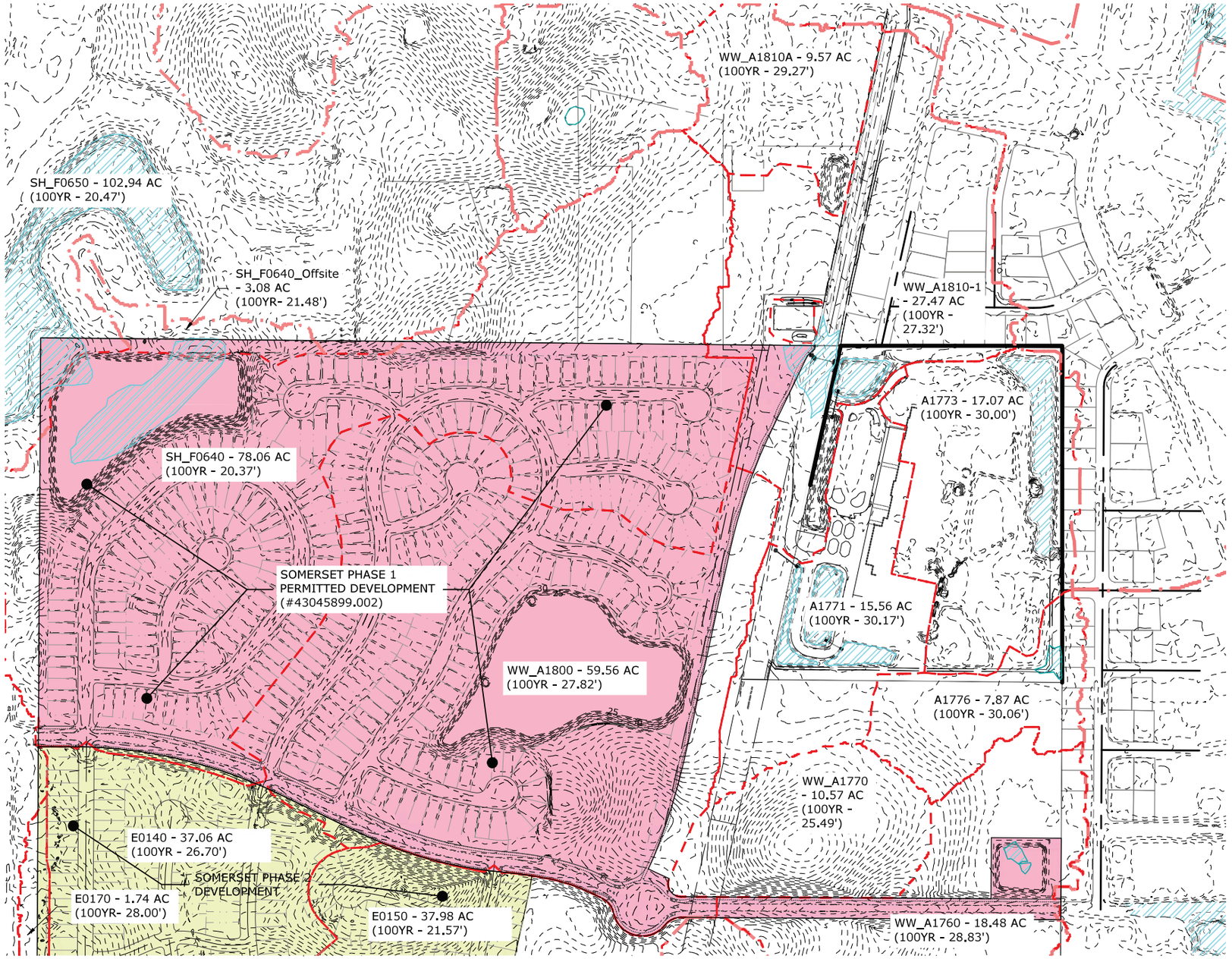
SIGNING & MARKING PLAN (7)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 09-7

JOB 22005



DRAINAGE NOTES:

1. PROJECT SITE IS WITHIN THE WEEKI WACHEE WATERSHED STUDY WHICH IS GOVERNING BOARD APPROVED. PROJECT WILL AFFECT BASINS A1771, A1800 AND A1810. WEEKI WACHEE BASINS WERE MODIFIED AND UPDATED TO CURRENT CONDITIONS FROM THE EXPLORER K-9 SITE PERMIT (#44030695.000) AND SOMERSET SUBDIVISION (# 43045899.002).
2. EXISTING DRAS ARE TOTAL CONTAINMENT CLOSED BASIN.
3. SEE DRAINAGE SWERP FOR FULL DETAILED EXPLAINATION FOR DRAINAGE METHODOLOGY AND STORMWATER CALCULATIONS AND EXHIBITS.

PLANS REVIEWED FOR COMPLIANCE
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COASTAL DESIGN CONSULTANTS

EXISTING CONDITIONS DRAINAGE MAP

SOMERSET BAY
HERNANDO COUNTY, FLORIDA

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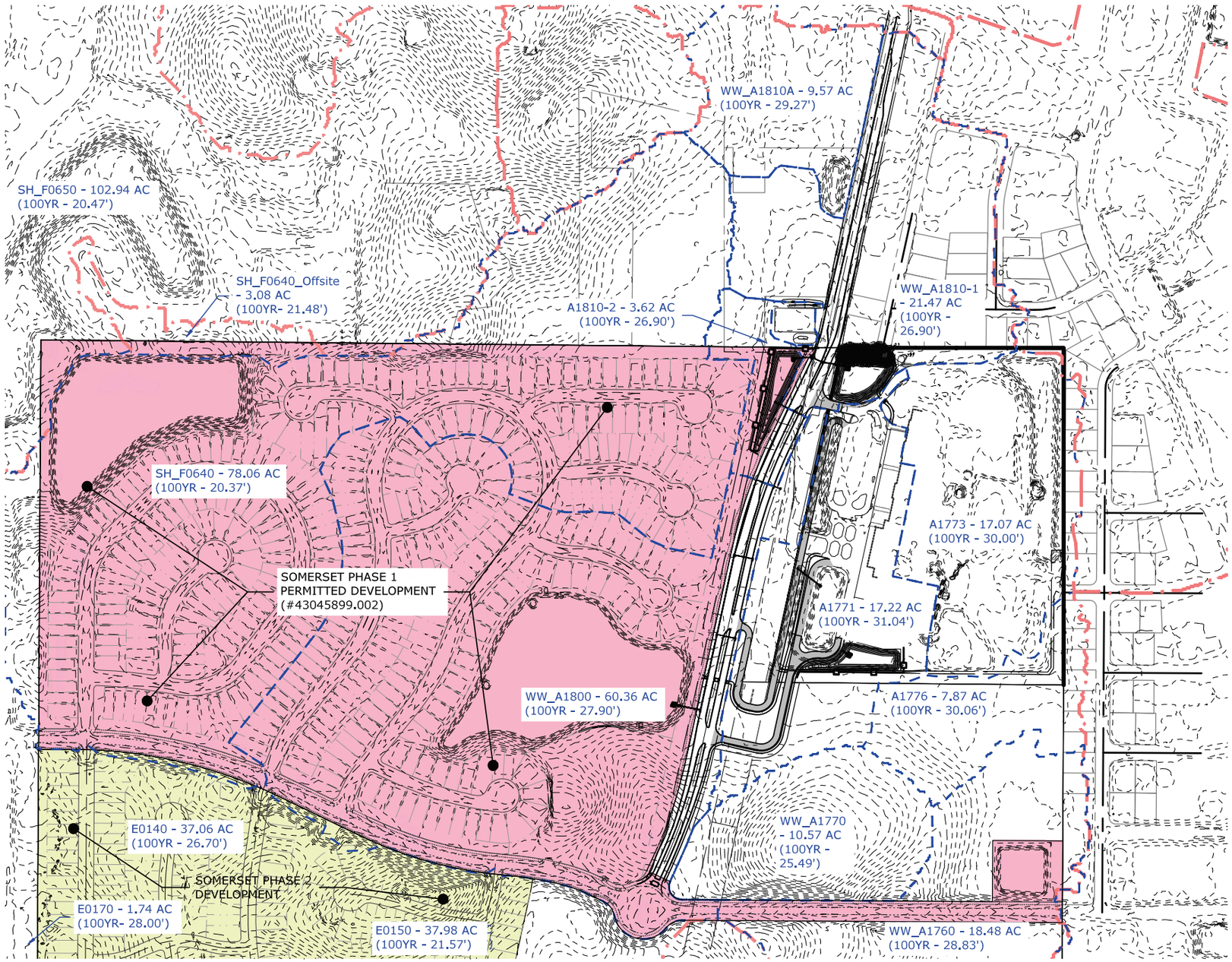

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1510464 2/10/26

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COASTAL DESIGN CONSULTANTS

PROPOSED CONDITIONS DRAINAGE MAP

SOMERSET BAY
HERNANDO COUNTY, FLORIDA

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SHEET DR-2

Job No. 22005

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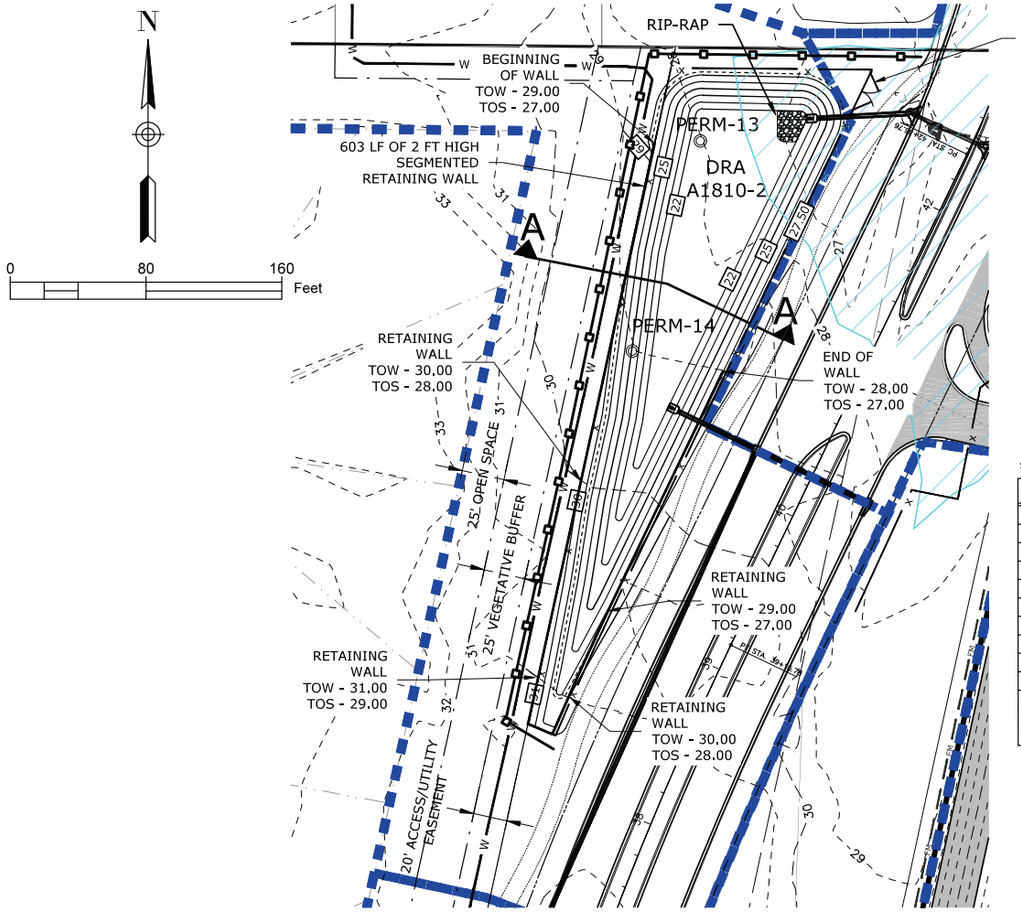
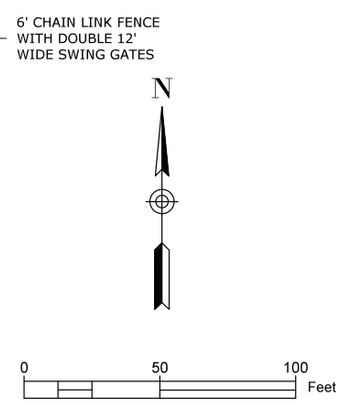
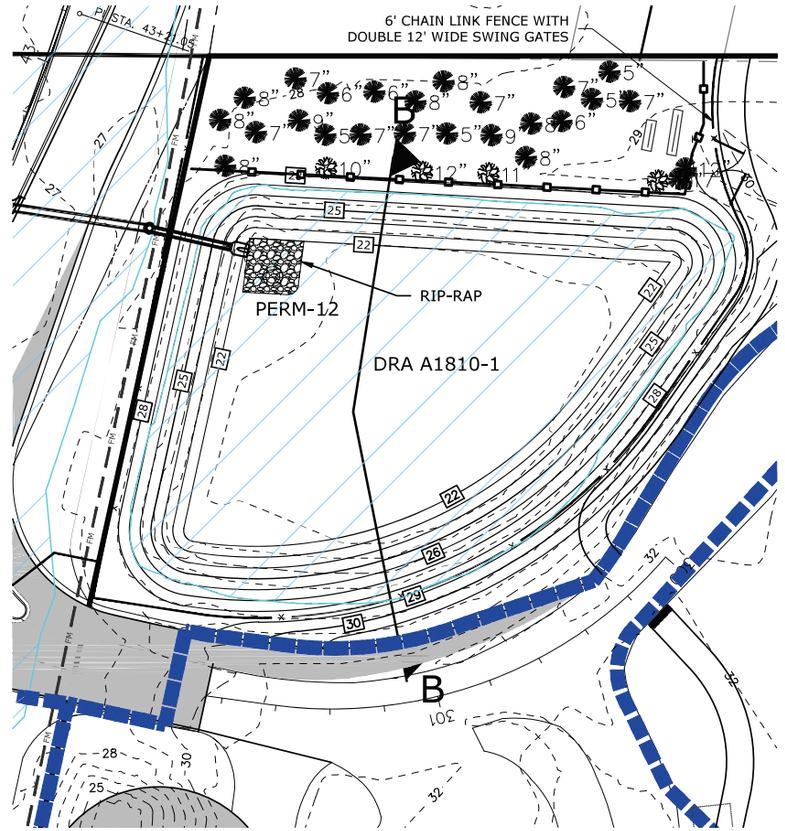




SITE DRA STORMWATER INFORMATION - BASIN A1810-1

DESCRIPTION			
MIN. BERM/T.O.B. ELEV.	28.00		
AREA AT TOP OF BANK (sq ft)	26,990.15		
BOTTOM ELEVATION	22.00		
AREA AT BOTTOM (sq ft)	13,610.13		
SIDE SLOPE	4:1		
SEASONAL HIGH WATER ELEV	19.50	2' BELOW GRADE	
25 YR DESIGN HIGH WATER ELEV.	25.64		
100 YR DESIGN HIGH WATER ELEV.	26.90	PRE	POST
25 YR DISCHARGE RATE (FT/SEC)		0	0
100 YR DISCHARGE VOLUME (AF)		0	0
CONSTANT HEAD FIELD PERMEABILITY TEST RESULTS		PERM-12	40
TEST PERFORMED 3' BELOW GRADE AND MEASURED IN FT/DAY. VALUES SHOWN ARE NOT FACTORED, MODELING ADDS A SAFETY FACTOR OF 2 TO VALUES			

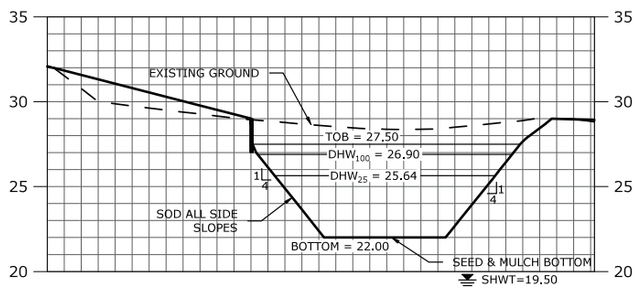
NOTE: DRA IS TOTAL CONTAINMENT CLOSED BASIN AND IS SITUATED AT THE BOTTOM OF THE AREA SO NO EMERGENCY OUTFALL WEIR IS PROPOSED.



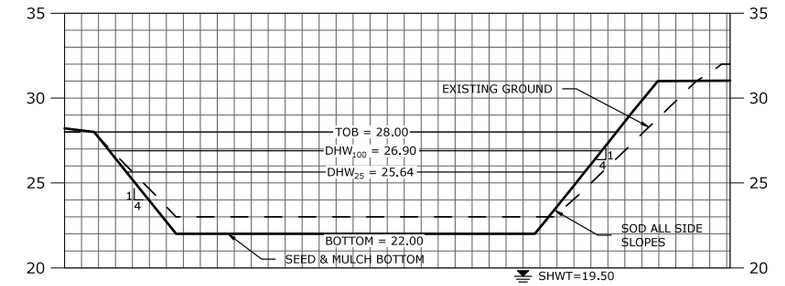
SITE DRA STORMWATER INFORMATION - BASIN A1810-2

DESCRIPTION			
MIN. BERM/T.O.B. ELEV.	27.50		
AREA AT TOP OF BANK (sq ft)	23,267.45		
BOTTOM ELEVATION	22.00		
AREA AT BOTTOM (sq ft)	7,761.31		
SIDE SLOPE	4:1		
SEASONAL HIGH WATER ELEV	19.50	2.50' BELOW GRADE	
25 YR DESIGN HIGH WATER ELEV.	25.64		
100 YR DESIGN HIGH WATER ELEV.	26.90	PRE	POST
25 YR DISCHARGE RATE (FT/SEC)		0	0
100 YR DISCHARGE VOLUME (AF)		0	0
CONSTANT HEAD FIELD PERMEABILITY TEST RESULTS		PERM-13	40
TEST PERFORMED 8' BELOW GRADE AND MEASURED IN FT/DAY. VALUES SHOWN ARE NOT FACTORED, MODELING ADDS A SAFETY FACTOR OF 2 TO VALUES		PERM-14	40

NOTE: DRA IS TOTAL CONTAINMENT CLOSED BASIN AND IS SITUATED AT THE BOTTOM OF THE AREA SO NO EMERGENCY OUTFALL WEIR IS PROPOSED.



A1810-2 DRA SECTION A-A
1"=40' h
1"=8 v



A1810-1 DRA SECTION B-B
1"=40' h
1"=8 v

PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUINCODE WITH EXCEPTIONS NOTED
1510464 2/10/26

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FL. REG. NO. 74664

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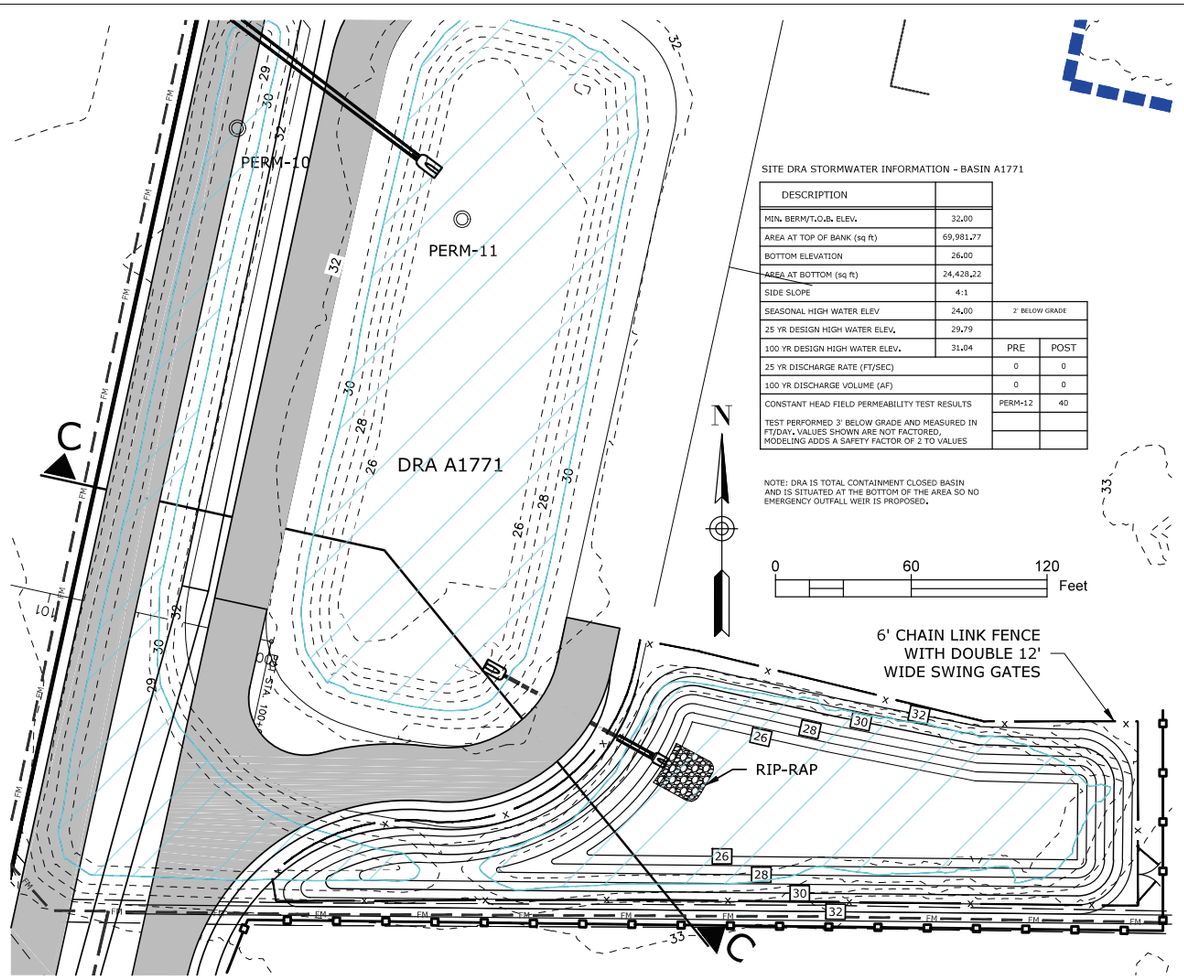
DRA CROSS SECTION PLAN (1)

SOMERSET BAY
HERNANDO COUNTY, FLORIDA

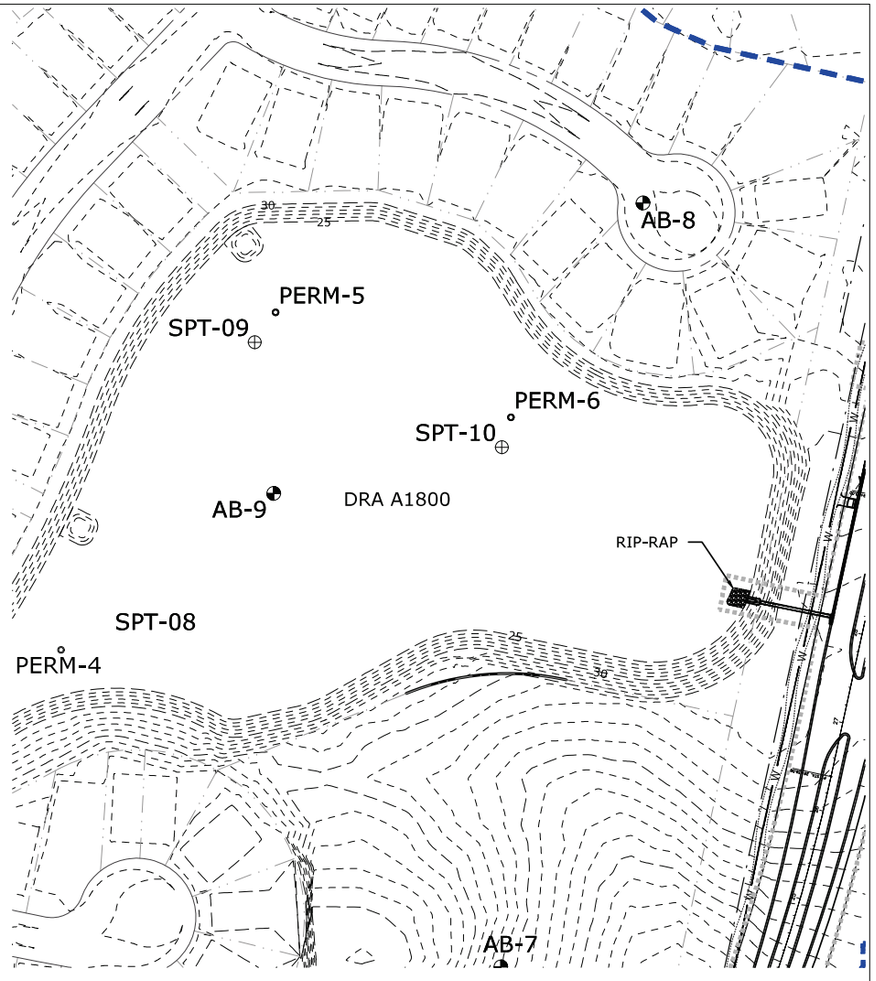
SHEET DR-3

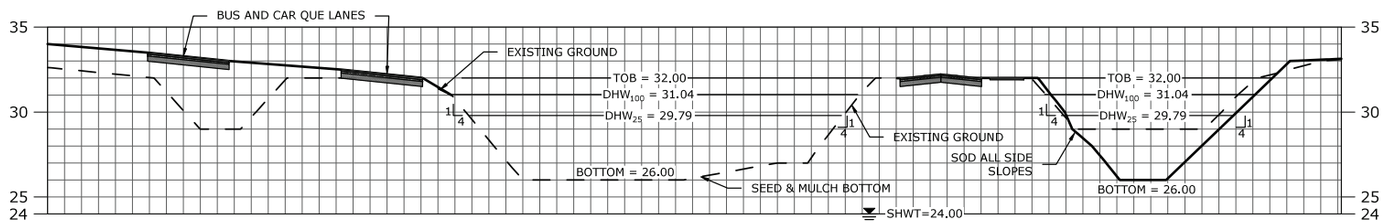
JOB NO. 22005



SITE DRA STORMWATER INFORMATION - BASIN A1771

DESCRIPTION			
MIN. BERM/T.O.B. ELEV.	32.00		
AREA AT TOP OF BANK (sq ft)	69,981.77		
BOTTOM ELEVATION	26.00		
AREA AT BOTTOM (sq ft)	24,428.22		
SIDE SLOPE	4:1		
SEASONAL HIGH WATER ELEV	24.00	2' BELOW GRADE	
25 YR DESIGN HIGH WATER ELEV.	29.79		
100 YR DESIGN HIGH WATER ELEV.	31.04	PRE	POST
25 YR DISCHARGE RATE (FT/SEC)		0	0
100 YR DISCHARGE VOLUME (AF)		0	0
CONSTANT HEAD FIELD PERMEABILITY TEST RESULTS		PERM-12	40
TEST PERFORMED 3' BELOW GRADE AND MEASURED IN FT/DAY. VALUES SHOWN ARE NOT FACTORED. MODELING ADDS A SAFETY FACTOR OF 2 TO VALUES			





A1771 DRA SECTION C-C

1"=40' h

1"=8 v

SITE DRA STORMWATER INFORMATION - BASIN A1800

DESCRIPTION			
MIN. BERM/T.O.B. ELEV.	30.00		
AREA AT TOP OF BANK (sq ft)	383,543.62		
BOTTOM ELEVATION	25.00		
AREA AT BOTTOM (sq ft)	341,646.06		
SIDE SLOPE	4:1		
SEASONAL HIGH WATER ELEV	23.00	2.5'-4.0' AVG BELOW GRADE	
25 YR DESIGN HIGH WATER ELEV.	26.78		
100 YR DESIGN HIGH WATER ELEV.	27.90	PRE	POST
25 YR DISCHARGE RATE (FT/SEC)		0	0
100 YR DISCHARGE VOLUME (AF)		0	0
CONSTANT HEAD FIELD PERMEABILITY TEST RESULTS		PERM-4	40
TEST PERFORMED 3'-4' BELOW GRADE AND MEASURED IN FT/DAY. VALUES SHOWN ARE NOT FACTORED, MODELING ADDS A SAFETY FACTOR OF 2 TO VALUES		PERM-5	20
		PERM-6	32

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1510464 2/10/26

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DRA CROSS SECTION PLAN (2)

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SHEET DR-4

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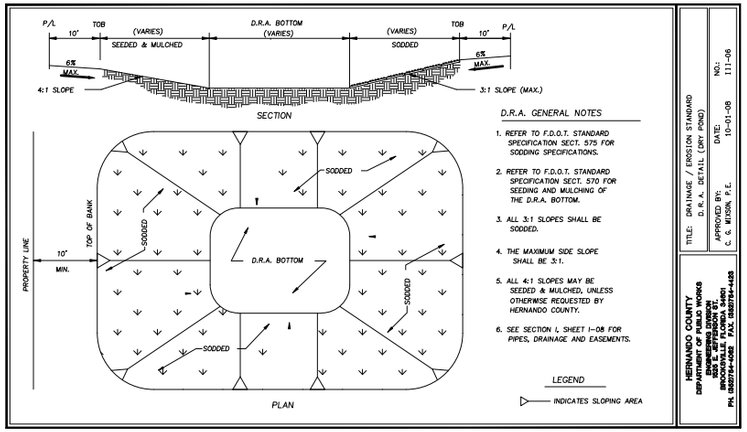

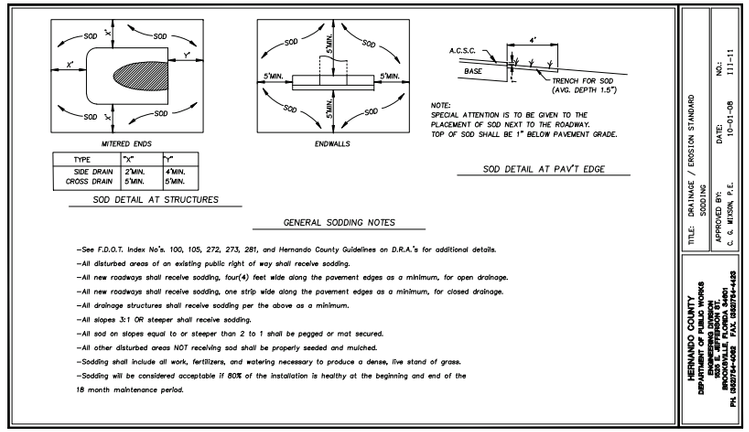

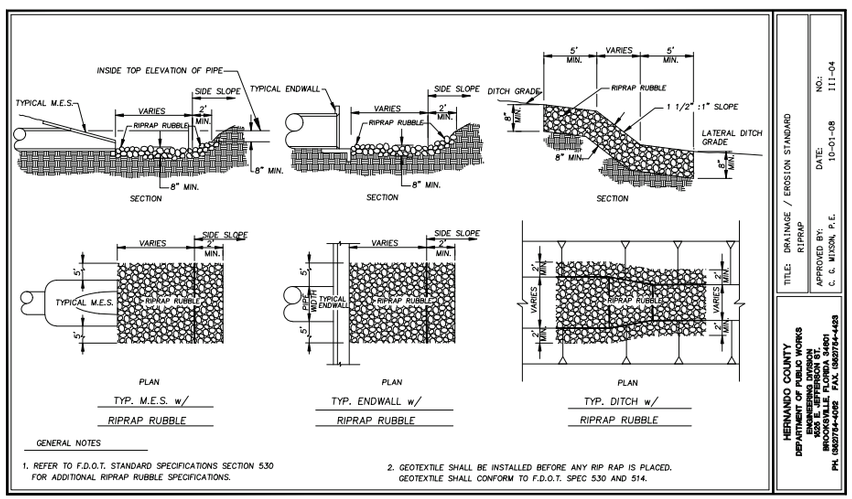

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DRAINAGE DETAILS

SOMERSET BAY
HERNANDO COUNTY, FLORIDA

SHEET DR-5

JOB No. 22005

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REGULATORY REQUIREMENTS FOR CONSTRUCTION PROJECTS INCLUDE:

ENVIRONMENTAL RESOURCE PERMIT (ERP) CONSTRUCTION SURFACE WATER MANAGEMENT PLAN

PURPOSE:	PREVENT EROSION AND SEDIMENT DEPOSIT IN WETLANDS/SURFACE WATERS OR ADJACENT PROPERTIES. PREVENT OFFSITE FLOODING. PREVENT VIOLATIONS OF STATE WATER QUALITY STANDARDS.
REGULATORY AGENCY:	STATE OF FLORIDA WATER MANAGEMENT DISTRICTS
APPLIES TO:	ALL CONSTRUCTION PROJECTS UNLESS SPECIFICALLY EXEMPT BY RULE.
RESPONSIBLE ENTITY:	ENVIRONMENTAL RESOURCE PERMITTEE SHALL BE RESPONSIBLE FOR ENSURING COMPLIANCE.
REQUIREMENTS:	ALL PERMITTED PROJECTS SHALL PREPARE AND MAINTAIN A CONSTRUCTION SURFACE WATER MANAGEMENT PLAN (CSWMP) IN ACCORDANCE WITH F.A.C. 40D RULES, PART B, BASIS OF REVIEW, SECTION 2.8.

MAJOR COMPONENTS OF THE CSWMP

1) SITE PLAN.
2) TOPOGRAPHY AND HYDROLOGIC DATA
3) CONSTRUCTION DETAILS.
4) PROCEDURES TO CONTROL EROSION AND SEDIMENTATION.
5) PROCEDURES FOR STORMWATER MANAGEMENT.
6) MAINTENANCE PROCEDURES.
7) INSPECTION RECORDS.

SEE "THE FLORIDA STORMWATER EROSION AND SEDIMENTATION CONTROL INSPECTOR'S MANUAL", APRIL 2006 (OR LATEST EDITION) FOR ADDITIONAL INFORMATION. AND

CHAPTER 6, "THE FLORIDA DEVELOPMENT MANUAL: A GUIDE TO SOUND LAND AND WATER MANAGEMENT".(FDEP 1988)

CONSTRUCTION SURFACE WATER MANAGEMENT RESPONSIBLE ENTITY

NOTE TO CONTRACTOR: A NATIONAL POLLUTION DISCHARGE ELIMINATION SYSTEM (NPDES) PERMIT IS NOT PART OF THE PERMITTING OBTAINED WITH THIS PLAN SET. THEREFORE, THE CONTRACTOR IS ADVISED THAT AN NPDES CONSTRUCTION PERMIT MAY BE REQUIRED FOR THIS PROJECT AND THAT THE CONTRACTOR IS RESPONSIBLE FOR APPLYING FOR AND ADHERING TO THIS PERMIT. REFER TO SUBSECTION 62-621., F.A.C. FOR ADDITIONAL INFORMATION.

THE INFORMATION PROVIDED IN THE SWPPP NOTES AND DETAILS SHEETS ARE FOR COMPLIANCE WITH ENVIRONMENTAL RESOURCE PERMITTING UNDER CHAPTER 62-333, F.A.C. AND MAY BE USED AS A REFERENCE FOR COMPLIANCE WITH NPDES PERMITTING BUT ARE NOT NECESSARILY INCLUSIVE OF ALL NPDES REQUIREMENTS.

NATIONAL POLLUTION DISCHARGE ELIMINATION SYSTEM (NPDES)

PURPOSE:	PREVENT THE DISCHARGE OF POLLUTANTS ASSOCIATED WITH CONSTRUCTION ACTIVITIES TO SURFACE WATERS OF THE STATE.
REGULATORY AGENCY:	EPA AND STATE OF FLORIDA DEPT. OF ENVIRONMENTAL PROTECTION
APPLIES TO:	ALL CONSTRUCTION PROJECTS DISTURBING ONE (1) OR MORE ACRES OF LAND UNLESS SPECIFICALLY EXEMPT BY RULE.
RESPONSIBLE ENTITY:	THE "OPERATOR" AS DEFINED IN F.A.C. 62-621.300(4)(a) SHALL BE RESPONSIBLE FOR ENSURING COMPLIANCE. TYPICALLY THE CONTRACTOR SHALL BE OPERATOR AND FILE NPDES NOTICE OF INTENT (NOI).
REQUIREMENTS:	ALL NON-EXEMPT PROJECTS SHALL PREPARE AND MAINTAIN A STORM WATER POLLUTION PREVENTION PLAN (SWPPP) IN ACCORDANCE WITH F.A.C. 62-621. THE SWPPP SHALL BE COMPLETED PRIOR TO SUBMITTAL OF THE NOI AND MAINTAINED THROUGH THE LENGTH OF PROJECT.

MAJOR COMPONENTS OF THE SWPPP

1) SITE PLAN.
2) TOPOGRAPHY AND HYDROLOGIC DATA
3) CONSTRUCTION DETAILS.
4) PROCEDURES TO CONTROL EROSION AND SEDIMENTATION.
5) MEASURES TO CONTROL OTHER POLLUTANTS.
6) MAINTENANCE PROCEDURES.
7) INSPECTION RECORDS.
8) OPERATOR CERTIFICATION.

SEE "GENERIC PERMIT FOR STORMWATER DISCHARGE FROM LARGE AND SMALL CONSTRUCTION ACTIVITIES", MAY 2003 (OR LATEST EDITION) FOR ADDITIONAL INFORMATION.

COMPLIANCE WITH NPDES GENERAL PERMIT CONDITIONS FOR CONSTRUCTION SITES SHALL BE THE CONTRACTOR'S RESPONSIBILITY INCLUDING SUBMITTAL OF THE NPDES NOTICES OF INTENT (NOI) AND TERMINATION (NOT) TO FDEP IN ACCORDANCE WITH STATE AND FEDERAL REGULATIONS.

CONTRACTOR IS ADVISED THAT THIS CONSTRUCTION PLAN SET DOES NOT FULFILL ALL REQUIREMENTS OF THE SWPPP. TO ENSURE COMPLIANCE, ADDITIONAL ITEMS TO BE SUPPLIED AND MAINTAINED ON SITE BY THE CONTRACTOR SHALL INCLUDE:

1. Certification Statement.
In accordance with F.A.C. 62-621.305 all documents related to the NPDES Permit, including Contractor's SWPPP, shall contain the following statement "I certify under penalty of law that this document and all attachments were prepared under my direction or supervision in accordance with a system designed to assure that qualified personnel properly gather and evaluate the information submitted. Based on my inquiry of the person or persons who manage the system, or those persons directly responsible for gathering the information, the information is, to the best of my knowledge and belief, true accurate and complete. I am aware that there are significant penalties for submitting false information, including the possibility of fine and imprisonment for knowing violations".

2. Subcontractor's Statement.
In accordance with Document 62-621.300(4)(a), any subcontractors responsible for SWPPP activities shall sign a copy of the following statement "I certify under penalty of law that I understand, and shall comply with, the terms and conditions of the State of Florida Generic Permit for Stormwater Discharge from Large and Small Construction Activities and this Stormwater Pollution Prevention Plan prepared thereunder". Certifications are to include name and title of person providing signature, as well as, name, address and telephone number of the contracting firm, and date certification is made.

3. Records.
Contractor's SWPPP shall contain Records of all inspections and maintenance activities as required by permit. A copy of the NOI shall also be kept with the SWPPP. Records are to be maintained for no less than 3 years after final stabilization of the site.

4. Ammendments
Contractor's SWPPP shall include any modifications to the "Plan" as may be required to address such items as specific construction phasing, changes to controls made in the field, or changes in responsible personnel.

The following documents may be consulted for additional guidance:

WWW.DEP.STATE.FL.US/LEGAL/RULES/SHARED/62-621/62-621.PDF

WWW.DEP.STATE.FL.US/WATER/STORMWATER/NPDES/DOCS/SWPPPTRAINING.PDF

OR FDEP CAN BE CONTACTED AT 1-850-245-7522 FOR ANY NPDES PERMIT REQUIREMENTS.

INFORMATION CONTAINED IN THESE CONSTRUCTION PLANS IS INTENDED TO PROVIDE A STARTING POINT FOR THE CSWM AND SWPP PLANS. IN ORDER TO FULLY COMPLY WITH ALL ASPECTS OF CSWMP AND SWPPP REQUIREMENTS, ADDITIONAL ITEMS SHALL BE PROVIDED BY THE RESPONSIBLE ENTITY TO INCLUDE: INSPECTION RECORDS, UPDATES / MODIFICATIONS, AND CERTIFICATIONS.

REFERENCES MADE TO THE "PLAN" IN THE FOLLOWING NOTES REFERS BOTH TO THE CSWMP AND SWPPP AND SHALL BE INTERCHANGEABLE. THE "PLAN" COMPONENTS PROVIDED BY THE ENGINEER INCLUDE SITE DATA, STORMWATER MANAGEMENT EROSION/SEDIMENT CONTROL INSTRUCTIONS, DETAILS, AND NOTES AS PRESENTED THROUGHOUT THIS CONSTRUCTION PLAN SET.

"PLAN" AMENDMENTS

THE PLAN SHALL BE AMENDED WHENEVER THERE IS A CHANGE IN DESIGN, CONSTRUCTION, OPERATION, OR MAINTENANCE, WHICH HAS A SIGNIFICANT EFFECT ON THE POTENTIAL FOR DISCHARGE OF POLLUTANTS TO SURFACE WATERS OF THE STATE OR MUNICIPAL SEPARATE STORM SEWER SYSTEM (MS4). THE PLAN ALSO SHALL BE AMENDED IF IT PROVES TO BE INEFFECTIVE OR TO INDICATE ANY NEW CONTRACTOR AND/OR SUBCONTRACTOR IMPLEMENTING CONTROL MEASURES. ALL AMENDMENTS SHALL BE SIGNED, DATED, AND KEPT AS ATTACHMENTS TO THE ORIGINAL PLAN.

SITE DATA

PROJECT NAME: EXPLORER BLVD ROADWAY EXT / EXPLORER K-8 SITE IMPROVEMENTS
PROJECT DESCRIPTION: ROADWAY AND COMMERCIAL

LOCATION: S 13 T 23S R 17E

PROJECT SIZE: ± 18.84 AC SIZE OF DISTURBED AREA: ± 16.00 AC

SITE MAP: SEE CONSTRUCTION PLANS COVER SHEET
EXISTING TOPOGRAPHY: SEE CONSTRUCTION PLAN SHEET DR-1

PROPOSED TOPOGRAPHY: SEE CONSTRUCTION PLAN SHEET DR-2

PREDEVELOPMENT DRAINAGE MAP: SEE SHEET DR-1 & STORMWATER MANAGEMENT REPORT

POST-DEVELOPMENT DRAINAGE MAP: SEE SHEET DR-2 & STORMWATER MANAGEMENT REPORT

SCS SOIL DATA:

#	NAME	HSG
14	CANDLER	A

ADDITIONAL DATA INCLUDING GEOTECHNICAL STUDY AND STORMWATER MANAGEMENT REPORT ARE AVAILABLE FROM THE ENGINEER.

RUNOFF COEFFICIENTS:
PREDEVELOPMENT C VALUE = 0.1 UNPAVED
POST-DEVELOPMENT C VALUE = 0.1 UNPAVED
= 0.5 WITHIN PAVED R/W
= 0.6 DEVELOPED LOTS

DISCHARGE POINTS AND RECEIVING WATER OR MS4 (UP TO 100 YR / 24 HR EVENT)
CLOSED BASIN NO OFF-SITE DISCHARGE

FDOT PRECIPITATION ZONE: ZONE 6

WATER MANAGEMENT DISTRICT RAINFALL DATA:
2.3 YR / 24 HR = 4.7 INCHES
5 YR / 24 HR = 5.6 INCHES 10 YR / 24 HR = 7.5 INCHES
25 YR / 24 HR = 9 INCHES 100 YR / 24 HR = 12.5 INCHES

CONSTRUCTION ACTIVITIES

1. Sequence of Major Soil Disturbing Activities
For each construction phase clear and grub as necessary for installation of perimeter controls only. Install perimeter controls before beginning other land disturbing activities. Remove perimeter controls only after all upstream areas are stabilized.

A. Clearing, grubbing and earthwork for ponds (unless approved otherwise).
B. Clearing, grubbing and earthwork for swales.
C. Storm sewer construction. Install storm pipe in the upstream direction.
D. Clearing and grubbing for utility installation.
E. Clearing, grubbing and earthwork associated with pavement and buildings.
F. Complete site work.
G. Remove erosion control measures prior to final demobilization.

2. Areas of Soil Disturbing Activities
Any areas where permanent features are shown to be constructed shall be disturbed.

3. Areas to be Stabilized
All areas disturbed during construction shall be stabilized unless specifically shown otherwise.

CONTROLS

The following discussion defines general guidelines for the use of erosion/sediment controls and stabilization.

1. Temporary and permanent stabilization practices.

A. Temporary Sodding:
Install at the limits of phasing in all locations where construction activities have ceased and the likelihood of erosion is high.

B. Temporary Grassing:
Install at all locations where construction activities has temporarily stopped for a period to exceed 14 days.

C. Permanent planting, sodding and seeding:
All disturbed areas not paved will ultimately receive permanent sodding, seed or mulch unless specifically shown otherwise in plans.

2. Structural Controls.
Intended to divert, store, retain or otherwise limit storm water flow. Structural controls shall be installed prior to any earthwork or construction activity.

A. Silt Fence:
Shall be used
- around the perimeter of project area,
- around wetlands or other surface waters,
- where existing ground slopes away from the project,
- or wherever there is potential for sediment to migrate offsite.
Typical useful life of silt fence is 6 months.
Sheet flow areas may require additional silt fence.

NOTE: Additional silt fence may also be required to designate limits of construction, protect trees, or satisfy local development requirements. Stockpile areas shall include silt fence around the perimeter.

B. Synthetic Hay Bales
May be used as temporary sediment barrier. The useful life of synthetic hay bales depends on exposure to ultra-violet light but is typically 3 months.

C. Rock Bags
May be used as temporary measure for inlet protection. Primary use shall be around curb type inlets.

D. Turbidity Barriers
Shall include staked or floating type, as required, wherever there is a point source discharges from project area to surface water. Typical useful life of staked turbidity barriers is 6 months.

3. Sediment Basins for areas disturbing 10 acres or more.
Sumps or traps are required to provide 3,600 cu ft of storage per acre drained. When discharge is to an Outstanding Florida Waterway, Storage must be sufficient to accommodate the 10 year / 24 hour storm.

Requirement for sediment trap may be satisfied by utilizing the project storm water ponds. If so, Ponds shall be cleaned of excess sediment prior to final acceptance.

4. Permanent storm water management controls.
As individual phases of construction are performed, permanent control structures shall be installed.

5. Other Pollutant Controls.

A. Waste Disposal:
The Contractor shall be responsible for maintaining field records of their SWPPP activities including disposal of construction debris and waste.

The Contractor shall provide litter control and collection within the project boundaries during construction activities. Any fertilizer, hydrocarbon, or other chemical containers shall be disposed of by the contractor according to EPA standard practices as detailed by the manufacturer. No solid materials including building and construction debris shall be placed in, or discharged to, wetlands, surface waters or buried on site.

B. Offsite Vehicle Tracking:
Loaded haul trucks shall be covered by a tarpaulin. In addition, the Contractor shall utilize one or more of the following acceptable methods of control:

1. Excess dirt on paved roads shall be removed daily.
2. Soil Tracking Prevention Device may be used where vehicles leave the project area (or enter nearest paved road).
3. Contractor shall provide pollution control by implementing dust control with water application while dust generating activities are conducted.

C. Herbicides / Pesticides:
Application rates shall conform to applicable local, state and federal regulations.

D. Toxic Substances:
Storage, application, generation, migration of all toxic substances shall conform to applicable local, state ad federal regulations. Containment areas shall be provided whenever potentially hazardous materials are stored on site.

E. Stockpiles:
Stockpiling topsoil shall be stockpiled so that natural drainage is not obstructed and no offsite sedimentation occurs. Soil stockpiles should be protected or adequately covered from stormwater during construction. Simple protection measures can include silt fence or a trench aroung the base of the stockpile. A tarp or temporary seeding may also provide adequate cover for a soil stockpile. Stockpiles should not be placed near the permieter of the site, near a waterbody or storm drain inlet, or within 10 feet of an infiltration/exfiltration system. If a stockpile is to remain for an extended period of time adequate long term stabilization and maintenance is required and at a minimum should include silt fence and permanent seeding with regular monitoring and maintenance.

F. Dust Control:
In addition to "Temporary and permanent stabilization practices" described in Item 1 above, during construction/excavation operations periodic watering of exposed soil will be used to control dust. The use of calcium chloride, oils, or other dust control agents is not permitted.

6. Non-stormwater Discharges.
No non-stormwater discharges to surface waters, wetlands or the MS4 shall be allowed except as specifically approved by applicable permits and regulations.

MAINTENANCE

The Contractor shall be responsible for daily inspection and maintenance of all control devices throughout the construction phase and removal of control devices when no longer necessary.

The following practices shall be used to maintain controls.

1. The Contractor shall maintain rain gages on the project site and keep a record of daily rainfall.

2. The Contractor shall check and ensure proper operation of the controls. If a repair is necessary, it shall be initiated within 24 hours of the inspection.

3. Built-up sediment shall be removed when it has reached 1/3 the height of barrier.

4. Any controls which are not functioning as intended shall be repaired or replaced.

5. Sediment sumps, if designed and installed, should have sediment removed as necessary to allow for efficient removal of suspended particles. They should be re-excavated to the design finish grade elevation, if silted in.

Temporary and permanent seeding shall be inspected for bare spots, washouts, and healthy growth. Soil tracking prevention devices shall be maintained to prevent clogging of rock bedding which may impede usefulness of the structure.

NOTE: The PERMITTEE is responsible for ensuring that all controls are properly maintained during and after construction.

INSPECTION AND DOCUMENTATION PROCEDURES

The Contractor shall be responsible for completing weekly inspection report form and maintaining documentation for 3 years following final stabilization. The Contractor shall submit copies of these reports to the owner prior to final payment for work shown within these construction plans. Additional inspection and documentation must be completed within 24 hours after any significant rainfall event.

NOTE: For NPDES, a significant rainfall shall be 0.5 inches or greater. For ERP, a significant rainfall shall be 0.25 inches or greater. To eliminate confusion, Contractor is advised to carryout inspections after rainfall exceeding 0.25 inches.
For projects with minimal potential for discharge to surface waters, it may be possible to adjust this criteria. Contact the Engineer for details.

Where sites have been permanently stabilized, inspections/reports shall be conducted at least once per month until construction activities have ceased and NOT has been submitted.

Minimum inspection requirements shall include:
- Points of discharge to waters of the State.
- Points of discharge to the MS4 (municipal storm sewer).
- Disturbed areas of the site that have not been stabilized.
- Areas used for storage of materials that may create a pollution source (i.e. stockpiles, fuel drums, construction debris) and are exposed to rainfall.
- Structural Controls
- Storm water Management Controls
- Locations where vehicles enter and exit the site.

The Contractor shall initiate repairs / corrections within 24 hours of any items found to be in non-compliance with the associated permit requirements. If inspections indicate that the installed stabilization and structural practices are not sufficient to minimize erosion, retain sediment, and prevent the discharge of pollutants, Contractor shall complete corrective measures as needed. Contact the Engineer prior to modifying any structural controls which are specifically shown on the plans.

NOTE: Specific conditions of all permits may require additional activities above and beyond those outlined above. Check all permit conditions as issued by regulatory agencies to ensure compliance.

PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY CODE WITH EXCEPTIONS NOTED
1510464 2/10/26

DATE	REV. BY	REV. NO.	REVISION

WHEN PRINTED TO SCALE, DRAWING SIZE SHALL BE 11" X 17"

REUSE OF DOCUMENT
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THIS ITEM HAS BEEN DIGITALLY SIGNED AND SEALED BY BRIAN M. MALMBERG ON THE DATE ADJACENT TO THE SEAL. SIGNATURE MUST BE VERIFIED ON ANY ELECTRONIC COPIES.

Coastal engineering associates, inc.
Engineering
Planning
Surveying
Environmental
Transportation
Construction Management
966 Candlelight Boulevard - Brooksville - Florida 34601
(352) 796-9423 - Fax (352) 799-8359
EB-0000142

DRAWING INVALID UNLESS SIGNED, DATED & SEALED BY REGISTERED PROFESSIONAL

HUNTER P. BROWN, P.E.
FL. REG. NO. 74664

COASTAL DESIGN CONSULTANTS

SWPP NOTES

SOMERSET BAY
HERNANDO COUNTY, FLORIDA

THE ISSUANCE OF THIS PERMIT SHALL NOT BE HELD TO PERMIT OR APPROVE THE VIOLATION OF ANY CITY, COUNTY, OR STATE LAW REGULATION OR ORDINANCE

SHEET EC-1

JOB NO. 22005

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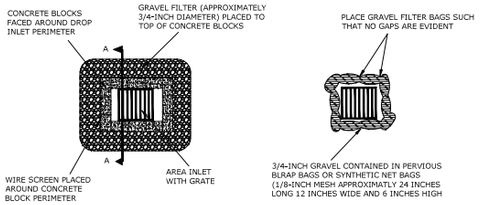
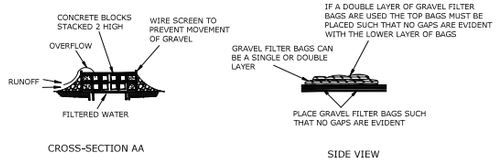
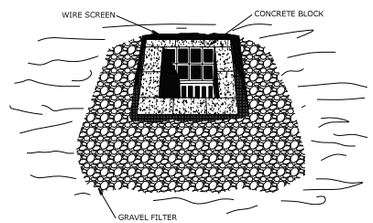




CONCRETE BLOCK FILTER

GRAVEL FILTER BAGS

NOTE: GRAVEL FILTERS MAY BE USED ON PAVEMENT OR BARE GROUND.



SPECIFIC APPLICATION

BLOCK AND GRAVEL DROP INLET SEDIMENT FILTER

THIS METHOD OF INLET PROTECTION IS APPLICABLE WHERE HEAVY CONCENTRATED FLOWS ARE EXPECTED, AND WHERE AN OVERFLOW CAPACITY NECESSARY TO PREVENT EXCESSIVE PONDING AROUND THE STRUCTURE.

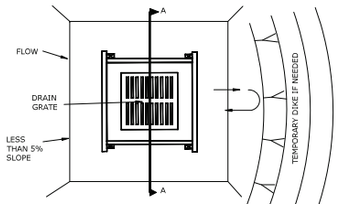
* GRAVEL SHALL BE FDOT #3, #357, OR #5 COARSE AGGREGATE.

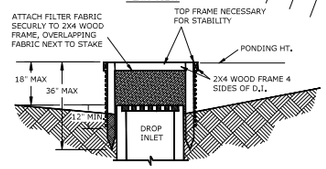
1. PLACE CONCRETE BLOCKS LENGTHWISE ON THEIR SIDES IN A SINGLE ROW AROUND THE PERIMETER OF THE INLET, WITH THE END OF ADJACENT BLOCKS ABUTTING. THE HEIGHT OF THE BARRIER CAN BE VARIED, DEPENDING ON DESIGN NEEDS, BY STACKING COMBINATION OF 4,8, AND 12 INCH WIDE (10,20, AND 30 CM) BLOCKS. THE BARRIER OF BLOCKS SHALL BE AT LEAST 12 INCHES (30 CM) HIGH AND NO GREATER THAN 24 INCHES (60 CM) HIGH.

2. WIRE MESH SHALL BE PLACED OVER THE OUTSIDE VERTICAL FACE (WEBBING) OF THE CONCRETE BLOCKS TO PREVENT STONE FROM BEING WASHED THROUGH THE HOLES IN THE BLOCKS. HARDWARE CLOTH OR COMPARABLE WIRE MESH WITH 1/2 INCH (13 MM) OPENINGS SHALL BE USED.

3. STONE SHALL BE PILED AGAINST THE WIRE TO THE TOP OF THE BLOCK BARRIER. SUITABLE COARSE AGGREGATE SHALL BE USED.

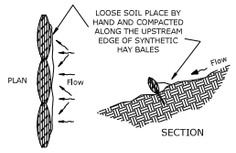
4. IF THE STONE FILTER BECOMES CLOGGED WITH SEDIMENT SO THAT IT NO LONGER ADEQUATELY PERFORMS ITS FUNCTION, THE STONE MUST BE PULLED AWAY FROM THE BLOCKS, CLEANED AND REPLACED.





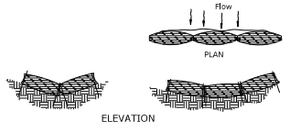
NOTES:
1. DROP INLET SEDIMENT BARRIERS ARE TO BE USED FOR SMALL, NEARLY LEVEL DRAINAGE AREAS, (LESS THAN 5%), THIS METHOD SHALL NOT APPLY TO INLETS RECEIVING CONCENTRATED FLOWS, SUCH AS IN STREET OR HIGHWAY OR MEDIANS.
2. USE 2X4 WOOD OR EQUIVALENT METAL STAKES, (3 FT. MIN LENGTH)
3. INSTALL 2X4 WOOD TOP FRAME TO INSURE STABILITY.
4. THE TOP OF THE FRAME (PONDING HEIGHT) MUST BE WELL BELOW THE GROUND ELEVATION DOWNSLOPE TO PREVENT RUNOFF FROM BY-PASSING THE INLET. A TEMPORARY DIKE MAY BE NECESSARY ON THE DOWNSLOPE SIDE OF THE STRUCTURE.

SILT FENCE DROP INLET SEDIMENT BARRIER



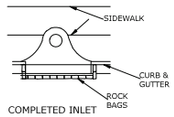
BARRIERS FOR SLOPES

N. T. S.



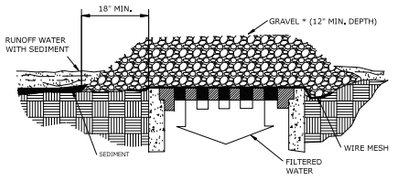
BARRIERS FOR SWALES

N. T. S.



BARRIERS FOR INLETS

N. T. S.



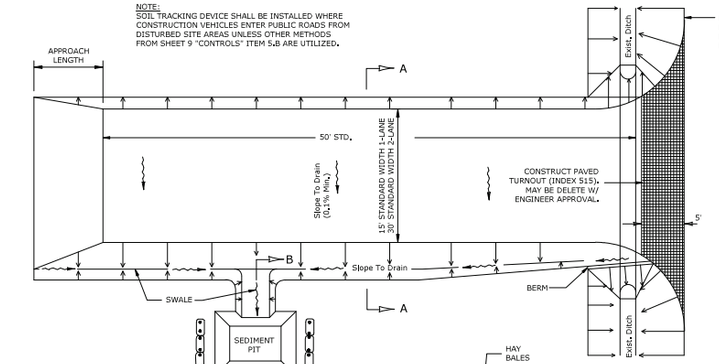
SPECIFIC APPLICATION

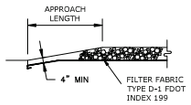
GRAVEL AND WIRE MESH DROP INLET SEDIMENT FILTER

THIS METHOD OF INLET PROTECTION IS APPLICABLE WHERE HEAVY CONCENTRATED FLOWS ARE EXPECTED, BUT NOT WHERE PONDING AROUND THE STRUCTURE MIGHT CAUSE EXCESSIVE INCONVIENCE OR DAMAGE TO ADJACENT STRUCTURES AND UNPROTECTED AREAS.

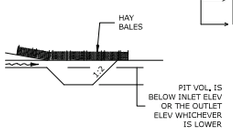
* GRAVEL SHALL BE FDOT #3, #357, OR #5 COARSE AGGREGATE.

NOTE:
SOIL TRACKING DEVICE SHALL BE INSTALLED WHERE CONSTRUCTION VEHICLES ENTER PUBLIC ROADS FROM DISTURBED SITE AREAS UNLESS OTHER METHODS FROM SHEET 9 "CONTROLS" ITEM 5.B ARE UTILIZED.

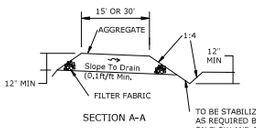




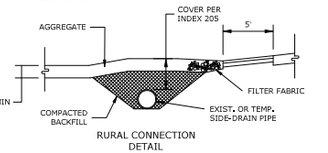
TRANSITION DETAIL



SECTION B-B



SECTION A-A



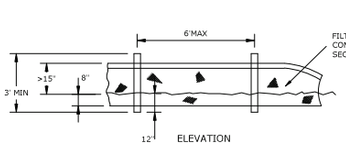
RURAL CONNECTION DETAIL

SOIL TRACKING PREVENTION DEVICE

N. T. S.

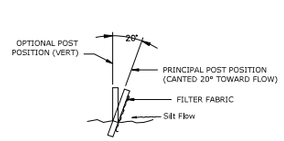
GENERAL NOTES:

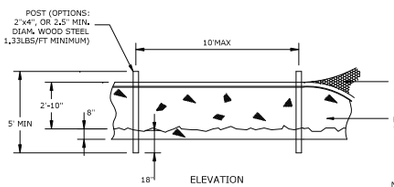
1. PROTECT PROPOSED CURB INLET ON CASE BY CASE DETERMINATION AS NECESSARY TO MINIMIZE DESIMENT ACCUMULATION IN NEW STORM SYSTEMS. WHEN NECESSARY, UTILIZE ROCK BAGS AS PER DETAIL THIS SHEET.
2. PROTECT FUTURE GRATE INLETS WITH HAY BALES (SEE SWPP PLAN SHEET). THESE ARE INLETS PROPOSED IN NON-PAVED AREAS. PROTECT THESE INLETS WITH HAY BALES AS PER DETAIL THIS SHEET.
3. FLOATING TURBIDITY BARRIERS SHALL BE REQUIRED WHEREVER THERE EXISTS THE POTENTIAL FOR POINT DISCHARGE OF SEDIMENT / DEBRIS TO SURFACE WATERS. UNDER CONDITIONS WHERE OTHER MEASURES HAVE BEEN INSTALLED TO PREVENT THIS TYPE OF DISCHARGE, FLOATING BARRIERS MAY BE ELIMINATED. CONSULT WITH THE ENGINEER FOR CASE BY CASE DETERMINATION.
4. SYNTHETIC HAY BALES TO BE SEDIMENT SHIELD (tm), OR EQUIVALENT.
5. SYNTHETIC HAY BALES TO BE INSTALLED PER MANUFACTURES RECOMMENDATIONS.



TYPE III SILT FENCE

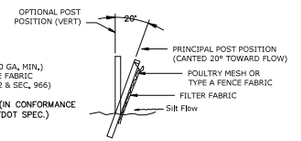
N. T. S.



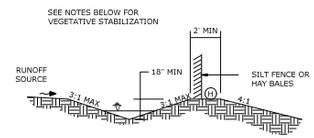


TYPE IV SILT FENCE

N. T. S.



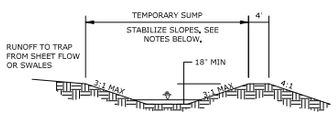
NOTES:
1. FOR ADDITIONAL INFORMATION AND DETAILS, SEE F.D.E.P. BMP STANDARDS.
2. UNLESS SPECIFIED, HAY BARRIERS MAY BE USED IN LIEU OF SILT FENCES.
3. ADDITIONAL POSTS AND RAILS MAY BE NECESSARY TO SECURE AND SUPPORT BARRIERS.
4. ADDITIONAL FENCE LENGTHS MAY BE REQUIRED BY THE ENGINEER OR BY REGULATORY AGENCIES.
5. DO NOT DEPLOY IN A MANNER THAT SILT FENCES WILL ACT AS A DAM ACROSS PERMANENT FLOWING WATERCOURSES. SILT FENCES ARE TO BE USED AT UPLAND LOCATIONS AND TURBIDITY BARRIERS USED AT PERMANENT BODIES OF WATER.



DIVERSION BERM

SECTION
N. T. S.

ELEVATION OF OVERFLOW SHALL BE NO LESS THAN 12" BELOW TOP OF BANK



NOTES:
1) WHEN BERMS, SWALES OR TRAPS SHALL REMAIN IN PLACE FOR MORE THAN 30 DAYS, ALL SLOPES SHALL BE STABILIZED WITH SOD OR SEED/MULCH.

2) VEGETATIVE STABILIZATION SHALL NOT BE REQUIRED FOR THE BOTTOM 6" OF SEDIMENT TRAPS.

3) REMOVE SEDIMENT FROM SWALES AND TRAPS WHEN THE DEPTH REACHES 6".

4) ADDITIONAL INFORMATION MAY BE OBTAINED FROM THE FLORIDA STORMWATER EROSION AND SEDIMENTATION CONTROL INSPECTOR'S MANUAL, JULY 2008.

SEDIMENT TRAP

SECTION
N. T. S.

PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUINCODE WITH EXCEPTIONS NOTED

1510464 2/10/26

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HERNANDO COUNTY, FLORIDA

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SHEET
EC-2

JOB No.
22005

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PREPARED BY AND AFTER
RECORDING RETURN TO:
Kristin Kowalski, Esquire
GrayRobinson, P.A.
PO Box 3324
Tampa, Florida 33601

TERMINATION AND RELEASE OF ACCESS AGREEMENT

THIS TERMINATION AND RELEASE OF ACCESS AGREEMENT (the "Termination") is made and executed this ____ day of _____, 202___, (the "Effective Date") by and between **ACTS 88, LLC**, a Florida limited liability company ("Acts 88"), **SOMERSET LAND LLC**, a Florida limited liability company ("Somerset") (Acts 88 and Somerset shall be collectively referred to as the "Developer") and **THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA,** a body corporate and public subdivision of the state of Florida (the "District") (collectively, the "Parties").

W I T N E S S E T H:

WHEREAS, the District is the owner of a portion of Explorer Boulevard located in Hernando County known as Parcel No.: R12 423 17 0000 0010 0020 ("the District Property"), which is a currently improved public road providing access to the District's Explorer K-8 School (the "School"); and

WHEREAS, Duke Energy Florida, LLC, as successor to Progress Energy Florida, LLC, as successor to Florida Power Corporation ("Duke") has easement rights to the District Property pursuant to that certain Easement dated April 1, 1927, recorded in Deed Book 97, Page 418 and Order of Taking recorded in Official Records Book 933, Page 347, all in the official records of Hernando County (collectively, the "Easements"); and

WHEREAS, the County and Somerset Land, LLC ("Somerset") are parties to that certain Development Agreement dated November 29, 2022, recorded as Instrument Number 2023012862, in Official Records Book 4273, Page 304 in the official records of Hernando County (the "Development Agreement") pursuant to which Somerset is required to extend Explorer Boulevard to the south, and add additional access, perimeter security fencing and gates, and queuing for the School; and

WHEREAS, the District, Acts 88 and Somerset are parties to that certain Access Agreement dated May 19, 2015, recorded as Instrument Number 2015031248, in Official Records Book 3231, Page 649, in the official records of Hernando County, as amended by that certain First Amendment to Access Agreement dated April 12, 2022, recorded as Instrument Number 2022029832, in Official Records Book 4158, Page 660, in the official records of Hernando County (collectively, the "Access Agreement") pursuant to which the District granted Acts 88 and Somerset limited access for the District Property in exchange for Acts 88 and Somerset constructing additional access and queuing for the School and a new marquee of similar or better quality for the School; and

WHEREAS, Hernando County ("County") has requested that the District dedicate and transfer to the County the District Property to (i) allow the County to incorporate Explorer Boulevard into the County road system so that a collector road for the County is constructed which will eliminate access and traffic issues; and (ii) transfer all maintenance and operational responsibilities to the County (the "Dedication"); and

WHEREAS, in connection with and as a contingency to the Dedication to the County, the Parties desire to release and terminate the Access Agreement and the District requires that the Developer provide indemnification to the District.

NOW THEREFORE, for and in consideration of the premises hereof and other good and valuable consideration, the District, Acts 88, the Somerset hereby covenant and agree as follows:

1. Recitals. The above recitals are true and correct and are incorporated herein by reference.

2. Release and Termination of Access Agreement. Effective as of the Effective Date, the Parties hereby terminate, discharge, and release the Access Agreement and any obligations set forth therein, and agree that it shall have no further force and effect subject to the conditions set forth in this Termination.

3. Conditions of Termination. The Termination provided by the District herein is expressly conditioned on the Developer complying with the following conditions:

(a) Developer shall take no action that would impair the District's use of the District Property for access to the School.

(b) Developer, and any of its successors and/or assigns, shall construct additional access and queuing for the School and a new marquee of similar or better quality for the School at no cost to the District and pursuant to plans approved in writing by the District pursuant to a separate agreement. Any modifications to the plans attached hereto must be approved in writing by the District's governing board.

(c) Developer, if necessary, shall enter into a new agreement with the County governing its access, whereby the County shall provide Developer comparable access to that provided in the Access Agreement.

4. Indemnification.

(a) Acts 88 and Somerset, and their respective successors, and assignees, ("Indemnitor Parties") agree to indemnify, protect, defend, and hold harmless the District and the employees and agents of the District from any claims, actions, administrative proceedings (including informal proceedings), judgments, damages, punitive damages, penalties, fines, costs, liabilities (including sums paid in settlement of claims), interest, or losses, including reasonable attorneys' and paralegals' fees and expenses (including any such fees and expenses incurred in enforcing the terms of this Termination or collecting any sums due hereunder), consultant fees,

and expert fees, together with all other costs and expenses of any kind or nature (collectively, the "Costs") that may be suffered or incurred in connection with any inquiry, charge, claim, cause of action, demand, or lien made or arising directly or indirectly in connection with, with respect to, or as a direct or indirect result of (i) Indemnitor Parties' actions, omissions, or failure to act, or the actions, omissions, or failure to act of Indemnitor Parties with regard to the Easements, Development Agreement, Access Agreement, this Termination, or (ii) any failure on the part of Indemnitor Parties to comply with any covenant required to be performed or complied with.

(b) This indemnification shall be ongoing, perpetual, continuing, irrevocable and binding on Indemnitor Parties and its respective successors, and assigns, inuring to the benefit of District, and its representatives, successors, and assigns. Indemnitor Parties' obligations hereunder may not be assigned or subcontracted. All representations, warranties and covenants of Indemnitor Parties set forth in this Termination shall continue in effect and, to the extent permitted by law.

5. Miscellaneous.

(a) Attorneys' Fees. In the event of any litigation between the Parties hereto (or their successors in interest as described herein) with respect to enforcement of rights under this Termination, the prevailing party in such action shall be entitled to recover all costs and expenses paid or incurred by such party in connection therewith, including reasonable attorneys' fees at or before the trial level and in any appellate proceedings.

(b) Notice. Notice shall be delivered to the addresses contained herein, or as further directed by either party upon written notice to the other party, and shall be deemed to have been given upon (a) receipt by recipient if personally delivered, (b) delivery to a recognized courier, delivery service such as Federal Express, or postmark by the U.S. Postal Service, or (c) delivery by electronic mail provided that the receiving party provides acknowledgment of receipt:

Acts 88:
Acts 88, LLC.
Mark Taylor, Manager
PO Box 10779
Brooksville, Florida 34603
Email: marktaylor@tampabay.rr.com

Somerset:
Somerset Land, LLC.
Ron Bastyr, Manager
18125 Wayne Road
Odessa, Florida 33556
Email: ronbastyr@yahoo.com

District:
SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA
919 North Broad Street
Brooksville, FL 34601
ATTN: Superintendent
Email: pinder_r@hcsb.k12.fl.us

With a copy to: SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA
919 North Broad Street
Brooksville, FL 34601
ATTN: School Board Attorney & General Counsel
Email: mockler_c@hcsb.k12.fl.us

And: GRAY ROBINSON, P.A.
Attn: Kristin Kowaleski, Esq.
101 East Kennedy Blvd, Suite 4000
Tampa, Florida 33602
Email: Kristin.kowaleski@gray-robinson.com

Either party hereto may change the address for Notice specified above by giving the other party ten (10) days' advance written notice of such change of address. Notices given otherwise than by mail shall be deemed given upon actual receipt thereof.

(c) Construction. Whenever the context of this Termination so requires or admits, words used in the neuter gender include the masculine and feminine; the singular includes the plural and the plural the singular; the word "person" includes a corporation, partnership or unincorporated association as well as a natural person. The fact that a party may be deemed to have drafted or structured any provision hereof shall not be considered in construing the particular provisions either in favor of or against such party.

(d) Captions. The captions at the beginning of the several paragraphs of this Termination are not a part of this Termination but merely labels to assist in locating and reading the respective paragraphs hereof. They shall be ignored in construing this instrument.

(e) Severability. If any provision of this Termination is declared invalid or unenforceable, then, if reasonably possible, taking into consideration the intent and purpose of the Parties in entering into this Termination, the remainder of this Termination shall continue in full force and effect.

(f) Entire Agreement. This Termination contains the entire understanding between the Parties concerning the subject matter hereof and supersedes any prior understandings or agreements between them concerning the subject matter hereof. No changes, alterations, modifications, additions or qualifications to the terms of this Termination shall be binding upon the Parties unless made in writing and signed by the party to be bound thereby.

(g) Governing Law; Venue. All questions concerning the meaning, execution, construction, effect and validity of this Termination shall be judged and resolved in accordance with the laws of the State of Florida. Exclusive jurisdiction and venue for any action filed to interpret or enforce the terms of this Termination shall be in the appropriate court in Hernando County, Florida.

(h) Authority. Each of the undersigned individuals represents and warrants that it has the due and proper authority to execute this Termination.

IN WITNESS WHEREOF, the Parties hereto have hereunto set their hands and seals the day and year first above written.

ACTS 88, LLC, a Florida limited liability company

By: _____
Name: MARK TAYLOR
Title: MANAGER

This 12th day of June, 2026

STATE OF SOUTH CAROLINA
COUNTY OF Anderson

THE FOREGOING INSTRUMENT was acknowledged before me by means of ☑ physical presence or ☐ online notarization, this 12th day of June, 2026, by Mark Taylor, as Manager of ACTS 88, LLC, a Florida limited liability company, on behalf thereof, who is ☐ personally known to me, or ☑ produced Drivers License as identification.

[AFFIX NOTARY SEAL]

JOHN CLEMENT - NOTARY PUBLIC
MY COMMISSION EXPIRES
AUGUST 26, 2035
GREENVILLE COUNTY, SOUTH CAROLINA

_____
Notary Public Signature
Print Notary Name: John V. Clement
My commission expires: 08/26/2035

[Signatures Continues on Following Page]

SOMERSET LAND LLC, a Florida limited liability company

By: R Bastyr
Name: Ron Bastyr
Title: Manager

This 15 day of June, 2026

STATE OF FLORIDA
COUNTY OF Hernando

THE FOREGOING INSTRUMENT was acknowledged before me by means of ☑ physical presence or ☐ online notarization, this 15 day of June, 2026, by Ron Bastyr, as Manager of SOMERSET LAND LLC, a Florida limited liability company, on behalf thereof, who is ☑ personally known to me, or ☐ produced _____ as identification.

Notary Public Signature
Print Notary Name: _____
My commission expires: _____

[AFFIX NOTARY SEAL]

DARRYL W. JOHNSTON
Commission # HH 688457
Expires July 10, 2029

[Signatures Continues on Following Page]

SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA

By:_____
Name:_____
Title:_____

This _____day of _____202__.

Attest:

By:_____
Name:_____
Title:_____

Approved as to Form:

By:_____
Name: KRISTIN KOWALESKI / GRAYROBINSON
Title: ATTORNEY

STATE OF FLORIDA
COUNTY OF _____

THE FOREGOING INSTRUMENT was acknowledged before me by means of ☐ physical presence or ☐ online notarization, this _____ day of _____, 202__, by _____, as _____ of SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA, a body corporate and public subdivision of the state of Florida, on behalf thereof, who is ☐ personally known to me, or ☐ produced _____ as identification.

[AFFIX NOTARY SEAL]

_____
Notary Public Signature
Print Notary Name:_____
My commission expires:_____

TRANSFER AGREEMENT
County

THIS TRANSFER AGREEMENT (the "Agreement") is made and executed as of the Effective Date by and between **HERNANDO COUNTY**, a political subdivision of the State of Florida, whose address is 15470 Flight Path Drive, Brooksville, Florida 34604 (the "County") and **THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA,** a body corporate and public subdivision of the state of Florida, whose address is 919 North Broad Street, Brooksville, FL 34601 (the "District").

W I T N E S S E T H:

WHEREAS, the District is the owner of a portion of Explorer Boulevard located in Hernando County known as Parcel No.: R12 423 17 0000 0010 0020, being more particularly described on Exhibit "A" attached hereto and incorporated herein by this reference ("the District Property"), which is a currently improved public road providing access to the District's Explorer K-8 School (the "School"); and

WHEREAS, Duke Energy Florida, LLC, as successor to Progress Energy Florida, LLC, as successor to Florida Power Corporation ("Duke") has easement rights to the District Property pursuant to that certain Easement dated April 1, 1927, recorded in Deed Book 97, Page 418 and Order of Taking recorded in Official Records Book 933, Page 347, all in the official records of Hernando County (collectively, the "Easements"); and

WHEREAS, Duke and the District are parties to that certain Encroachment Agreement dated November 20, 2006, recorded as Instrument Number 2007054034, in Official Records Book 2479, Page 1084 in the official records of Hernando County (the "Encroachment Agreement") pursuant to which Duke granted the District rights to occupy and utilize a portion of the District Property in the area encumbered by the Easements for the limited purpose of road right of way for access to the School; and

WHEREAS, the County and Somerset Land, LLC ("Somerset") are parties to that certain Development Agreement dated November 29, 2022, recorded as Instrument Number 2023012862, in Official Records Book 4273, Page 304 in the official records of Hernando County (the "Development Agreement") pursuant to which Somerset is required to extend Explorer Boulevard to the south, and add additional access, perimeter security fencing and gates, and queuing for the School; and

WHEREAS, the District, Acts 88, LLC ("Acts"), and Somerset are parties to that certain Access Agreement dated May 19, 2015, recorded as Instrument Number 2015031248, in Official Records Book 3231, Page 649, in the official records of Hernando County, as amended by that certain First Amendment to Access Agreement dated April 12, 2022, recorded as Instrument Number 2022029832, in Official Records Book 4158, Page 660, in the official records of Hernando County (collectively, the "Access Agreement") pursuant to which the District granted Acts 88 and Somerset limited access for the District Property in exchange for Acts 88 and Somerset

constructing additional access and queuing for the School and a new marquee of similar or better quality for the School; and

WHEREAS, the County has requested that the District dedicate and transfer to the County the District Property to (i) allow the County to incorporate Explorer Boulevard into the County road system so that a collector road for the County is constructed which will eliminate access and traffic issues; and (ii) transfer all maintenance and operational responsibilities to the County; and

WHEREAS, section 335.0415, Florida Statutes, authorizes the transfer of public roads only by mutual agreement of the affected governmental entities; and

WHEREAS, the transfer of that portion of Explorer Boulevard is in the public interest and welfare; and

WHEREAS, the District has agreed to dedicate to the County the District Property subject to the terms and conditions set forth in this Agreement.

NOW THEREFORE, for and in consideration of the premises hereof and other good and valuable consideration, the District and the County hereby covenant and agree as follows:

1. Recitals. The above recitals are true and correct and are incorporated herein by reference.

2. The District Dedication to the County. The District shall dedicate and transfer to the County the District Property subject to encumbrances set forth on the Owner & Encumbrance Property Information Report File No. 25003581 prepared by Old Republic National Title Insurance Company, such encumbrances set forth on Exhibit "B" attached hereto, by recorded deed or right of way map (the "Dedication"). The Dedication shall be recorded within sixty (60) days following the Effective Date (as defined herein) (the "Transfer Date"). The District shall execute and deliver to the County a quit claim deed and such other documents as may be reasonably required, necessary or useful in consummating the transaction contemplated by this Agreement.

3. Conditions of Dedication. The Dedication is expressly conditioned on the District Property being incorporated into the County Road system as a collector road and the County complying with the following conditions:

(a) The County acknowledges the District Property is encumbered as specified on Exhibit B, including the Encroachment Agreement, as well as a new Encroachment Agreement between Duke and the County attached herein as Exhibit "C" ("County Encroachment Agreement"), which County Encroachment Agreement must be executed and recorded on the Transfer Date. The County acknowledges and agrees that Duke's Easements are prior in time to the County's, and the rights granted to the County shall be subordinate to Duke's Easements and easement rights. Until such time as the Encroachment Agreement is terminated and replaced with a new encroachment agreement with the Developer, the County agrees to fully comply with all obligations under the Encroachment Agreement and the Easements, including strict compliance

with the locations and usages specified on Exhibit A of the Encroachment Agreement and conditions and requirements set forth in Exhibit B of the Encroachment Agreement.

(b) The County shall grant the District a perpetual easement, if necessary, for the District's use of the District Property for access to the School and the County shall take no action that would impair the District's use of the District Property for use in conjunction with the School. The County shall ensure that the District always has comparable or better access to the School from the District Property.

(c) The County will ensure that any plan, plat, zoning or similar approval or other related development rights granted to Somerset shall be subject to the condition that Somerset (or any successor developer) construct additional access and queuing for the School and a new marquee of similar or better quality for the School at no cost to the District and pursuant to plans approved in writing by the District attached hereto as Exhibit "D" (the "Improvement Work"). Any modifications to the plans attached hereto must be approved in writing by the District's governing board. Should the County (rather than the Developer) independently elect to improve the portion of Explorer Boulevard that is the subject of the Dedication, the County shall provide the District with ninety (90) days prior written notice of its intent to complete the Improvement Work and shall conclude the Improvement Work within eighteen (18) months of commencement (the "Completion Deadline"). In such event, the County shall ensure that Somerset (or any successor developer) commences construction of the remainder of the Improvement Work within eighteen (18) months of the County's commencement of the development of Explorer Boulevard, unless the parties mutually agree to extend the Completion Deadline. If the County does not complete the Improvement Work by the Completion Deadline (as may be extended by mutual agreement by the District and County), then District, at District's sole option, may elect (by providing written notice of such election to the County) to complete installation of the Improvement Work in a timely manner, in which case all direct costs and expenses incurred by District in doing so shall be payable to District from County plus an amount equal to ten percent (10%) of such direct costs and expenses. All payment requests from District under this section shall be paid in accordance with the Florida Prompt Payment Act, Part VII of Chapter 218, Florida Statutes, as amended from time to time. County shall provide the District with at least ninety (90) days' prior written notice before commencement of the Improvement Work. County shall coordinate with the District to create a schedule for the Improvement Work for the minimal disruption of school operations. This plan shall be mutually approved by both parties and such approval shall not be unreasonably withheld. County shall maintain continuous, safe, secure, and convenient access for school buses, staff, parents, emergency vehicles, and students at all times during construction. Any temporary detours or closures affecting access routes shall be coordinated no less than seventy-two (72) hours in advance with the District and shall not occur during school arrival or dismissal hours unless expressly approved in writing by the District. County shall implement appropriate traffic control measures, signage, and flagging personnel as necessary to ensure safe and efficient traffic flow during all construction activities. County shall provide the District with at least seventy-two (72) hours' prior written notice before commencement of any construction activities impacting or disrupting utilities serving the school. A traffic control plan, temporary fencing plan, or construction staging plan, if required by the District, shall be submitted for review and approval prior to commencement of construction. County shall coordinate construction schedules with the District's Director of Facilities and Construction, or other designee, to minimize disruption to school operations, including testing

periods, events, and transportation schedules. Construction activities generating excessive noise, dust, or vibration shall be restricted during regular school hours to the extent reasonably practicable. Any damage to school access drives, parking areas, sidewalks, or related infrastructure caused by construction activities shall be promptly repaired or restored by County, at its sole cost and to the District's satisfaction.

(d) The County agrees that it shall not bring any type of waste, hazardous or otherwise toxic materials on to the District Property nor shall the County store any hazardous waste or toxic materials on the District Property.

(e) The County agrees that it will conduct its operations, maintenance, and any improvements on the District Property in accordance with all applicable laws, rules, regulations, and permits, including but not limited to any related to the reasonable maintenance and operations for safety of the public, and will ensure the same for any successor owner of the District Property, if any.

(f) Somerset and Acts shall enter into a release and indemnification with the District, in a form acceptable to District, releasing the Access Agreement and indemnifying the District.

4. Liability for Torts, Indemnification and Sovereign Immunity.

(a) The County agrees that pursuant to section 337.29(3), Florida Statutes, upon such transfer to the extent sovereign immunity has been waived, liability for torts related to the roadway occurring on or after the Transfer Date shall be the responsibility of the County. The District shall remain liable for torts related to the roadway committed by the District that occurred prior to the Transfer Date, but only to the extent sovereign immunity has been waived.

(b) To the extent permitted by law, the County agrees to indemnify, defend and shall hold harmless the District and the employees and agents of the District from any claims, actions, administrative proceedings (including informal proceedings), judgments, damages, costs, liabilities (including sums paid in settlement of claims), interest or losses including reasonable attorneys' and expenses (including any such fees and expenses incurred in enforcing this Agreement or collecting any sums due hereunder), together with all other costs and expenses of any kind or nature (collectively, the "Costs") that which at any time or from time to time may be suffered or incurred in connection with any claim, cause of action, demand or lien made or arising directly or indirectly or in connection with, with respect to, or as a direct or indirect result of:

(i) the County's actions, omissions or failure to act, or the actions, omissions, or failure to act of its employees, directors, principals, agents, or contractors, with regard to this Agreement, or any violation the terms of the attached County Encroachment Agreement, the Easements, or the Encroachment Agreement.

(ii) in any way relating to or resulting from the County's maintenance, operation or expansion of the public road located on the District Property;

(iii) any failure on the part of the County to comply with any covenant required to be performed or compiled with under this Agreement; or

(iv) any litigation, arbitration or other claim brought against the District by Duke for violation of the County Encroachment Agreement or the Encroachment Agreement, its successor and/or assigns, including, without limitation, any losses, liabilities, damages, injuries, costs, expenses or claims asserted or arising, whether now known or unknown.

Notwithstanding the foregoing, nothing contained herein shall be construed as requiring the County to indemnify or insure the District from sole negligence by the District pursuant to section 768.28(19), Florida Statutes. Further, nothing contained herein shall be construed as an additional waiver of the County's or District's sovereign immunity, or as a waiver of any limitations of liability pursuant to section 768.28, Florida Statutes, regardless of whether any such obligations are based in tort, contract, statute, negligence or otherwise.

(c) This indemnification shall survive the recording of the Dedication, deed or land map transferring the District Property and shall be ongoing, perpetual, continuing, irrevocable and binding on County and its respective representatives, successors, and assigns, inuring to the benefit of District, and its representatives, successors, and assigns. The County's obligations hereunder may not be assigned or subcontracted. All representations, warranties and covenants of County set forth in this Agreement shall continue in effect and, to the extent permitted by law, shall survive the transfer of the District Property, or any portion thereof.

5. Miscellaneous.

(a) Effective Date. The District and County must obtain approval of this Agreement by the respective governing bodies of the County and the District and execution thereof by the duly qualified and authorized representatives of each of the parties hereto. Execution of this Agreement by the last of the County and the District shall be the "Effective Date" of this Agreement.

(b) Notice. Notice shall be delivered to the addresses contained herein, or as further directed by either party upon written notice to the other party, and shall be deemed to have been given upon (a) receipt by recipient if personally delivered, (b) delivery to a recognized courier, delivery service such as Federal Express, or postmark by the U.S. Postal Service, or (c) delivery by electronic mail provided that the receiving party provides acknowledgment of receipt:

County: HERNANDO COUNTY
15470 Flight Path Drive
Brooksville, Florida 34604
ATTN: County Administrator
Email: administration@hernandocounty.us

District: SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA
919 North Broad Street
Brooksville, FL 34601
ATTN: Superintendent
Email: pinder_r@hcsb.k12.fl.us

With a copy to: SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA

919 North Broad Street
Brooksville, FL 34601
ATTN: School Board Attorney & General Counsel
Email: mockler_c@hcsb.k12.fl.us

And: GRAY ROBINSON, P.A.
Attn: Kristin Kowaleski, Esq.
101 East Kennedy Blvd, Suite 4000
Tampa, Florida 33602
Email: Kristin.kowaleski@gray-robinson.com

Either party hereto may change the address for Notice specified above by giving the other party ten (10) days' advance written notice of such change of address. Notices given otherwise than by mail shall be deemed given upon actual receipt thereof.

(c) Construction. Whenever the context of this Agreement so requires or admits, words used in the neuter gender include the masculine and feminine; the singular includes the plural and the plural the singular; the word "person" includes a corporation, partnership or unincorporated association as well as a natural person. The fact that a party may be deemed to have drafted or structured any provision hereof shall not be considered in construing the particular provisions either in favor of or against such party.

(d) Captions. The captions at the beginning of the several paragraphs of this Agreement are not a part of this Agreement but merely labels to assist in locating and reading the respective paragraphs hereof. They shall be ignored in construing this instrument.

(e) Severability. If any provision of this Agreement is declared invalid or unenforceable, then, if reasonably possible, taking into consideration the intent and purpose of the parties in entering into this Agreement, the remainder of this Agreement shall continue in full force and effect.

(f) Entire Agreement. This Agreement contains the entire understanding between the parties concerning the subject matter hereof and supersedes any prior understandings or agreements between them concerning the subject matter hereof. No changes, alterations, modifications, additions or qualifications to the terms of this Agreement shall be binding upon the parties unless made in writing and signed by the party to be bound thereby.

(g) Governing Law; Venue. All questions concerning the meaning, execution, construction, effect and validity of this Agreement shall be judged and resolved in accordance with the laws of the State of Florida. Exclusive jurisdiction and venue for any action filed to interpret or enforce the terms of this Agreement shall be in the appropriate court in Hernando County, Florida.

[Remainder of Page Intentionally Blank]

IN WITNESS WHEREOF, the parties hereto have hereunto set their hands and seals the day and year first above written.

HERNANDO COUNTY, FLORIDA

By: _____
Name: Jerry Campbell
Title: Chairman

This 2 day of June, 2026

Attest:

By: Wenke Osinga, Deputy Clerk for
Name: Doug A. Chorvat, Jr.
Title: Clerk of Court and Comptroller

Approved as to Form:

By: _____
Name: Jon A. Jouben
Title: County Attorney

[Signatures Continues on Following Page]

CERTIFIED TO BE A TRUE COPY
DOUG CHORVAT, JR.
CLERK OF COURTS

BY: Wenke Osinga D.C.
THIS 3rd DAY OF June 2026

SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA

By: _____
Name: _____
Title: _____

This _____day of _____2026.

Attest:

By: _____
Name: _____
Title: _____

Approved as to Form:

By: _____
Name: KRISTIN KOWALESKI / GRAY ROBINSON
Title: ATTORNEY

Exhibit "A"

Legal Description of District Property

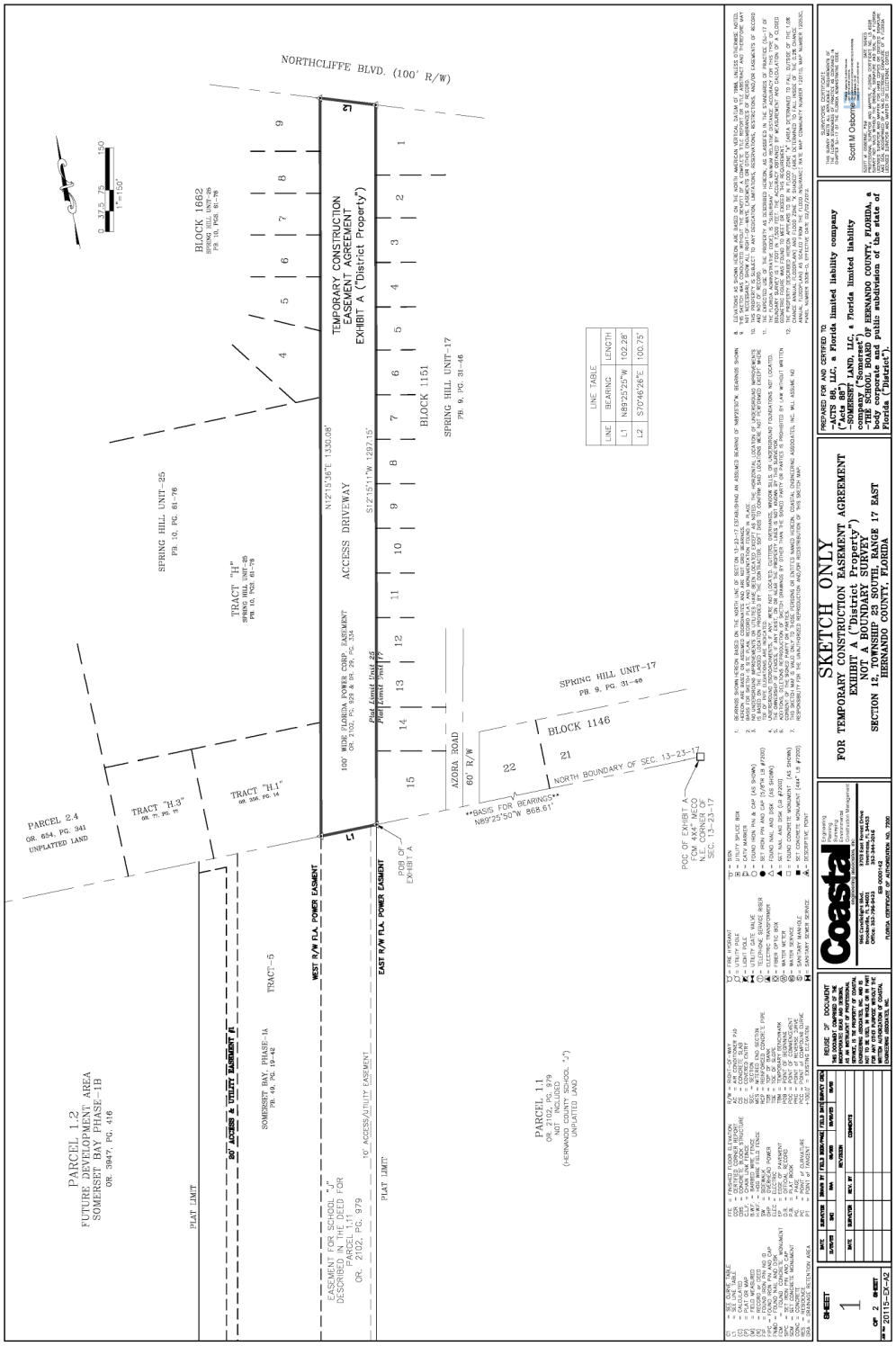

EXHIBIT A LEGAL DESCRIPTION

COMMENCING AT THE NORTHEAST CORNER OF SECTION 13, TOWNSHIP 23 SOUTH, RANGE 17 EAST, HERNANDO COUNTY, FLORIDA; THENCE ALONG THE NORTH BOUNDARY LINE OF SAID SECTION 13, RUN N89°25'50"W, 868.61 FEET TO THE EAST RIGHT-OF-WAY LINE OF A 100 FOOT WIDE POWER EASEMENT AS DESCRIBED IN OFFICIAL RECORDS BOOK 933, PAGE 347 OF THE PUBLIC RECORDS OF HERNANDO COUNTY, FLORIDA, AND THE POINT OF BEGINNING; THENCE CONTINUE ALONG THE NORTH LINE OF SAID SECTION 13, N89°25'25"W, 102.28 FEET TO THE WEST RIGHT-OF-WAY LINE OF SAID 100 FOOT WIDE POWER EASEMENT; THENCE ALONG SAID WEST RIGHT-OF-WAY LINE, RUN N12°15'36"E, 1330.08 FEET TO THE SOUTH RIGHT-OF-WAY LINE OF NORTHCLIFFE BOULEVARD; THENCE ALONG SAID SOUTH RIGHT-OF-WAY LINE, RUN S70°46'26"E, 100.75 FEET TO THE EAST RIGHT-OF-WAY LINE OF SAID 100 FOOT WIDE POWER EASEMENT; THENCE ALONG SAID EAST RIGHT-OF-WAY LINE, RUN S12°15'11"W, 1297.15 FEET TO THE NORTH LINE OF SAID SECTION 13, AND THE POINT OF BEGINNING.

CONTAINING 3.02 ACRES MORE OR LESS.

(C1) = SEE CURVE TABLE
(L1) = SEE LINE TABLE
(C) = CALCULATED
(P) = PLAT OR MAP
(M) = FIELD MEASURED
(R) = RECORD or DEED
F/P = FOUND IRON PIN NO ID
F/PC = FOUND IRON PIN AND CAP
F/NAD = FOUND NAIL AND DISC
F/MON = FOUND CONCRETE MONUMENT
S/PC = SET IRON PIN AND CAP
S/M = SET CONCRETE MONUMENT
CONC = CONCRETE
RES = RESIDENCE
DRA = DRAINAGE RETENTION AREA
FFE = FINISHED FLOOR ELEVATION
CCR = CERTIFIED CORNER REPORT
CBS = CONCRETE BLOCK STRUCTURE
C.L.F. = CHAIN LINK FENCE
B.W.F. = BARBED WIRE FENCE
H.W.F. = HOG WIRE FIELD FENCE
SW = SIDEWALK
O/H = OVERHEAD POWER
ELEC = ELECTRIC
EP = EDGE OF PAVEMENT
O.R. = OFFICIAL RECORD
P.B. = PLAT BOOK
PG. = PAGE
PC = POINT of CURVATURE
PT = POINT of TANGENT
R/W = RIGHT-OF-WAY
AC = AIR CONDITIONER PAD
CS = CONCRETE SLAB
CE = COVERED ENTRY
SEC. = SECTION
RCP = REINFORCED CONCRETE PIPE
TOB = TOP OF BANK
TOE = TOE OF SLOPE
TBM = TEMPORARY BENCHMARK
POB = POINT OF BEGINNING
POC = POINT OF COMMENCEMENT
PRC = POINT of REVERSE CURVE
PCC = POINT of COMPOUND CURVE
+100.0' = EXISTING ELEVATION
= FIRE HYDRANT
= UTILITY POLE
= LIGHT POLE
= UTILITY GATE VALVE
= TELEPHONE SERVICE RISER
= ELECTRIC TRANSFORMER
= FIBER OPTIC BOX
= WATER METER
= WATER SERVICE
= SANITARY MANHOLE
= SANITARY SEWER SERVICE
= SIGN
= UTILITY SPLICE BOX
= CATV MARKER
= FOUND IRON PIN & CAP (AS SHOWN)
= SET IRON PIN AND CAP (S/PITH LB #7200)
= FOUND NAIL AND DISK (AS SHOWN)
= SET NAIL AND DISK (LB #7200)
= FOUND CONCRETE MONUMENT (AS SHOWN)
= SET CONCRETE MONUMENT (4X4" LB #7200)
= DESCRIPTIVE POINT

1. BEARINGS SHOWN HEREON BASED ON THE NORTH LINE OF SECTION 13-23-17 ESTABLISHING AN ASSUMED BEARING OF N89°25'50"W. BEARINGS SHOWN HEREON ARE BASED ON ASSUMED COORDINATES AND ARE NOT GRID BEARINGS.
2. BASIS FOR SKETCH IS SITE PLAN, RECORD PLAT, AND MONUMENTATION FOUND IN PLACE.
3. NO UNDERGROUND IMPROVEMENTS OR UTILITIES HAVE BEEN LOCATED EXCEPT AS NOTED. THE HORIZONTAL LOCATION OF UNDERGROUND IMPROVEMENTS IS BASED ON THE FLAGGED LOCATION PROVIDED BY THE CONTRACTOR. SOFT DIGS TO CONFIRM SAID LOCATIONS WERE NOT PERFORMED EXCEPT WHERE TOP OF PIPE ELEVATIONS ARE INDICATED.
4. UNDERGROUND ENCROACHMENTS, IF ANY, WERE NOT LOCATED. GUTTERS, OVERHANGS, WINDOW SILLS, OR UNDERGROUND FOUNDATIONS NOT LOCATED.
5. THE OWNERSHIP OF FENCES, IF ANY EXIST, ON OR NEAR THE PROPERTY LINES IS NOT KNOWN BY THIS SURVEYOR.
6. THIS SKETCH AND DESCRIPTION OR SKETCH DRAWINGS BY OTHER THAN THE SIGNED PARTY OR PARTIES IS PROHIBITED BY LAW WITHOUT WRITTEN CONSENT OF THE SIGNED PARTY OR PARTIES.
7. THIS SKETCH MAP IS VALID ONLY TO THOSE PERSONS OR ENTITIES NAMED HEREON. COASTAL ENGINEERING ASSOCIATES, INC. WILL ASSUME NO RESPONSIBILITY FOR THE UNAUTHORIZED REPRODUCTION AND/OR REDISTRIBUTION OF THIS SKETCH MAP.
8. ELEVATIONS AS SHOWN HEREON ARE BASED ON THE NORTH AMERICAN VERTICAL DATUM OF 1988, UNLESS OTHERWISE NOTED.
9. THIS SKETCH WAS CONDUCTED WITHOUT THE BENEFIT OF A COMPLETE TITLE REPORT OR TITLE ABSTRACT AND THEREFORE MAY NOT NECESSARILY SHOW ALL RIGHT-OF-WAYS, EASEMENTS OR OTHER ENCUMBRANCES OF RECORD.
10. THIS PROPERTY IS SUBJECT TO ANY DEDICATION, LIMITATIONS, RESERVATIONS, RESTRICTIONS, AND/OR EASEMENTS OF RECORD AND NOT OF RECORD.
11. THE EXPECTED USE OF THE PROPERTY AS DESCRIBED HEREON, AS CLASSIFIED IN THE STANDARDS OF PRACTICE (5J-17 OF THE FLORIDA ADMINISTRATIVE CODE), IS "SUBURBAN". THE MINIMUM RELATIVE DISTANCE ACCURACY FOR THIS TYPE OF BOUNDARY SURVEY IS 1 FOOT IN 7,500 FEET. THE ACCURACY OBTAINED BY MEASUREMENT AND CALCULATION OF A CLOSED GEOMETRIC FIGURE WAS FOUND TO MEET OR EXCEED THIS REQUIREMENT.
12. THE PROPERTY DESCRIBED HEREON APPEARS TO BE IN FLOOD ZONE "A" (AREA DETERMINED TO FALL OUTSIDE OF THE 1.0% CHANCE ANNUAL FLOODPLAIN) AND FLOOD ZONE "X SHADED" (AREA DETERMINED TO FALL INSIDE OF THE 0.2% CHANCE ANNUAL FLOODPLAIN) AS SCALED FROM THE FLOOD INSURANCE RATE MAP COMMUNITY NUMBER 120110, MAP NUMBER 12053C, PANEL NUMBER 0335-D, EFFECTIVE DATE: 02/02/2012.

SHEET 2 OF 2 SHEET
JOB No. 20115-EX-A2

DATE	SURVEYED	DRAWN BY	FIELD BOOK/PAGE	FIELD DATE	SURVEY CREW
11/25/25	SKD	SAA	00/000	00/00/25	00/00

REVISION

DATE	SURVEYOR	REV. BY	COMMENTS

REUSE OF DOCUMENT
THIS DOCUMENT COMPRISED OF THE INCORPORATED IDEAS AND DESIGNS, AS AN INSTRUMENT OF PROFESSIONAL SERVICE, IS THE PROPERTY OF COASTAL ENGINEERING ASSOCIATES, INC. AND IS NOT TO BE USED, IN WHOLE OR IN PART FOR ANY OTHER PURPOSE WITHOUT THE WRITTEN AUTHORIZATION OF COASTAL ENGINEERING ASSOCIATES, INC.

Coastal engineering associates, inc.
Engineering Planning Surveying Environmental Construction Management
1966 Candlelight Blvd. Brooksville, FL 34601 Office: 352-796-9423
9700 East Fernan Drive Inverness, FL 34453 352-344-2616
EB-0000142
FLORIDA CERTIFICATE OF AUTHORIZATION NO. 7200

SKETCH ONLY
FOR TEMPORARY CONSTRUCTION EASEMENT AGREEMENT
EXHIBIT A ("District Property")
NOT A BOUNDARY SURVEY
SECTION 12, TOWNSHIP 23 SOUTH, RANGE 17 EAST
HERNANDO COUNTY, FLORIDA

PREPARED FOR AND CERTIFIED TO
-ACTS 88, LLC, a Florida limited liability company ("Acts 88")
-SOMERSET LAND, LLC, a Florida limited liability company ("Somerset")
-THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA, a body corporate and public subdivision of the state of Florida ("District").

SURVEYORS CERTIFICATE
THIS SURVEY MEETS ALL APPLICABLE REQUIREMENTS OF THE FLORIDA STANDARDS OF PRACTICE AS CONTAINED IN CHAPTER 5J-17 OF THE FLORIDA ADMINISTRATIVE CODE.

Scott M Osborne

SCOTT M. OSBORNE, PSM
PROFESSIONAL SURVEYOR AND MAPPER, FLORIDA CERTIFICATE NO. LS 6585
SURVEY NOT VALID WITHOUT THE ORIGINAL SIGNATURE AND SEAL OF A FLORIDA LICENSED SURVEYOR AND MAPPER. ELECTRONIC COPIES OF THIS SURVEY ARE NOT VALID UNLESS SAID SEAL ACCOMPANIED BY A VALID ELECTRONIC SIGNATURE OF A FLORIDA LICENSED SURVEYOR AND MAPPER FOR ELECTRONIC COPIES

DATE SIGNED

COMMENCING AT THE NORTHEAST CORNER OF SECTION 13, TOWNSHIP 23 SOUTH, RANGE 17 EAST, HERNANDO COUNTY, FLORIDA; THENCE ALONG THE NORTH BOUNDARY LINE OF SAID SECTION 13, RUN N89°25'50"W, 868.61 FEET TO THE EAST RIGHT-OF-WAY LINE OF A 100 FOOT WIDE POWER EASEMENT AS DESCRIBED IN OFFICIAL RECORDS BOOK 933, PAGE 347 OF THE PUBLIC RECORDS OF HERNANDO COUNTY, FLORIDA, AND THE POINT OF BEGINNING; THENCE CONTINUE ALONG THE NORTH LINE OF SAID SECTION 13, N89°25'25"W, 102.28 FEET TO THE WEST RIGHT-OF-WAY LINE OF SAID 100 FOOT WIDE POWER EASEMENT; THENCE ALONG SAID WEST RIGHT-OF-WAY LINE, RUN N12°15'36"E, 1330.08 FEET TO THE SOUTH RIGHT-OF-WAY LINE OF NORTHCLIFFE BOULEVARD; THENCE ALONG SAID SOUTH RIGHT-OF-WAY LINE, RUN S70°46'26"E, 100.75 FEET TO THE EAST RIGHT-OF-WAY LINE OF SAID 100 FOOT WIDE POWER EASEMENT; THENCE ALONG SAID EAST RIGHT-OF-WAY LINE, RUN S12°15'11"W, 1297.15 FEET TO THE NORTH LINE OF SAID SECTION 13, AND THE POINT OF BEGINNING.

CONTAINING 3.02 ACRES MORE OR LESS.

Exhibit "B"

Title Encumbrances

Old Republic National Title Insurance Company Property Information Report; File No. 25003581, dated through October 16, 2025 @ 8:00 a.m.

1. Easement in favor of Florida Power Corporation recorded in Deed Book 97, Page 418.

2. Permanent easement in favor of Florida Power Corporation contained in Order of Taking recorded in O.R. Book 933, Page 347.

3. Access Agreement between Hernando County School Board and Mark 425, LTD recorded in O.R. Book 3231, Page 649; as affected by First Amendment to Access Agreement recorded in O.R. Book 4158, Page 660.

4. Infrastructure Agreement between Somerset Land LLC and Acts 88, LLC recorded in O.R. Book 3947, Page 433.

5. Encroachment Agreement between Florida Power Corporation d/b/a Progress Energy Florida, Inc. and Hernando County School Board recorded O.R. Book 2479, Page 1084.

6. Perpetual Utility Easement in favor of Hernando County Water and Sewer District recorded in O.R. Book 2683, Page 1887.

7. Easement Agreement between Somerset Land LLC and Acts 88, LLC recorded in O.R. Book 3947, Page 421.

Exhibit "C"
County Encroachment Agreement

Prepared by:
Shantel W. Ocampo, Counsel Duke Energy Florida, LLC
Data & Document Management
525 South Tryon Street, DEP 21
Charlotte, NC 28202

Property No:
Land Unit No:
Project No:

STATE OF FLORIDA

COUNTY OF HERNANDO

ENCROACHMENT AGREEMENT

THE ENCROACHMENT AGREEMENT ("Agreement"), made this _____ day of _____, 2026 ("Effective Date") by and between **DUKE ENERGY FLORIDA, LLC**, a Florida limited liability company, ("Grantor"), and **HERNANDO COUNTY**, a political subdivision of the State of Florida ("**County**") ("Grantee").

- **Grantor, Duke Energy Florida**, LLC, as successor to Progress Energy Florida, LLC, as successor to Florida Power Corporation ("Duke") has easement rights to property owned by the Hernando County School District Property pursuant to that certain Easement dated April 1, 1927, recorded in Deed Book 97, Page 418 and Order of Taking recorded in Official Records Book 933, Page 347, all in the official records of Hernando County (collectively, the "Easements").
- **Hernando County School District (School District)** owns, operates and maintains a school access road and queuing area known as Explorer Boulevard within the Easement Area. The Explorer Elementary improved access right-of-way will be dedicated to Hernando County.
- **County** has requested that the **School District** dedicate and transfer to the County the **School District** Property to (i) allow the County to incorporate Explorer Boulevard into the County road system so that a collector road for the County is constructed which will eliminate access and traffic issues; and (ii) transfer all maintenance and operational responsibilities to the **County** (the "Dedication"); and
- Grantees desire authority to encroach upon a portion of the Easement Area for the purpose described herein, and Grantor is willing to permit those encroachments under the terms and conditions of this Agreement.

NOW THEREFORE, Grantor for and in consideration of the sum of Ten and No/100 Dollars ($10.00) and other good and valuable consideration to it paid by the Grantee(s), the receipt and sufficiency of which are hereby acknowledged, does hereby grant until **Grantee**, the non-perpetual right to encroach upon the portion of the Easement Area described herein pursuant to the following terms and conditions:

1. **Permitted Encroachments.** Grantor agrees to allow Grantees to encroach upon the Easement Area solely to the extent, location, and manner expressly depicted on Exhibit "A," and only for the purpose of maintaining Explorer Boulevard as shown thereon.

2. **Alterations**. The Permanent Encroachment must be constructed in strict compliance with the design shown on the Plans contemplated by Exhibit A. No alteration from the plans may be made after the construction the Permitted Encroachment which interferes with grantor's safe, reliable, and efficient construction, operation, and maintenance of the existing and future Facilities Located on the Easement Area.

   All applicable Federal, State, and Local Laws, rules and regulations, and the then Existing Transmission Line Asset Protection Guidelines shall govern any alterations to the Permitted Encroachment, including any minimum distances that must be maintained from the Facilities. In areas where minimum distances shown on the plans conflict with TLASG, plans shall govern. Nothing in this Agreement shall be construed to permit changes in elevation of grade to occur other than as expressly allowed or required by the plans or in this Agreement.

3. **Reaffirmation**. Notwithstanding anything to the contrary herein, by executing this Agreement the parties reaffirm the terms of the Easement Document and acknowledge that this Agreement does not permanently alter, limit, or amend those terms. This Agreement only identifies the Permitted Encumbrances as non-hostile and permits them to remain pursuant to the terms of this Agreement. This Agreement does not constitute a transfer of an interest in land or Grantor's rights granted in the Easement Document.

4. **Wetlands and Vegetation**. The Easement Area may not be used by Grantee to satisfy wetland mitigation requirements. Grantee shall not plant any trees or shrubbery in the Easement Area without prior written approval from Grantor.

5. **Grantor Free From Liability**. Grantor shall not be liable for any damages to the Permitted Encroachment resulting from Grantor's use of the Easement Area, nor for any damage to landscaping, driveways, or irrigation systems that may result from Grantor's access to the Easement Area.

6. **Additional Consent May Be Required**. Grantor makes no warranties or representations as to Grantee's contemplated use of the Easement Area, and in no way shall be deemed to have consented to such use on behalf of the owner of the property on which the Easement Area exists. Grantee acknowledges that Grantor's entering into this Agreement does not, by itself, grant any rights to Grantee to use any portion of the Easement Area, and that the consent of other parties (including, without limitation, the owner of the property and any mortgages of such owner) may be required for Grantee to obtain any rights over the property encumbered by the Easement Area.

7. **Grantee's Sole Risk and Expense**. Grantee acknowledges that the use of the Easement Area shall be at Grantee's sole risk and expense. Grantor shall in no way be liable to Grantee for any costs, expenses, losses, damages, or liabilities incurred by Grantee's use of the Easement Area. Grantee shall defend, indemnify, and hold harmless Grantor, its affiliates, subsidiaries, members, managers, officers, agents, employees, successors and assigns (collectively, "Grantor Parties"), from and against any and all claims, actions, costs, expenses, losses, damage, destruction, and liabilities incurred by Grantor Parties relating, directly or indirectly, to Grantee's use of the Easement Area even if caused in whole or in part by the negligence of Grantor Parties but excluding the willful or intentional misconduct of Grantor's Parties. Grantee's indemnity obligations shall survive the termination of this Agreement and are subject to the limitations of F.S. Sec. 768.28.

   All of Grantee's operations, activities, and equipment used within the Easement Area or in proximity to any of the Facilities shall, at all times, be in strict compliance with applicable provisions of the National Electrical Safety Code (NESC), the Occupational Safety and Health Act of 1971 (OSHA), and the OSHA Crane Construction Standards For Power Line Safety, Sections 1926.1408 & .1409. Grantee is further notified and hereby agrees to so notify any of Grantee's employees, agents, contactors, representatives, or other persons engaging in Grantee's activities upon the Easement Area with Grantee's knowledge and under Grantee's supervision or control, that extreme caution is necessary around the Facilities, and in the event of any damages or injuries, Grantee shall immediately report the nature and extent thereof to Grantor's nearest local office or corporate toll free number.

   Grantee shall not use any equipment within the Easement Area that can extend over twelve (12) feet in height above natural ground surface level without prior

written approval from Grantor unless an observer, approved by Grantor, is present during the use. Grantee shall bear all costs associated with the observer.

8. **Transferability.** The rights granted and retained under this Agreement shall inure to the benefit of the heirs, successors, and assigns of the parties, and shall run with the land.
9. **Notice.** Any notices and other communications required under this Agreement or relating hereto shall be in writing and delivered via personal delivery, certified United States mail (return receipt requested), or overnight delivery through a reputable carrier to:

Grantor: Duke Energy Florida, LLC
Attn: Transmission Asset Protection
525 South Tryon Street, DEP21
Charlotte, North Carolina 28202

Grantee: Hernando County
Attn: County Administrator
15470 Flight Path Drive
Brooksville, FL. 34604

10. **Termination**. This Agreement shall terminate or may be terminated in the following instances.

a. If construction of the Permanent Encroachment does not begin within 12 months of the final approval necessary for the construction of the Permitted Encroachments or the relocation by Duke of wooden poles, identified as Structures Str. BWR-40, Str. BWR-40-1/2 and Str. BWR-41 ,whichever occurs later, and continued thereafter at a reasonable pace, then this Agreement shall be subject to termination.
b. If at any point following construction of the approved improvements, Grantor, in its sole discretion, determines that the Permitted Encroachment needs to be modified in order to continue furnishing safe and reliable electric service to its customers, then upon twelve (12) months' notice from Grantor, Grantor and Grantee will work together in a commercially reasonable manner to modify the Permitted Encroachment at the sole expense of Grantee. Grantor acknowledges that the use of the Easement Area as depicted on Exhibit "A" will not interfere with Grantor's ability to continue furnishing safe and reliable electric service to its customers.

c. If Grantee violates any provision of this Agreement, then Grantor may terminate this Agreement with written notice to Grantee. If the violation is non-material, then Grantee shall be entitled to six (6) months to remove the Permitted Encroachment following notice of Grantor's termination. If the breach is material, then such termination shall be immediate. Without limitation, the parties agree that Sections 1, 2, 3, and 4 of this Agreement are material.

d. If Grantee removes or reduces the size of any Permitted Encroachment, it shall not be entitled to restore or expand the Permitted Encroachment to its original size as of the Effective Date. If the Permitted Encroachment is removed in full then this Agreement shall automatically terminate.

11. **Recitals**: The recitals set forth at the opening of this Agreement are incorporated herein as if fully restated in Section 11.

12. **Law and Venue.** This Agreement shall be governed by the laws of the State of Florida without regard to the conflicts of law provisions therein. The parties agree that the proper venue for any dispute related to this agreement is the state or federal courts located in Hernando County, and the parties hereby submit to the jurisdiction thereof.

13. **Entire Agreement**. This Agreement contains the complete understanding of the parties and shall supersede any prior and contemporaneous communications, agreements, and assurances related to the subject matter of this Agreement. Any modification of this Agreement must be agreed to in writing and signed by the parties. This Agreement may be executed in any number of counterparts, each of which will be deemed original, but all of which together shall constitute but one and the same Agreement.

14. **No Waiver.** The failure of Granter in any one or more instances to insist upon compliance with any provision or covenant herein or to exercise any right or privilege herein shall not constitute or be considered as a waiver of such or any similar provision or covenant.

15. **Severability.** If any term of this Agreement is to any extent illegal, otherwise invalid, or incapable of being enforced, such term shall be excluded to the extent of such invalidity or unenforceability. All other terms of this Agreement shall remain in full force and effect. To the extent permitted and possible, the invalid or unenforceable term shall be deemed replaced by a term that is valid and enforceable and that comes closet to expressing the intention of such invalid or unenforceable term.

16. **Cost Recovery**. The prevailing party recover shall reasonable cost, including attorney's fees, incurred in bringing or defending any action or proceeding related to this Agreement.

17. **Replacement.** This Encroachment agreement replaces and supersedes all prior encroachment agreements including the agreement recorded in Hernando County Records, OR Book 2479, page 1084, between Florida Power Corporation and Hernando County School Board.

IN WITNESS WHEREOF, the parties hereby have affixed their names under seal by their duly authorized officers the day and year first above written.

Signed and Sealed in the Presence of:

_____
Witness-Printed Name

_____
Witness-Signature

_____
Witness-Printed Name

_____
Witness-Signature

_____, Grantor
DUKE ENERGY FLORIDA, LLC
A Florida limited liability company

_____
Name: Karen Adams
Title Manager, Land Services – Florida Region

STATE OF FLORIDA

COUNTY OF_____

The foregoing instrument was acknowledged before me this ____ day of _____, 2026, by **Karen Adams. Title Manager, Land Services – Florida Region of DUKE ENERGY FLORIDA, LLC, a Florida limited liability d/b/a Duke Energy**, on behalf of said company, she is personally known to me or has produced _____as identification.

_____
NOTARY PUBLIC, State of _____
My Commission Expires:
(Seal)

(Signatures Continue on Following Page)

IN WITNESS WHEREOF, the parties hereby have affixed their names under seal by their duly authorized officers the day and year first above written.

Signed and Sealed in the Presence of:

_____ _____, Grantee
Witness-Printed Name **Hernando County**

_____
Witness-Signature by _____
Name

_____
Witness-Printed Name

_____
Witness-Signature

STATE OF FLORIDA

COUNTY OF_____

The foregoing instrument was acknowledged before me this ____ day of _____, 2026, by _____, on behalf of said company, she is personally known to me or has produced _____as identification.

_____
NOTARY PUBLIC, State of _____
My Commission Expires:
(Seal)

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EXPLORER BOULEVARD ROADWAY EXTENSION
EXPLORER K-8 SITE IMPROVEMENTS

SPRING HILL, FLORIDA

COASTAL PROJECT NUMBER 22005

CONTRACT PLANS COMPONENTS

ROADWAY PLANS
SIGNING AND PAVEMENT MARKING PLANS

INDEX OF ROADWAY PLANS

SHEET NO.	SHEET DESCRIPTION
1	KEY SHEET
2	GENERAL NOTES
3-5	DEMOLITION PLANS
6	TYPICAL SECTION
7	PROJECT GEOMETRY
8	SUMMARY OF QUANTITIES
9	OVERALL SITE PLAN
9A	OVERALL FENCE PLAN
10-23	PLAN SHEETS & PROFILE SHEETS
24-27	SCHOOL PLAN SHEETS
28-38	CROSS SECTIONS
39-41	DRAINAGE STRUCTURES
OS1-OS7	SIGNING & MARKING PLANS
DR1-DR4	DRAINAGE PLANS
EC-1-EC-2	SWPPP PLANS

GOVERNING STANDARD PLANS:

Florida Department of Transportation, FY2025-26 Standard Plans for Road and Bridge Construction and applicable Interim Revisions (IRs).

Standard Plans for Road Construction and associated IRs are available at the following website: http://www.fdot.gov/design/standardplans
Standard Plans for Bridge Construction are included in the Structures Plans Component

GOVERNING STANDARD SPECIFICATIONS:

Florida Department of Transportation,FY 2025-26 Standard Specifications for Road and Bridge Construction at the following website:
http://www.fdot.gov/programmanagement/Implemented/SpecBooks

Hunter P Brown
Digitally signed by Hunter P Brown
Date: 2025.12.18 17:14:24 -05'00'

NOVEMBER 11, 2025

ROADWAY PLANS
ENGINEER OF RECORD:

HUNTER P. BROWN, P.E.
P.E. NO.: 74664
COASTAL DESIGN CONSULTANTS INC.
7026 LITTLE ROAD
NEW PORT RICHEY, FL. 34654
(727) 849-8010
FAX (727) 849-8020
WWW.COASTALDESIGNCONSULTANTS.COM
CERTIFICATE OF AUTHORIZATION NO. 9572

HUNTER P. BROWN LICENSE No 74664 STATE OF FLORIDA PROFESSIONAL ENGINEER

This item has been digitally signed and sealed by Hunter P. Brown, P.E. on the date adjacent to the seal.

Signature must be verified on any electronic copies.

PLANS PREPARED FOR

Coastal engineering associates, inc.
Engineering
Planning
Surveying
Environmental
Traffic
Transportation
Construction Management

966 Candlelight Boulevard • Brooksville • Florida 34601
(352) 796-9423 • Fax (352) 799-8359
EB-0000142

PLANS PREPARED BY

COASTAL DESIGN CONSULTANTS

7026 LITTLE RD. NEW PORT RICHEY, FL. 34654
T: (727) 849-8010 F: (727) 849-8020
CERTIFICATE OF AUTHORIZATION NO. 00009572

ATTENTION IS DIRECTED TO THE FACT THAT THESE PLANS MAY HAVE BEEN ALTERED IN SIZE BY REPRODUCTION. THIS MUST BE CONSIDERED WHEN OBTAINING SCALED DATA.

PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED
1510464 2/10/26
THE ISSUANCE OF THIS PERMIT SHALL NOT BE HELD TO PERMIT OR APPROVE THE VIOLATION OF ANY SECTION OF COUNTY OR STATE LAW, REGULATION OR ORDINANCE

FISCAL YEAR	SHEET NO.
2025	1

THE OFFICIAL RECORD OF THIS SHEET IS THE ELECTRONIC FILE DIGITALLY SIGNED AND SEALED UNDER RULE 61G15-23.004, F.A.C.

$USER$ $DATE$ $TIME$ $FILE$

EXHIBIT "D"
APPROVED CONSTRUCTION PLANS

#62729103 v9

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REFERENCE DOCUMENTS

1. HERNANDO COUNTY DEPARTMENT OF PUBLIC WORKS / ENGINEERING DIVISION "FACILITY GUIDELINES" LATEST EDITION.
2. HERNANDO COUNTY UTILITY DEPARTMENT " WATER, RECLAIMED WATER AND WASTEWATER CONSTRUCTION SPECIFICATIONS MAUNAL. JANUARY 2013 EDITION.
2. FLORIDA DEPARTMENT OF TRANSPORTATION "MANUAL OF UNIFORM MINIMUM STANDARDS FOR DESIGN, CONSTRUCTION AND MAINTENANCE FOR STREETS AND HIGHWAYS", 2018.
3. FLORIDA DEPARTMENT OF TRANSPORTATION 'STANDARD SPECIFICATIONS FOR ROAD AND BRIDGE CONSTRUCTION ", 2022.
4. FLORIDA DEPARTMENT OF TRANSPORTATION "STANDARD PLANS". DATED FY 2021-22
5. FEDERAL HIGHWAY ADMINISTRATION "MANUAL ON UNIFORM TRAFFIC CONTROL DEVICES (MUTCD) ", 2009
6. F.D.O.T. FLEXIBLE PAVEMENT DESIGN MANUAL FOR NEW CONSTRUCTION AND PAVEMENT REHABILITATION (2022).

COORDINATION OF THE DOCUMENTS:
THE ARTICLES CONTAINED IN THE GENERAL NOTES, THE CONSTRUCTION DRAWINGS, AND THE ABOVE-REFERENCED DOCUMENTS ARE INTENDED TO BE COMPLIMENTARY AND FULLY DESCRIBE THE TECHNICAL ASPECTS OF THE PROJECT. SHOULD THERE BE ANY CONFLICTS OR OMISSIONS IN THE DOCUMENTS, THEY SHALL BE BROUGHT TO THE ATTENTION OF THE ENGINEER IN WRITING FOR RESOLUTION.

GENERAL NOTES:

1. FOR THE PURPOSES OF THE NOTES DEFINED HEREIN THE RESPONSIBLE PARTIES SHALL BE DEFINED AS :

OWNER : SOMERSET LAND L.L.C.
18125 WAYNE ROAD
ODESSA, FL. 33556

DESIGN ENGINEER : THE DESIGN ENGINEER IS COASTAL DESIGN CONSULTANTS, INC., 7026 LITTLE ROAD, NEW PORT RICHEY, FL. 34654 AND THEIR AUTHORIZED REPRESENTATIVES.

CONTRACTOR : THE INDIVIDUAL, FIRM, OR COMPANY, CONTRACTING WITH HERNANDO COUNTY, BOARD OF COUNTY COMMISSIONERS, HERNANDO COUNTY, FLORIDA, FOR THE PERFORMANCE OF WORK OR FURNISHING OF MATERIALS.

2. UNLESS SPECIFICALLY NOTED OTHERWISE, ALL ELEVATIONS AND DIMENSIONS ARE IN FEET. REFERENCED TO NAVD DATUM OF 1988.
3. EXISTING UTILITIES:

A. LOCATIONS, ELEVATIONS, AND DIMENSIONS OF EXISTING UTILITIES, STRUCTURES, AND OTHER FEATURES ARE SHOWN ACCORDING TO THE BEST INFORMATION AVAILABLE AT THE TIME OF PREPARATION OF THESE PLANS. THE CONTRACTOR SHALL VERIFY THE LOCATIONS, ELEVATIONS, AND DIMENSIONS OF ALL EXISTING UTILITIES, STRUCTURES AND OTHER FEATURES AFFECTING THIS WORK, PRIOR TO CONSTRUCTION.

B. THE CONTRACTOR IS CAUTIONED THAT THE LOCATION OF EXISTING UTILITIES, WHETHER OR NOT SHOWN, ARE APPROXIMATE. IT SHALL BE THE RESPONSIBILITY OF THE CONTRACTOR TO OBTAIN ACTUAL FIELD LOCATIONS FROM THE RESPECTIVE UTILITY COMPANY 48 HOURS BEFORE BEGINNING WORK.

SUNSHINE STATE ONE CALL 1-800-432-4770.

C. THE CONTRACTOR IS CAUTIONED THAT SOME EXISTING UTILITIES ARE REQUIRED TO BE RELOCATED PRIOR TO THE CONSTRUCTION OF THE PROPOSED ROADWAY IMPROVEMENTS. IT SHALL BE THE CONTRACTORS RESPONSIBILITY TO NOTIFY AND COORDINATE WITH THE RESPECTIVE UTILITY COMPANIES A MINIMUM OF THREE (3) WEEKS IN ADVANCE OF CONSTRUCTION ACTIVITIES. FOR ADDITIONAL INFORMATION REGARDING THE EXISTING UTILITIES PROPOSED FOR RELOCATION AND THE UTILITY CONTACT INFORMATION REFERENCE THE "UTILITY ADJUSTMENT SHEETS" PROVIDED WITHIN THIS CONSTRUCTION SET.

4. THE CONTRACTOR SHALL MAINTAIN A COPY OF THE APPROVED PLANS AND PERMITS AT THE CONSTRUCTION SITE.
5. DURING THE CONSTRUCTION AND/OR MAINTENANCE OF THIS PROJECT, ALL SAFETY REGULATIONS ARE TO BE ENFORCED BY THE CONTRACTOR. THE CONTRACTOR OR HIS REPRESENTATIVE SHALL BE RESPONSIBLE FOR THE CONTROL AND SAFETY OF THE TRAVELING PUBLIC AND THE SAFETY OF HIS PERSONNEL. LABOR SAFETY REGULATIONS SHALL CONFORM TO THE PROVISIONS SET FORTH BY O.S.H.A. IN THE FEDERAL REGISTER OF THE DEPARTMENT OF TRANSPORTATION.
6. CONSTRUCTION STAKEOUT SHALL BE ACCOMPLISHED BY THE CONTRACTOR.

GENERAL NOTES (CONTINUED):

7. THE CONTRACTOR SHALL ARRANGE FOR AND PAY FOR ALL FIELD TESTS TO MONITOR CONSTRUCTION QUALITY. IT SHALL BE THE CONTRACTOR'S RESPONSIBILITY TO COORDINATE ALL REQUIRED FIELD TESTING OPERATIONS. RESULTS OF THE FIELD TESTINGS SHALL BE DISTRIBUTED BY THE TESTING COMPANY TO THE CONTRACTOR. THE CONTRACTOR SHALL PROVIDE THE TEST RESULTS TO THE OWNER IN A TIMELY MANNER.
8. IT SHALL BE THE CONTRACTOR'S RESPONSIBILITY TO PROVIDE ALL CERTIFICATIONS, SHOP DRAWINGS, MATERIALS, TESTS, ETC. CALLED FOR OR REQUESTED ON ALL CONSTRUCTION MATERIALS.
9. THE ENGINEER WILL HAVE THE AUTHORITY TO DISAPPROVE OR REJECT WORK WHICH IS DEFECTIVE, OR DOES NOT CONFORM TO THE REQUIREMENTS OF THE PLANS AND SPECIFICATIONS, OR DOES NOT MEET THE REQUIREMENTS OF ANY INSPECTION, TEST, OR APPROVAL.
10. THE CONTRACTOR IS RESPONSIBLE FOR REPAIRING ANY DAMAGE TO EXISTING FACILITIES, ABOVE OR BELOW GROUND, THAT MAY OCCUR AS A RESULT OF THE WORK PERFORMED BY THE CONTRACTOR.
11. ALL PRIVATE AND PUBLIC PROPERTY AFFECTED BY THIS WORK SHALL BE RESTORED TO A CONDITION EQUAL TO OR BETTER THAN EXISTING CONDITIONS UNLESS SPECIFICALLY EXEMPTED BY THE PLANS. ADDITIONAL COSTS ARE INCIDENTAL TO OTHER CONSTRUCTION AND NO EXTRA COMPENSATION IS TO BE ALLOWED.
12. ANY WASHOUTS, REGRADING, GRASSING WORK, AND OTHER EROSION WORK REQUIRED, WILL BBPERFORMED BY THE CONTRACTOR AT HIS / HER EXPENSE, UNTIL THE SYSTEM IS ACCEPTED FOR MAINTENANCE, BY THE OWNER AND / OR ENGINEER.
13. ALL SODDING SHALL INCLUDE WATERING AND FERTILIZATION. THE CONTRACTOR SHALL BE RESPONSIBLE FOR MAINTAINING THESE AREAS UNTIL THE PROJECT IS COMPLETED AND ACCEPTED BY THE OWNER AND ENGINEER.
14. ALL SODDED SLOPES STEEPER THAN 4:1 SHALL BE INSTALLED WITH SOD PEGS.
15. THE ENGINEER WILL BE THE INTERPRETER OF THE TERMS AND CONDITIONS OF THE PLANS AND SPECIFICATIONS, AND THE JUDGE OF THE PERFORMANCE THEREUNDER. IN HIS CAPACITY AS INTERPRETER HE WILL EXERCISE HIS BEST EFFORTS TO OBTAIN FAITHFUL PERFORMANCE BY BOTH THE OWNER AND THE CONTRACTOR.
16. NEITHER OBSERVATIONS BY THE ENGINEER NOR INSPECTIONS, TESTS, OR APPROVALS BY OTHER PERSONS SHALL RELIEVE THE CONTRACTOR FROM HIS OBLIGATIONS TO PERFORM THE WORK IN ACCORDANCE WITH THE REQUIREMENTS OF THE PLANS AND SPECIFICATIONS.
17. PRIOR TO MANUFACTURE, THE CONTRACTOR SHALL SUPPLY THE ENGINEER WITH COPIES OF THE SHOP DRAWINGS FOR ALL PRECAST CONCRETE FACILITIES FOR HIS REVIEW AND APPROVAL.
18. THE CONTRACTOR SHALL MAINTAIN THE R/W DURING CONSTRUCTION IN A SATISFACTORY MANNER TO PREVENT THE DEPOSITION OF SAND, DUST, ETC., BY WATER OR WIND EROSION ONTO ADJACENT PROPERTIES. EROSION CONTROL MEASURES CALLED FOR IN THE PLANS SHALL BE IN PLACE PRIOR TO BEGINNING CONSTRUCTION.
19. ANY PUBLIC LAND CORNER WITHIN THE LIMITS OF CONSTRUCTION IS TO BE PROTECTED. IF A CORNER MONUMENT IS IN DANGER OF BEING DESTROYED, THE CONTRACTOR SHOULD NOTIFY THE COUNTY SURVEYOR WITHOUT DELAY BY TELEPHONE.
20. THE CONTRACTOR SHALL KEEP THE ENGINEER INFORMED OF ALL ACTIVITIES AND SHALL NOTIFY THE ENGINEER A MINIMUM OF THREE WORKING DAYS IN ADVANCE OF THE BEGINNING OF ALL CONSTRUCTION PHASES, INCLUDING, BUT NOT LIMITED TO, CLEARING-AND-GRUBBING, EARTHWORK, STORM-DRAINAGE, SUBGRADE PREPARATION, BASE CONSTRUCTION, AND GRASSING.
21. CLEARING AND GRUBBING:

A. CLEARING AND GRUBBING FOR PURPOSES OF THE PROJECT DESCRIBED HEREIN SHALL BE IN ACCORDANCE WITH SECTION 110 OF THE "STANDARD SPECIFICATIONS FOR ROAD AND BRIDGE CONSTRUCTION"

B. ALL MATERIALS, DEBRIS, UNSUITABLE EARTH, ETC. OF NO SALVAGE VALUE SHALL BECOME THE PROPERTY OF THE CONTRACTOR AND SHALL BE DISPOSED OF BY THE CONTRACTOR IN A LEGAL MANOR.

7. ANY CLEAN FILL REMOVED DURING CLEARING AND GRUBBING SHALL BE STOCKPILES AT A SITE DESIGNATED BY THE OWNER UNLESS OTHERWISE DIRECTED BY THE OWNER.

C. NO DEBRIS OR OTHER UNSUITABLE MATERIALS SHALL BE DISPOSED OF WITHIN THE RIGHT OF-WAY.

D. NO BURNING WITHIN THE PROJECT R/W SHALL BE PERMITTED.

E. THE CONTRACTOR IS TO OBTAIN ALL NECESSARY PERMITS FOR REMOVING ANY EXISTING STRUCTURES.

F. EXISTING PAVEMENT SHALL BE REMOVED AND DISPOSED OF BY THE CONTRACTOR AT HIS EXPENSE. THE CONTRACTOR MAY (AT HIS OPTION) USE EXISTING LIMEROCK BASE MATERIAL AS A STABILIZING ADDITIVE TO THE SUBBASE. AT NO TIME WILL EXISTING BASE MATERIAL BE INCORPORATED WITHIN THE NEW BASE.

22. ASPHALT PAVING

A. ALL ROADWAY SURFACES SHALL BE CLEAN AND DRY PRIOR TO AND DURING PLACEMENT OF ASPHALT.

B. PRIME AND TACK COAT SURFACES SHALL BE INCLUDED IN THE CONTRACTOR'S BID PRICE FOR THE OPTIONAL BASE OR PAVEMENT COURSE AS REQUIRED.

23. BACKFILL MATERIAL SHALL BE SOLIDLY TAMPED AROUND PIPES IN 6" LAYERS UP TO A LEVEL OF AT LEAST ONE FOOT ABOVE THE TOP OF THE PIPE. IN AREAS TO BE PAVED, BACK FILL SHALL BE COMPACTED TO 100% MAXIMUM DENSITY AS DETERMINED BY A.A.S.H.T.O. T-99.
24. MISCELLANEOUS CONCRETE FURNISHED AND INSTALLED BY THE CONTRACTOR SHALL HAVE A COMPRESSIVE STRENGTH OF AT LEAST 3,000 P.S.I. IN 28 DAYS. UNLESS OTHERWISE NOTED.
25. IN THE EVENT UNSUITABLE MATERIAL IS ENCOUNTERED DURING EXCAVATION IT IS TO BE REMOVED FROM THE ROAD BED IN ACCORDANCE WITH FDOT INDEX No. 505 OF THE DESIGN STANDARDS.
26 THE CONTRACTOR SHALL NOT ENTER UPON OR IN ANY WAY ALTER THE WETLAND/CONSERVATION AREAS THAT MAY BE ADJACENT TO RIGHT OF WAY. ALL CONSTRUCTION WORK SHALL BE IN COMPLIANCE WITH THE ENVIRONMENTAL REGULATIONS AND/OR PERMITS FOR THE PROJECT AREA THE CONTRACTOR WILL BE RESPONSIBLE FOR ANY FINE RESULTING FROM A VIOLATION OF ANY REGULATION OR PERMIT CONDITION.
27. ALL EXISTING WELLS ENCOUNTERED DURING CONSTRUCTION SHALL BE PLUGGED IN ACCORDANCE WITH THE RULES AND REGULATIONS OF THE GOVERNING WATER MANAGEMENT DISTRICT.
28. THE SEDIMENT CONTROL / EROSION CONTROL MEASURES OUTLINED WITHIN THE CONSTRUCTION DRAWINGS ARE CONSIDERED TO BE THE MINIMUM REQUIREMENTS FOR PREVENTING SEDIMENT FROM LEAVING THE PROJECT SITE ONTO ADJACENT PROPERTIES IN ACCORDANCE WITH THE EROSION AND SEDIMENT CONTROL MANUAL LATEST EDITION. IT SHALL BE THE CONTRACTORS RESPONSIBILITY TO MAINTAIN ALL THE SEDIMENT / EROSION CONTROL DEVICES IN GOOD WORKING ORDER AND TO FURNISH AND INSTALL ADDITIONAL CONTROL MEASURES TO PREVENT SEDIMENT FROM LEAVING THE PROJECT SITE AS REQUIRED. COSTS FOR ADDITIONAL MEASURES SHALL BE APPROVED IN ADVANCE BY BY THE OWNER AND COVERED UNDER THE UNIT COSTS FOR: 104-10-3 SEDIMENT BARRIER, 104-18 INLET PROTECTION SYSTEM, 120-1 EXCAVATION, AND 575-1-1 SODDING (BAHIA)
29. A STORMWATER POLLUTION PREVENTION PLAN (SWPPP) SHALL BE COMPLETED BY THE OWNER PRIOR TO THE SUBMITTAL OF THE NOTICE OF INTENT TO BE COVERED UNDER THE FDEP GENERAL PERMIT FOR STORM WATER DISCHARGE FROM LARGE AND SMALL CONSTRUCTION ACTIVITIES. SEE PAY ITEM NOTE FOR 1000-1 NPDES PERMITTING.
30. CONTRACTOR TO SCHEDULE A PRE-CONSTRUCTION MEETING FIVE (5) BUSINESS DAYS PRIOR TO THE START OF CONSTRUCTION. A DPW INSPECTOR MUST ATTEND THE PRE-CONSTRUCTION MEETING.
31. CONTRACTOR TO NOTIFY DPW INSPECTOR 48 HOURS PRIOR TO CONSTRUCTION IN THE COUNTY RIGHT OF WAY.
32. DPW INSPECTOR MUST BE PRESENT FOR ALL PAVING OF RIGHT OF WAYS AND INSPECT PRIOR TO POURING CONCRETE SIDEWALKS.
33. A RIGHT OF WAY USE PERMIT IS REQUIRED FOR ANY WORK IN COUNTY RIGHT OF WAY, INCLUDING CONSTRUCTION ENTRANCES.
34. CONTRACTOR SHALL PROVIDE 24 HOUR ADVANCE NOTICE TO LOCAL EMERGENCY SERVICE DEPARTMENTS WHENEVER CONSTRUCTION ACTIVITIES ARE EXPECTED TO IMPEDE NORMAL TRAFFIC FLOW.

TRAFFIC CONTROL NOTES:

1. THE CONTRACTOR SHALL PROVIDE A TEMPORARY TRAFFIC CONTROL PLAN PREPARED UNDER THE DIRECTION OF, AND SIGNED AND SEALED BY A LICENSED FLORIDA PROFESSIONAL ENGINEER WHO IS EXPERIENCED IN PREPARING TRAFFIC CONTROL PLANS AND WHO IS CERTIFIED PER FDOT PROCEDURE, TOPIC NO. 625-010-010. THE CONTRACTOR SHALL NOT OCCUPY STATE RIGHT-OF-WAY IN ADVANCE OF RECEIVING APPROVAL, BY FDOT, OF THIS TEMPORARY TRAFFIC CONTROL PLAN.
2. AREAS REQUIRING MAINTENANCE OF TRAFFIC INCLUDE THE FOLLOWING:
   TRAFFIC AT INTERSECTION OF:
   - SCHOOL DRIVEWAYS
   - TILLERY ROAD
3. IF LANE CLOSURES ARE NECESSARY, THEY SHALL BE PREFORMED BETWEEN 9:30 AM AND 3:30 PM DAILY. NO OTHER RESTRICTIONS APPLY. THE APPLICANT MUST NOTIFY THE FLORIDA DEPARTMENT OF TRANSPORTATION LOCAL MAINTENANCE OFFICE 48 HOURS IN ADVANCE OF STARTING PROPOSED WORK. CALL: FDOT DISTRICT 7 MAINTENANCE, LANCE GRACE @ (813) 975-6264.
4. FOR WORK WITHIN THE RIGHT-OF-WAY, THE FDOT REQUIRES DOCUMENTATION FOR SUCCESSFUL COMPLETION OF AN APPROVED WORK ZONE TRAFFIC CONTROL TRAINING COURSE FOR THE AGENCY, UTILITY, OR CONTRACTOR EMPLOYEE(S) DESIGNING, INSTALLING, AND/OR MAINTAINING THE APPROVED MAINTENANCE OF TRAFFIC PLAN IN ACCORDANCE WITH DEPARTMENT PROCEDURE, TOPIC NO. 625-010-010. DOCUMENTATION IS TO BE FURNISHED TO THE DEPARTMENT AT THE PER-CONSTRUCTION MEETING OR BEFORE OCCUPYING STATE RIGHT-OF-WAY.
5. MAINTENANCE OF TRAFFIC PLAN FOR WORK ZONES SHALL BE IN CONFORMANCE WITH ALL APPLICABLE INDICES OF THE FDOT DESIGN STANDARDS INDEX 600 SERIES ACCORDING TO THE TYPE OF ROADWAY AND TYPE OF WORK BEING PERFORMED.

THE TRAFFIC CONTROL PLANS SHALL STATE THE POSTED SPEED (45) AND INCLUDE A NOTE STATING THAT THE POSTED SPEED (45) IS TO BE MAINTAINED DURING CONSTRUCTION, PER FDOT STANDARD PLANS 102-600.

6. UTILITY CONTACT INFORMATION:

DAVID PARRISH
CHARTER COMMUNICATIONS
2850 S. LECANTO HIGHWAY
LECANTO, FL 34461
(352)-302-3190

HENRY KLOBUCAR
ZAYO GROUP / FORMERLY LIGHTWAVE, LLC
130 N MAIN ST
BUTTE, MT 59701
(406)-496-6510

DINO FARRUGGIO
ATT / DISTRIBUTION
6628 LAKESIDE RD.
WEST PALM BEACH, FL 33411
(561) 683-2729

ALAN TURNER
HERNANDO COUNTY UTILITIES DEPARTMENT
15365 CORTEZ BLVD
BROOKSVILLE, FL 34601
(352) 540-6219

DON TAULBEE
WITHLACOOCHEE RIVER ELECTRIC COOPERATIVE
10005 CORTEZ BLVD.
WEEKI WACHEE, FL 34613
(352)-596-4000

DEWATERING PLAN / NOTES:

THE CONTRACTOR SHALL IMPLEMENT THE FOLLOWING GUIDELINES WHEN CONSTRUCTION ACTIVITIES REQUIRE DEWATERING:

1. DEWATERING ACTIVITIES SHALL BE CONTAINED WITHIN THE PROJECT AREA.
2. THE PROPOSED DRAINAGE RETENTION AREAS CAN BE USED AS TEMPORARY SETTLING AREAS FOR DEWATERING ACTIVITIES. THE PROPOSED DRAINAGE RETENTION AREA(S) SHALL BE CONSTRUCTED TO A SUFFICIENT SIZE AND DEPTH TO RECEIVE WATER FROM DEWATERING ACTIVITIES. IF AT ANY TIME STAGING OF WATER WITHIN THE RETENTION AREA APPROACHES 6-INCHES OF THE PROPOSED POND TOP-OF-BANK, DEWATERING ACTIVITIES SHALL STOP UNTIL THE RETENTION VOLUME HAS RECOVERED.
3. SHEET PILE WALLS, SLURRY WALLS, OR OTHER MEANS OF LIMITING THE EXTENT OF THE WATER TABLE DRAWDOWN, BEYOND THE PROJECT AREA, SHALL BE IMPLEMENTED.
4. WATER DISCHARGE FROM SETTLING AREAS SHALL BE CLEAN AND FREE OF ANY SILT. SILT BARRIERS (I.E. SILT FENCE, HAY BALES, ROCK BAGS OR ANY COMBINATION NECESSARY TO REMOVE SEDIMENTS PRIOR TO DISCHARGE) SHALL BE INSTALLED AND MAINTAINED UNTIL ALL DEWATERING ACTIVITIES ARE COMPLETE.
5. AT NO TIME SHALL DISCHARGE FROM THE DEWATERING ACTIVITIES BE DIRECTED IN A MANNER THAT WOULD IMPACT AN EXISTING WETLAND, LAKE OR RIVER.
6. DEWATERING ACTIVITIES SHALL BE LIMITED TO TIME PERIODS THAT CONSTRUCTION ACTIVITIES REQUIRED DEWATERING. ALL IMPLEMENTED DEWATERING INFRASTRUCTURE, EQUIPMENT, ETC. SHALL BE REMOVED UPON COMPLETION OF CONSTRUCTION.

PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED
1510464 2/10/26
THE ISSUANCE OF THIS PERMIT SHALL NOT BE HELD TO PERMIT OR APPROVE THE VIOLATION OF ANY CITY, COUNTY, OR STATE LAW, REGULATION OR ORDINANCE

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FL. REG. NO. 74664

COASTAL DESIGN CONSULTANTS

GENERAL NOTES

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

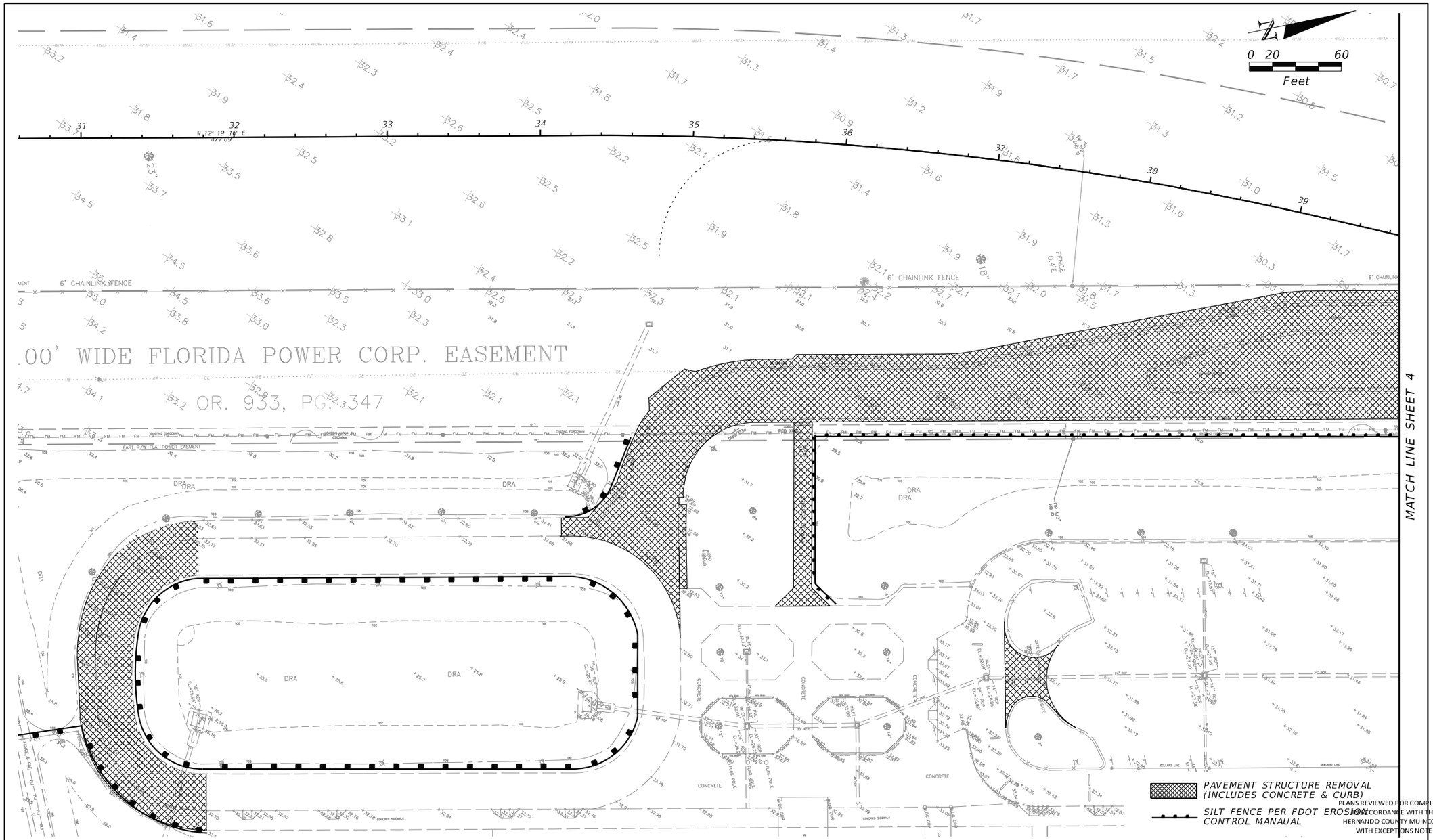
SHEET 2

22005

#62729103 v9

23

611



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DEMOLITION PLAN (1)

SOMERSET BAY
HERNANDO COUNTY, FLORIDA

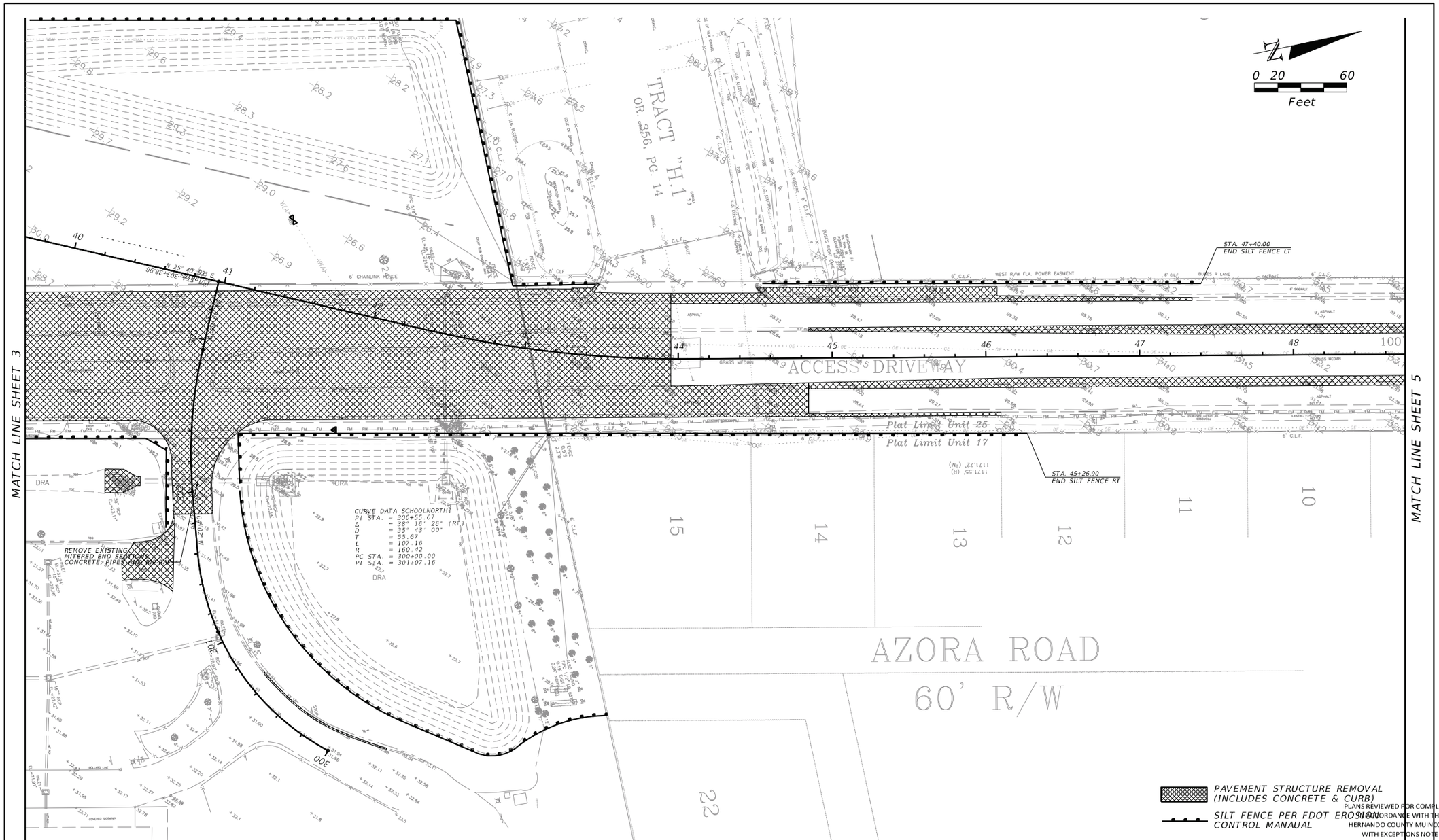
SHEET 3

JOB NO. 22006

#62729103 v9

24

612



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COASTAL DESIGN CONSULTANTS

DEMOLITION PLAN (2)

SOMERSET BAY
HERNANDO COUNTY, FLORIDA

SHEET 4

22006

#62729103 v9

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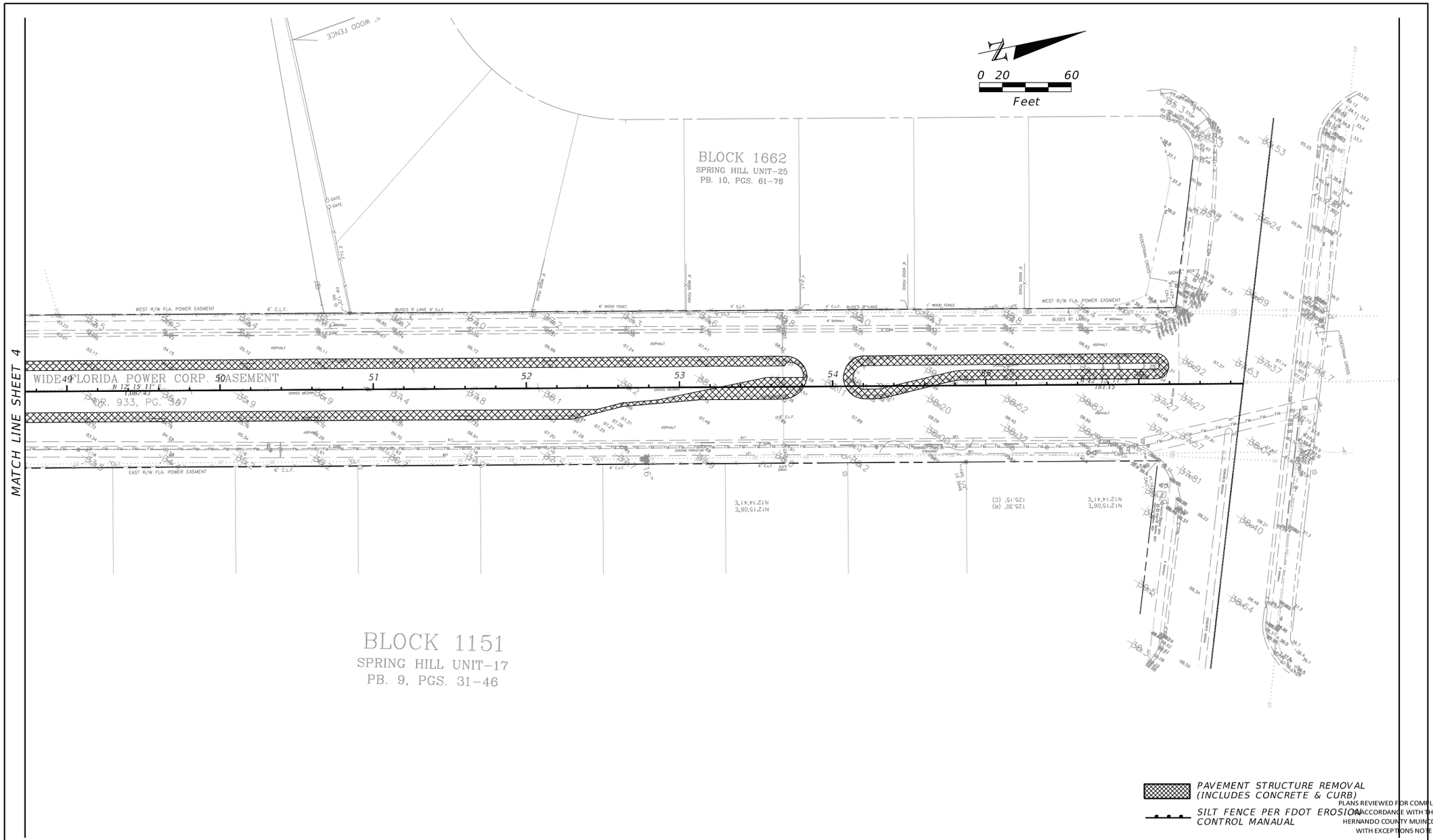
613



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DEMOLITION PLAN (3)

SOMERSET BAY
HERNANDO COUNTY, FLORIDA

SHEET 5

JOB 22006

#62729103 v9

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614

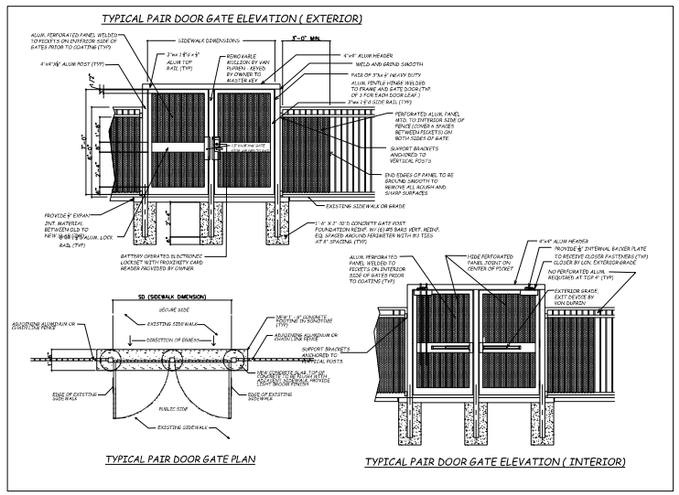
NEW CONSTRUCTION (FULL WIDTH PAVEMENT)

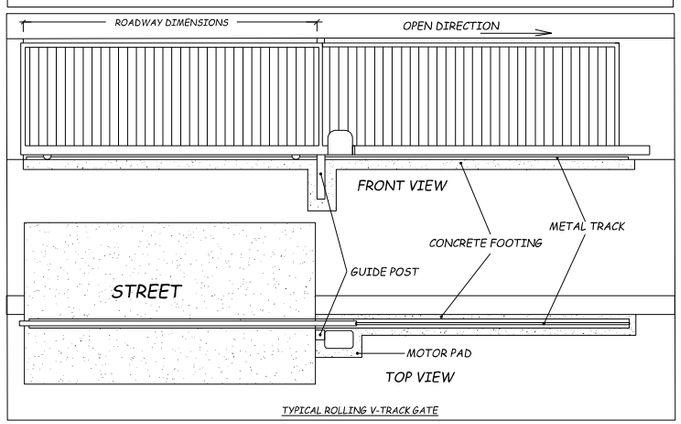
8" LIMEROCK OPTIONAL BASE GROUP 6 WITH TYPE SP-12.5 STRUCTURAL COURSE (TRAFFIC C) (2") AND FRICTION COURSE SP-9.5 (TRAFFIC C) (1 ½") (PG 76-22)

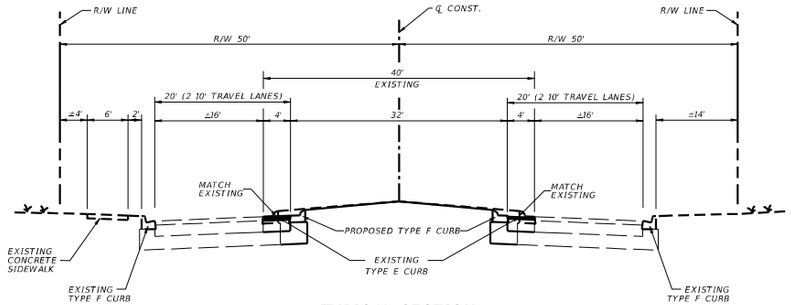
NEW CONSTRUCTION (WIDENING)

8" LIMEROCK OR 5" TYPE B-12.5 OPTIONAL BASE GROUP 6 WITH TYPE SP-12.5 STRUCTURAL COURSE (TRAFFIC C) (2") AND FRICTION COURSE SP-9.5 (TRAFFIC C) (1 ½") (PG 76-22)

DESIGN SPEED = 45 MPH

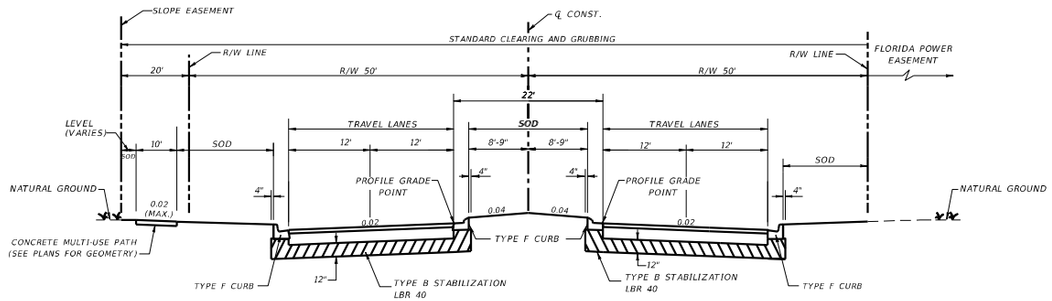






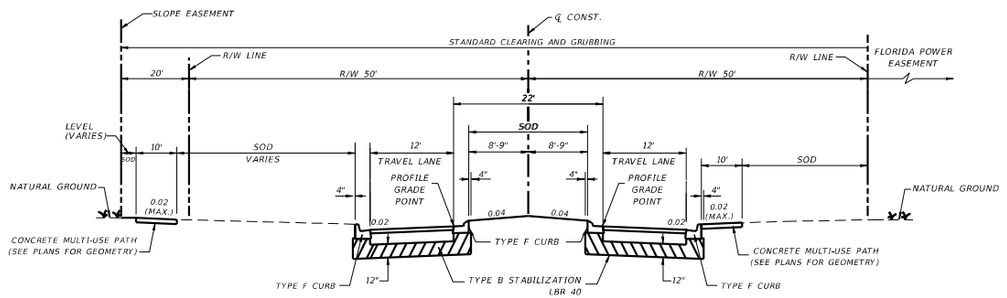
TYPICAL SECTION

STA. 43+88.70 TO STA. 56+11.31



TYPICAL SECTION

STA. 27+50.70 TO STA. 43+12.84



TYPICAL SECTION

STA. 21+18.00 TO STA. 23+50.10

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COASTAL DESIGN CONSULTANTS

TYPICAL SECTIONS

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 6

22005

#62729103 v9

27

615

PROJECT CENTERLINE GEOMETRY

Chain CENTERLINE contains:
100 CUR CENTERLINE1 101 CUR CENTERLINE2 CUR CENTERLINE3 102 103

Beginning chain CENTERLINE description
==========

Point 100 N 1,508,922.17 E 477,058.35 Sta 10+00.00

Course from 100 to PC CENTERLINE1 N 24° 29' 31.72" E Dist 1,196.22

Curve Data

Curve CENTERLINE1
P.I. Station 24+18.49 N 1,510,213.02 E 477,646.41
Delta = 12° 10' 52.77" (LT)
Degree = 2° 45' 02.30"
Tangent = 222.27
Length = 442.85
Radius = 2,083.00
External = 11.82
Long Chord = 442.02
Mid. Ord. = 11.76
P.C. Station 21+96.22 N 1,510,010.76 E 477,554.27
P.T. Station 26+39.08 N 1,510,430.18 E 477,693.80
C.C. N 1,510,874.30 E 475,658.70
Back = N 24° 29' 31.72" E
Ahead = N 12° 18' 38.94" E
Chord Bear = N 18° 24' 05.33" E

Course from PT CENTERLINE1 to 101 N 12° 18' 38.94" E Dist 313.92

Point 101 N 1,510,736.88 E 477,760.74 Sta 29+53.00

Course from 101 to PC CENTERLINE2 N 12° 19' 16.46" E Dist 477.09

Curve Data

Curve CENTERLINE2
P.I. Station 36+74.04 N 1,511,441.31 E 477,914.60
Delta = 13° 21' 35.29" (RT)
Degree = 2° 45' 02.30"
Tangent = 243.96
Length = 485.70
Radius = 2,083.00
External = 14.24
Long Chord = 484.60
Mid. Ord. = 14.14
P.C. Station 34+30.09 N 1,511,202.98 E 477,862.54
P.T. Station 39+15.78 N 1,511,661.17 E 478,020.32
C.C. N 1,510,758.48 E 479,897.57
Back = N 12° 19' 16.46" E
Ahead = N 25° 40' 51.75" E
Chord Bear = N 19° 00' 04.10" E

Course from PT CENTERLINE2 to PC CENTERLINE3 N 25° 40' 51.75" E Dist 320.98

Curve Data

Curve CENTERLINE3
P.I. Station 43+21.05 N 1,512,026.41 E 478,195.95
Delta = 13° 25' 41.03" (LT)
Degree = 8° 00' 07.93"
Tangent = 84.29
Length = 167.80
Radius = 716.00
External = 4.94
Long Chord = 167.42
Mid. Ord. = 4.91
P.C. Station 42+36.76 N 1,511,950.44 E 478,159.42
P.T. Station 44+04.57 N 1,512,108.78 E 478,213.84
C.C. N 1,512,260.73 E 477,514.15
Back = N 25° 40' 51.75" E
Ahead = N 12° 15' 10.72" E
Chord Bear = N 18° 58' 01.24" E

Course from PT CENTERLINE3 to 102 N 12° 15' 10.72" E Dist 1,082.43

Point 102 N 1,513,166.55 E 478,443.56 Sta 54+87.00

PROJECT CENTERLINE GEOMETRY CONTINUED

Course from 102 to 103 N 12° 15' 10.72" E Dist 181.15

Point 103 N 1,513,343.57 E 478,482.01 Sta 56+68.15

==========
Ending chain CENTERLINE description

SCHOOL SOUTH ENTRANCE CENTERLINE GEOMETRY

Chain SCHOOLSOUTH contains:
600 601

Beginning chain SCHOOLSOUTH description
==========

Point 600 N 1,510,411.71 E 478,158.68 Sta 10+00.00

Course from 600 to 601 N 77° 41' 21.06" W Dist 458.13

Point 601 N 1,510,509.39 E 477,711.09 Sta 14+58.13

==========
Ending chain SCHOOLSOUTH description

SCHOOL NORTH ENTRANCE CENTERLINE GEOMETRY

Chain SCHOOLNORTH contains:
CUR SCHOOLNORTH1 CUR SCHOOLNORTH2 CUR SCHOOLNORTH3 403

Beginning chain SCHOOLNORTH description
==========

Curve Data

Curve SCHOOLNORTH1
P.I. Station 300+55.67 N 1,511,784.04 E 478,375.45
Delta = 38° 16' 26.07" (RT)
Degree = 35° 42' 59.58"
Tangent = 55.67
Length = 107.16
Radius = 160.42
External = 9.38
Long Chord = 105.18
Mid. Ord. = 8.87
P.C. Station 300+00.00 N 1,511,826.24 E 478,411.75
P.T. Station 301+07.16 N 1,511,773.39 E 478,320.81
C.C. N 1,511,930.85 E 478,290.13
Back = S 40° 41' 54.40" W
Ahead = S 78° 58' 20.47" W
Chord Bear = S 59° 50' 07.43" W

Curve Data

Curve SCHOOLNORTH2
P.I. Station 301+35.09 N 1,511,768.05 E 478,293.40
Delta = 18° 57' 37.04" (RT)
Degree = 34° 15' 15.26"
Tangent = 27.93
Length = 55.35
Radius = 167.27
External = 2.32
Long Chord = 55.10
Mid. Ord. = 2.28
P.C. Station 301+07.16 N 1,511,773.39 E 478,320.81
P.T. Station 301+62.51 N 1,511,771.90 E 478,265.74
C.C. N 1,511,937.57 E 478,288.82
Back = S 78° 58' 20.47" W
Ahead = N 82° 04' 02.49" W
Chord Bear = S 88° 27' 08.99" W

Course from PT SCHOOLNORTH2 to PC SCHOOLNORTH3 N 82° 04' 02.49" W Dist 37.96

Curve Data

Curve SCHOOLNORTH3
P.I. Station 302+47.41 N 1,511,783.62 E 478,181.65
Delta = 17° 44' 54.24" (RT)
Degree = 19° 03' 33.72"
Tangent = 46.94
Length = 93.12
Radius = 300.62
External = 3.64
Long Chord = 92.75
Mid. Ord. = 3.60
P.C. Station 302+00.47 N 1,511,777.14 E 478,228.14
P.T. Station 302+93.60 N 1,511,803.96 E 478,139.35
C.C. N 1,512,074.88 E 478,269.62
Back = N 82° 04' 02.49" W
Ahead = N 64° 19' 08.25" W
Chord Bear = N 73° 11' 35.37" W

Course from PT SCHOOLNORTH3 to 403 N 64° 19' 08.25" W Dist 45.39

Point 403 N 1,511,823.63 E 478,098.44 Sta 303+38.98

==========
Ending chain SCHOOLNORTH description

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IN ACCORDANCE WITH THE
HERNANDO COUNTY MUNICODE
WITH EXCEPTIONS NOTED
1510464 2/10/26

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PROJECT GEOMETRY

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 7

JOB 22005

#62729103 v9

28

616

SUMMARY OF ROADWAY QUANTITIES

BID ITEM NO.	DESCRIPTION	UNIT	QUANTITY
101-1	MOBILIZATION	LS	
102-1	MAINTENENCE OF TRAFFIC	LS	
104-10-3	SEDIMENT BARRIER (SILT FENCE)	LF	
110-1-1	CLEARING & GRUBBING	LS	
120-1	REGULAR EXCAVATION	CY	
120-6	EMBANKMENT	CY	
160-4	TYPE B STABILIZATION	SY	
285-706	OPTIONAL BASE, BASE GROUP 06 (8" LIMEROCK LBR 100)	SY	
334-1-23	SUPERPAVE ASPH CONC, TRAFFIC C, (SP-12.5) PG 76-22, PMA (1 ½")	TN	
334-1-23	SUPERPAVE ASPH CONC, TRAFFIC C, (SP-9.5) PG 76-22, PMA (1")	TN	
520-1-7	CONCRETE CURB & GUTTER TYPE E	LF	
520-1-10	CONCRETE CURB & GUTTER TYPE F	LF	
570-1-2	PERFORMANCE TURF (SOD) (BAHIA)	SY	
706-1-1	RAISED PAVEMENT MARKER	EA	
711 11-125	THERMOPLASTIC, STANDARD, WHITE, SOLID, 24" FOR STOP LINE AND CROSSWALK	LF	
711 15-201	THERMOPLASTIC, STANDARD-OPEN GRADED ASPHALT SURFACES, YELLOW, SOLID, 6"	GM	

PAY ITEM NOTES

102-1 MAINTENANCE OF TRAFFIC LUMP SUM PAYMENT INCLUDES BUT IS NOT LIMITED TO ALL ITEMS NECESSARY TO MAINTAIN PROPER TRAFFIC CONTROL FROM NOTICE TO PROCEED UNTIL PROJECT ACCEPTANCE. THE ITEMS LISTED BELOW SHALL BE INCLUDED IN ITEM 102-1

- PERMANENT PAVEMENT MARKINGS AND RPM REMOVAL
- PERMANENT SIGN REMOVAL
- OPTIONAL BASE (TEMPORARY)
- TEMPORARY PAVEMENT (2" TYPE S)
- TRAFFIC CONTROL SIGNING
- TEMPORARY STRIPING AND RPMS INSTALLATION AND REMOVAL
- TEMPORARY CURB
- WARNING BARRICADES WITH LIGHTS
- TEMPORARY FILL (EMBANKMENT)
- MAINTENANCE OF SIGNALIZED INTERSECTIONS
- UNIFORMED OFF-DUTY LAW ENFORCEMENT (AS REQUIRED)
- FLAGMEN AND PADDLES
- WARNING LIGHTS AND LIGHTING DEVICES
- DELINEATORS
- CONES

110-1-1 CONSISTS OF COMPLETE REMOVAL AND DISPOSAL OF ALL VEGETATION, DEBRIS, DRAINAGE STRUCTURES, FLEXIBLE PAVEMENT, SIDEWALKS, CURBS, BUILDINGS OR ANY OTHER OBSTRUCTIONS IN ALL AREAS WHERE EXCAVATION IS TO BE DONE, OR WHERE EMBANKMENTS OR STRUCTURES WILL BE CONSTRUCTED. THIS INCLUDES ROADWAY AREA, DITCH AREA, BORROW AND MATERIAL PITS, AND AREAS WHERE CULVERTS OR PIPE LINES WILL BE CONSTRUCTED.
SHALL INCLUDE COMPLETE REMOVAL AND DISPOSAL OF ASPHALT ROADWAY PAVEMENT, CRONCRETE PAVEMENT, CONCRETE WALLS, AS REQUIRED, TO RECONSTRUCT THE DRIVEWAY, ROADWAYS, OR OTHER MISCELLANEOUS ASPHALT PAVEMENT. SHALL ALSO INCLUDE ALL NECESSARY SAW CUTS AND PAVEMENT ABUTMENTS TO RECONSTRUCT THE DRIVEWAY, ROADWAY, OR OTHER MISCELLANEOUS PAVEMENT. INCLUDES REMOVAL OF EXISTING STRIPING WHERE NECESSARY.

425-1-541 SHALL INCLUDE THE COST OF CONCRETE APRON / WING.

430-524-100 SHALL INCLUDE FURNISHING AND INSTALLING OF THE REINFORCING STEEL.

570-1-2 SHALL INCLUDE FURNISHING AND INSTALLING OF THE SOD, FERTILIZER, AND WATER AS DESCRIBED IN THE CONTRACT PLANS.

SUMMARY OF EARTHWORK

DESCRIPTION	P CU. YD.	F CU. YD.
ROADWAY EXCAVATION		
POND EXCAVATION		
ROADWAY EMBANKMENT		
POND EMBANKMENT		
TOTAL EMBANKMENT		
TOTAL EXCAVATION		
BORROW	0	

PLANS REVIEWED FOR COMPLIANCE
IN ACCORDANCE WITH THE
HERNANDO COUNTY MUNICODE
WITH EXCEPTIONS NOTED
1510464 2/10/26

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HUNTER P. BROWN, P.E.
FL. REG. NO. 74664

COASTAL DESIGN CONSULTANTS

SUMMARY OF QUANTITIES

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 8

JOB NO. 22005

#62729103 v9

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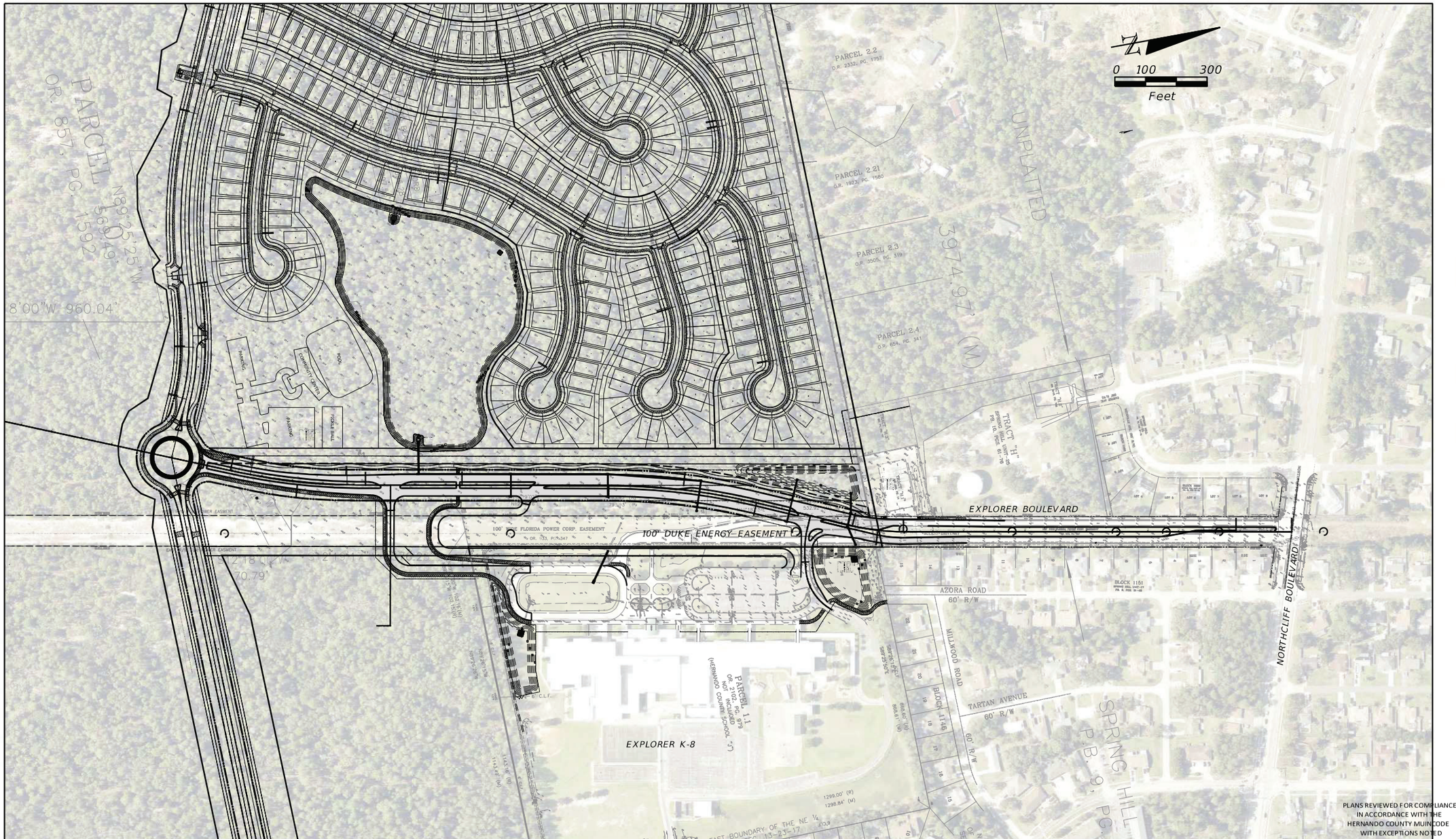

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OVERALL SITE PLAN

SOMERSET BAY
HERNANDO COUNTY, FLORIDA

SHEET 9

22005

617

#62729103 v9

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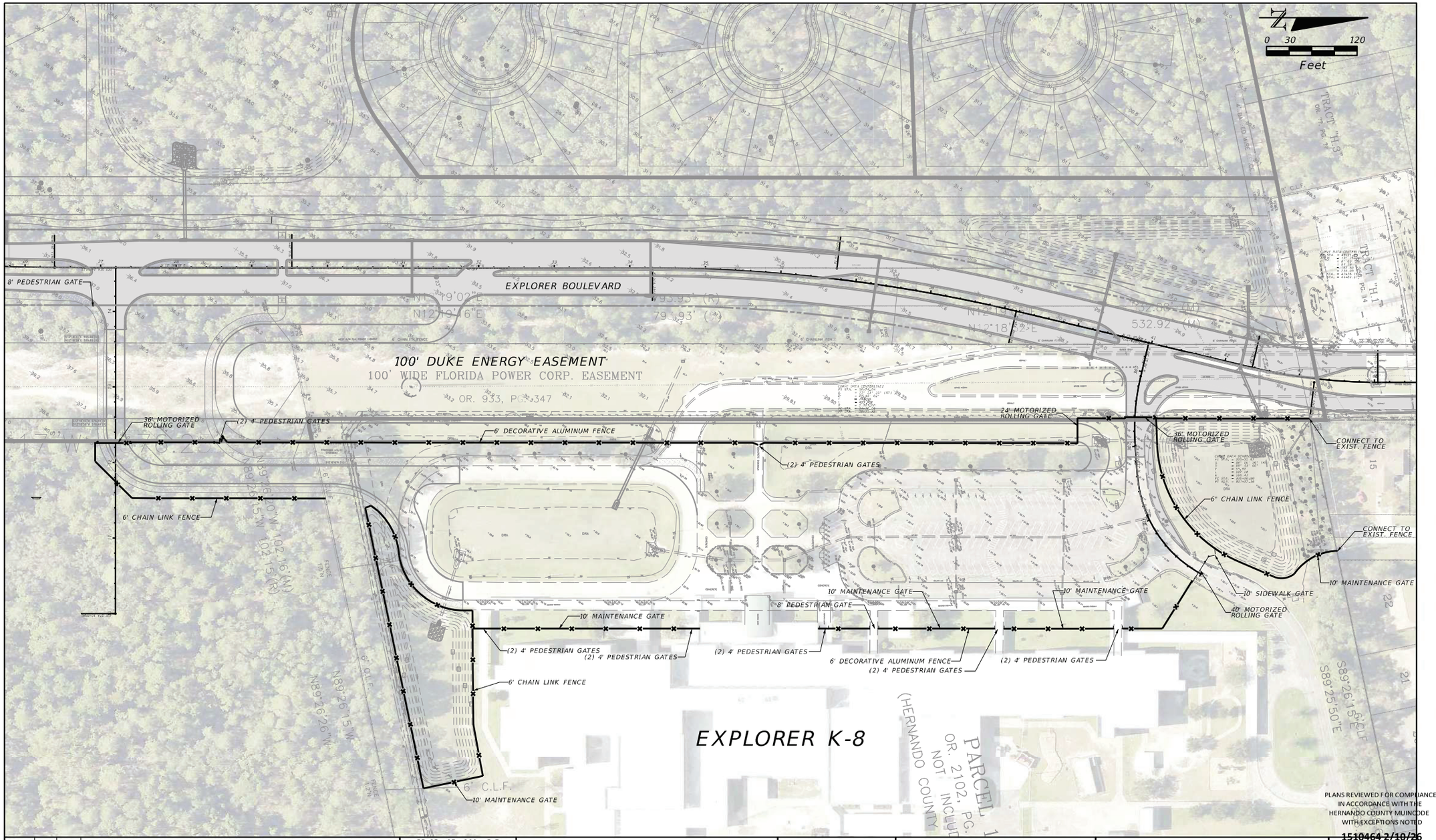

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COASTAL DESIGN CONSULTANTS

OVERALL FENCE PLAN

SOMERSET BAY
HERNANDO COUNTY, FLORIDA

SHEET
SA

22005

#62729103 v9

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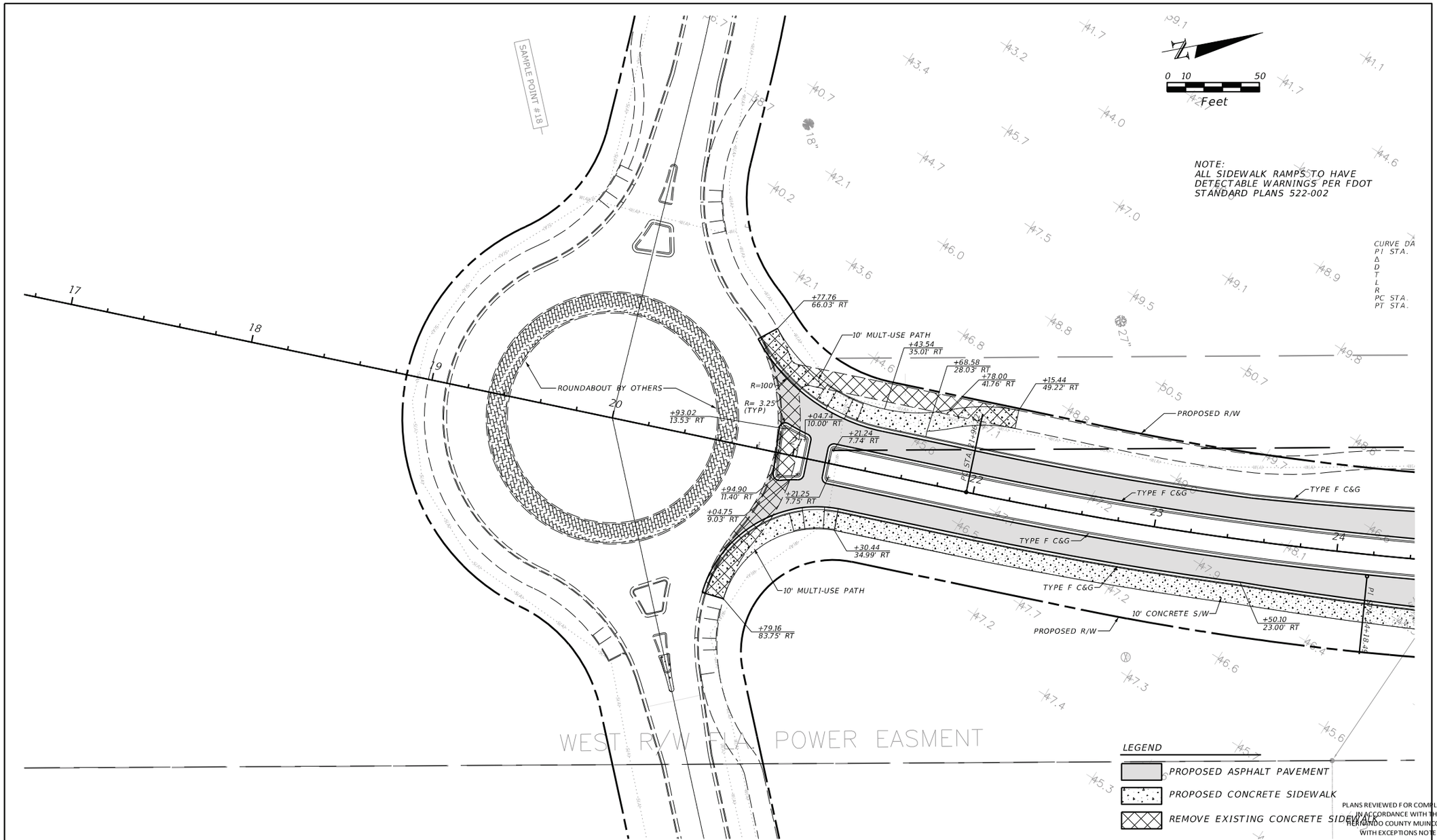

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COASTAL DESIGN CONSULTANTS

PLAN SHEET (1)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 10

22005

PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED

1510464 2/10/26

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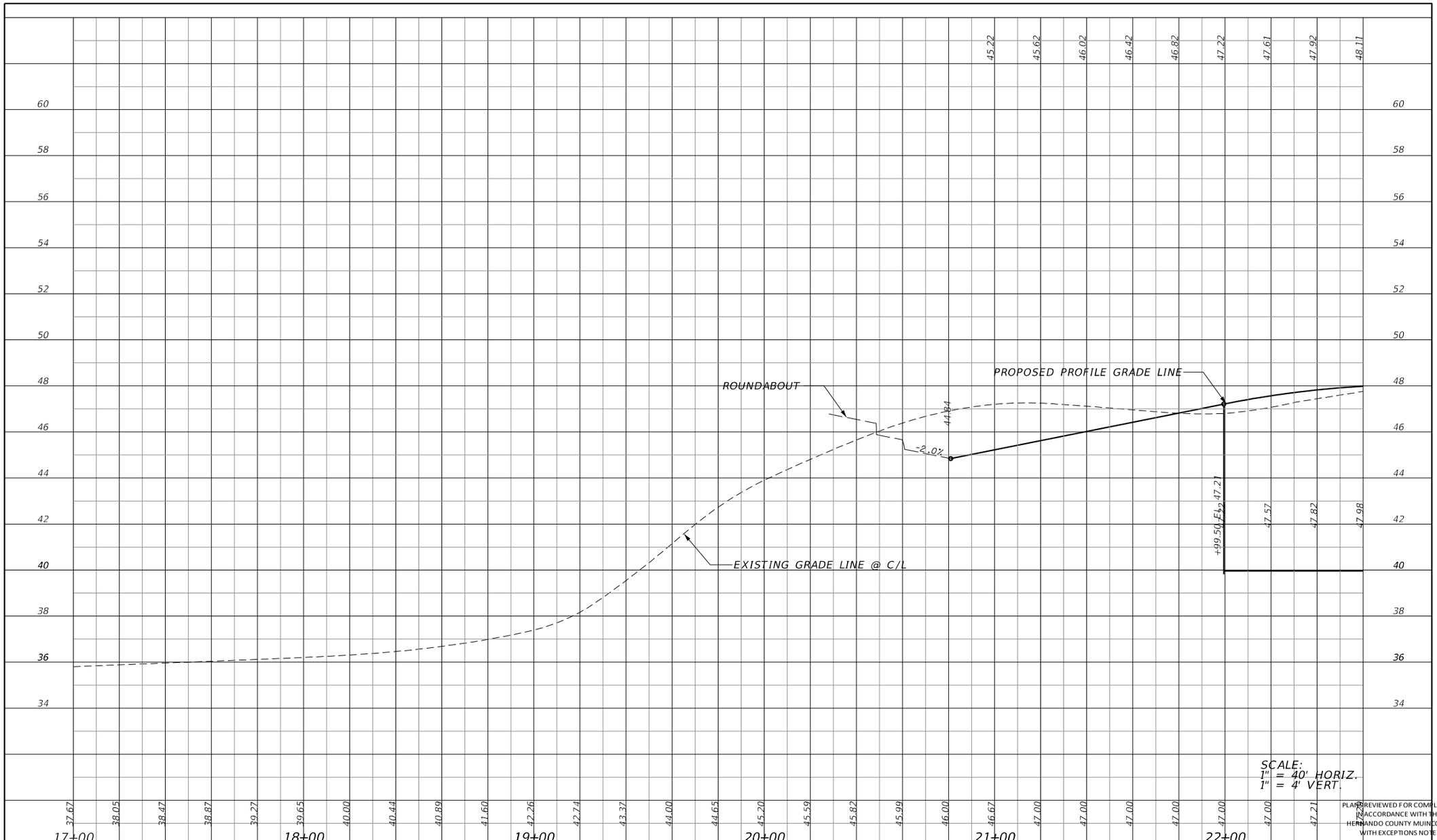

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15104612/10/26

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COASTAL DESIGN CONSULTANTS

PROFILE SHEET (1)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 11

22005

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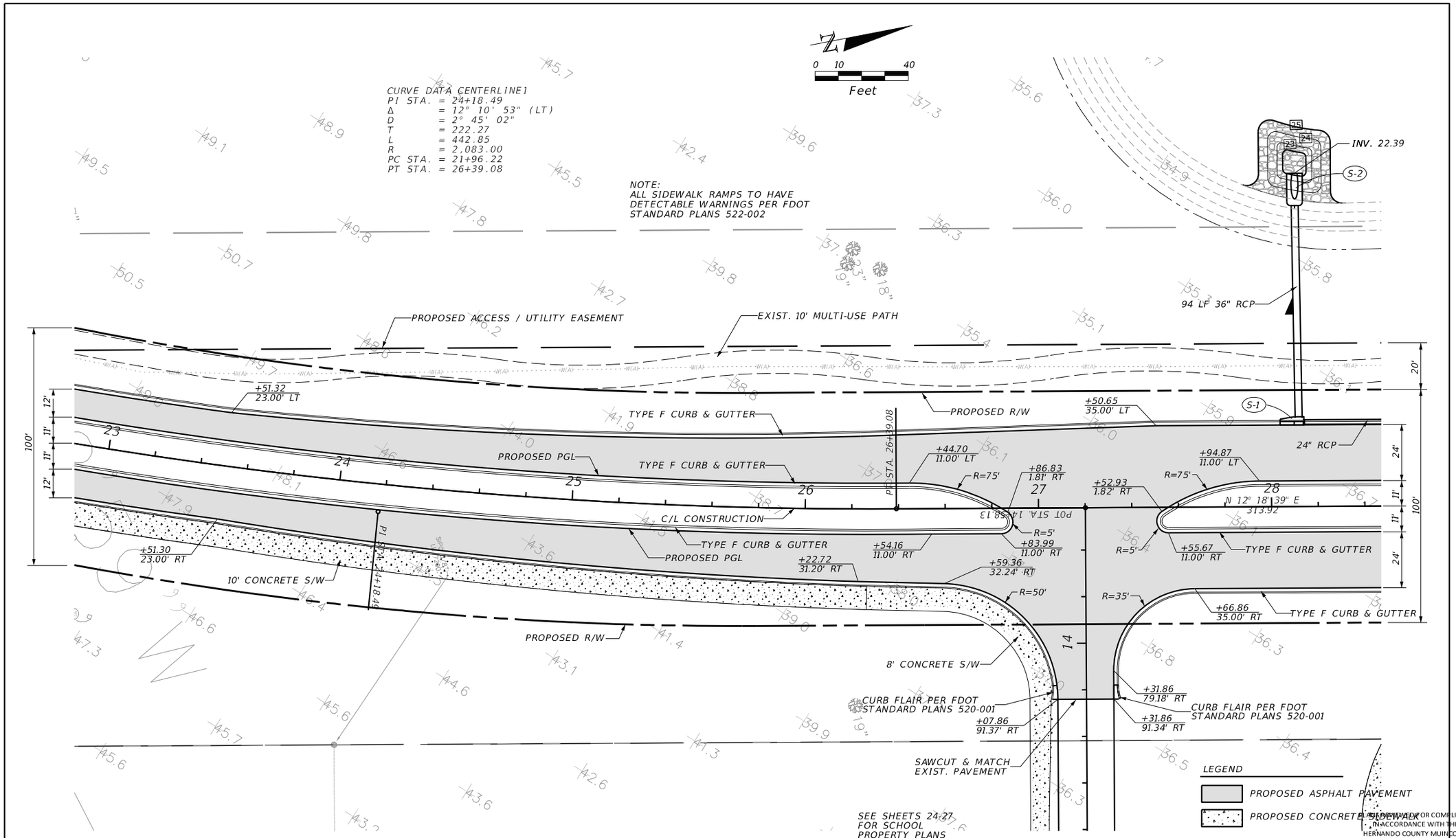

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PLAN SHEET (2)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 10

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SITE PLAN FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED

1510464 2/10/26

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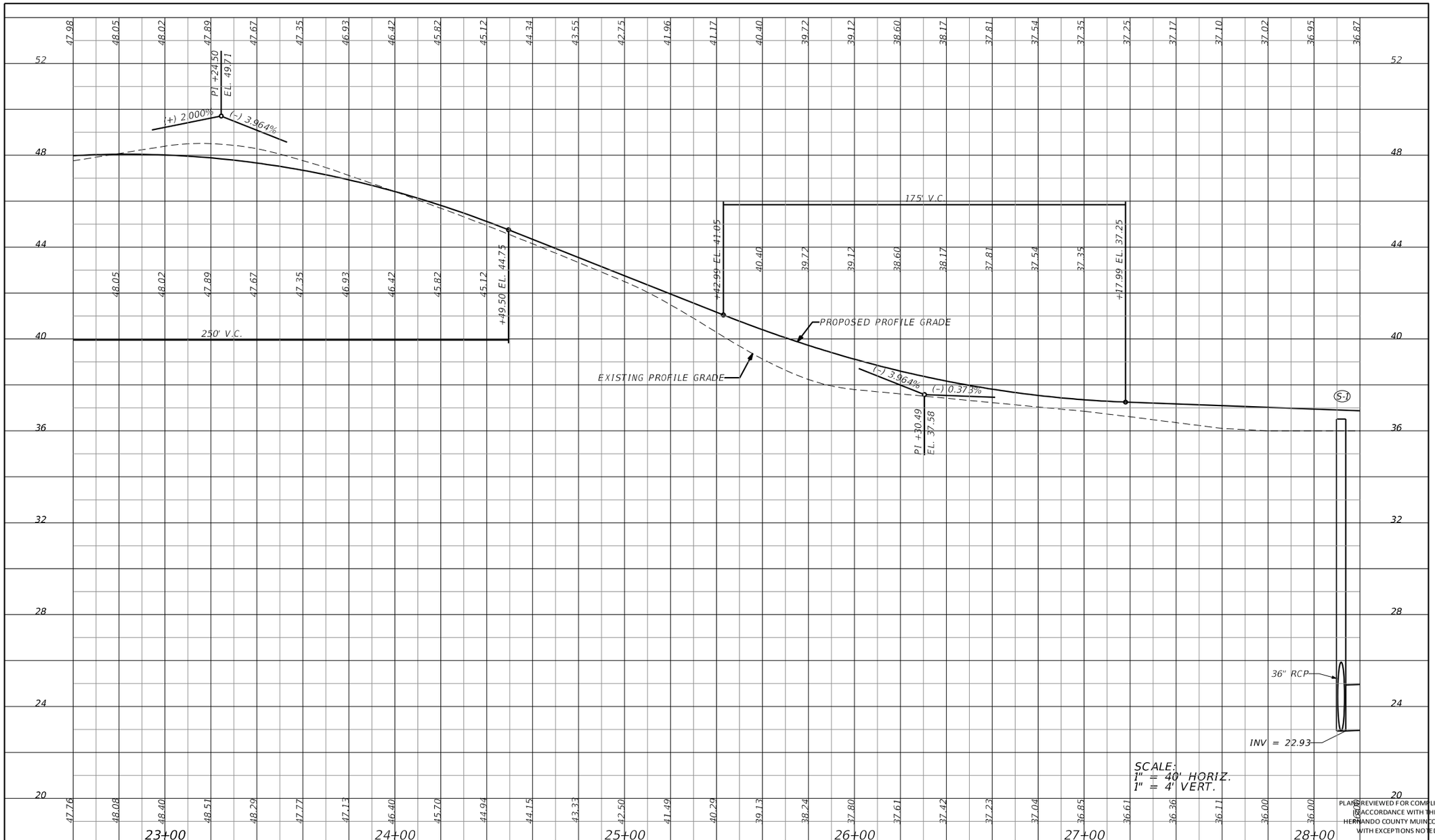

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COASTAL DESIGN CONSULTANTS

PROFILE SHEET (2)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 13

22005

PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED

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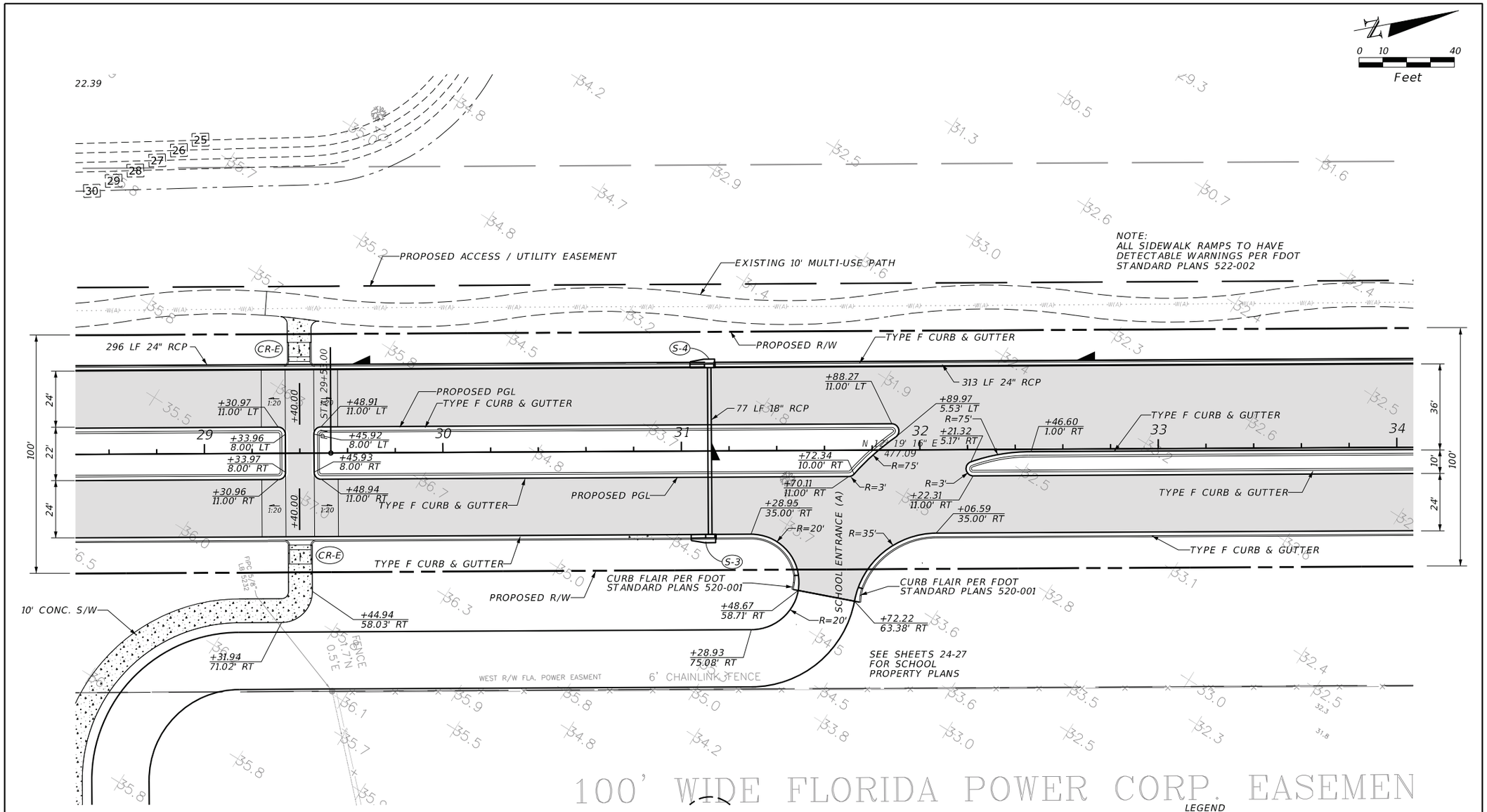

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PLAN SHEET (3)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 14

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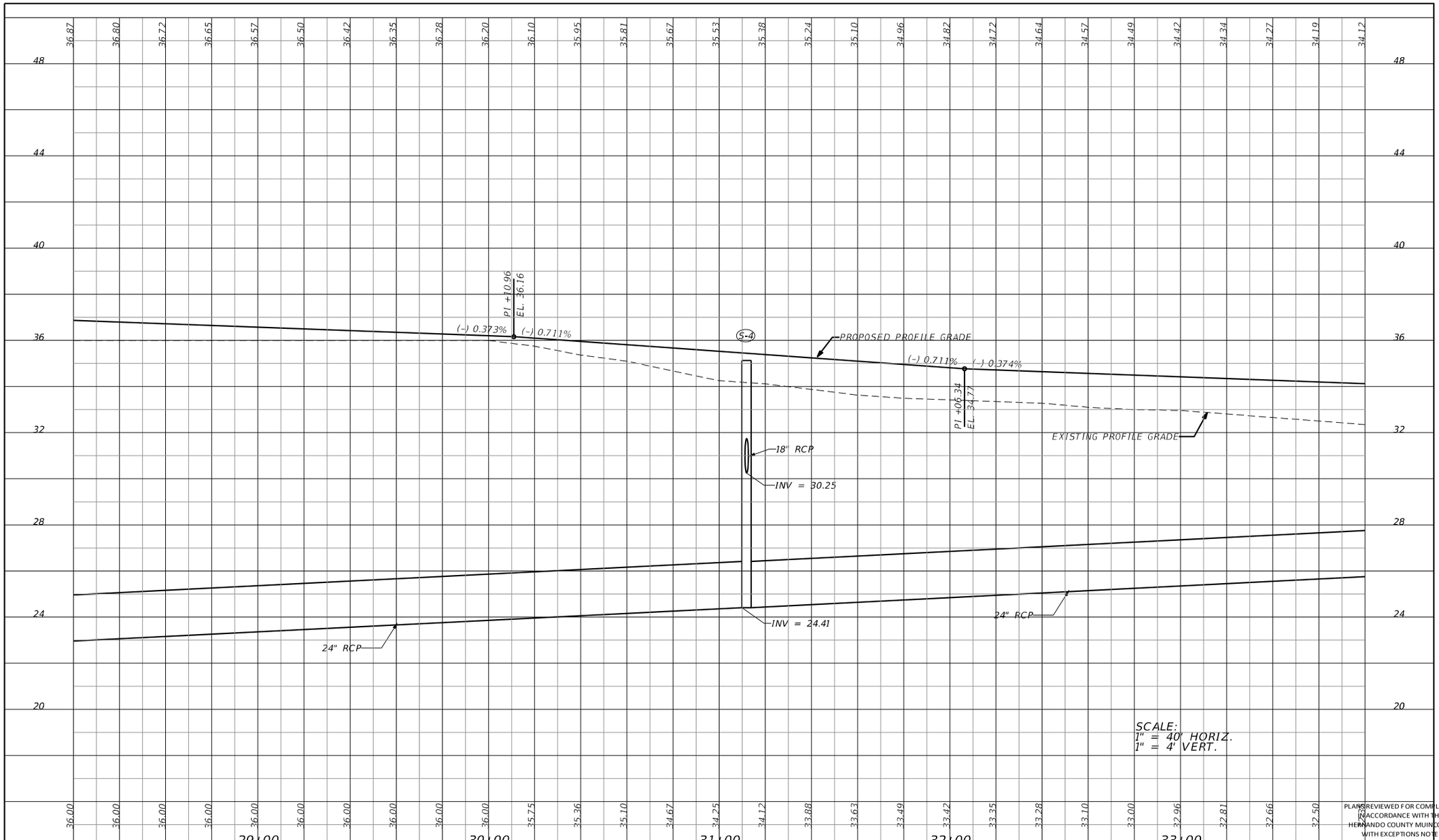

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EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 15

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PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED

1510464 2/10/26

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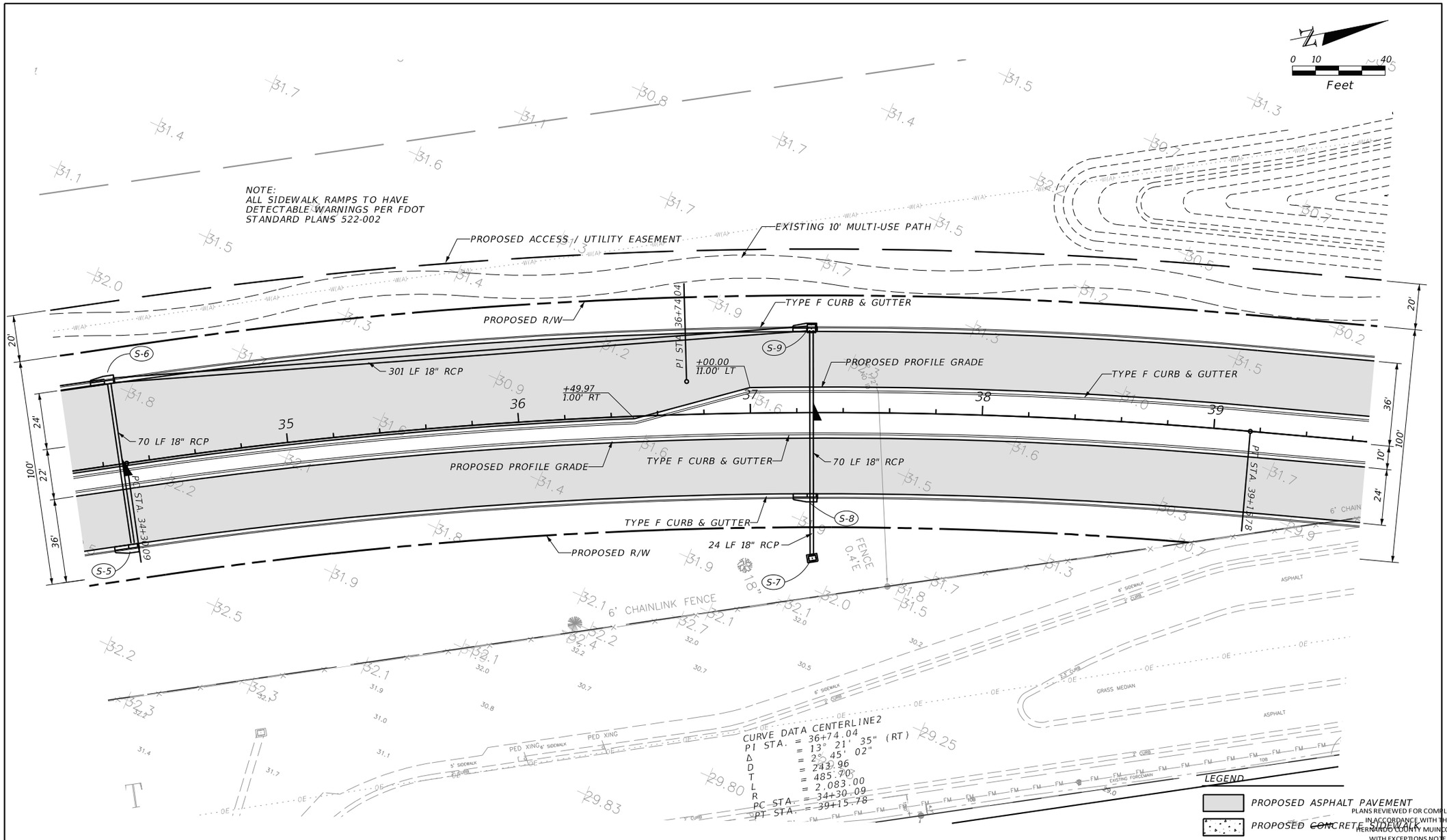

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COASTAL DESIGN CONSULTANTS

PLAN SHEET (4)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET
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PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED

1510464 2/10/26

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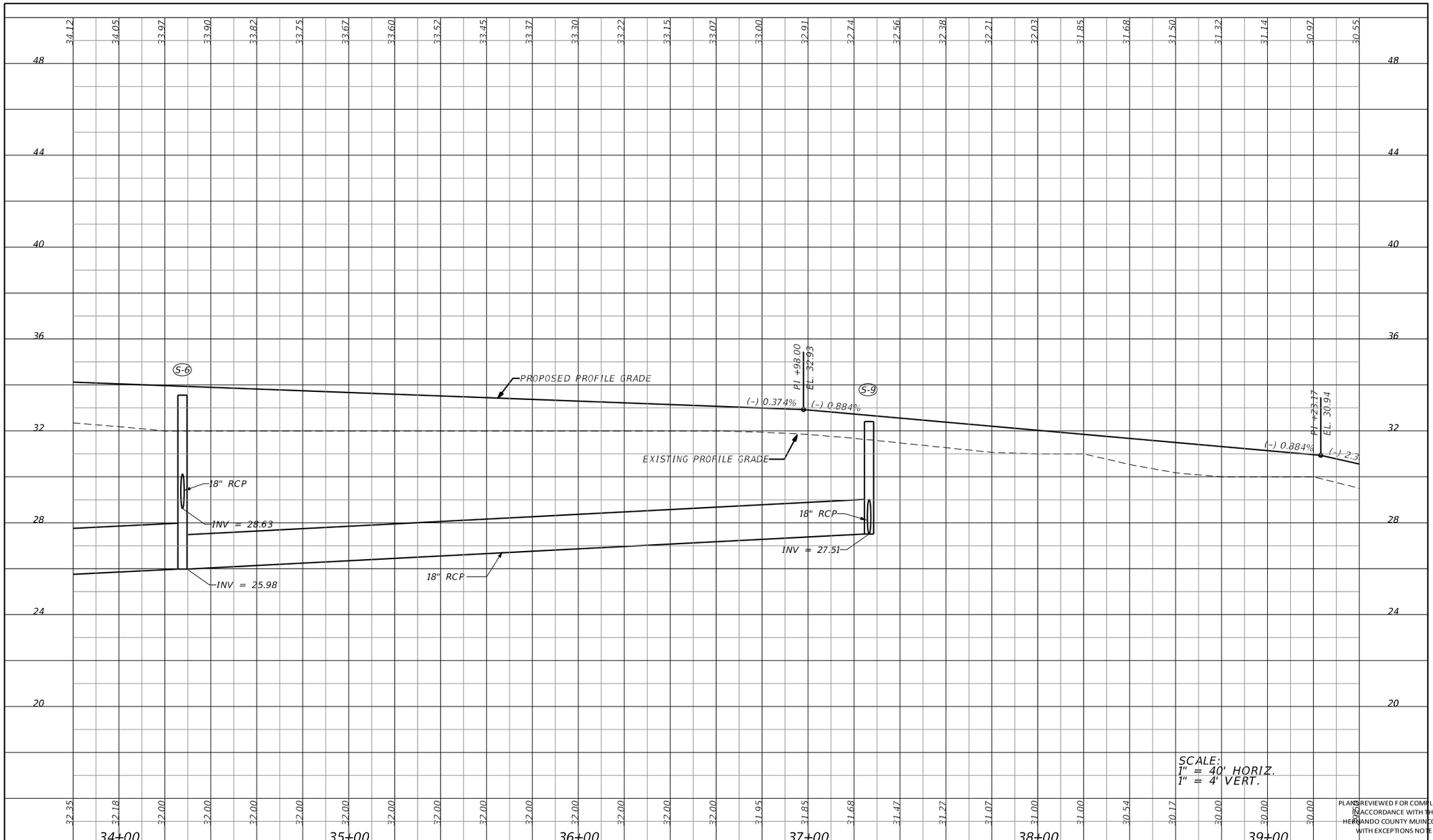

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PROFILE SHEET (4)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 17

22005

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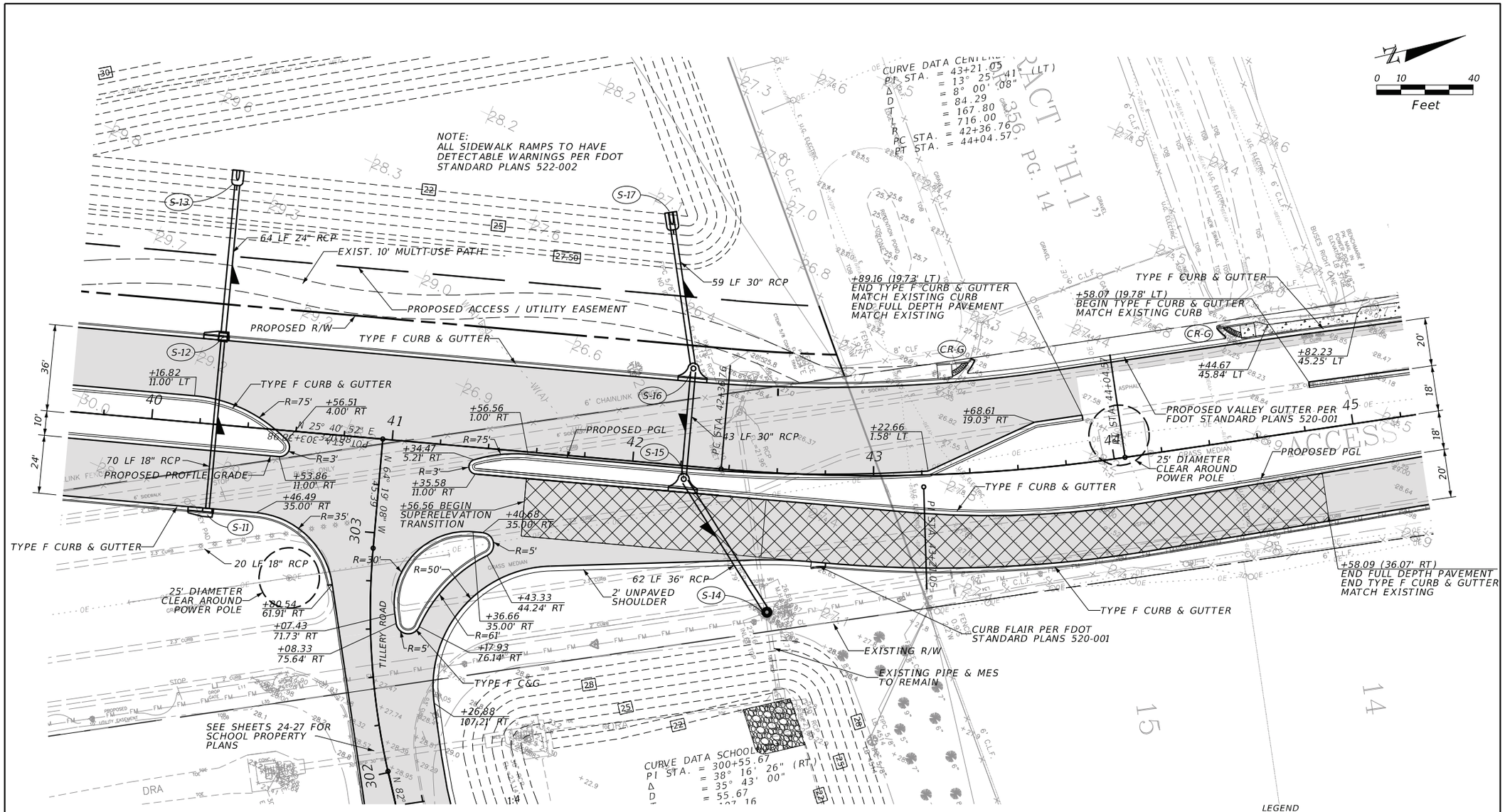

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COASTAL DESIGN CONSULTANTS

PLAN SHEET (5)

SOMERSET BAY
HERNANDO COUNTY, FLORIDA

SHEET 18

22005

PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED

1510464 2/10/26

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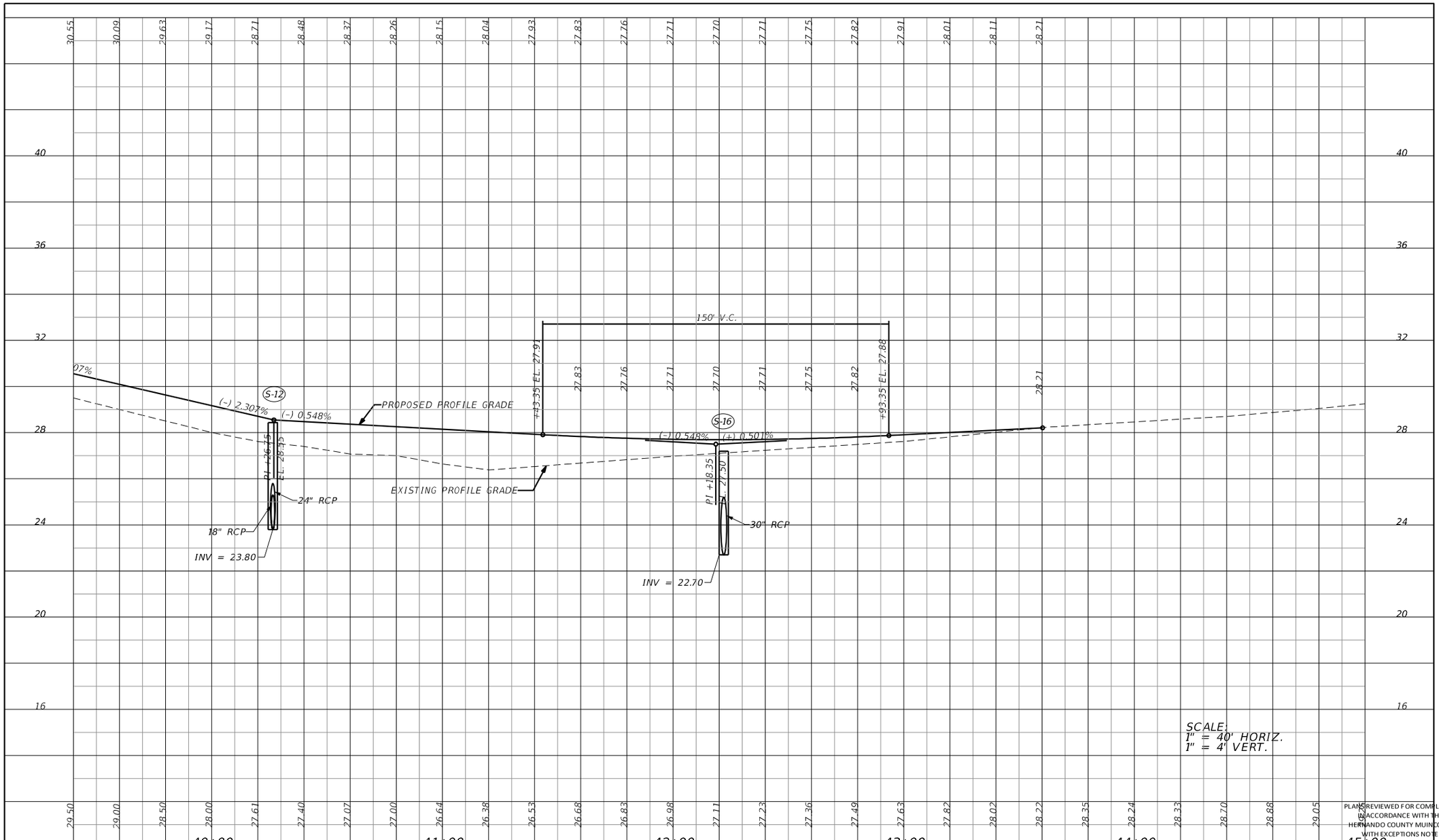

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COASTAL DESIGN CONSULTANTS

PROFILE SHEET (5)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

JOB NO. 22005

SHEET 19

PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED
[illegible] 2/10/26

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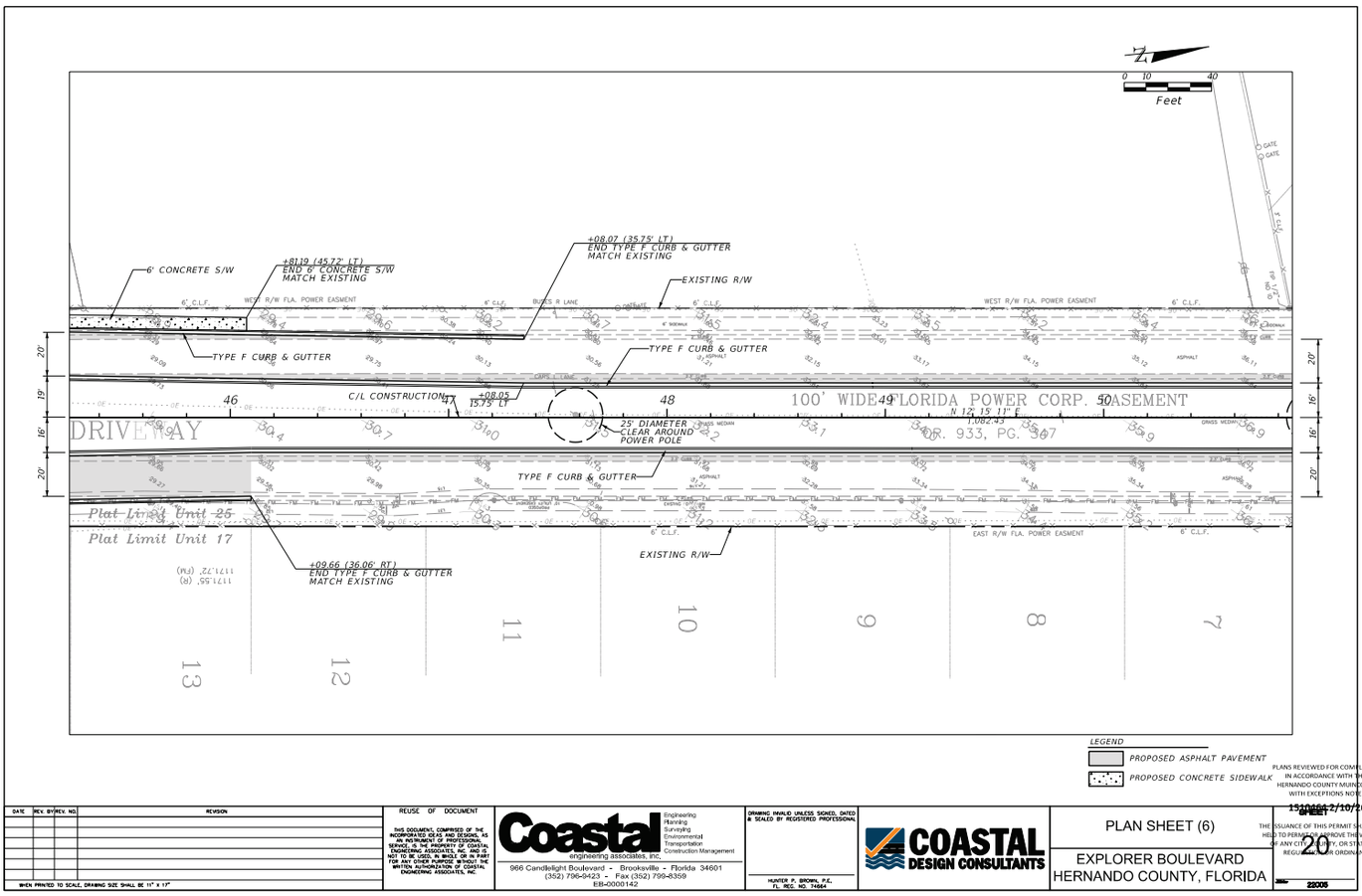

LEGEND

PROPOSED ASPHALT PAVEMENT

PROPOSED CONCRETE SIDEWALK

PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED

150664 2/10/26

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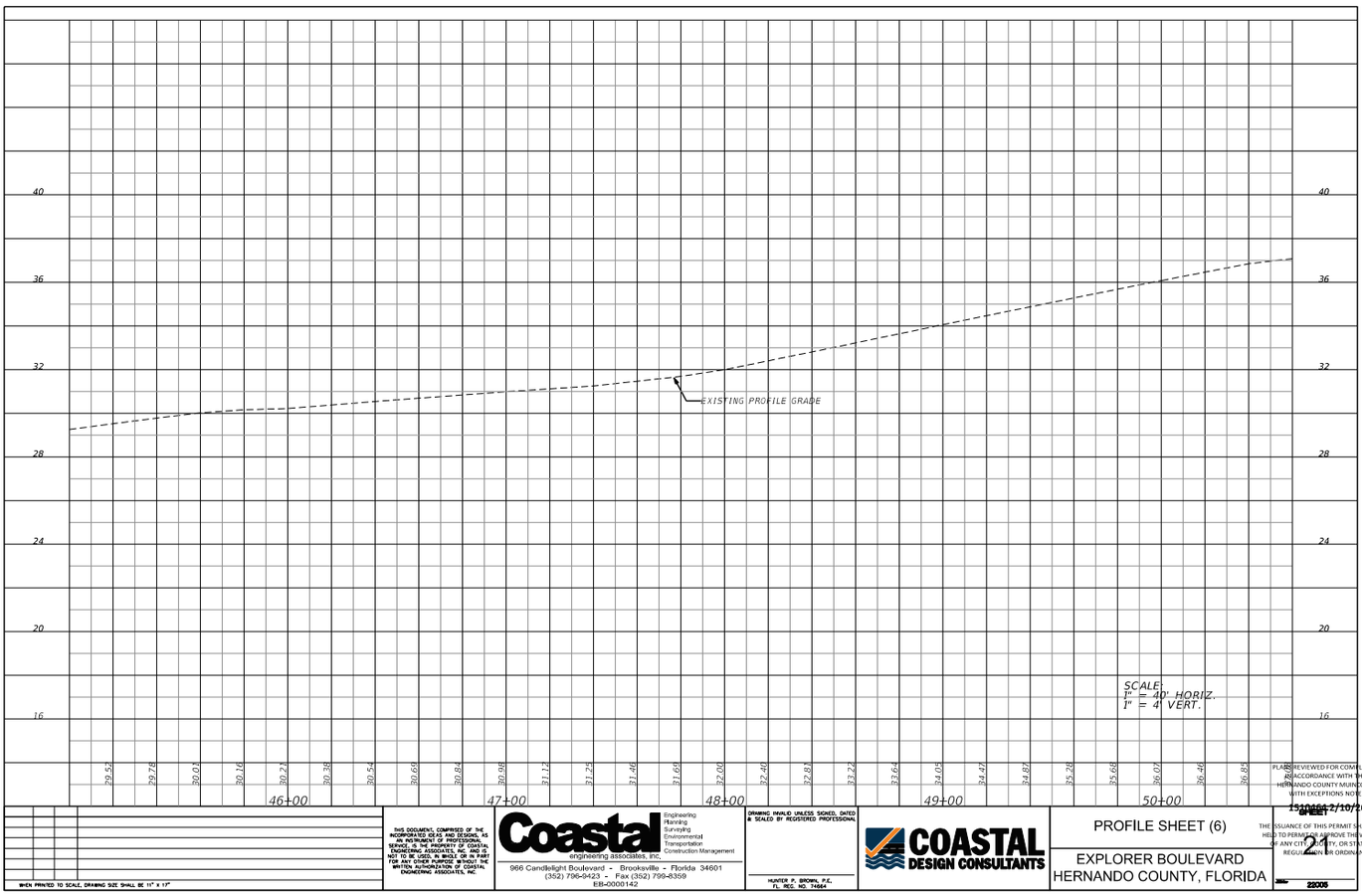
COASTAL DESIGN CONSULTANTS

PLAN SHEET (6)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 20

22005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36.85
46+00
47+00
48+00
49+00
50+00
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FL. REG. NO. 74664
COASTAL
DESIGN CONSULTANTS
PROFILE SHEET (6)
EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA
22005
PLANS REVIEWED FOR COMPLIANCE
IN ACCORDANCE WITH THE
HERNANDO COUNTY MUNICODE
WITH EXCEPTIONS NOTED
1520664 2/10/26
SHEET
24
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OF ANY CITY, COUNTY, OR STATE LAW,
REGULATION OR ORDINANCE
WHEN PRINTED TO SCALE, DRAWING SIZE SHALL BE 11" x 17"

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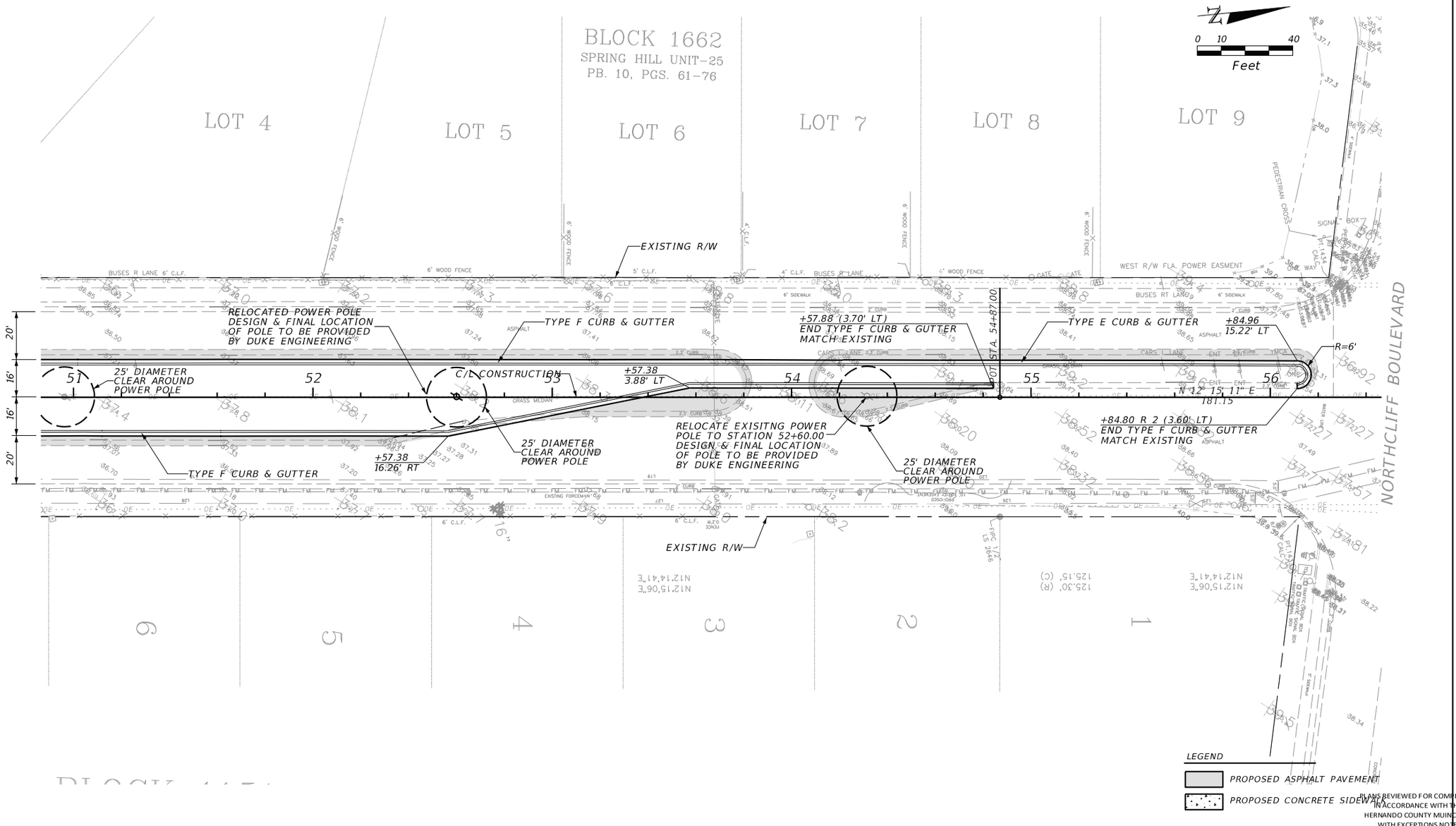
43

631



PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUIN CODE WITH EXCEPTIONS NOTED

1510464 2/10/26

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COASTAL DESIGN CONSULTANTS

PLAN SHEET (7)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 28

22005

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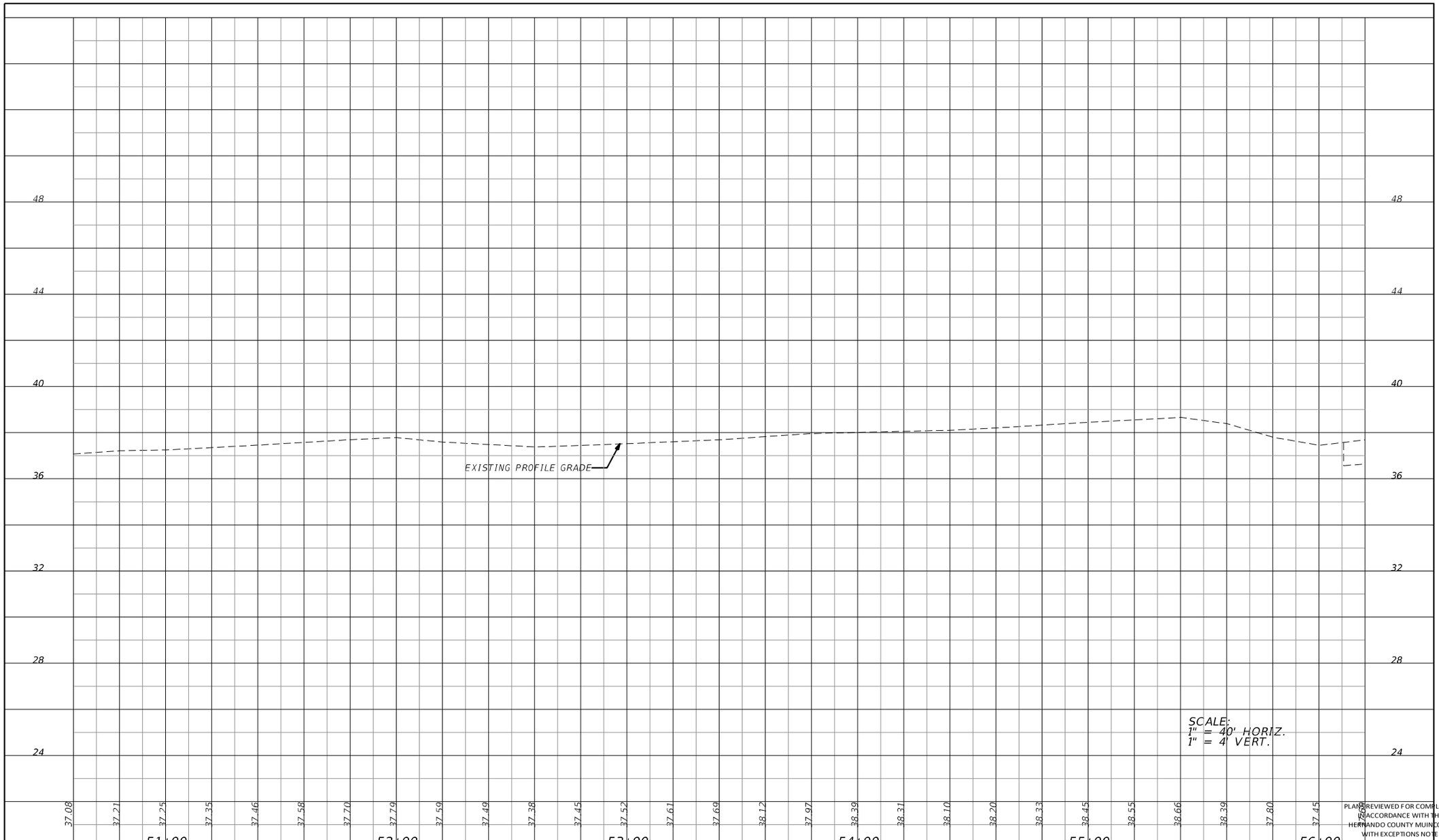

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COASTAL DESIGN CONSULTANTS

PROFILE SHEET (7)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET
23

22005

PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED

1510461 2/10/26

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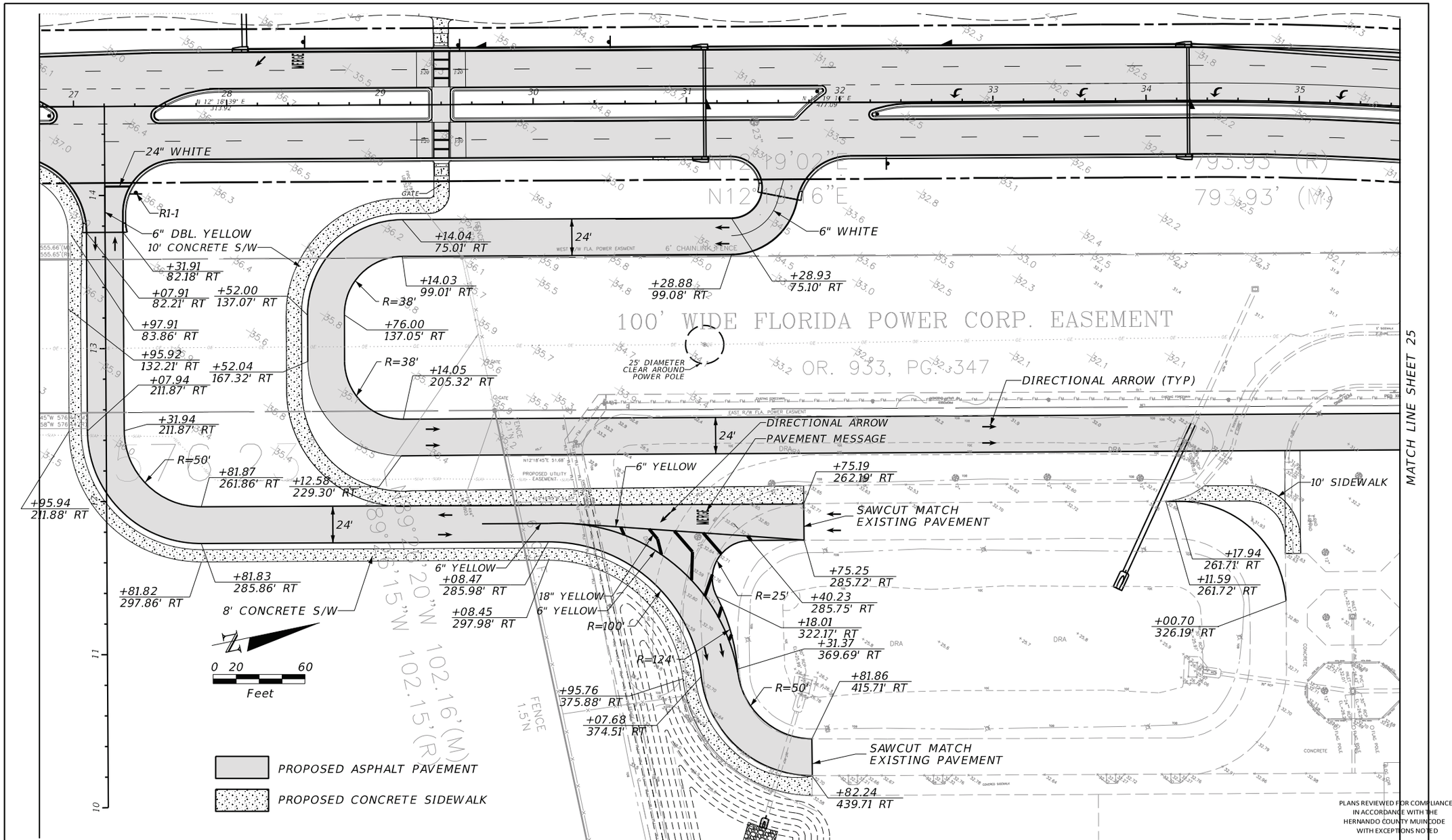

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SCHOOL PLAN
HORIZONTAL CONTROL PLAN

SOMERSET BAY
HERNANDO COUNTY, FLORIDA

SHEET 24

22005

PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED

1510464 2/10/26

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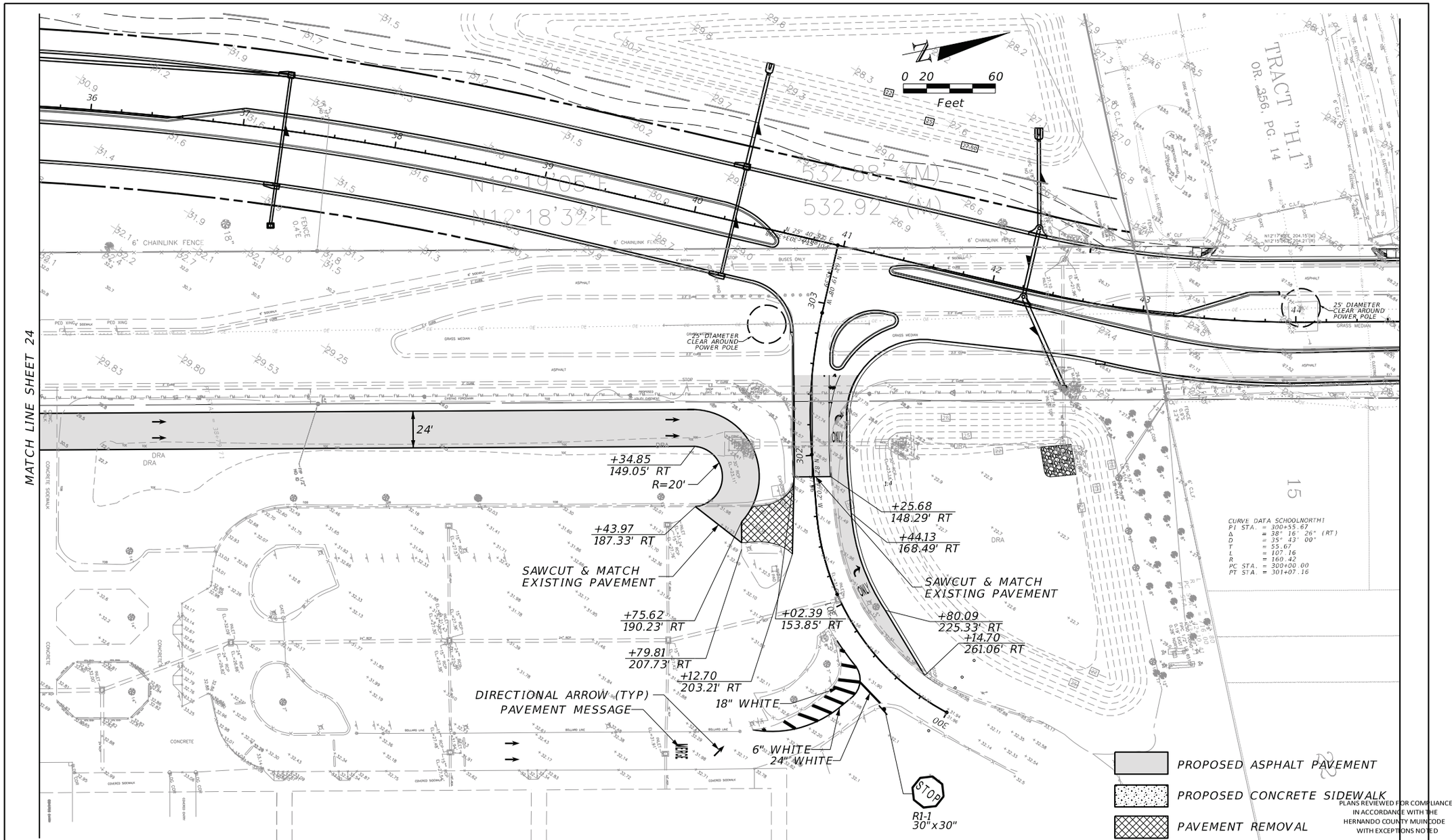
634



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SCHOOL PLAN
HORIZONTAL CONTROL PLAN

SOMERSET BAY
HERNANDO COUNTY, FLORIDA

SHEET 25

22005

PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED

1510464 2/10/26

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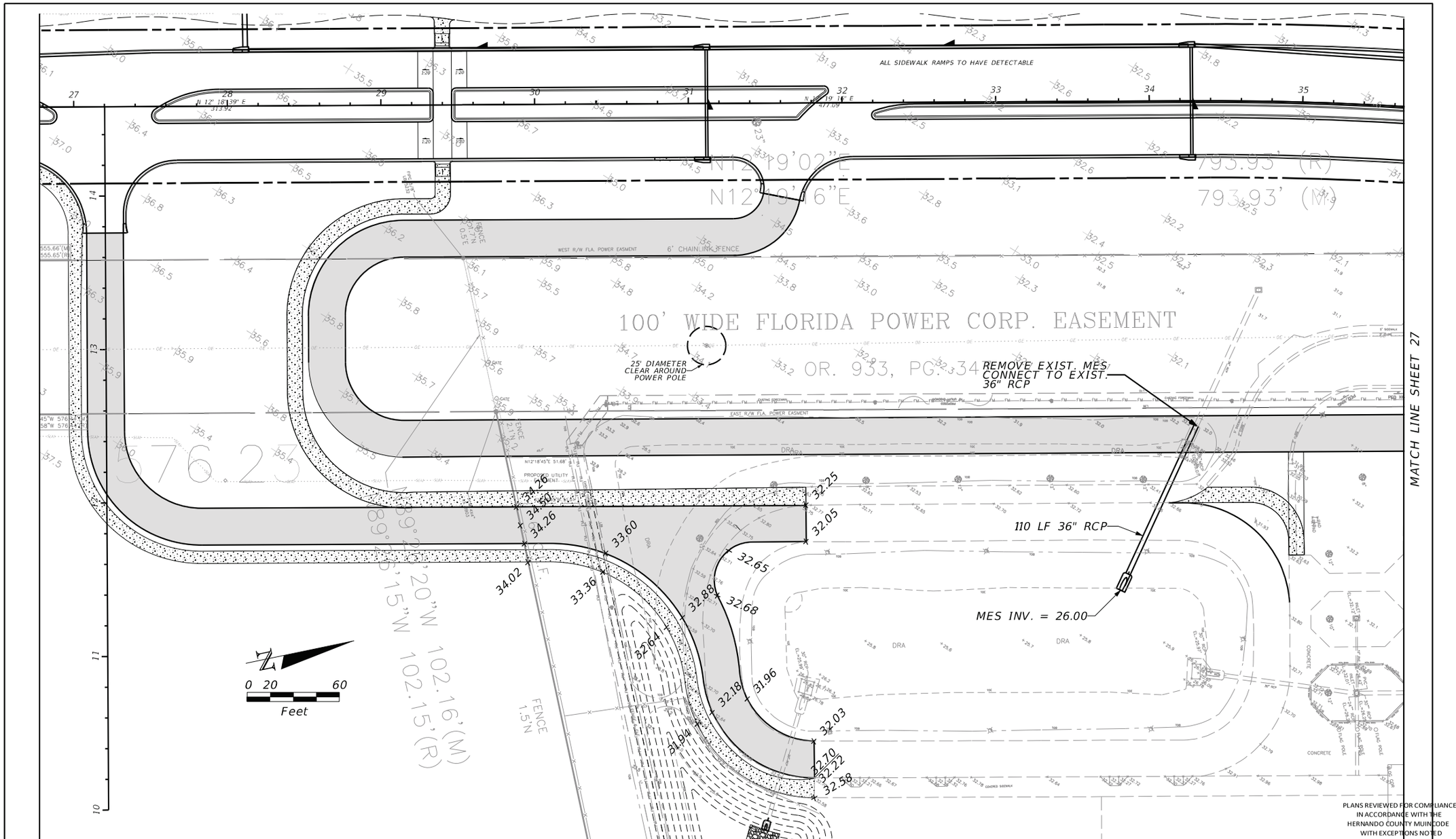

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SCHOOL PLAN
PAVING, GRADING & DRAINAGE PLAN

SOMERSET BAY
HERNANDO COUNTY, FLORIDA

SHEET 26

JOB NO. 22005

PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED
1510464 2/10/26

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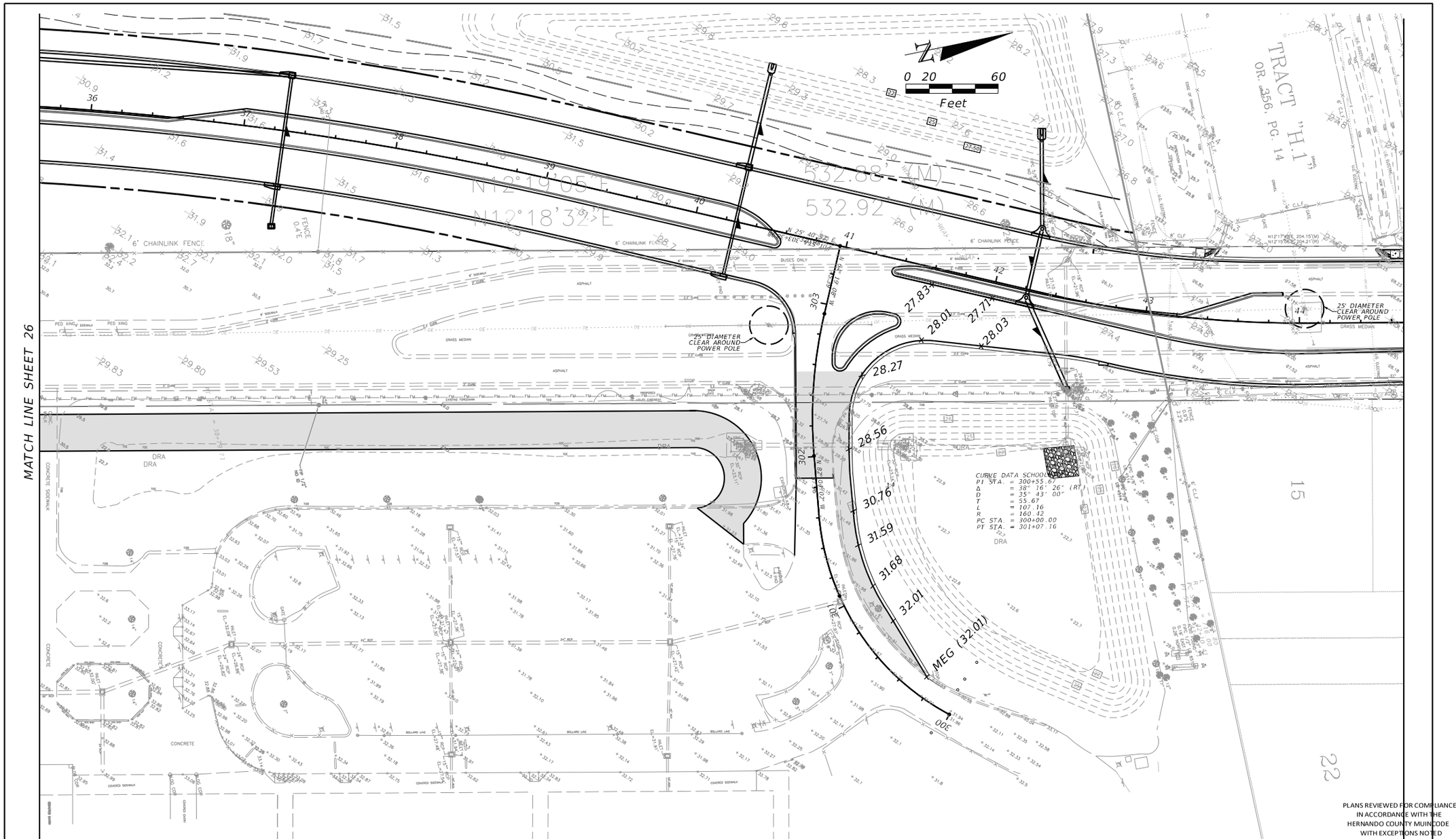

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IN ACCORDANCE WITH THE
HERNANDO COUNTY MUNICODE
WITH EXCEPTIONS NOTED
1510464 2/10/26

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SCHOOL PLAN
PAVING, GRADING & DRAINAGE PLAN

SOMERSET BAY
HERNANDO COUNTY, FLORIDA

SHEET
27

JOB
22005

#62729103 v9

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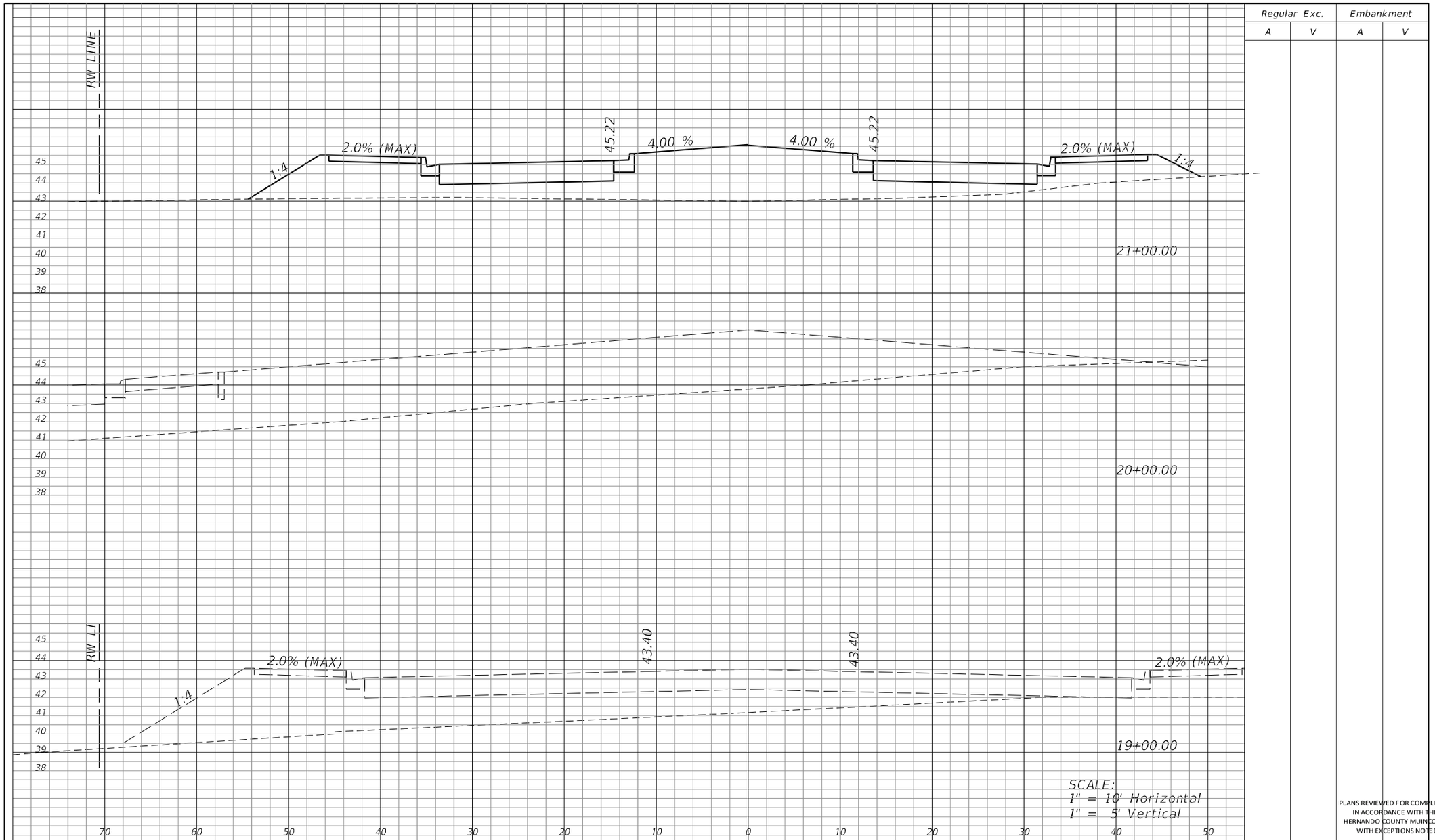

Regular Exc.		Embankment	
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EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 28

22005

PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED

1510261 2/10/26

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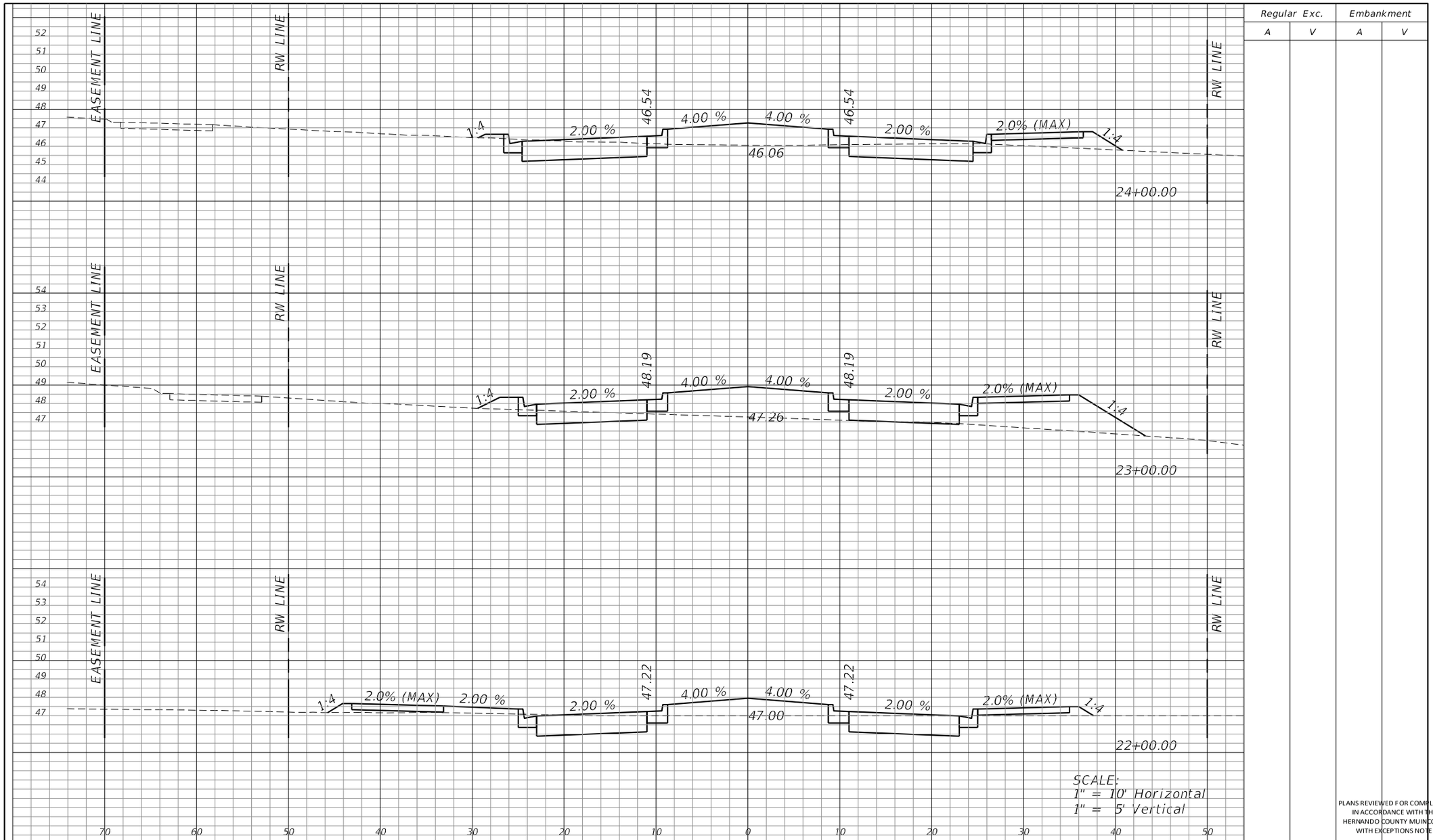
50

638



Regular Exc.		Embankment	
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DATE	REV. BY	REV. NO.	REVISION

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EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 29

22005

PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED

1510464 2/10/26

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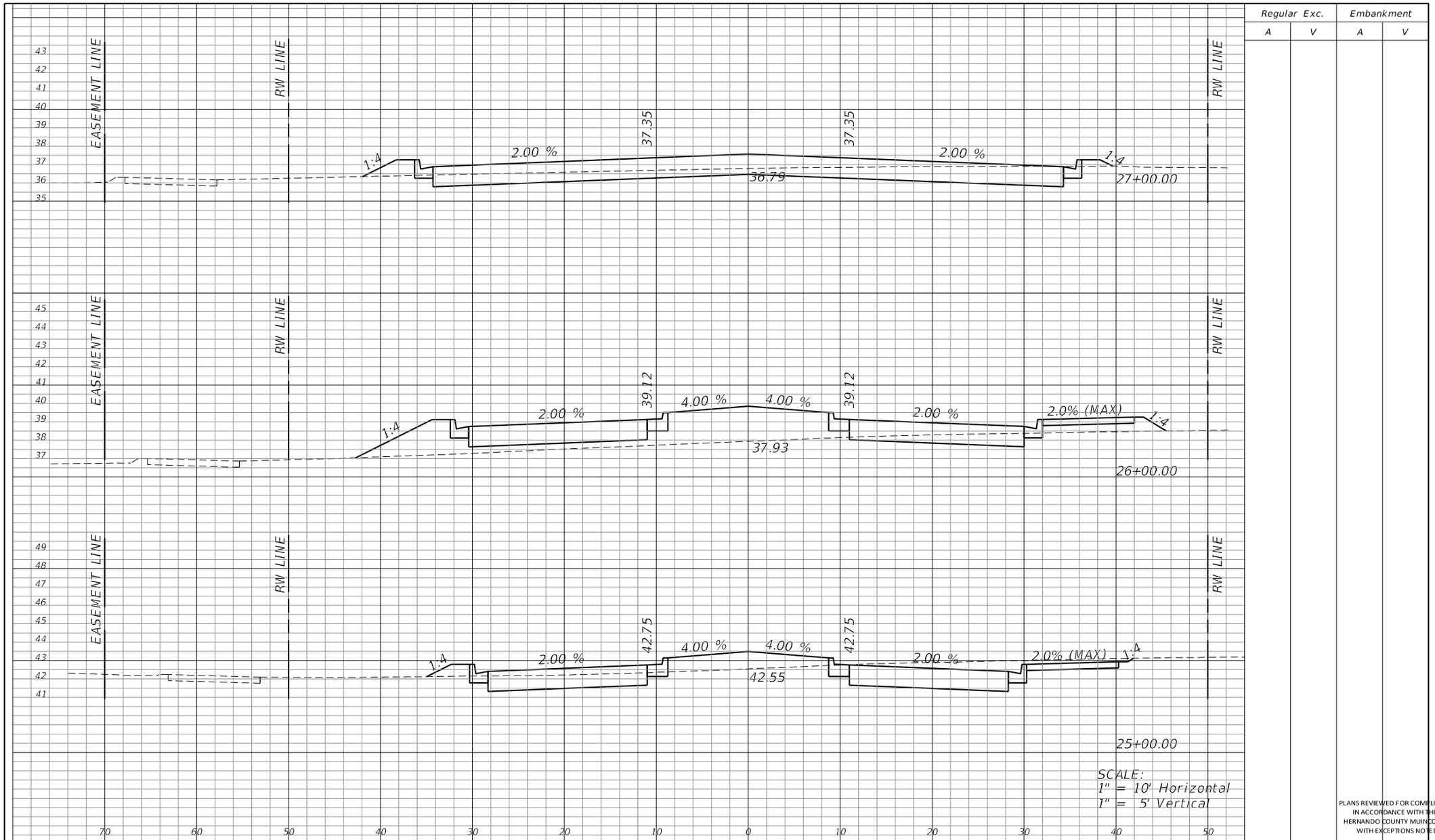

Regular Exc.		Embankment	
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HERNANDO COUNTY, FLORIDA

SHEET 30

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PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED

1510464 2/10/26

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#62729103 v9

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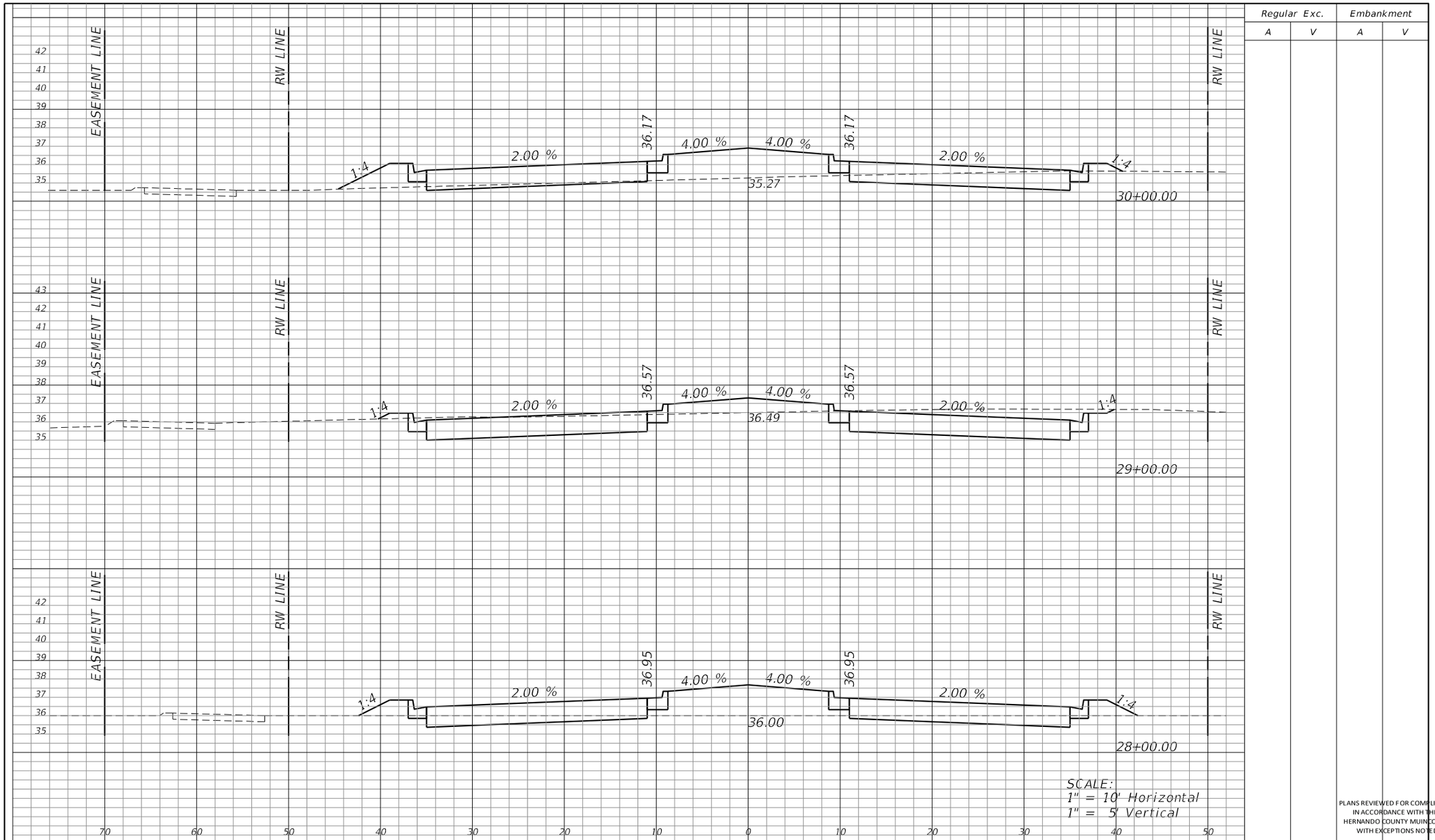

Regular Exc.		Embankment	
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CROSS SECTIONS (4)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 21

22005

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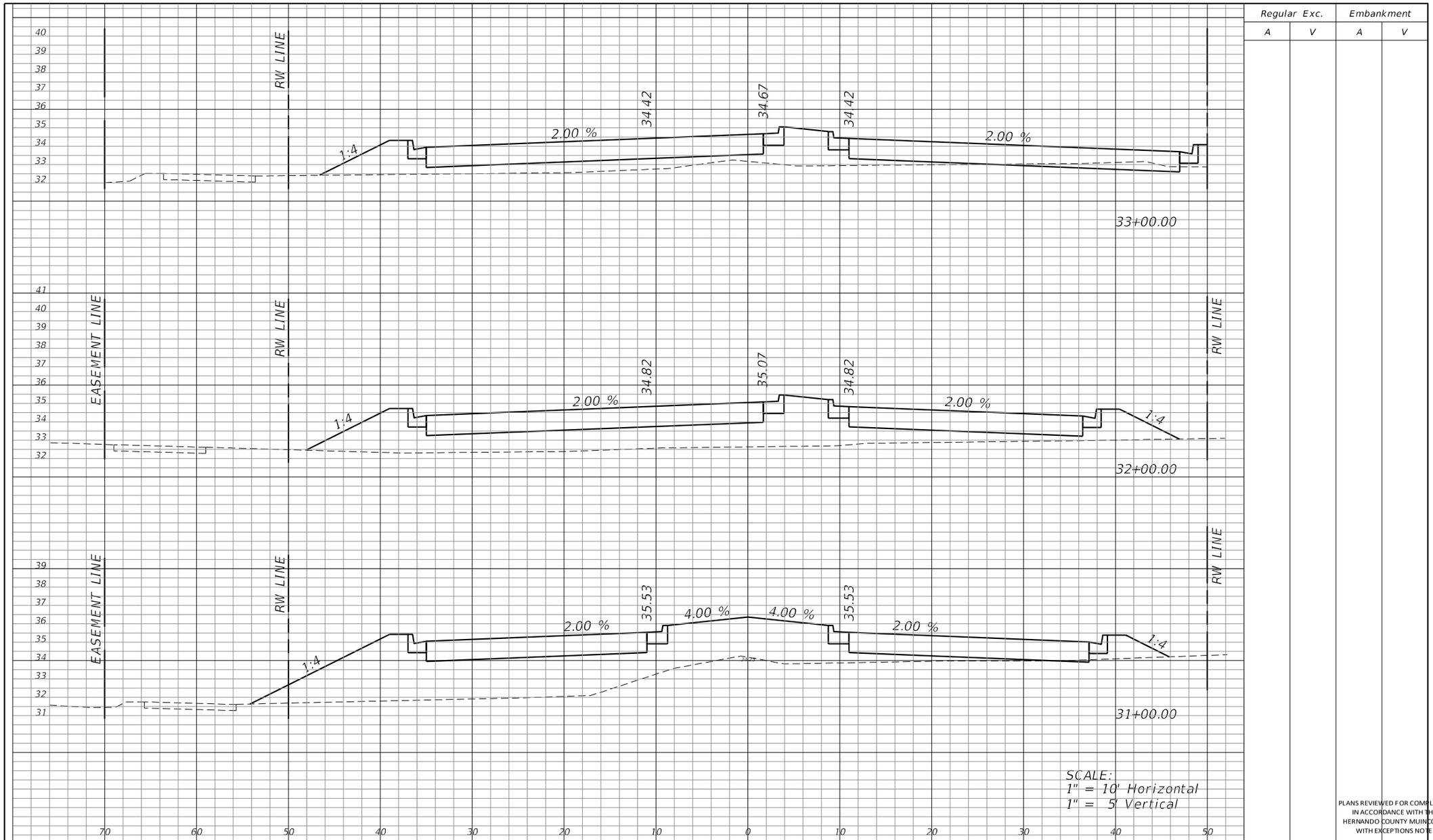

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CROSS SECTIONS (5)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 32

22005

PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED

1510464 2/10/26

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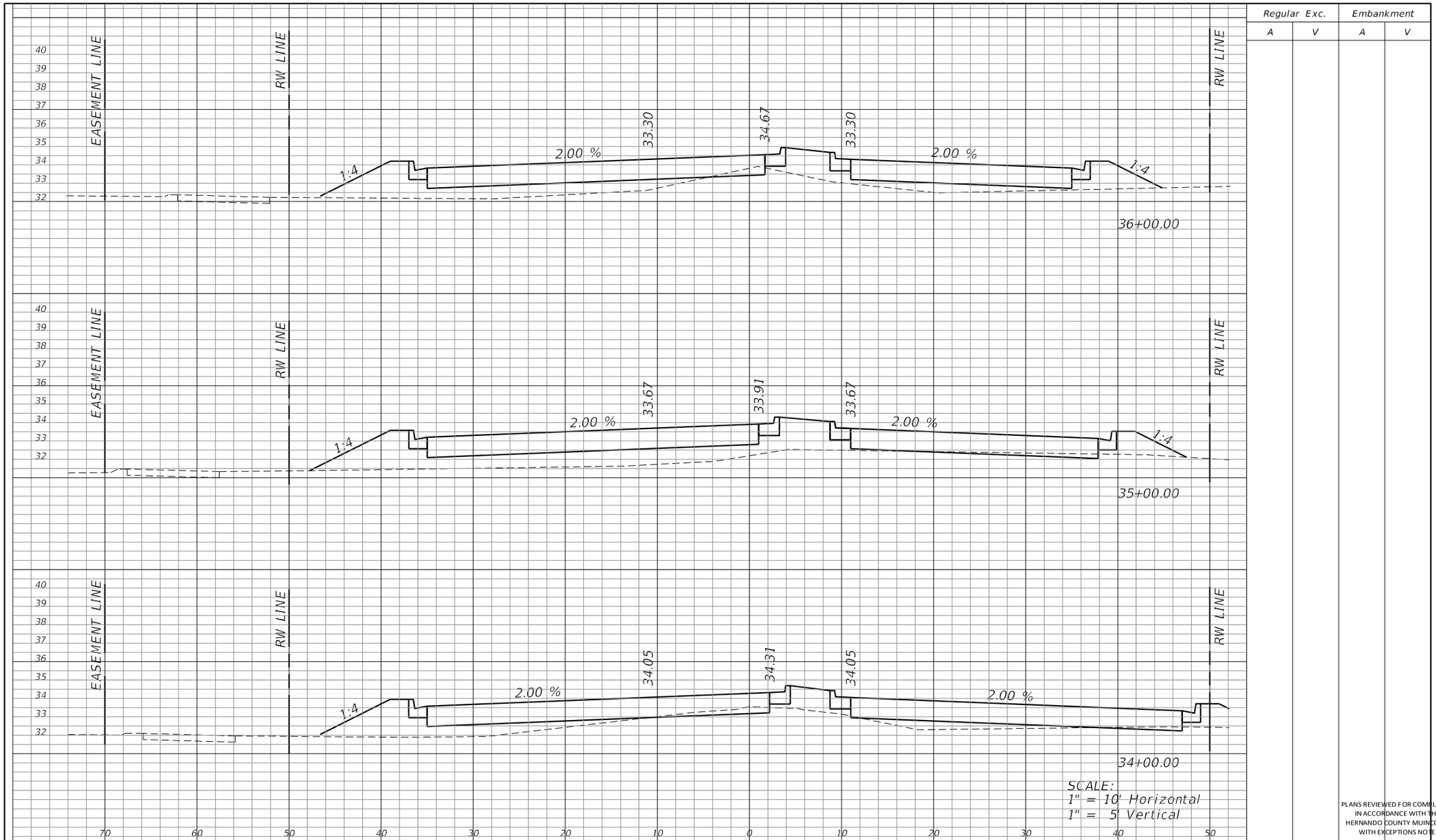

Regular Exc.		Embankment	
A	V	A	V

SCALE:
1" = 10' Horizontal
1" = 5' Vertical

PLANS REVIEWED FOR COMPLIANCE
IN ACCORDANCE WITH THE
HERNANDO COUNTY MUNICODE
WITH EXCEPTIONS NOTED
1510464 2/10/26
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CROSS SECTIONS (6)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

33

22005

#62729103 v9

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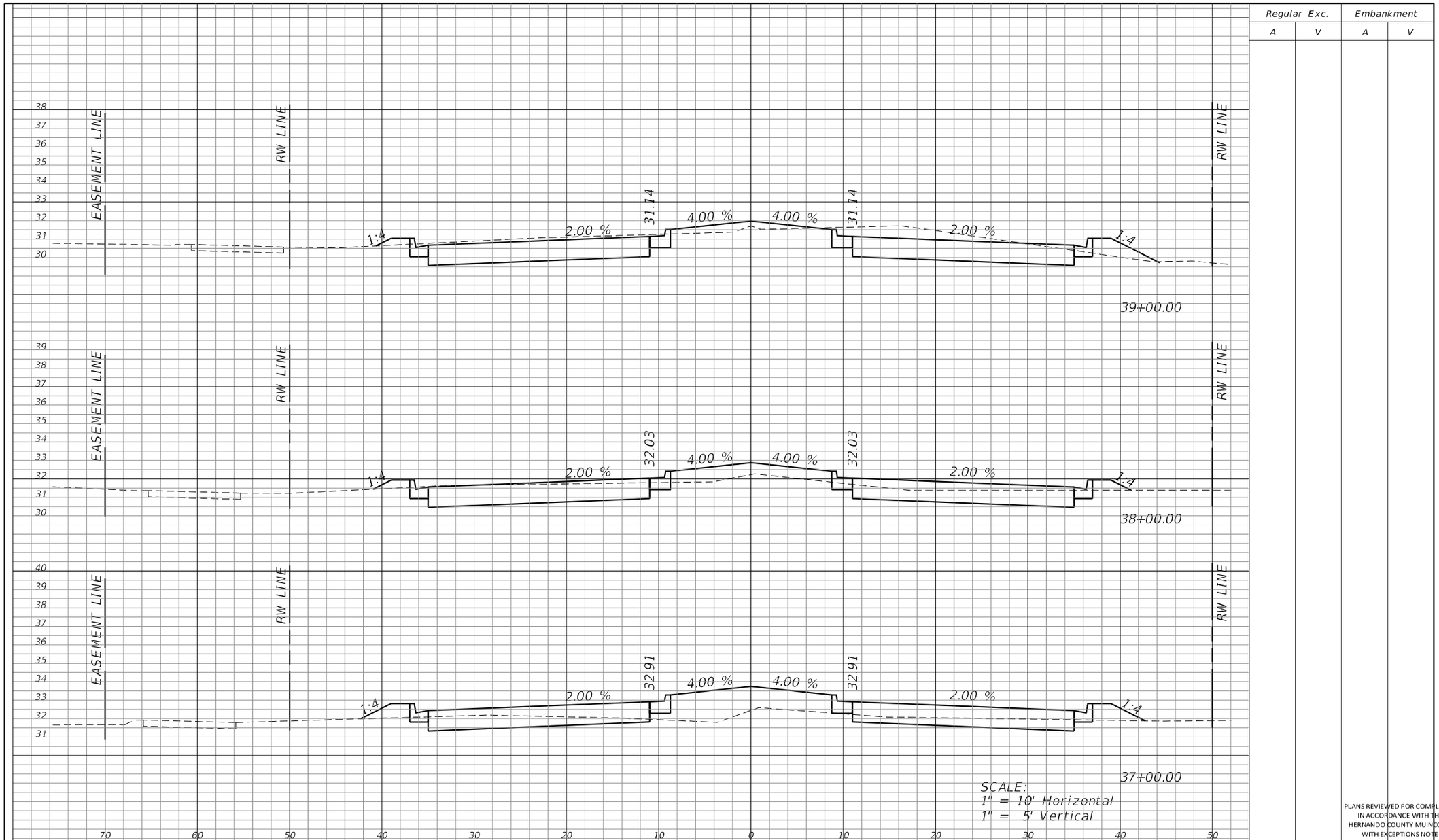

Regular Exc.		Embankment	
A	V	A	V

SCALE:
1" = 10' Horizontal
1" = 5' Vertical

PLANS REVIEWED FOR COMPLIANCE
IN ACCORDANCE WITH THE
HERNANDO COUNTY MUNICODE
WITH EXCEPTIONS NOTED
1510061 2/10/26

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COASTAL DESIGN CONSULTANTS

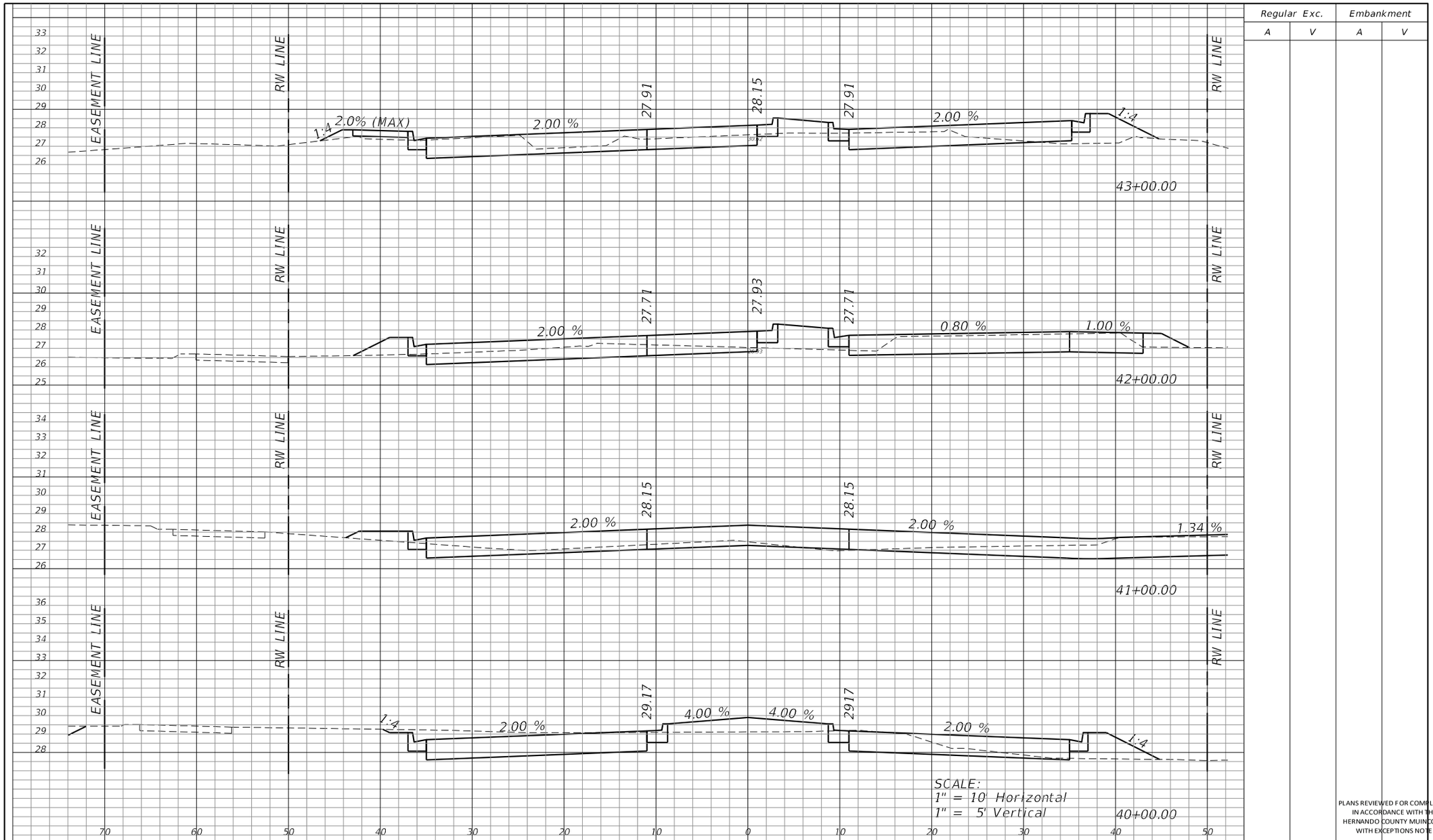
CROSS SECTIONS (7)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET
34

22005

#6729103 v9



Regular Exc.		Embankment	
A	V	A	V

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FL. REG. NO. 74664

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CROSS SECTIONS (8)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED

1510464 2/10/26

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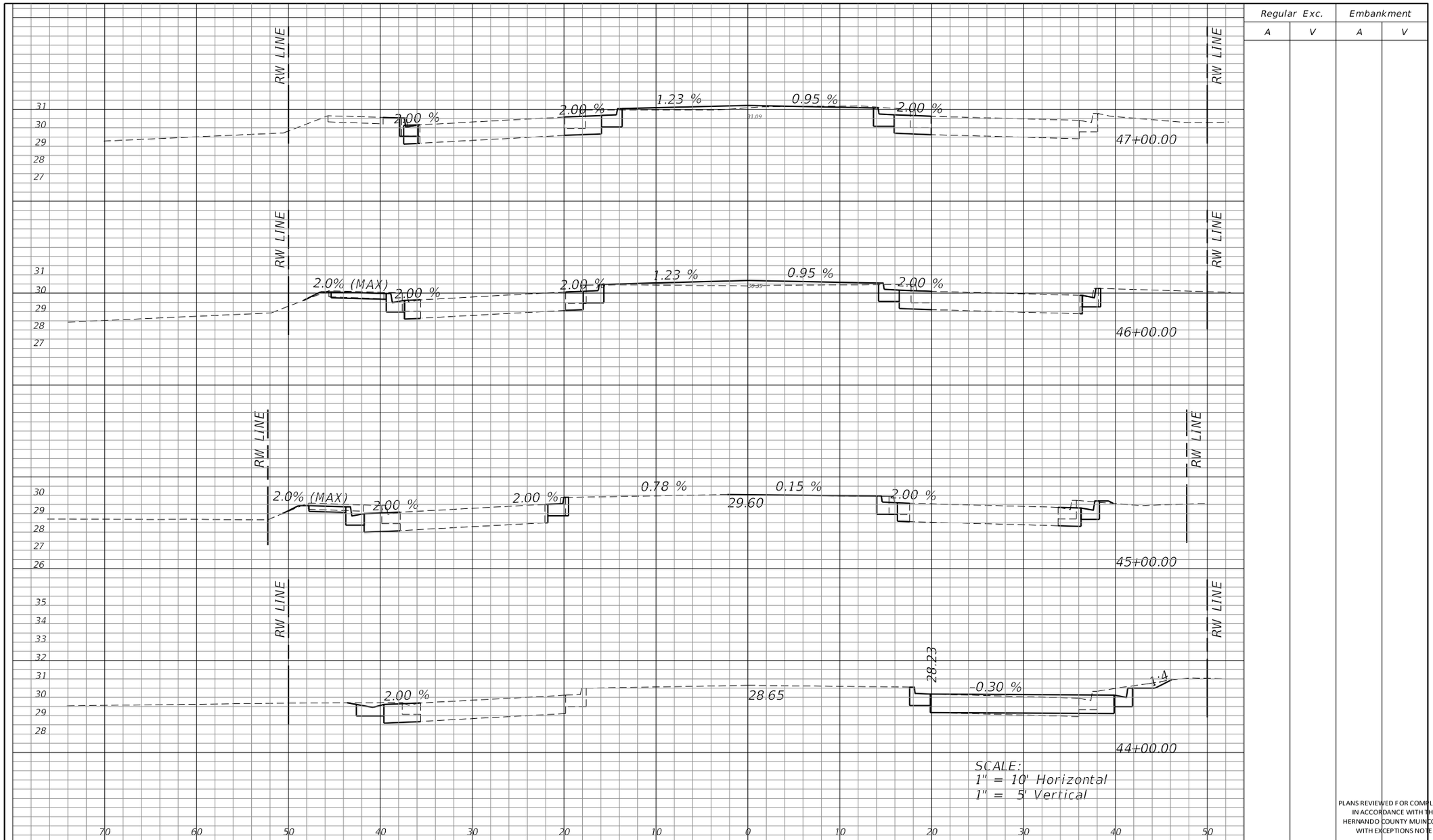
SHEET
35

22005

644

#62729103 v9



Regular Exc.		Embankment	
A	V	A	V

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CROSS SECTIONS (9)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

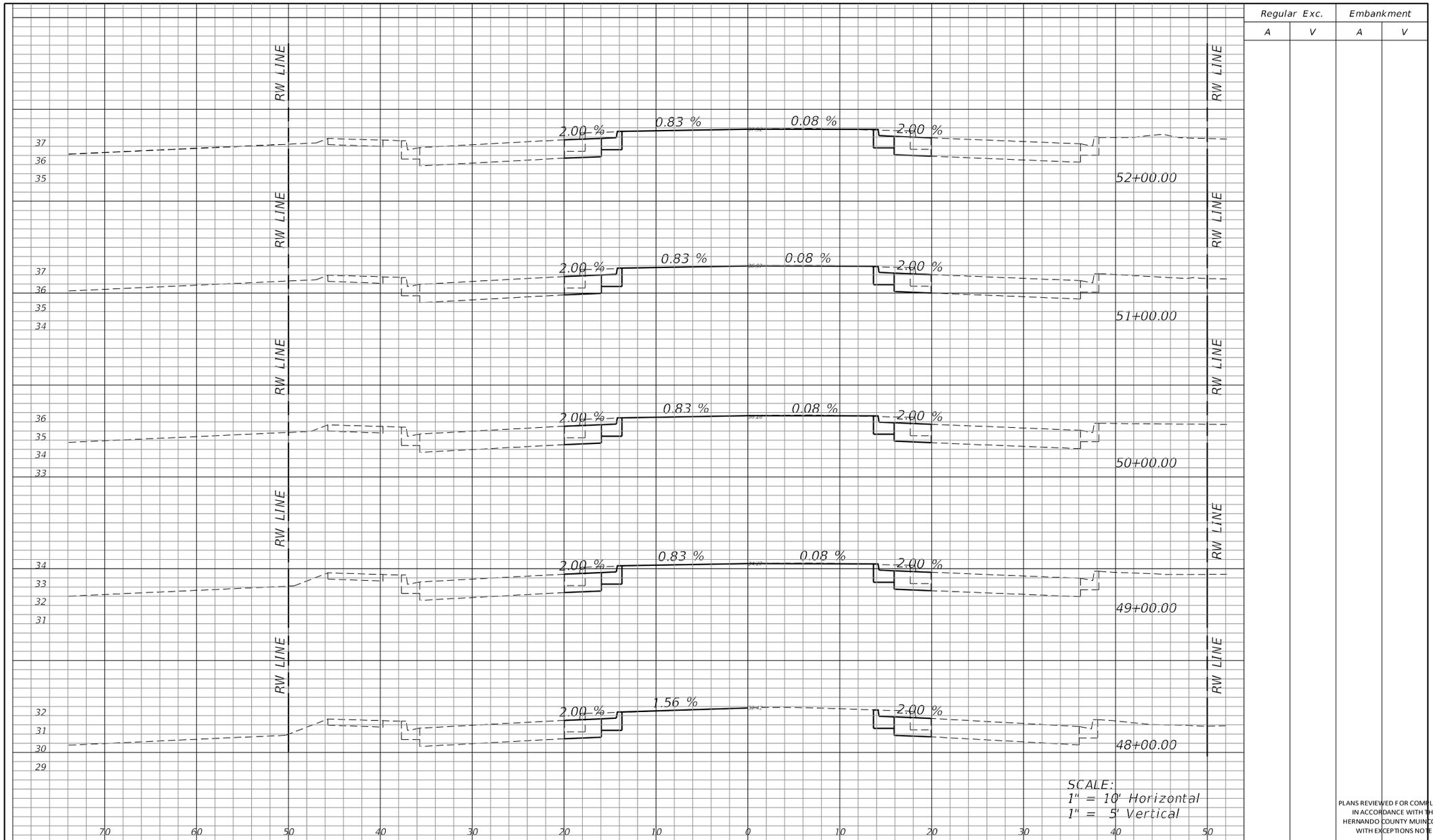
SHEET 36

22005

#62729103 v9

58

646



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COASTAL DESIGN CONSULTANTS

CROSS SECTIONS (10)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 37

22005

PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED

1510464 2/10/26

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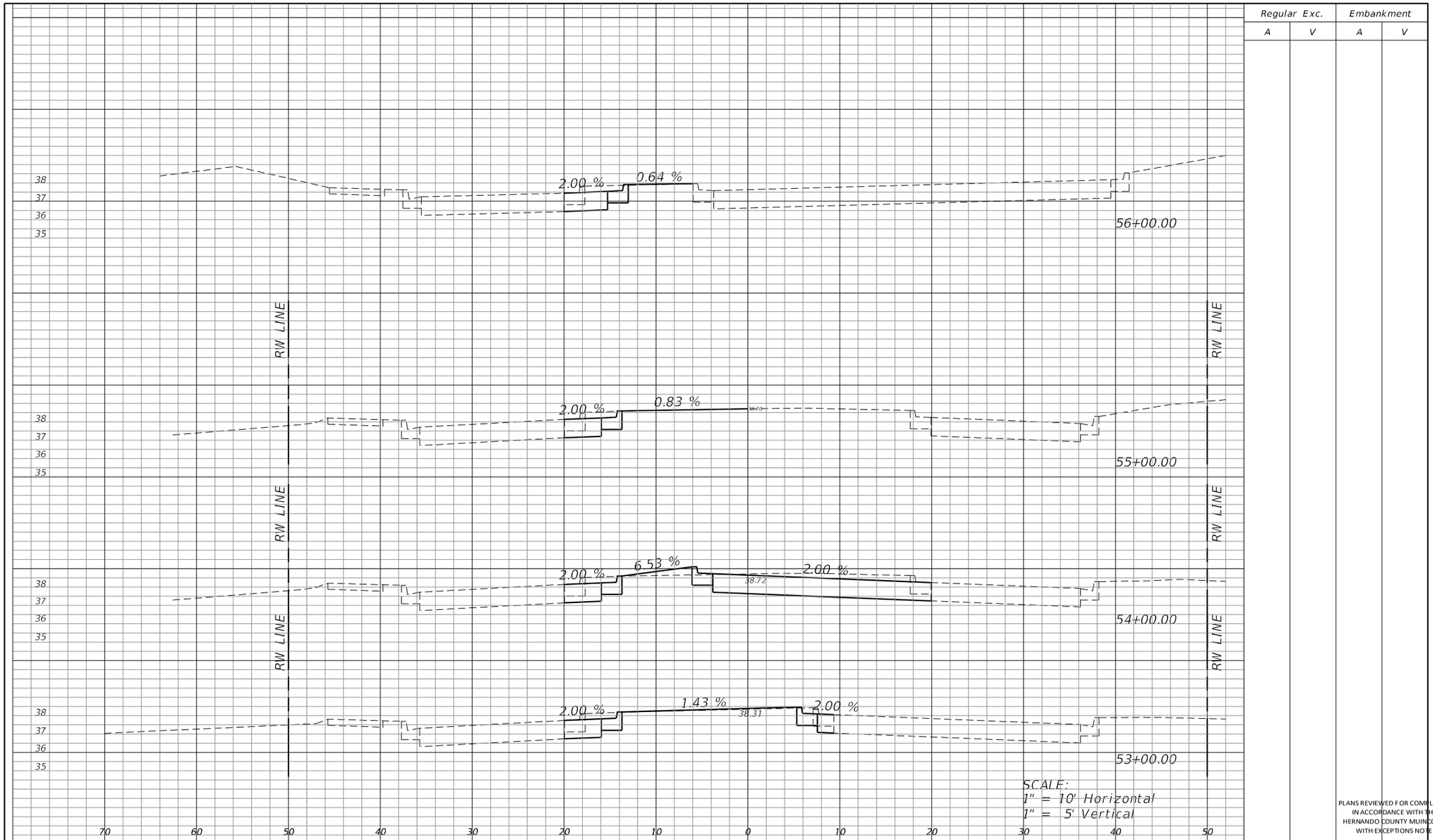
647



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CROSS SECTIONS (11)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET
38

22005

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1510464 2/10/26

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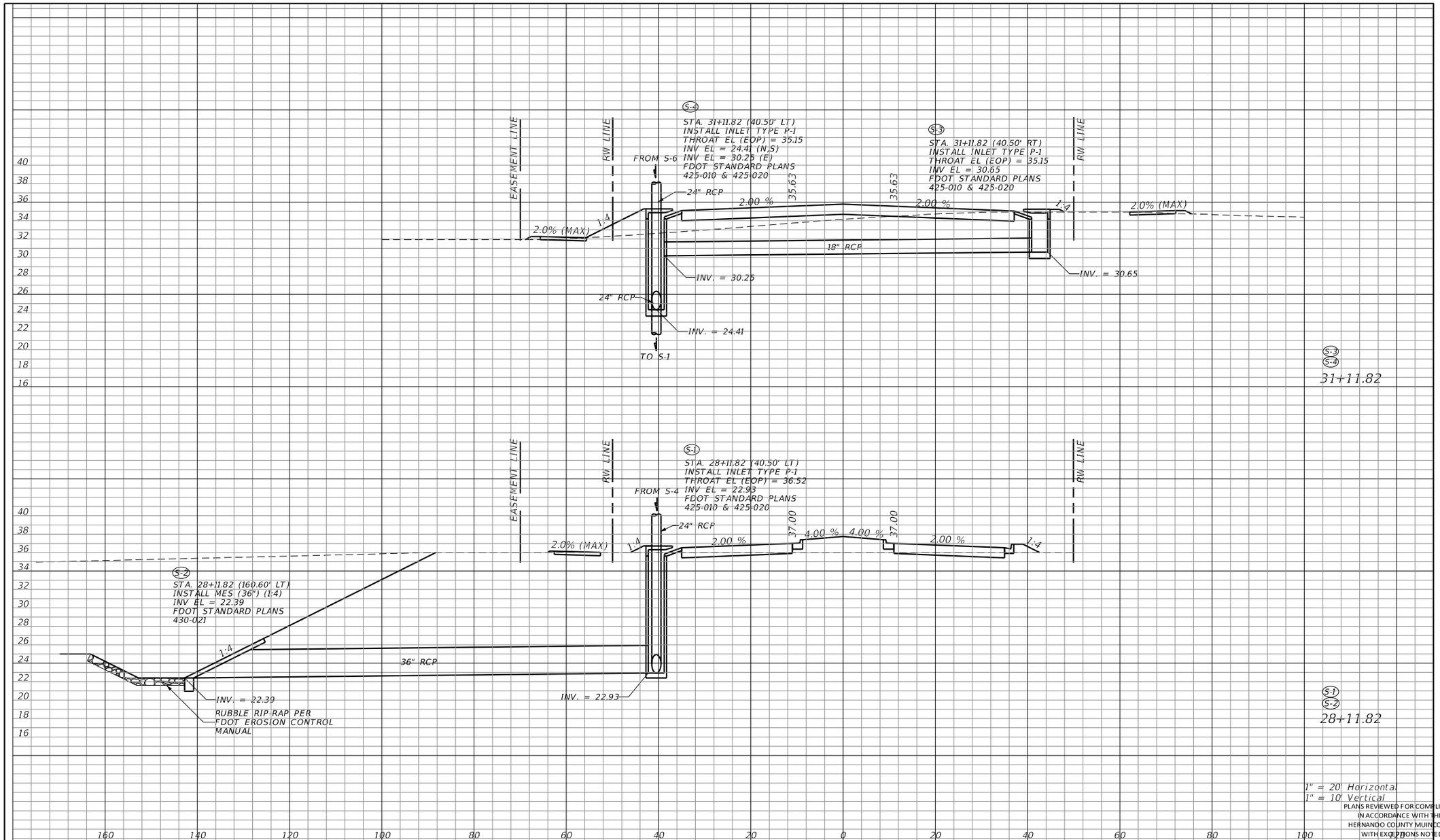

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COASTAL DESIGN CONSULTANTS

DRAINAGE STRUCTURES (1)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 39

22005

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1510461 2/10/26

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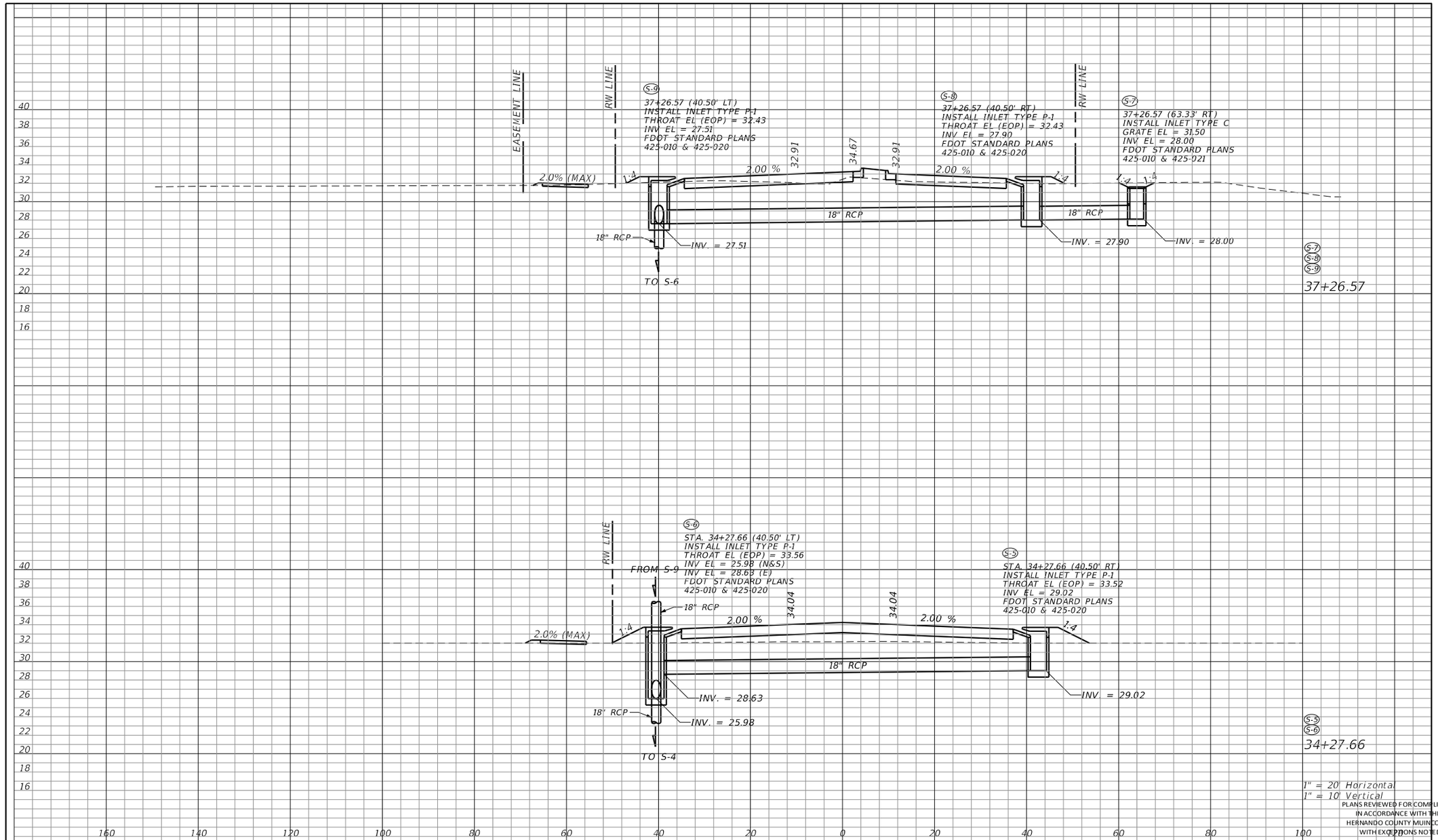

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IN ACCORDANCE WITH THE
HERNANDO COUNTY MUNICODE
WITH EXCEPTIONS NOTED

1510461 2/10/26

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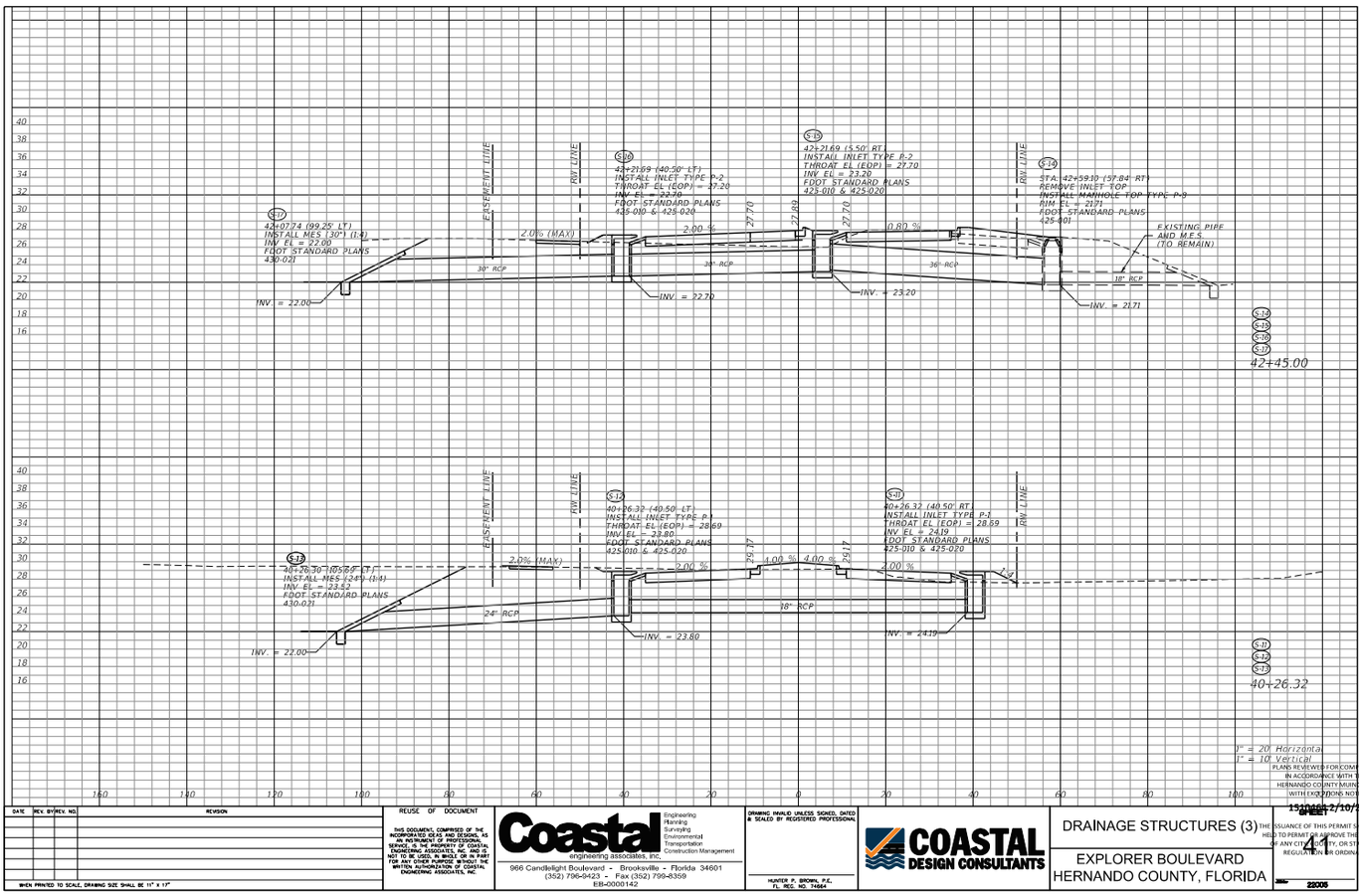
COASTAL DESIGN CONSULTANTS

DRAINAGE STRUCTURES (2)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 40

22005



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COASTAL DESIGN CONSULTANTS

DRAINAGE STRUCTURES (3)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

22005

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PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED

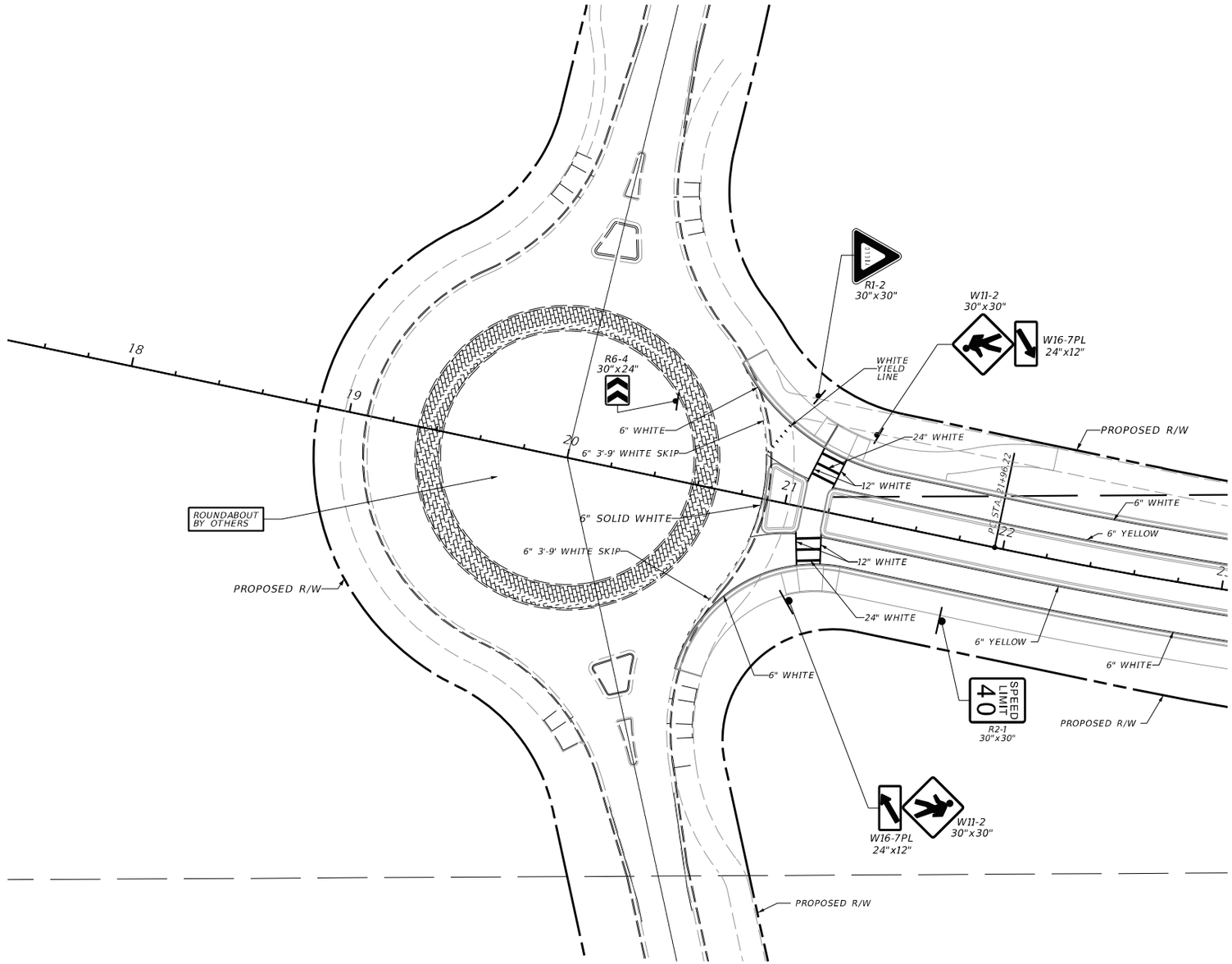
150661 2/10/26

SHEET 41

#62729103 v9

63

651



PLANS REVIEWED FOR COMPLIANCE
IN ACCORDANCE WITH THE
HERNANDO COUNTY MUNICODE
WITH EXCEPTIONS NOTED
1510464 2/10/26

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SIGNING & MARKING PLAN (1)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

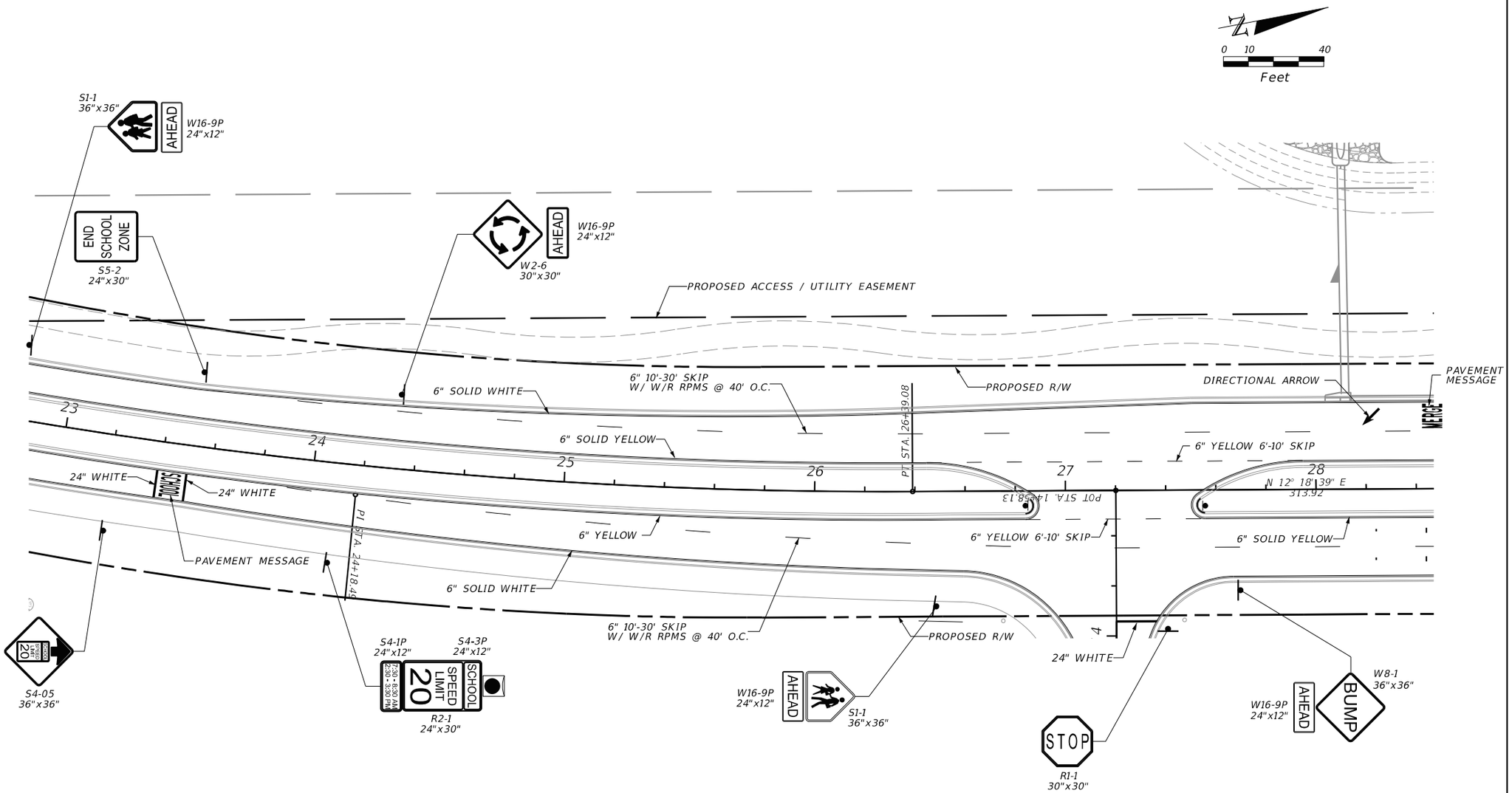
SHEET
OS-1

22005

#62729103 v9

64

652



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WITH EXCEPTIONS NOTED
1510464 2/10/26

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SIGNING & MARKING PLAN (2)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 0912

22005

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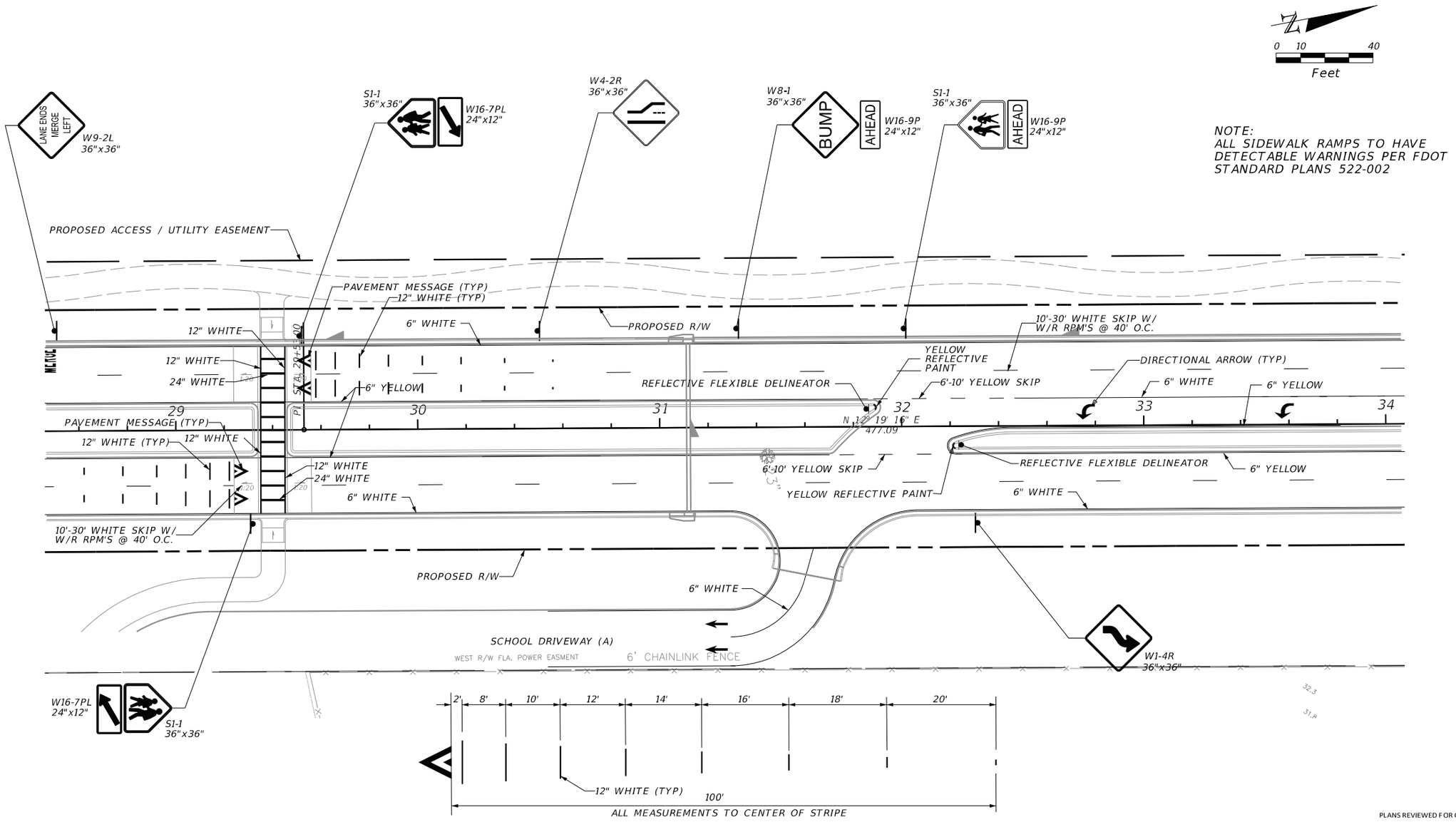

SPEED TABLE MARKING DETAIL

PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED
1510464 2/10/26
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COASTAL DESIGN CONSULTANTS

SIGNING & MARKING PLAN (3)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET
0923
22005

#62729103 v9

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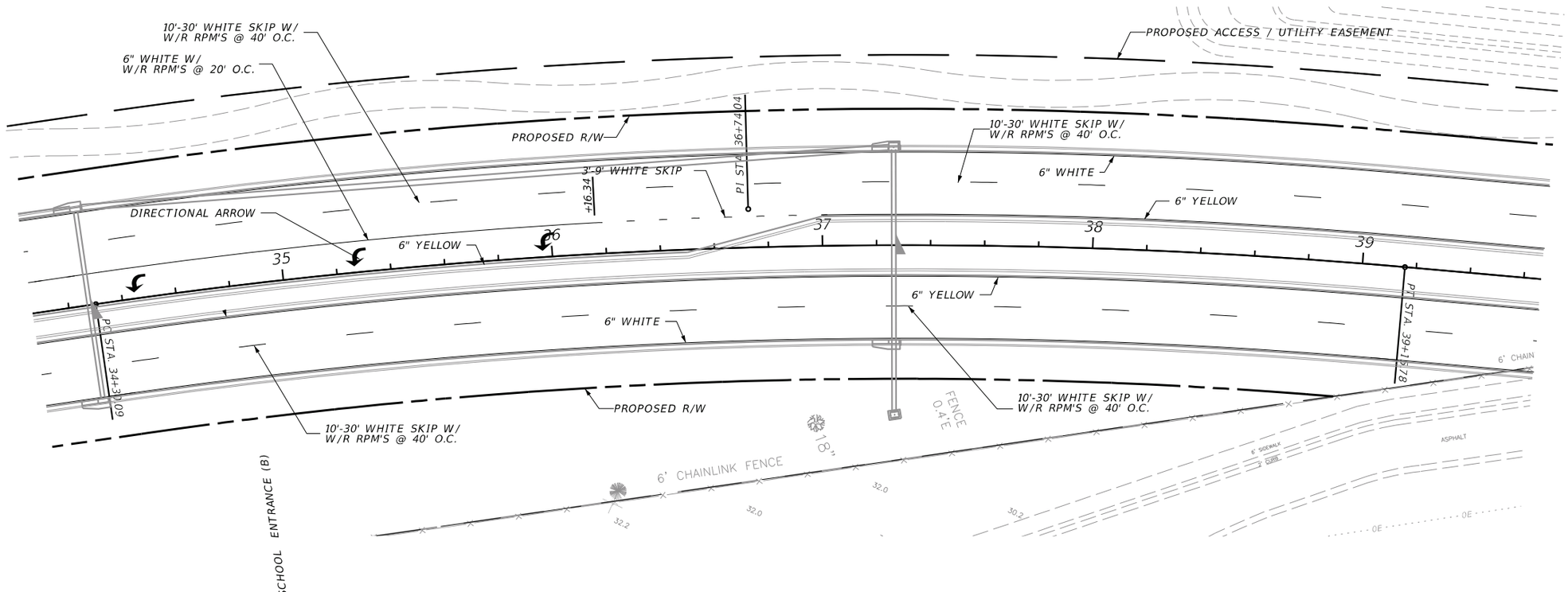

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WITH EXCEPTIONS NOTED
1510464 2/10/26

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COASTAL DESIGN CONSULTANTS

SIGNING & MARKING PLAN (4)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

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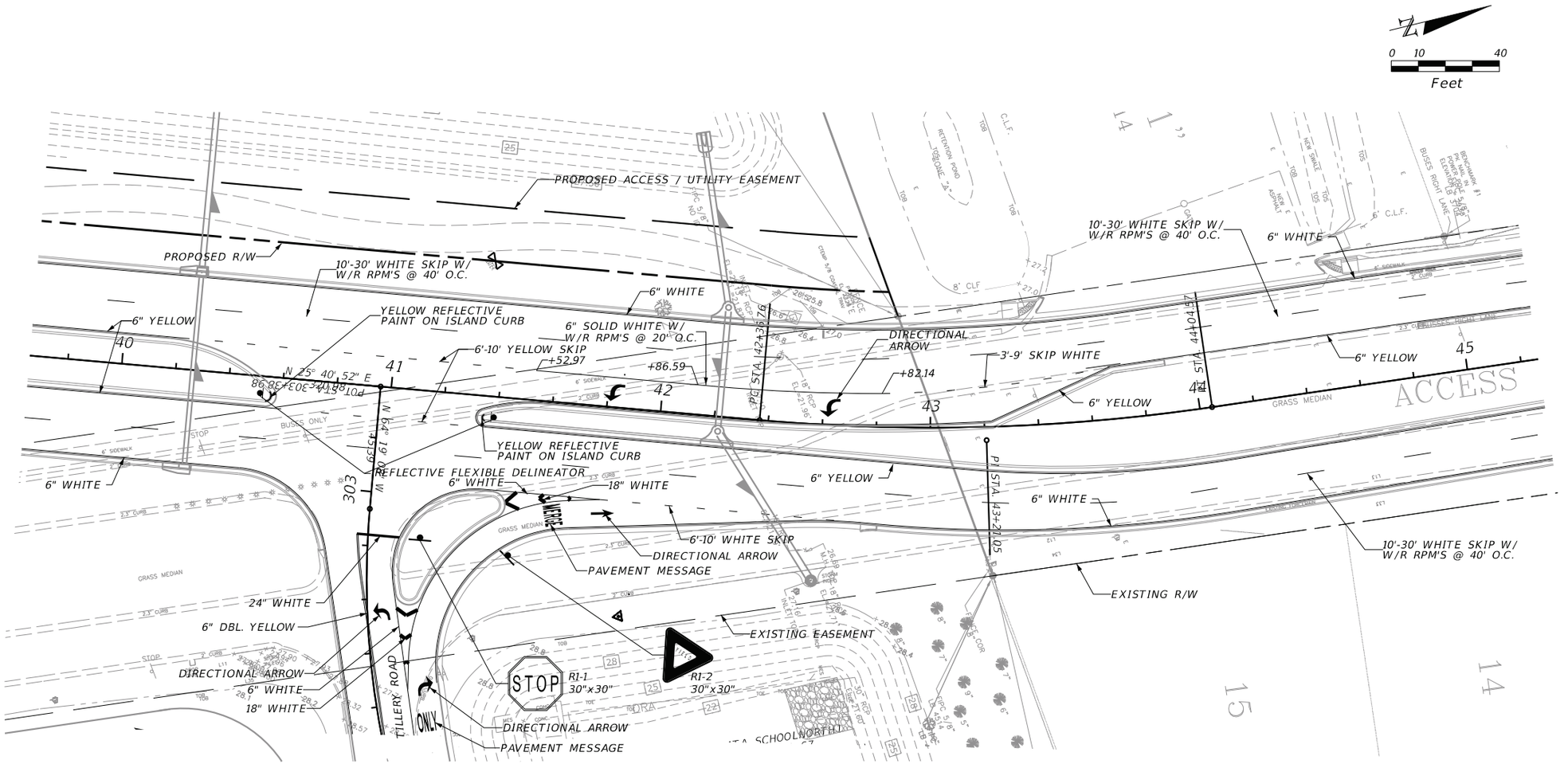
67

655



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HERNANDO COUNTY MUNICODE
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1510464 2/10/26
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COASTAL DESIGN CONSULTANTS

SIGNING & MARKING PLAN (5)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 0955

JOB 22005

#62729103 v9

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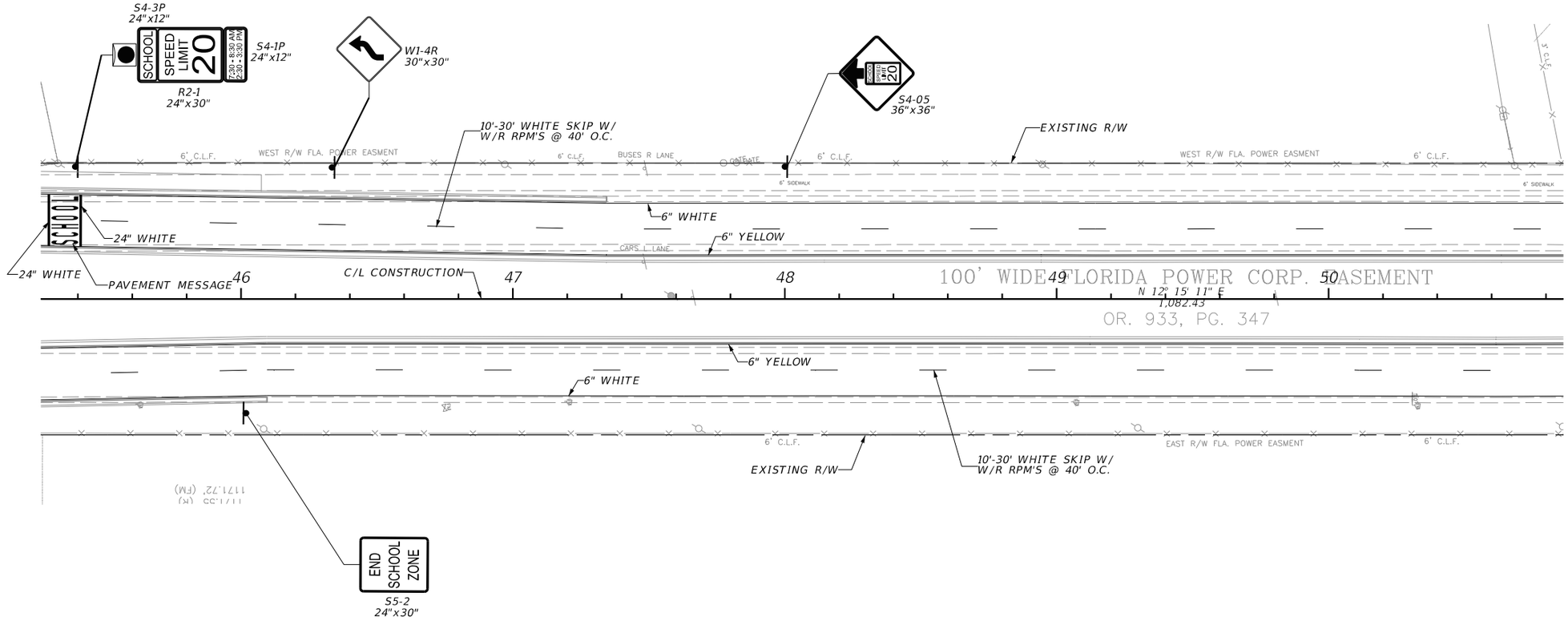

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COASTAL DESIGN CONSULTANTS

SIGNING & MARKING PLAN (6)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 9956

22005

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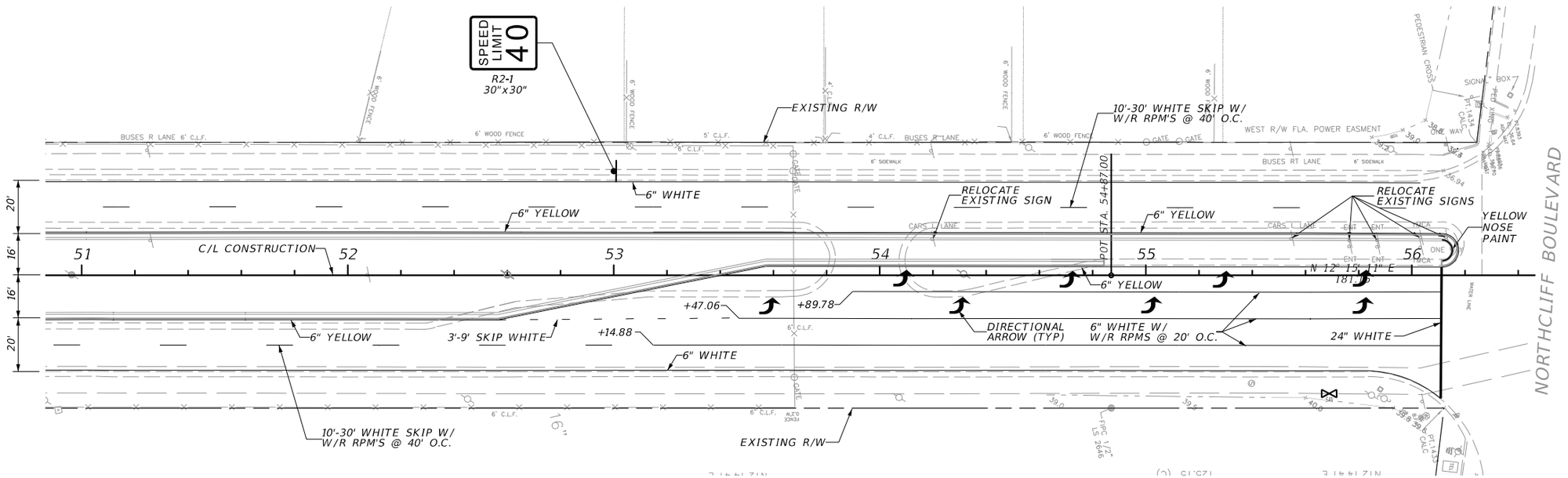

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COASTAL DESIGN CONSULTANTS

SIGNING & MARKING PLAN (7)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

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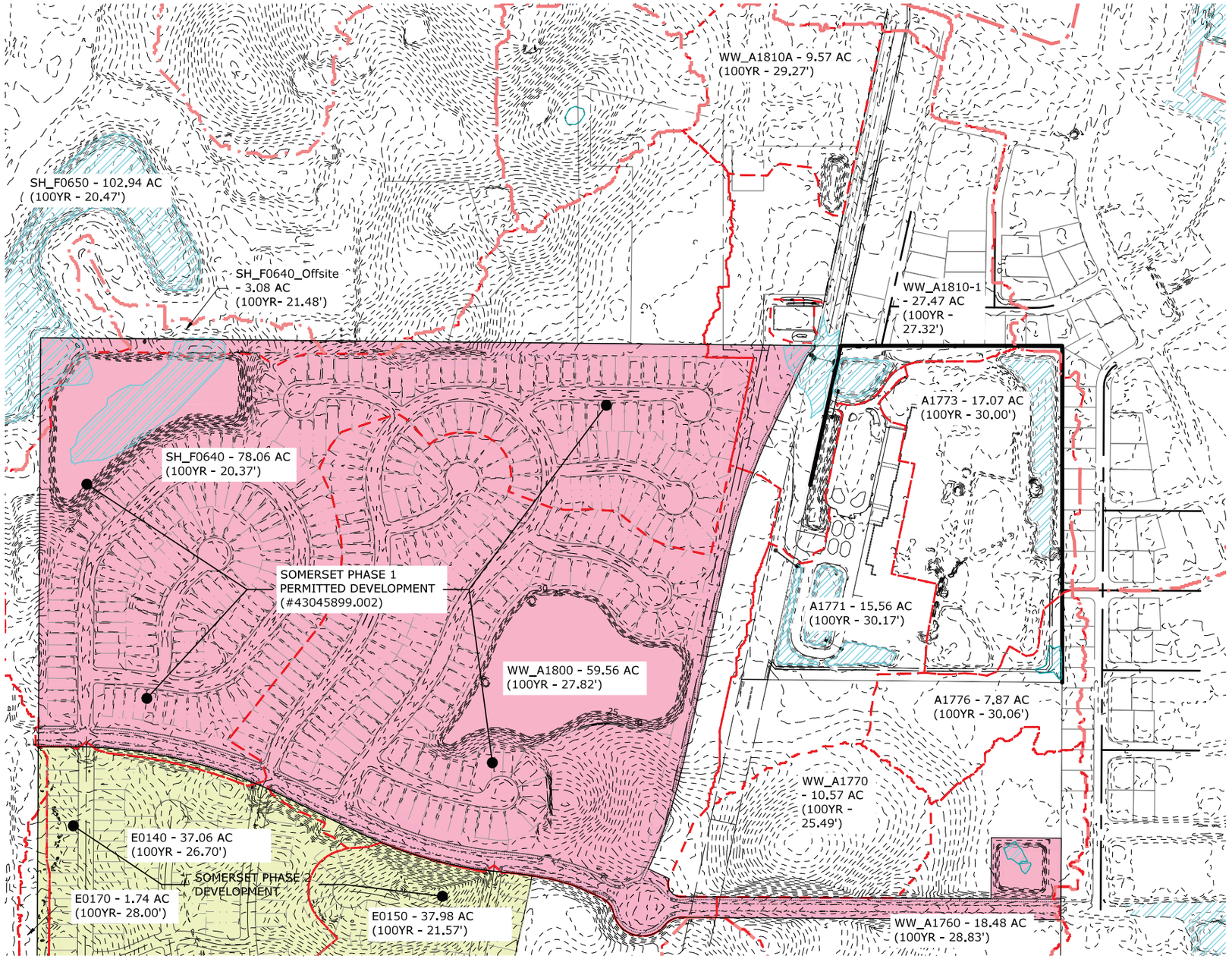

DRAINAGE NOTES:

1. PROJECT SITE IS WITHIN THE WEEKI WACHEE WATERSHED STUDY WHICH IS GOVERNING BOARD APPROVED. PROJECT WILL AFFECT BASINS A1771, A1800 AND A1810. WEEKI WACHEE BASINS WERE MODIFIED AND UPDATED TO CURRENT CONDITIONS FROM THE EXPLORER K-9 SITE PERMIT (#44030695.000) AND SOMERSET SUBDIVISION (# 43045899.002).
2. EXISTING DRAS ARE TOTAL CONTAINMENT CLOSED BASIN.
3. SEE DRAINAGE SWERP FOR FULL DETAILED EXPLAINATION FOR DRAINAGE METHODOLOGY AND STORMWATER CALCULATIONS AND EXHIBITS.

PLANS REVIEWED FOR COMPLIANCE
IN ACCORDANCE WITH THE
HERNANDO COUNTY MUINCODE
WITH EXCEPTIONS NOTED

1510464 2/10/26

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HUNTER P. BROWN, P.E.
FL. REG. NO. 74664

COASTAL DESIGN CONSULTANTS

EXISTING CONDITIONS DRAINAGE MAP

SOMERSET BAY
HERNANDO COUNTY, FLORIDA

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DR-1

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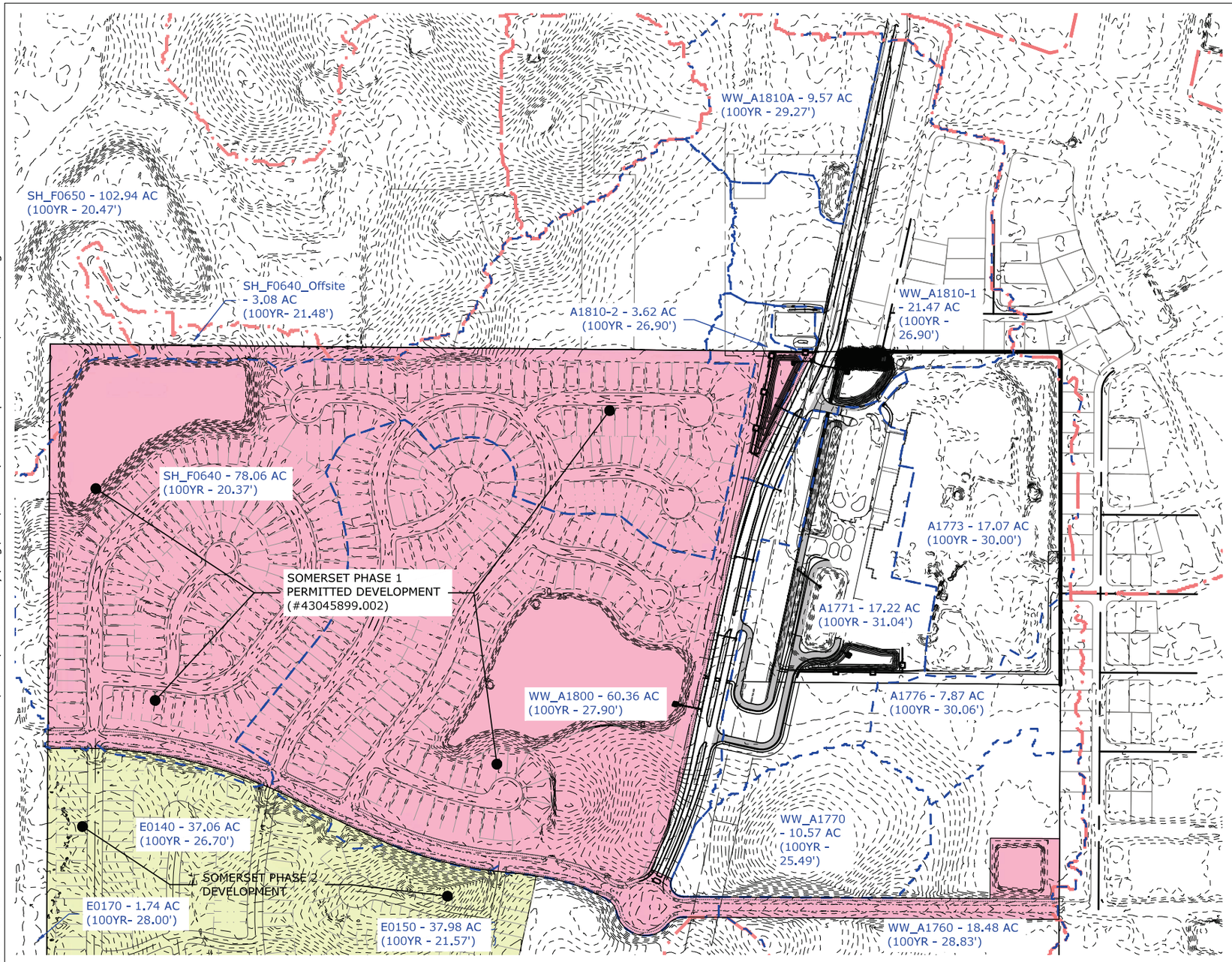

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PROPOSED CONDITIONS DRAINAGE MAP

SOMERSET BAY
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SHEET DR-2

Job No. 22005

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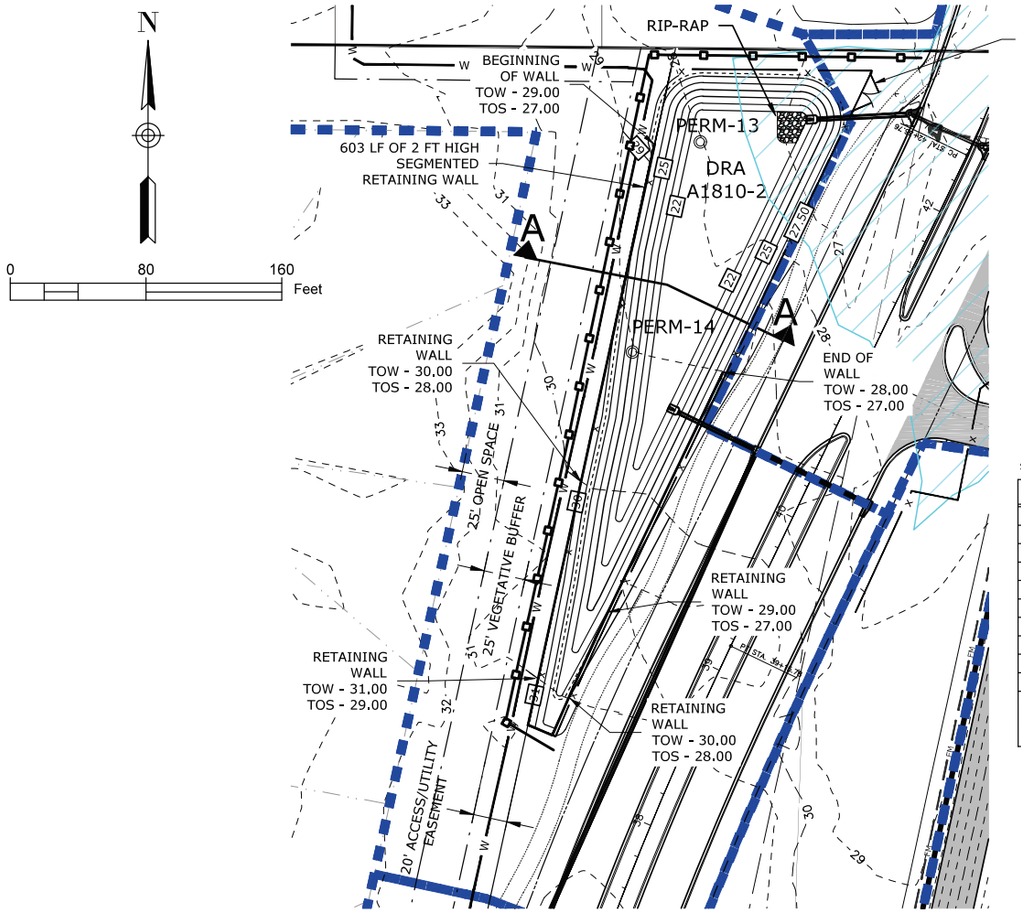
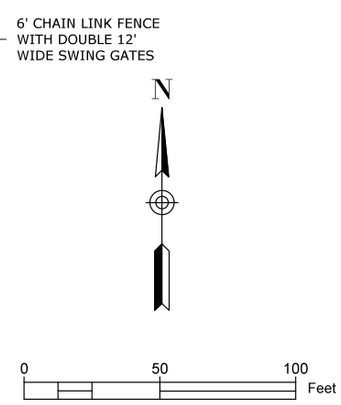
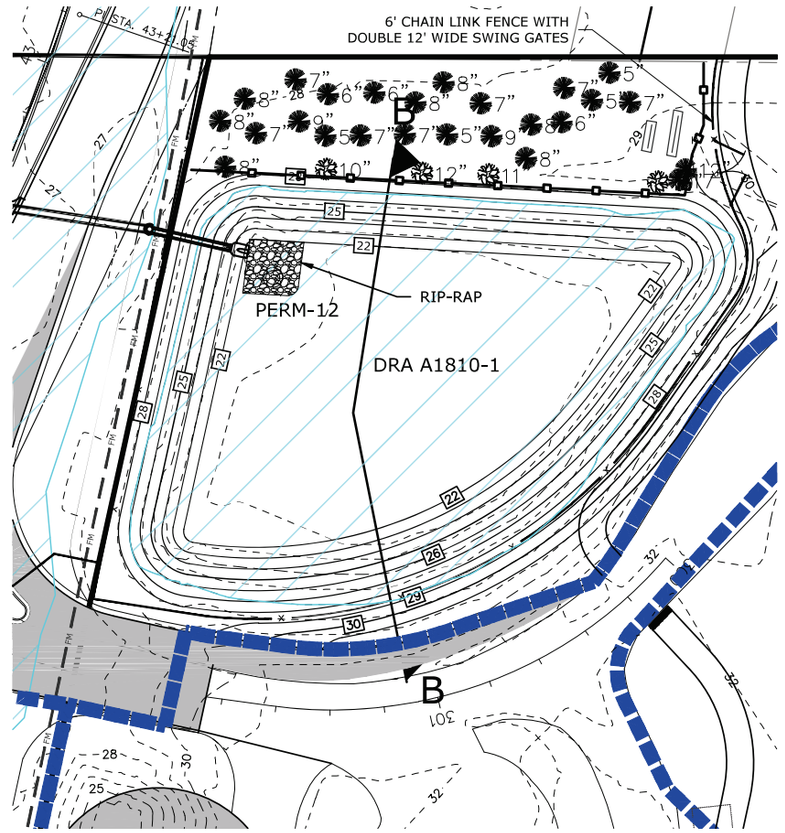




SITE DRA STORMWATER INFORMATION - BASIN A1810-1

DESCRIPTION			
MIN. BERM/T.O.B. ELEV.	28.00		
AREA AT TOP OF BANK (sq ft)	26,990.15		
BOTTOM ELEVATION	22.00		
AREA AT BOTTOM (sq ft)	13,610.13		
SIDE SLOPE	4:1		
SEASONAL HIGH WATER ELEV	19.50	2' BELOW GRADE	
25 YR DESIGN HIGH WATER ELEV.	25.64		
100 YR DESIGN HIGH WATER ELEV.	26.90	PRE	POST
25 YR DISCHARGE RATE (FT/SEC)		0	0
100 YR DISCHARGE VOLUME (AF)		0	0
CONSTANT HEAD FIELD PERMEABILITY TEST RESULTS		PERM-12	40
TEST PERFORMED 3' BELOW GRADE AND MEASURED IN FT/DAY. VALUES SHOWN ARE NOT FACTORED, MODELING ADDS A SAFETY FACTOR OF 2 TO VALUES			

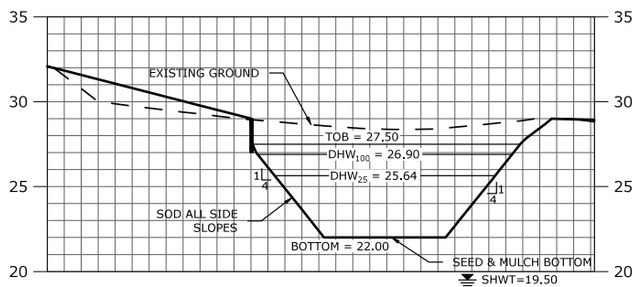
NOTE: DRA IS TOTAL CONTAINMENT CLOSED BASIN AND IS SITUATED AT THE BOTTOM OF THE AREA SO NO EMERGENCY OUTFALL WEIR IS PROPOSED.



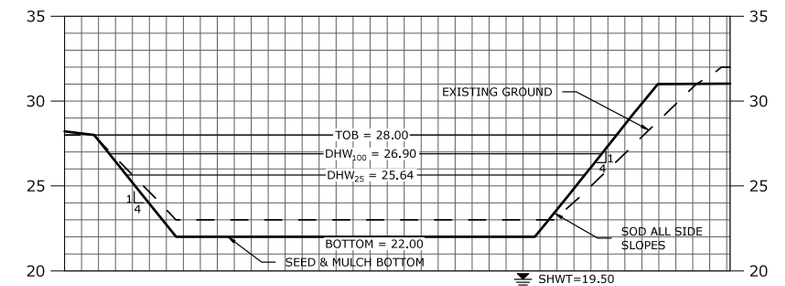
SITE DRA STORMWATER INFORMATION - BASIN A1810-2

DESCRIPTION			
MIN. BERM/T.O.B. ELEV.	27.50		
AREA AT TOP OF BANK (sq ft)	23,267.45		
BOTTOM ELEVATION	22.00		
AREA AT BOTTOM (sq ft)	7,761.31		
SIDE SLOPE	4:1		
SEASONAL HIGH WATER ELEV	19.50	2.50' BELOW GRADE	
25 YR DESIGN HIGH WATER ELEV.	25.64		
100 YR DESIGN HIGH WATER ELEV.	26.90	PRE	POST
25 YR DISCHARGE RATE (FT/SEC)		0	0
100 YR DISCHARGE VOLUME (AF)		0	0
CONSTANT HEAD FIELD PERMEABILITY TEST RESULTS		PERM-13	40
TEST PERFORMED 8' BELOW GRADE AND MEASURED IN FT/DAY. VALUES SHOWN ARE NOT FACTORED, MODELING ADDS A SAFETY FACTOR OF 2 TO VALUES		PERM-14	40

NOTE: DRA IS TOTAL CONTAINMENT CLOSED BASIN AND IS SITUATED AT THE BOTTOM OF THE AREA SO NO EMERGENCY OUTFALL WEIR IS PROPOSED.



A1810-2 DRA SECTION A-A
1"=40' h
1"=8 v



A1810-1 DRA SECTION B-B
1"=40' h
1"=8 v

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1510464 2/10/26

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DRA CROSS SECTION PLAN (1)

SOMERSET BAY
HERNANDO COUNTY, FLORIDA

SHEET DR-3

JOB NO. 22005

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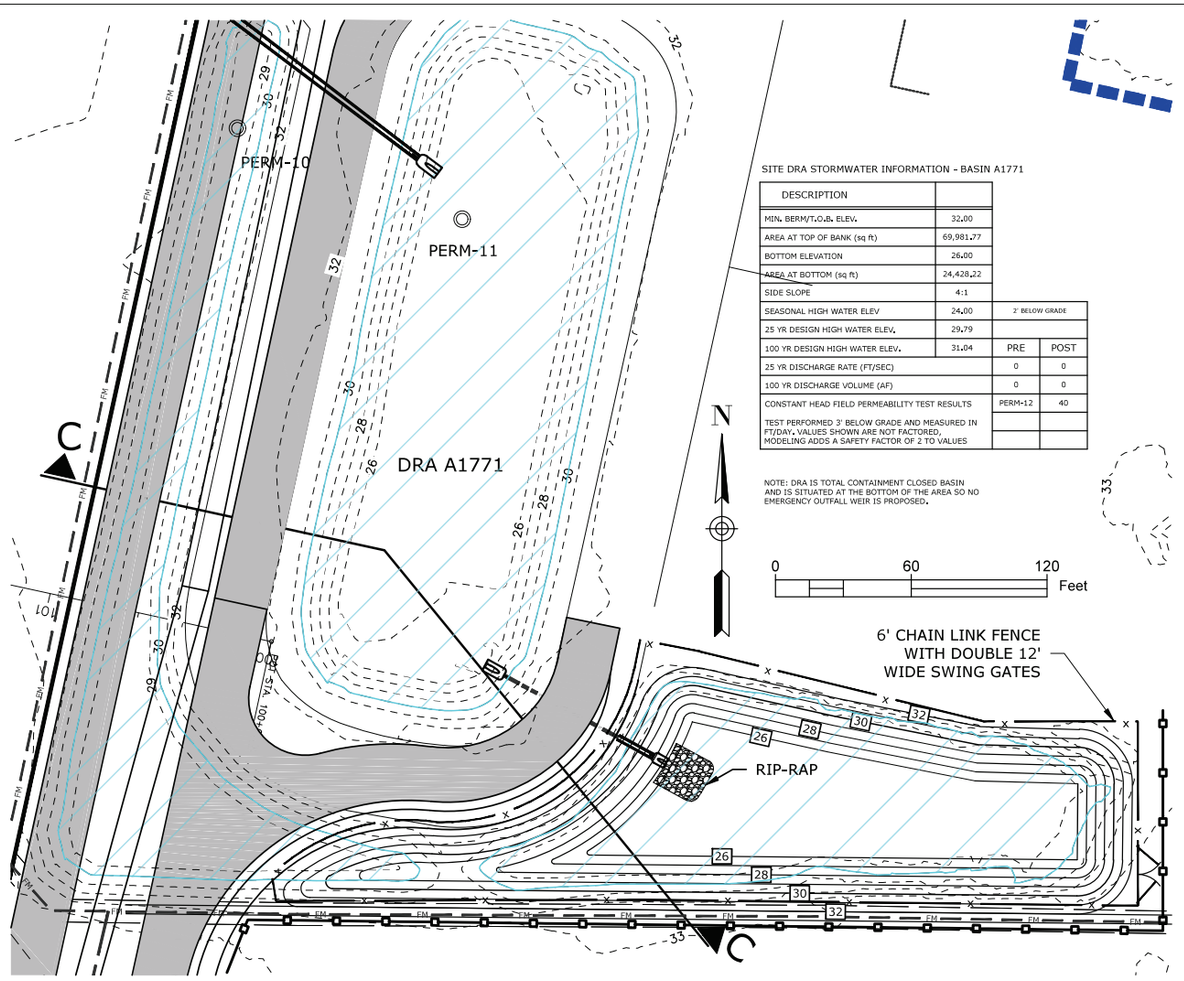
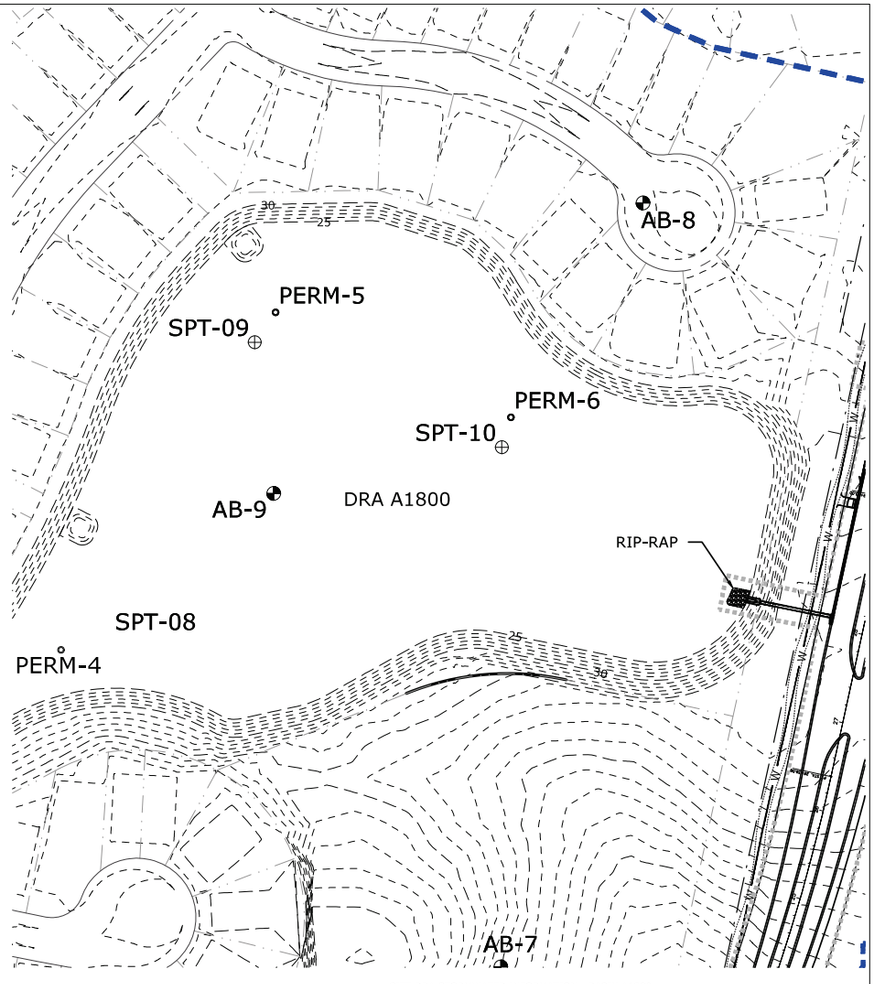
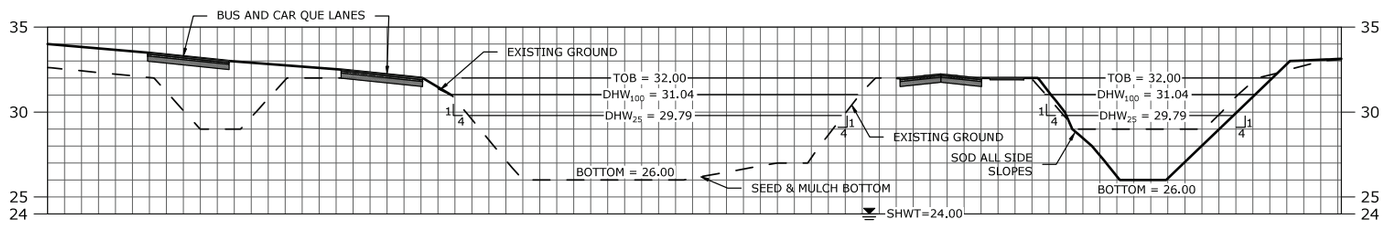


SITE DRA STORMWATER INFORMATION - BASIN A1771

DESCRIPTION			
MIN. BERM/T.O.B. ELEV.	32.00		
AREA AT TOP OF BANK (sq ft)	69,981.77		
BOTTOM ELEVATION	26.00		
AREA AT BOTTOM (sq ft)	24,428.22		
SIDE SLOPE	4:1		
SEASONAL HIGH WATER ELEV	24.00	2' BELOW GRADE	
25 YR DESIGN HIGH WATER ELEV.	29.79		
100 YR DESIGN HIGH WATER ELEV.	31.04	PRE	POST
25 YR DISCHARGE RATE (FT/SEC)		0	0
100 YR DISCHARGE VOLUME (AF)		0	0
CONSTANT HEAD FIELD PERMEABILITY TEST RESULTS		PERM-12	40
TEST PERFORMED 3' BELOW GRADE AND MEASURED IN FT/DAY. VALUES SHOWN ARE NOT FACTORED. MODELING ADDS A SAFETY FACTOR OF 2 TO VALUES			

NOTE: DRA IS TOTAL CONTAINMENT CLOSED BASIN AND IS SITUATED AT THE BOTTOM OF THE AREA SO NO EMERGENCY OUTFALL WEIR IS PROPOSED.





A1771 DRA SECTION C-C

1"=40' h

1"=8 v

SITE DRA STORMWATER INFORMATION - BASIN A1800

DESCRIPTION			
MIN. BERM/T.O.B. ELEV.	30.00		
AREA AT TOP OF BANK (sq ft)	383,543.62		
BOTTOM ELEVATION	25.00		
AREA AT BOTTOM (sq ft)	341,646.06		
SIDE SLOPE	4:1		
SEASONAL HIGH WATER ELEV	23.00	2.5'-4.0' AVG BELOW GRADE	
25 YR DESIGN HIGH WATER ELEV.	26.78		
100 YR DESIGN HIGH WATER ELEV.	27.90	PRE	POST
25 YR DISCHARGE RATE (FT/SEC)		0	0
100 YR DISCHARGE VOLUME (AF)		0	0
CONSTANT HEAD FIELD PERMEABILITY TEST RESULTS		PERM-4	40
TEST PERFORMED 3'-4' BELOW GRADE AND MEASURED IN FT/DAY. VALUES SHOWN ARE NOT FACTORED, MODELING ADDS A SAFETY FACTOR OF 2 TO VALUES		PERM-5	20
		PERM-6	32

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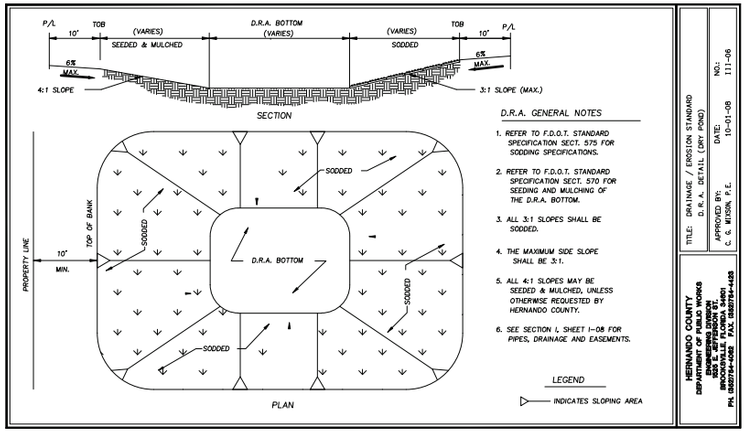
DRA CROSS SECTION PLAN (2)

SOMERSET BAY
HERNANDO COUNTY, FLORIDA

SHEET DR-4

JOB NO. 22005



D.R.A. GENERAL NOTES

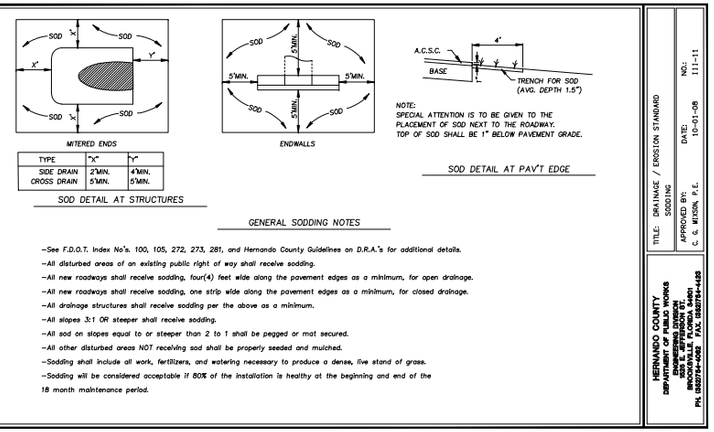
1. REFER TO F.D.O.T. STANDARD SPECIFICATION SECT. 575 FOR SODDING SPECIFICATIONS.
2. REFER TO F.D.O.T. STANDARD SPECIFICATION SECT. 570 FOR SEEDING AND MULCHING OF THE D.R.A. BOTTOM.
3. ALL 3:1 SLOPES SHALL BE SODDED.
4. THE MAXIMUM SIDE SLOPE SHALL BE 3:1.
5. ALL 4:1 SLOPES MAY BE SEEDED & MULCHED, UNLESS OTHERWISE REQUESTED BY HERNANDO COUNTY.
6. SEE SECTION I, SHEET I-08 FOR PIPES, DRAINAGE AND EASEMENTS.

LEGEND

INDICATES SLOPING AREA

TITLE: DRAINAGE / EROSION STANDARD
D.R.A. DETAIL (DRY POND)
DATE: 10-01-08
NO.: 111-06
APPROVED BY: C. S. WILSON, P.E.

HERNANDO COUNTY
DEPARTMENT OF PUBLIC WORKS
ENGINEERING DIVISION
1525 E. JEFFERSON ST.
BROOKSVILLE, FLORIDA 34601
PH. (352)754-4002 FAX. (352)754-4423



TYPE	"X"	"Y"
SIDE DRAIN	2'MIN.	4'MIN.
CROSS DRAIN	5'MIN.	5'MIN.

SOD DETAIL AT STRUCTURES

NOTE:
SPECIAL ATTENTION IS TO BE GIVEN TO THE PLACEMENT OF SOD NEXT TO THE ROADWAY. TOP OF SOD SHALL BE 1" BELOW PAVEMENT GRADE.

SOD DETAIL AT PAV'T EDGE

GENERAL SODDING NOTES

- See F.D.O.T. Index No's. 100, 105, 272, 273, 281, and Hernando County Guidelines on D.R.A.'s for additional details.
- All disturbed areas of an existing public right of way shall receive sodding.
- All new roadways shall receive sodding, four(4) feet wide along the pavement edges as a minimum, for open drainage.
- All new roadways shall receive sodding, one strip wide along the pavement edges as a minimum, for closed drainage.
- All drainage structures shall receive sodding per the above as a minimum.
- All slopes 3:1 OR steeper shall receive sodding.
- All sod on slopes equal to or steeper than 2 to 1 shall be pegged or mat secured.
- All other disturbed areas NOT receiving sod shall be properly seeded and mulched.
- Sodding shall include all work, fertilizers, and watering necessary to produce a dense, live stand of grass.
- Sodding will be considered acceptable if 80% of the installation is healthy at the beginning and end of the 18 month maintenance period.

TITLE: DRAINAGE / EROSION STANDARD
SODDING
DATE: 10-01-08
NO.: 111-11
APPROVED BY: C. S. WILSON, P.E.

HERNANDO COUNTY
DEPARTMENT OF PUBLIC WORKS
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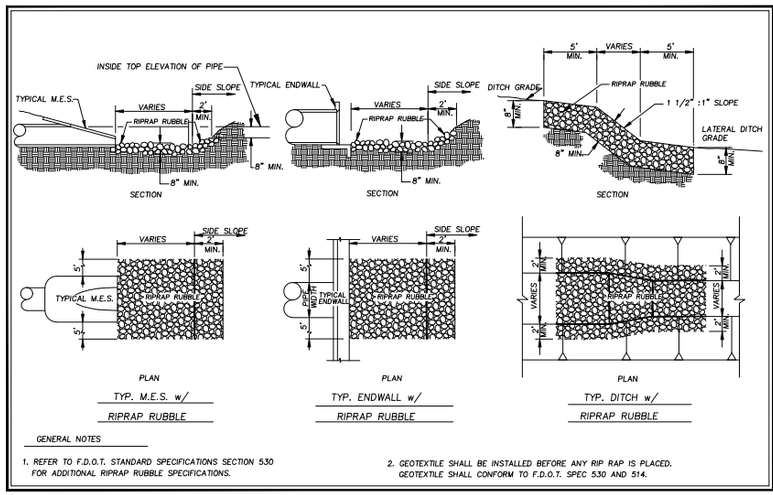

GENERAL NOTES

1. REFER TO F.D.O.T. STANDARD SPECIFICATIONS SECTION 530 FOR ADDITIONAL RIPRAP RUBBLE SPECIFICATIONS.
2. GEOTEXTILE SHALL BE INSTALLED BEFORE ANY RIP RAP IS PLACED. GEOTEXTILE SHALL CONFORM TO F.D.O.T. SPEC 530 AND 514.

TITLE: DRAINAGE / EROSION STANDARD
RIPRAP
DATE: 10-01-08
NO.: 111-04
APPROVED BY: C. S. WILSON, P.E.

HERNANDO COUNTY
DEPARTMENT OF PUBLIC WORKS
ENGINEERING DIVISION
1525 E. JEFFERSON ST.
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DRAINAGE DETAILS

SOMERSET BAY
HERNANDO COUNTY, FLORIDA

SHEET DR-5

JOB No. 22005

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REGULATORY REQUIREMENTS FOR CONSTRUCTION PROJECTS INCLUDE:

ENVIRONMENTAL RESOURCE PERMIT (ERP) CONSTRUCTION SURFACE WATER MANAGEMENT PLAN

PURPOSE: PREVENT EROSION AND SEDIMENT DEPOSIT IN WETLANDS/SURFACE WATERS OR ADJACENT PROPERTIES. PREVENT OFFSITE FLOODING. PREVENT VIOLATIONS OF STATE WATER QUALITY STANDARDS.

REGULATORY AGENCY: STATE OF FLORIDA WATER MANAGEMENT DISTRICTS

APPLIES TO: ALL CONSTRUCTION PROJECTS UNLESS SPECIFICALLY EXEMPT BY RULE.

RESPONSIBLE ENTITY: ENVIRONMENTAL RESOURCE PERMITTEE SHALL BE RESPONSIBLE FOR ENSURING COMPLIANCE.

REQUIREMENTS: ALL PERMITTED PROJECTS SHALL PREPARE AND MAINTAIN A CONSTRUCTION SURFACE WATER MANAGEMENT PLAN (CSWMP) IN ACCORDANCE WITH F.A.C. 40D RULES, PART B, BASIS OF REVIEW, SECTION 2.8.

MAJOR COMPONENTS OF THE CSWMP

1) SITE PLAN.
2) TOPOGRAPHY AND HYDROLOGIC DATA
3) CONSTRUCTION DETAILS.
4) PROCEDURES TO CONTROL EROSION AND SEDIMENTATION.
5) PROCEDURES FOR STORMWATER MANAGEMENT.
6) MAINTENANCE PROCEDURES.
7) INSPECTION RECORDS.

SEE "THE FLORIDA STORMWATER EROSION AND SEDIMENTATION CONTROL INSPECTOR'S MANUAL", APRIL 2006 (OR LATEST EDITION) FOR ADDITIONAL INFORMATION. AND

CHAPTER 6, "THE FLORIDA DEVELOPMENT MANUAL: A GUIDE TO SOUND LAND AND WATER MANAGEMENT".(FDEP 1988)
CONSTRUCTION SURFACE WATER MANAGEMENT RESPONSIBLE ENTITY

NOTE TO CONTRACTOR: A NATIONAL POLLUTION DISCHARGE ELIMINATION SYSTEM (NPDES) PERMIT IS NOT PART OF THE PERMITTING OBTAINED WITH THIS PLAN SET. THEREFORE, THE CONTRACTOR IS ADVISED THAT AN NPDES CONSTRUCTION PERMIT MAY BE REQUIRED FOR THIS PROJECT AND THAT THE CONTRACTOR IS RESPONSIBLE FOR APPLYING FOR AND ADHERING TO THIS PERMIT. REFER TO SUBSECTION 62-621., F.A.C. FOR ADDITIONAL INFORMATION.

THE INFORMATION PROVIDED IN THE SWPPP NOTES AND DETAILS SHEETS ARE FOR COMPLIANCE WITH ENVIRONMENTAL RESOURCE PERMITTING UNDER CHAPTER 62-333, F.A.C. AND MAY BE USED AS A REFERENCE FOR COMPLIANCE WITH NPDES PERMITTING BUT ARE NOT NECESSARILY INCLUSIVE OF ALL NPDES REQUIREMENTS.

NATIONAL POLLUTION DISCHARGE ELIMINATION SYSTEM (NPDES)

PURPOSE: PREVENT THE DISCHARGE OF POLLUTANTS ASSOCIATED WITH CONSTRUCTION ACTIVITIES TO SURFACE WATERS OF THE STATE.

REGULATORY AGENCY: EPA AND STATE OF FLORIDA DEPT. OF ENVIRONMENTAL PROTECTION

APPLIES TO: ALL CONSTRUCTION PROJECTS DISTURBING ONE (1) OR MORE ACRES OF LAND UNLESS SPECIFICALLY EXEMPT BY RULE.

RESPONSIBLE ENTITY: THE "OPERATOR" AS DEFINED IN F.A.C. 62-621.300(4)(a) SHALL BE RESPONSIBLE FOR ENSURING COMPLIANCE. TYPICALLY THE CONTRACTOR SHALL BE OPERATOR AND FILE NPDES NOTICE OF INTENT (NOI).

REQUIREMENTS: ALL NON-EXEMPT PROJECTS SHALL PREPARE AND MAINTAIN A STORM WATER POLLUTION PREVENTION PLAN (SWPPP) IN ACCORDANCE WITH F.A.C. 62-621. THE SWPPP SHALL BE COMPLETED PRIOR TO SUBMITTAL OF THE NOI AND MAINTAINED THROUGH THE LENGTH OF PROJECT.

MAJOR COMPONENTS OF THE SWPPP

1) SITE PLAN.
2) TOPOGRAPHY AND HYDROLOGIC DATA
3) CONSTRUCTION DETAILS.
4) PROCEDURES TO CONTROL EROSION AND SEDIMENTATION.
5) MEASURES TO CONTROL OTHER POLLUTANTS.
6) MAINTENANCE PROCEDURES.
7) INSPECTION RECORDS.
8) OPERATOR CERTIFICATION.

SEE "GENERIC PERMIT FOR STORMWATER DISCHARGE FROM LARGE AND SMALL CONSTRUCTION ACTIVITIES", MAY 2003 (OR LATEST EDITION) FOR ADDITIONAL INFORMATION.

COMPLIANCE WITH NPDES GENERAL PERMIT CONDITIONS FOR CONSTRUCTION SITES SHALL BE THE CONTRACTOR'S RESPONSIBILITY INCLUDING SUBMITTAL OF THE NPDES NOTICES OF INTENT (NOI) AND TERMINATION (NOT) TO FDEP IN ACCORDANCE WITH STATE AND FEDERAL REGULATIONS.

CONTRACTOR IS ADVISED THAT THIS CONSTRUCTION PLAN SET DOES NOT FULFILL ALL REQUIREMENTS OF THE SWPPP. TO ENSURE COMPLIANCE, ADDITIONAL ITEMS TO BE SUPPLIED AND MAINTAINED ON SITE BY THE CONTRACTOR SHALL INCLUDE:

1. Certification Statement.
In accordance with F.A.C. 62-621.305 all documents related to the NPDES Permit, including Contractor's SWPPP, shall contain the following statement "I certify under penalty of law that this document and all attachments were prepared under my direction or supervision in accordance with a system designed to assure that qualified personnel properly gather and evaluate the information submitted. Based on my inquiry of the person or persons who manage the system, or those persons directly responsible for gathering the information, the information is, to the best of my knowledge and belief, true accurate and complete. I am aware that there are significant penalties for submitting false information, including the possibility of fine and imprisonment for knowing violations".

2. Subcontractor's Statement.
In accordance with Document 62-621.300(4)(a), any subcontractors responsible for SWPPP activities shall sign a copy of the following statement "I certify under penalty of law that I understand, and shall comply with, the terms and conditions of the State of Florida Generic Permit for Stormwater Discharge from Large and Small Construction Activities and this Stormwater Pollution Prevention Plan prepared thereunder". Certifications are to include name and title of person providing signature, as well as, name, address and telephone number of the contracting firm, and date certification is made.

3. Records.
Contractor's SWPPP shall contain Records of all inspections and maintenance activities as required by permit. A copy of the NOI shall also be kept with the SWPPP. Records are to be maintained for no less than 3 years after final stabilization of the site.

4. Ammendments
Contractor's SWPPP shall include any modifications to the "Plan" as may be required to address such items as specific construction phasing, changes to controls made in the field, or changes in responsible personnel.

The following documents may be consulted for additional guidance:

WWW.DEP.STATE.FL.US/LEGAL/RULES/SHARED/62-621/62-621.PDF

WWW.DEP.STATE.FL.US/WATER/STORMWATER/NPDES/DOCS/SWPPPTRAINING.PDF

OR FDEP CAN BE CONTACTED AT 1-850-245-7522 FOR ANY NPDES PERMIT REQUIREMENTS.

INFORMATION CONTAINED IN THESE CONSTRUCTION PLANS IS INTENDED TO PROVIDE A STARTING POINT FOR THE CSWM AND SWPP PLANS. IN ORDER TO FULLY COMPLY WITH ALL ASPECTS OF CSWMP AND SWPPP REQUIREMENTS, ADDITIONAL ITEMS SHALL BE PROVIDED BY THE RESPONSIBLE ENTITY TO INCLUDE: INSPECTION RECORDS, UPDATES / MODIFICATIONS, AND CERTIFICATIONS.

REFERENCES MADE TO THE "PLAN" IN THE FOLLOWING NOTES REFERS BOTH TO THE CSWMP AND SWPPP AND SHALL BE INTERCHANGEABLE. THE "PLAN" COMPONENTS PROVIDED BY THE ENGINEER INCLUDE SITE DATA, STORMWATER MANAGEMENT EROSION/SEDIMENT CONTROL INSTRUCTIONS, DETAILS, AND NOTES AS PRESENTED THROUGHOUT THIS CONSTRUCTION PLAN SET.

"PLAN" AMENDMENTS

THE PLAN SHALL BE AMENDED WHENEVER THERE IS A CHANGE IN DESIGN, CONSTRUCTION, OPERATION, OR MAINTENANCE, WHICH HAS A SIGNIFICANT EFFECT ON THE POTENTIAL FOR DISCHARGE OF POLLUTANTS TO SURFACE WATERS OF THE STATE OR MUNICIPAL SEPARATE STORM SEWER SYSTEM (MS4). THE PLAN ALSO SHALL BE AMENDED IF IT PROVES TO BE INEFFECTIVE OR TO INDICATE ANY NEW CONTRACTOR AND/OR SUBCONTRACTOR IMPLEMENTING CONTROL MEASURES. ALL AMENDMENTS SHALL BE SIGNED, DATED, AND KEPT AS ATTACHMENTS TO THE ORIGINAL PLAN.

SITE DATA

PROJECT NAME: EXPLORER BLVD ROADWAY EXT / EXPLORER K-8 SITE IMPROVEMENTS
PROJECT DESCRIPTION: ROADWAY AND COMMERCIAL

LOCATION: S 13 T 23S R 17E

PROJECT SIZE: ± 18.84 AC SIZE OF DISTURBED AREA: ± 16.00 AC

SITE MAP: SEE CONSTRUCTION PLANS COVER SHEET
EXISTING TOPOGRAPHY: SEE CONSTRUCTION PLAN SHEET DR-1

PROPOSED TOPOGRAPHY: SEE CONSTRUCTION PLAN SHEET DR-2

PREDEVELOPMENT DRAINAGE MAP: SEE SHEET DR-1 & STORMWATER MANAGEMENT REPORT

POST-DEVELOPMENT DRAINAGE MAP: SEE SHEET DR-2 & STORMWATER MANAGEMENT REPORT

SCS SOIL DATA:

#	NAME	HSG
14	CANDLER	A

ADDITIONAL DATA INCLUDING GEOTECHNICAL STUDY AND STORMWATER MANAGEMENT REPORT ARE AVAILABLE FROM THE ENGINEER.

RUNOFF COEFFICIENTS:
PREDEVELOPMENT C VALUE = 0.1 UNPAVED
POST-DEVELOPMENT C VALUE = 0.1 UNPAVED
= 0.5 WITHIN PAVED R/W
= 0.6 DEVELOPED LOTS

DISCHARGE POINTS AND RECEIVING WATER OR MS4 (UP TO 100 YR / 24 HR EVENT)
CLOSED BASIN NO OFF-SITE DISCHARGE

FDOT PRECIPITATION ZONE: ZONE 6

WATER MANAGEMENT DISTRICT RAINFALL DATA:
2.3 YR / 24 HR = 4.7 INCHES
5 YR / 24 HR = 5.6 INCHES 10 YR / 24 HR = 7.5 INCHES
25 YR / 24 HR = 9 INCHES 100 YR / 24 HR = 12.5 INCHES

CONSTRUCTION ACTIVITIES

1. Sequence of Major Soil Disturbing Activities
For each construction phase clear and grub as necessary for installation of perimeter controls only. Install perimeter controls before beginning other land disturbing activities. Remove perimeter controls only after all upstream areas are stabilized.

A. Clearing, grubbing and earthwork for ponds (unless approved otherwise).
B. Clearing, grubbing and earthwork for swales.
C. Storm sewer construction. Install storm pipe in the upstream direction.
D. Clearing and grubbing for utility installation.
E. Clearing, grubbing and earthwork associated with pavement and buildings.
F. Complete site work.
G. Remove erosion control measures prior to final demobilization.

2. Areas of Soil Disturbing Activities
Any areas where permanent features are shown to be constructed shall be disturbed.

3. Areas to be Stabilized
All areas disturbed during construction shall be stabilized unless specifically shown otherwise.

CONTROLS

The following discussion defines general guidelines for the use of erosion/sediment controls and stabilization.

1. Temporary and permanent stabilization practices.

A. Temporary Sodding:
Install at the limits of phasing in all locations where construction activities have ceased and the likelihood of erosion is high.

B. Temporary Grassing:
Install at all locations where construction activities has temporarily stopped for a period to exceed 14 days.

C. Permanent planting, sodding and seeding:
All disturbed areas not paved will ultimately receive permanent sodding, seed or mulch unless specifically shown otherwise in plans.

2. Structural Controls.
Intended to divert, store, retain or otherwise limit storm water flow. Structural controls shall be installed prior to any earthwork or construction activity.

A. Silt Fence:
Shall be used
- around the perimeter of project area,
- around wetlands or other surface waters,
- where existing ground slopes away from the project,
- or wherever there is potential for sediment to migrate offsite.
Typical useful life of silt fence is 6 months.
Sheet flow areas may require additional silt fence.

NOTE: Additional silt fence may also be required to designate limits of construction, protect trees, or satisfy local development requirements. Stockpile areas shall include silt fence around the perimeter.

B. Synthetic Hay Bales
May be used as temporary sediment barrier. The useful life of synthetic hay bales depends on exposure to ultra-violet light but is typically 3 months.

C. Rock Bags
May be used as temporary measure for inlet protection. Primary use shall be around curb type inlets.

D. Turbidity Barriers
Shall include staked or floating type, as required, wherever there is a point source discharges from project area to surface water. Typical useful life of staked turbidity barriers is 6 months.

3. Sediment Basins for areas disturbing 10 acres or more.
Sumps or traps are required to provide 3,600 cu ft of storage per acre drained. When discharge is to an Outstanding Florida Waterway, Storage must be sufficient to accommodate the 10 year / 24 hour storm.

Requirement for sediment trap may be satisfied by utilizing the project storm water ponds. If so, Ponds shall be cleaned of excess sediment prior to final acceptance.

4. Permanent storm water management controls.
As individual phases of construction are performed, permanent control structures shall be installed.

5. Other Pollutant Controls.

A. Waste Disposal:
The Contractor shall be responsible for maintaining field records of their SWPPP activities including disposal of construction debris and waste.

The Contractor shall provide litter control and collection within the project boundaries during construction activities. Any fertilizer, hydrocarbon, or other chemical containers shall be disposed of by the contractor according to EPA standard practices as detailed by the manufacturer. No solid materials including building and construction debris shall be placed in, or discharged to, wetlands, surface waters or buried on site.

B. Offsite Vehicle Tracking:
Loaded haul trucks shall be covered by a tarpaulin. In addition, the Contractor shall utilize one or more of the following acceptable methods of control:

1. Excess dirt on paved roads shall be removed daily.
2. Soil Tracking Prevention Device may be used where vehicles leave the project area (or enter nearest paved road).
3. Contractor shall provide pollution control by implementing dust control with water application while dust generating activities are conducted.

C. Herbicides / Pesticides:
Application rates shall conform to applicable local, state and federal regulations.

D. Toxic Substances:
Storage, application, generation, migration of all toxic substances shall conform to applicable local, state ad federal regulations. Containment areas shall be provided whenever potentially hazardous materials are stored on site.

E. Stockpiles:
Stockpiling topsoil shall be stockpiled so that natural drainage is not obstructed and no offsite sedimentation occurs. Soil stockpiles should be protected or adequately covered from stormwater during construction. Simple protection measures can include silt fence or a trench aroung the base of the stockpile. A tarp or temporary seeding may also provide adequate cover for a soil stockpile. Stockpiles should not be placed near the permieter of the site, near a waterbody or storm drain inlet, or within 10 feet of an infiltration/exfiltration system. If a stockpile is to remain for an extended period of time adequate long term stabilization and maintenance is required and at a minimum should include silt fence and permanent seeding with regular monitoring and maintenance.

F. Dust Control:
In addition to "Temporary and permanent stabilization practices" described in Item 1 above, during construction/excavation operations periodic watering of exposed soil will be used to control dust. The use of calcium chloride, oils, or other dust control agents is not permitted.

6. Non-stormwater Discharges.
No non-stormwater discharges to surface waters, wetlands or the MS4 shall be allowed except as specifically approved by applicable permits and regulations.

MAINTENANCE

The Contractor shall be responsible for daily inspection and maintenance of all control devices throughout the construction phase and removal of control devices when no longer necessary.

The following practices shall be used to maintain controls.

1. The Contractor shall maintain rain gages on the project site and keep a record of daily rainfall.

2. The Contractor shall check and ensure proper operation of the controls. If a repair is necessary, it shall be initiated within 24 hours of the inspection.

3. Built-up sediment shall be removed when it has reached 1/3 the height of barrier.

4. Any controls which are not functioning as intended shall be repaired or replaced.

5. Sediment sumps, if designed and installed, should have sediment removed as necessary to allow for efficient removal of suspended particles. They should be re-excavated to the design finish grade elevation, if silted in.

Temporary and permanent seeding shall be inspected for bare spots, washouts, and healthy growth. Soil tracking prevention devices shall be maintained to prevent clogging of rock bedding which may impede usefulness of the structure.

NOTE: The PERMITTEE is responsible for ensuring that all controls are properly maintained during and after construction.

INSPECTION AND DOCUMENTATION PROCEDURES

The Contractor shall be responsible for completing weekly inspection report form and maintaining documentation for 3 years following final stabilization. The Contractor shall submit copies of these reports to the owner prior to final payment for work shown within these construction plans. Additional inspection and documentation must be completed within 24 hours after any significant rainfall event.

NOTE: For NPDES, a significant rainfall shall be 0.5 inches or greater. For ERP, a significant rainfall shall be 0.25 inches or greater. To eliminate confusion, Contractor is advised to carryout inspections after rainfall exceeding 0.25 inches.
For projects with minimal potential for discharge to surface waters, it may be possible to adjust this criteria. Contact the Engineer for details.

Where sites have been permanently stabilized, inspections/reports shall be conducted at least once per month until construction activities have ceased and NOT has been submitted.

Minimum inspection requirements shall include:
- Points of discharge to waters of the State.
- Points of discharge to the MS4 (municipal storm sewer).
- Disturbed areas of the site that have not been stabilized.
- Areas used for storage of materials that may create a pollution source (i.e. stockpiles, fuel drums, construction debris) and are exposed to rainfall.
- Structural Controls
- Storm water Management Controls
- Locations where vehicles enter and exit the site.

The Contractor shall initiate repairs / corrections within 24 hours of any items found to be in non-compliance with the associated permit requirements. If inspections indicate that the installed stabilization and structural practices are not sufficient to minimize erosion, retain sediment, and prevent the discharge of pollutants, the Contractor shall complete corrective measures as needed. Contact the Engineer prior to modifying any structural controls which are specifically shown on the plans.

NOTE: Specific conditions of all permits may require additional activities above and beyond those outlined above. Check all permit conditions as issued by regulatory agencies to ensure compliance.

PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY CODE WITH EXCEPTIONS NOTED
1510464 2/10/26

DATE	REV. BY	REV. NO.	REVISION

WHEN PRINTED TO SCALE, DRAWING SIZE SHALL BE 11" X 17"

REUSE OF DOCUMENT
THIS DOCUMENT, COMPRISED OF THE INCORPORATED IDEAS AND DESIGNS, AS AN INSTRUMENT OF PROFESSIONAL SERVICE, IS THE PROPERTY OF COASTAL ENGINEERING ASSOCIATES, INC. AND IS NOT TO BE USED, IN WHOLE OR IN PART FOR ANY OTHER PURPOSE WITHOUT THE WRITTEN AUTHORIZATION OF COASTAL ENGINEERING ASSOCIATES, INC.

THIS ITEM HAS BEEN DIGITALLY SIGNED AND SEALED BY BRIAN M. MALMBERG ON THE DATE ADJACENT TO THE SEAL. SIGNATURE MUST BE VERIFIED ON ANY ELECTRONIC COPIES.

Coastal engineering associates, inc.
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Transportation
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EB-0000142

DRAWING INVALID UNLESS SIGNED, DATED & SEALED BY REGISTERED PROFESSIONAL

HUNTER P. BROWN, P.E.
FL. REG. NO. 74664

COASTAL DESIGN CONSULTANTS

SWPP NOTES

SOMERSET BAY
HERNANDO COUNTY, FLORIDA

THE ISSUANCE OF THIS PERMIT SHALL NOT BE HELD TO PERMIT OR APPROVE THE VIOLATION OF ANY CITY, COUNTY, OR STATE LAW REGULATION OR ORDINANCE

SHEET EC-1

JOB NO. 22005

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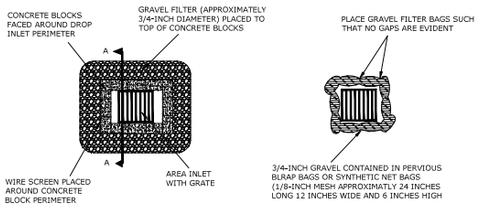
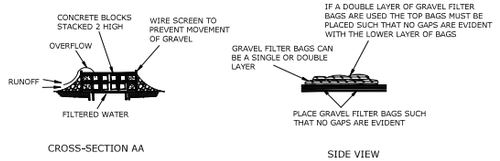
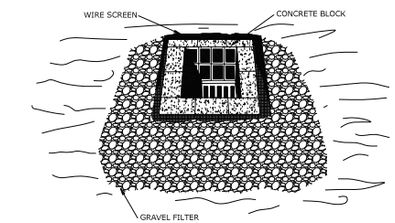




CONCRETE BLOCK FILTER

GRAVEL FILTER BAGS

NOTE: GRAVEL FILTERS MAY BE USED ON PAVEMENT OR BARE GROUND.



SPECIFIC APPLICATION

BLOCK AND GRAVEL DROP INLET SEDIMENT FILTER

THIS METHOD OF INLET PROTECTION IS APPLICABLE WHERE HEAVY CONCENTRATED FLOWS ARE EXPECTED, AND WHERE AN OVERFLOW CAPACITY NECESSARY TO PREVENT EXCESSIVE PONDING AROUND THE STRUCTURE.

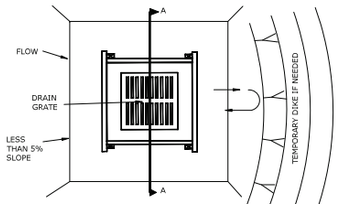
* GRAVEL SHALL BE FDOT #3, #357, OR #5 COARSE AGGREGATE.

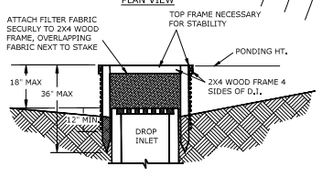
1. PLACE CONCRETE BLOCKS LENGTHWISE ON THEIR SIDES IN A SINGLE ROW AROUND THE PERIMETER OF THE INLET, WITH THE END OF ADJACENT BLOCKS ABUTTING. THE HEIGHT OF THE BARRIER CAN BE VARIED, DEPENDING ON DESIGN NEEDS, BY STACKING COMBINATION OF 4,8, AND 12 INCH WIDE (10,20, AND 30 CM) BLOCKS. THE BARRIER OF BLOCKS SHALL BE AT LEAST 12 INCHES (30 CM) HIGH AND NO GREATER THAN 24 INCHES (60 CM) HIGH.

2. WIRE MESH SHALL BE PLACED OVER THE OUTSIDE VERTICAL FACE (WEBBING) OF THE CONCRETE BLOCKS TO PREVENT STONE FROM BEING WASHED THROUGH THE HOLES IN THE BLOCKS. HARDWARE CLOTH OR COMPARABLE WIRE MESH WITH 1/2 INCH (13 MM) OPENINGS SHALL BE USED.

3. STONE SHALL BE PILED AGAINST THE WIRE TO THE TOP OF THE BLOCK BARRIER. SUITABLE COARSE AGGREGATE SHALL BE USED.

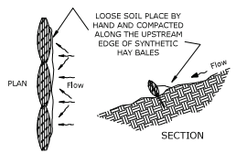
4. IF THE STONE FILTER BECOMES CLOGGED WITH SEDIMENT SO THAT IT NO LONGER ADEQUATELY PERFORMS ITS FUNCTION, THE STONE MUST BE PULLED AWAY FROM THE BLOCKS, CLEANED AND REPLACED.





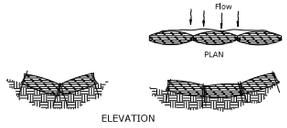
NOTES:
1. DROP INLET SEDIMENT BARRIERS ARE TO BE USED FOR SMALL, NEARLY LEVEL DRAINAGE AREAS. (LESS THAN 5%), THIS METHOD SHALL NOT APPLY TO INLETS RECEIVING CONCENTRATED FLOWS, SUCH AS IN STREET OR HIGHWAY OR MEDIANS.
2. USE 2X4 WOOD OR EQUIVALENT METAL STAKES, (3 FT. MIN LENGTH)
3. INSTALL 2X4 WOOD TOP FRAME TO INSURE STABILITY.
4. THE TOP OF THE FRAME (PONDING HEIGHT) MUST BE WELL BELOW THE GROUND ELEVATION DOWNSLOPE TO PREVENT RUNOFF FROM BY-PASSING THE INLET. A TEMPORARY DIKE MAY BE NECESSARY ON THE DOWNSLOPE SIDE OF THE STRUCTURE.

SILT FENCE DROP INLET SEDIMENT BARRIER



BARRIERS FOR SLOPES

N. T. S.



BARRIERS FOR SWALES

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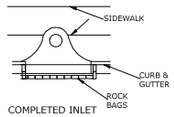

BARRIERS FOR INLETS

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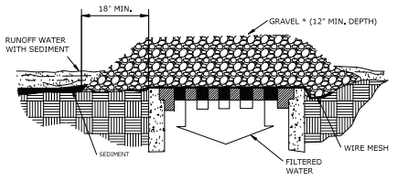


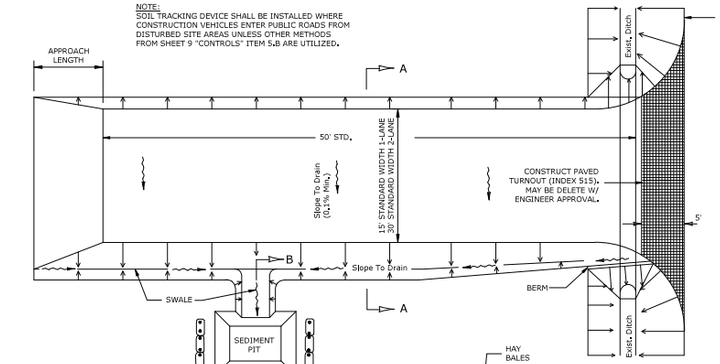
SPECIFIC APPLICATION

GRAVEL AND WIRE MESH DROP INLET SEDIMENT FILTER

THIS METHOD OF INLET PROTECTION IS APPLICABLE WHERE HEAVY CONCENTRATED FLOWS ARE EXPECTED, BUT NOT WHERE PONDING AROUND THE STRUCTURE MIGHT CAUSE EXCESSIVE INCONVIENCE OR DAMAGE TO ADJACENT STRUCTURES AND UNPROTECTED AREAS.

* GRAVEL SHALL BE FDOT #3, #357, OR #5 COARSE AGGREGATE.

NOTE:
SOIL TRACKING DEVICE SHALL BE INSTALLED WHERE CONSTRUCTION VEHICLES ENTER PUBLIC ROADS FROM DISTURBED SITE AREAS UNLESS OTHER METHODS FROM SHEET 9 "CONTROLS" ITEM 5.B ARE UTILIZED.

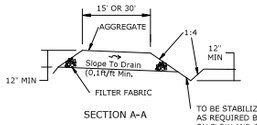


GENERAL NOTES:

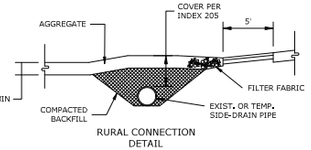
1. PROTECT PROPOSED CURB INLET ON CASE BY CASE DETERMINATION AS NECESSARY TO MINIMIZE DESIMENT ACCUMULATION IN NEW STORM SYSTEMS. WHEN NECESSARY, UTILIZE ROCK BAGS AS PER DETAIL THIS SHEET.
2. PROTECT FUTURE GRATE INLETS WITH HAY BALES (SEE SWPP PLAN SHEET). THESE ARE INLETS PROPOSED IN NON-PAVED AREAS, PROTECT THESE INLETS WITH HAY BALES AS PER DETAIL THIS SHEET.
3. FLOATING TURBIDITY BARRIERS SHALL BE REQUIRED WHEREVER THERE EXISTS THE POTENTIAL FOR POINT DISCHARGE OF SEDIMENT / DEBRIS TO SURFACE WATERS. UNDER CONDITIONS WHERE OTHER MEASURES HAVE BEEN INSTALLED TO PREVENT THIS TYPE OF DISCHARGE, FLOATING BARRIERS MAY BE ELIMINATED. CONSULT WITH THE ENGINEER FOR CASE BY CASE DETERMINATION.
4. SYNTHETIC HAY BALES TO BE SEDIMENT SHIELD (tm), OR EQUIVALENT.
5. SYNTHETIC HAY BALES TO BE INSTALLED PER MANUFACTURES RECOMMENDATIONS.

TRANSITION DETAIL

SECTION B-B



SECTION A-A



RURAL CONNECTION DETAIL

SOIL TRACKING PREVENTION DEVICE

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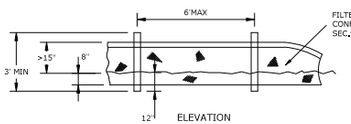
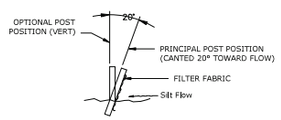
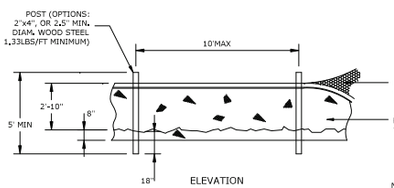


TYPE III SILT FENCE

N. T. S.





TYPE IV SILT FENCE

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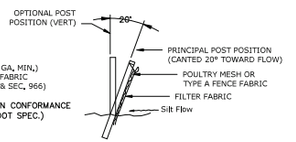
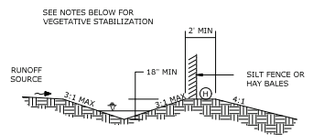


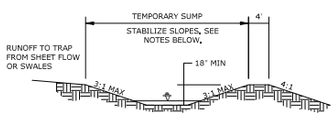
NOTES:
1. FOR ADDITIONAL INFORMATION AND DETAILS, SEE F.D.E.P. BMP STANDARDS.
2. UNLESS SPECIFIED, HAY BARRIERS MAY BE USED IN LIEU OF SILT FENCES.
3. ADDITIONAL POSTS AND RAILS MAY BE NECESSARY TO SECURE AND SUPPORT BARRIERS.
4. ADDITIONAL FENCE LENGTHS MAY BE REQUIRED BY THE ENGINEER OR BY REGULATORY AGENCIES.
5. DO NOT DEPLOY IN A MANNER THAT SILT FENCES WILL ACT AS A DAM ACROSS PERMANENT FLOWING WATERCOURSES. SILT FENCES ARE TO BE USED AT UPLAND LOCATIONS AND TURBIDITY BARRIERS USED AT PERMANENT BODIES OF WATER.



DIVERSION BERM

SECTION
N. T. S.

ELEVATION OF OVERFLOW SHALL BE NO LESS THAN 12" BELOW TOP OF BANK



NOTES:
1) WHEN BERMS, SWALES OR TRAPS SHALL REMAIN IN PLACE FOR MORE THAN 30 DAYS, ALL SLOPES SHALL BE STABILIZED WITH SOD OR SEED/MULCH.

2) VEGETATIVE STABILIZATION SHALL NOT BE REQUIRED FOR THE BOTTOM 6" OF SEDIMENT TRAPS.

3) REMOVE SEDIMENT FROM SWALES AND TRAPS WHEN THE DEPTH REACHES 6".

4) ADDITIONAL INFORMATION MAY BE OBTAINED FROM THE FLORIDA STORMWATER EROSION AND SEDIMENTATION CONTROL INSPECTOR'S MANUAL, JULY 2008.

SEDIMENT TRAP

SECTION
N. T. S.

PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUINCODE WITH EXCEPTIONS NOTED

1510464 2/10/26

DATE	REV. BY	REV. NO.	REVISION

WHEN PRINTED TO SCALE, DRAWING SIZE SHALL BE 11" X 17"

REUSE OF DOCUMENT
THIS DOCUMENT, COMPRISED OF THE INCORPORATED IDEAS AND DESIGNS, AS AN INSTRUMENT OF PROFESSIONAL SERVICE, IS THE PROPERTY OF COASTAL ENGINEERING ASSOCIATES, INC., AND IS NOT TO BE USED, IN WHOLE OR IN PART FOR ANY OTHER PURPOSE WITHOUT THE WRITTEN AUTHORIZATION OF COASTAL ENGINEERING ASSOCIATES, INC.

THIS ITEM HAS BEEN DIGITALLY SIGNED AND SEALED BY BRIAN M. MALMBERG ON THE DATE ADJACENT TO THE SEAL. SIGNATURE MUST BE VERIFIED ON ANY ELECTRONIC COPIES.

Coastal engineering associates, inc.
Engineering
Planning
Surveying
Environmental
Transportation
Construction Management
966 Candlelight Boulevard - Brooksville - Florida 34601
(352) 796-9423 - Fax (352) 799-8359
EB-0000142

DRAWING INVALID UNLESS SIGNED, DATED & SEALED BY REGISTERED PROFESSIONAL

HUNTER P. BROWN, P.E.
FL. REG. NO. 74664

COASTAL DESIGN CONSULTANTS

SWPP DETAILS

SOMERSET BAY
HERNANDO COUNTY, FLORIDA

THE ISSUANCE OF THIS SHEET SHALL NOT BE HELD TO PERMIT OR APPROVE THE VIOLATION OF ANY CITY, COUNTY, OR STATE LAW REGULATION OR ORDINANCE

SHEET
EC-2

JOB NO.
22005

PREPARED BY AND AFTER
RECORDING RETURN TO:
Kristin Kowaleski, Esquire
GrayRobinson, P.A.
PO Box 3324
Tampa, Florida 33601

Parcel I.D. No: R12 423 17 0000 0010 0020

DEED OF DEDICATION

This Deed of Dedication, executed this ____ day of _____, 202__, by **THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA,** a body corporate and public subdivision of the state of Florida, whose address is 919 North Broad Street, Brooksville, FL 34601 ("Grantor"), to **HERNANDO COUNTY**, a political subdivision of the State of Florida, whose address is 15470 Flight Path Drive, Brooksville, Florida 34604 ("Grantee").

Wherever used herein the terms "Grantor" and "Grantee" shall include singular and plural, heirs, legal representatives, and assigns of individuals, and the successors and assigns of corporations, wherever the context so admits or requires.

Witnesseth, that the Grantor, for and in consideration of the sum of Ten and No/100 Dollars ($10.00) in hand paid by the said Grantee, the receipt whereof is hereby acknowledged, does hereby convey, remise, quit-claim, and dedicate unto the Grantee, for public right-of-way purposes, forever, all title, right(s), interest(s), claim(s), and demand(s) which the Grantor has in and to the following described lot, piece or parcel of land, situate, lying and being in the County of Hernando, State of Florida, to wit:

As legally described in Exhibit "A" attached hereto

To have and to Hold the same together with all and singular the appurtenances thereto belonging or in anywise appertaining, and all the estate, right, title, interest, lien, equity, and claim whatsoever of the Grantor, either in law or equity, to the use, benefit and behoof of the Grantee forever.

[Signature appears on following page]

IN WITNESS WHEREOF, Grantor has caused this instrument to be duly executed in its name by the undersigned as of the date first above written.

WITNESSES:

_____
Print Name: _____
Address: _____
_____

_____
Print Name: _____
Address: _____
_____

GRANTOR:

THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA, a body corporate and public subdivision of the state of Florida

By: _____
Name: _____
Title: _____

STATE OF FLORIDA)
COUNTY OF HERNANDO)

The foregoing instrument was acknowledged before me by means of ☐ physical presence or ☐ online notarization this _____ day of _____, 202__, by _____, as _____ of **THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA**, a body corporate and public subdivision of the state of Florida, on behalf of the School Board, and who ☐ is personally known to me, or ☐ has produced _____ as identification.

_____
Print Name: _____
Notary Public, State of Florida
My Commission Expires:
My Commission Number:

Attest:

By: _____
Name: _____
Title: _____

Approved as to Form:

By: _____
Name: KRISTIN KOWALESKI / GRAYROBINSON
Title: ATTORNEY

THE ABOVE DEDICATION is accepted for public use by Hernando County.

HERNANDO COUNTY, FLORIDA

By: _____
Name: _____
Title: _____

Attest:

By: _____
Name: _____
Title: _____

Approved as to Form:

By: _____
Name: _____
Title: _____

EXHIBIT "A"

Legal Description

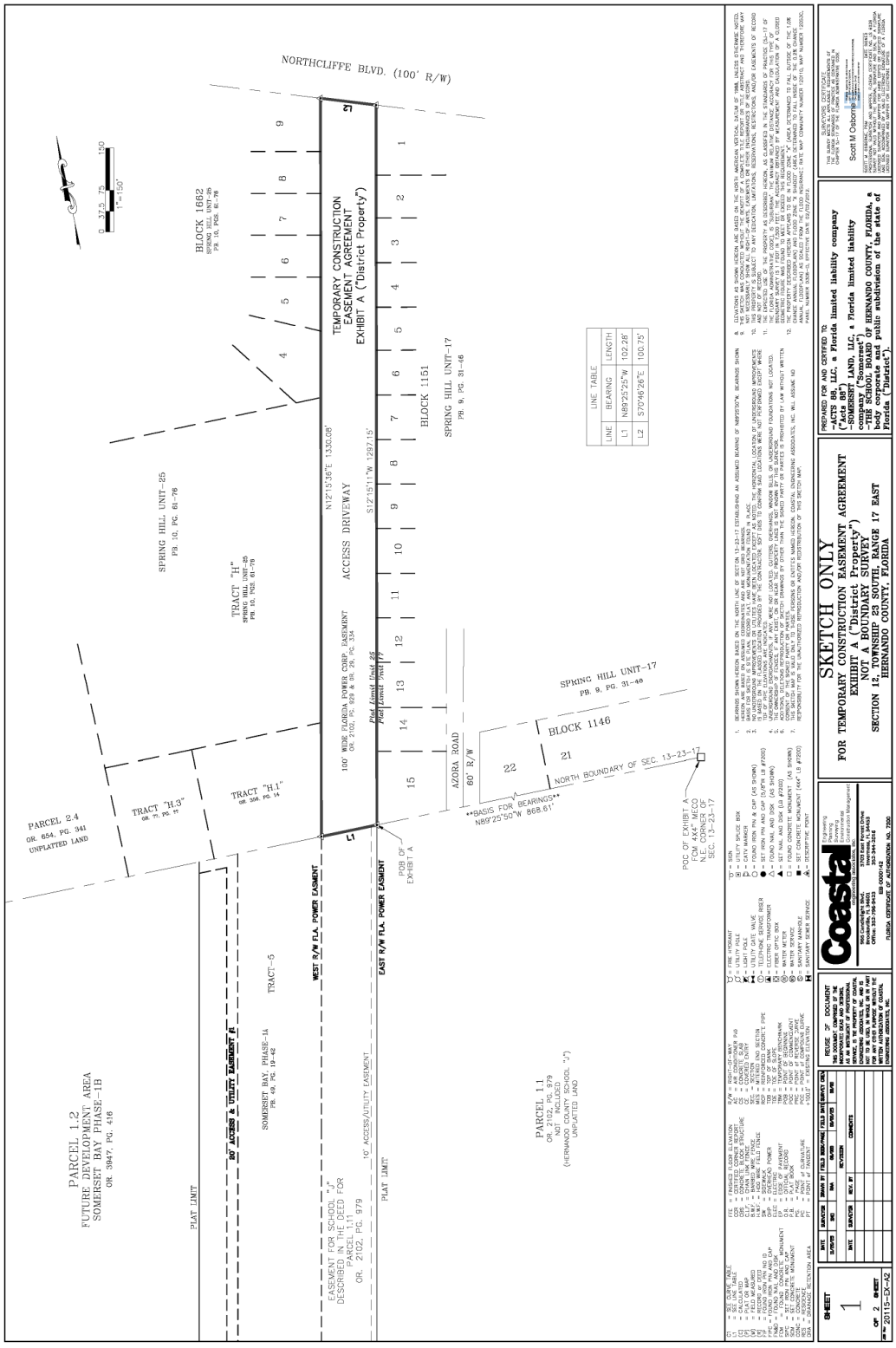


EXHIBIT A LEGAL DESCRIPTION

COMMENCING AT THE NORTHEAST CORNER OF SECTION 13, TOWNSHIP 23 SOUTH, RANGE 17 EAST, HERNANDO COUNTY, FLORIDA; THENCE ALONG THE NORTH BOUNDARY LINE OF SAID SECTION 13, RUN N89°25'50"W, 868.61 FEET TO THE EAST RIGHT-OF-WAY LINE OF A 100 FOOT WIDE POWER EASEMENT AS DESCRIBED IN OFFICIAL RECORDS BOOK 933, PAGE 347 OF THE PUBLIC RECORDS OF HERNANDO COUNTY, FLORIDA, AND THE POINT OF BEGINNING; THENCE CONTINUE ALONG THE NORTH LINE OF SAID SECTION 13, N89°25'25"W, 102.28 FEET TO THE WEST RIGHT-OF-WAY LINE OF SAID 100 FOOT WIDE POWER EASEMENT; THENCE ALONG SAID WEST RIGHT-OF-WAY LINE, RUN N12°15'36"E, 1330.08 FEET TO THE SOUTH RIGHT-OF-WAY LINE OF NORTHCLIFFE BOULEVARD; THENCE ALONG SAID SOUTH RIGHT-OF-WAY LINE, RUN S70°46'26"E, 100.75 FEET TO THE EAST RIGHT-OF-WAY LINE OF SAID 100 FOOT WIDE POWER EASEMENT; THENCE ALONG SAID EAST RIGHT-OF-WAY LINE, RUN S12°15'11"W, 1297.15 FEET TO THE NORTH LINE OF SAID SECTION 13, AND THE POINT OF BEGINNING.

CONTAINING 3.02 ACRES MORE OR LESS.

C1 = SEE CURVE TABLE
L1 = SEE LINE TABLE
(C) = CALCULATED
(P) = PLAT OR MAP
(M) = FIELD MEASURED
(R) = RECORD or DEED
FIP = FOUND IRON PIN NO ID
FIPC = FOUND IRON PIN AND CAP
FN&D = FOUND NAIL AND DISK
FDM = FOUND CONCRETE MONUMENT
SIPC = SET IRON PIN AND CAP
SDM = SET CONCRETE MONUMENT
CONC = CONCRETE
RES = RESIDENCE
DRA = DRAINAGE RETENTION AREA

FFE = FINISHED FLOOR ELEVATION
CCR = CERTIFIED CORNER REPORT
CBS = CONCRETE BLOCK STRUCTURE
C.L.F. = CHAIN LINK FENCE
B.W.F. = BARBED WIRE FENCE
H.W.F. = HOG WIRE FIELD FENCE
SW = SIDEWALK
OHP = OVERHEAD POWER
ELEC = ELECTRIC
EP = EDGE OF PAVEMENT
O.R. = OFFICIAL RECORD
P.B. = PLAT BOOK
PG = PAGE
PC = POINT of CURVATURE
PT = POINT of TANGENT

R/W = RIGHT-OF-WAY
AC = AIR CONDITIONER PAD
CS = CONCRETE SLAB
CE = COVERED ENTRY
SEC = SECTION
MES = MITERED END SECTION
RCP = REINFORCED CONCRETE PIPE
TOB = TOP OF BANK
TOE = TOE OF SLOPE
TBM = TEMPORARY BENCHMARK
POB = POINT OF BEGINNING
POC = POINT OF COMMENCEMENT
PRC = POINT of REVERSE CURVE
PCC = POINT of COMPOUND CURVE
+100.0' = EXISTING ELEVATION

= FIRE HYDRANT
= UTILITY POLE
= LIGHT POLE
= UTILITY GATE VALVE
= TELEPHONE SERVICE RISER
= ELECTRIC TRANSFORMER
= FIBER OPTIC BOX
= WATER METER
= WATER SERVICE
= SANITARY MANHOLE
= SANITARY SEWER SERVICE

= SIGN
= UTILITY SPLICE BOX
= CATV MARKER
= FOUND IRON PIN & CAP (AS SHOWN)
= SET IRON PIN AND CAP (5/8"IR LB #7200)
= FOUND NAIL AND DISK (AS SHOWN)
= SET NAIL AND DISK (LB #7200)
= FOUND CONCRETE MONUMENT (AS SHOWN)
= SET CONCRETE MONUMENT (4X4" LB #7200)
= DESCRIPTIVE POINT

1. BEARINGS SHOWN HEREON BASED ON THE NORTH LINE OF SECTION 13-23-17 ESTABLISHING AN ASSUMED BEARING OF N89°25'50"W. BEARINGS SHOWN HEREON ARE BASED ON ASSUMED COORDINATES AND ARE NOT GRID BEARINGS.
2. BASIS FOR SKETCH IS SITE PLAN, RECORD PLAT, AND MONUMENTATION FOUND IN PLACE.
3. NO UNDERGROUND IMPROVEMENTS OR UTILITIES HAVE BEEN LOCATED EXCEPT AS NOTED. THE HORIZONTAL LOCATION OF UNDERGROUND IMPROVEMENTS IS BASED ON THE FLAGGED LOCATION PROVIDED BY THE CONTRACTOR. SOFT DIGS TO CONFIRM SAID LOCATIONS WERE NOT PERFORMED EXCEPT WHERE TOP OF PIPE ELEVATIONS ARE INDICATED.
4. UNDERGROUND ENCROACHMENTS, IF ANY, WERE NOT LOCATED. GUTTERS, OVERHANGS, WINDOW SILLS, OR UNDERGROUND FOUNDATIONS NOT LOCATED.
5. THE OWNERSHIP OF FENCES, IF ANY EXIST, ON OR NEAR THE PROPERTY LINES IS NOT KNOWN BY THIS SURVEYOR.
6. ADDITIONS, DELETIONS REPRODUCTION OF SKETCH DRAWINGS BY OTHER THAN THE SIGNED PARTY OR PARTIES IS PROHIBITED BY LAW WITHOUT WRITTEN CONSENT OF THE SIGNED PARTY OR PARTIES.
7. THIS SKETCH MAP IS VALID ONLY TO THOSE PERSONS OR ENTITIES NAMED HEREON. COASTAL ENGINEERING ASSOCIATES, INC. WILL ASSUME NO RESPONSIBILITY FOR THE UNAUTHORIZED REPRODUCTION AND/OR REDISTRIBUTION OF THIS SKETCH MAP.
8. ELEVATIONS AS SHOWN HEREON ARE BASED ON THE NORTH AMERICAN VERTICAL DATUM OF 1988, UNLESS OTHERWISE NOTED.
9. THIS SKETCH WAS CONDUCTED WITHOUT THE BENEFIT OF A COMPLETE TITLE REPORT OR TITLE ABSTRACT AND THEREFORE MAY NOT NECESSARILY SHOW ALL RIGHT-OF-WAYS, EASEMENTS OR OTHER ENCUMBRANCES OF RECORD.
10. THIS PROPERTY IS SUBJECT TO ANY DEDICATION, LIMITATIONS, RESERVATIONS, RESTRICTIONS, AND/OR EASEMENTS OF RECORD AND NOT OF RECORD.
11. THE EXPECTED USE OF THE PROPERTY AS DESCRIBED HEREON, AS CLASSIFIED IN THE STANDARDS OF PRACTICE (5J-17 OF THE FLORIDA ADMINISTRATIVE CODE), IS "SUBURBAN". THE MINIMUM RELATIVE DISTANCE ACCURACY FOR THIS TYPE OF BOUNDARY SURVEY IS 1 FOOT IN 7,500 FEET. THE ACCURACY OBTAINED BY MEASUREMENT AND CALCULATION OF A CLOSED GEOMETRIC FIGURE WAS FOUND TO MEET OR EXCEED THIS REQUIREMENT.
12. THE PROPERTY DESCRIBED HEREON APPEARS TO BE IN FLOOD ZONE "X" (AREA DETERMINED TO FALL OUTSIDE OF THE 1.0% CHANCE ANNUAL FLOODPLAIN) AND FLOOD ZONE "X SHADED" (AREA DETERMINED TO FALL INSIDE OF THE 0.2% CHANCE ANNUAL FLOODPLAIN) AS SCALED FROM THE FLOOD INSURANCE RATE MAP COMMUNITY NUMBER 120110, MAP NUMBER 12053C, PANEL NUMBER 0338-G, EFFECTIVE DATE 02/02/2012.

SHEET 2 OF 2 SHEET
20115-EX-A2

DATE	SURVEYOR	DRAWN BY	FIELD BOOK/PAGE	FIELD DATE	SURVEY DRV
11/05/15	SNC	RAA	65/55	10/05/15	05/15

REVISION

DATE	SURVEYOR	REV. BY	COMMENTS

REUSE OF DOCUMENT
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Coastal engineering associates, inc
Engineering Planning Surveying Environmental Construction Management
966 Candlelight Blvd. Brooksville, FL 34601 Office: 352-796-9423
9703 East Forest Drive Inverness, FL 34453 352-344-2016
EB-0000142
FLORIDA CERTIFICATE OF AUTHORIZATION NO. 7200

SKETCH ONLY
FOR TEMPORARY CONSTRUCTION EASEMENT AGREEMENT
EXHIBIT A ("District Property")
NOT A BOUNDARY SURVEY
SECTION 12, TOWNSHIP 23 SOUTH, RANGE 17 EAST
HERNANDO COUNTY, FLORIDA

PREPARED FOR AND CERTIFIED TO:
-ACTS 88, LLC, a Florida limited liability company ("Acts 88")
-SOMERSET LAND, LLC, a Florida limited liability company ("Somerset")
-THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA, a body corporate and public subdivision of the state of Florida ("District").

SURVEYORS CERTIFICATE
THIS SURVEY MEETS ALL APPLICABLE REQUIREMENTS OF THE FLORIDA STANDARDS OF PRACTICE AS CONTAINED IN CHAPTER 5J-17 OF THE FLORIDA ADMINISTRATIVE CODE.

Scott M Osborne

SCOTT M. OSBORNE, PSM
PROFESSIONAL SURVEYOR AND MAPPER, FLORIDA CERTIFICATE NO. LS 6509
SURVEY NOT VALID WITHOUT THE ORIGINAL SIGNATURE AND SEAL OF A FLORIDA LICENSED SURVEYOR AND MAPPER. FOR HARD COPIES OR DIGITIZED SIGNATURE AND SEAL ACCEPTANCE OF A VALID ELECTRONIC SIGNATURE OF A FLORIDA LICENSED SURVEYOR AND MAPPER FOR ELECTRONIC COPIES.

COMMENCING AT THE NORTHEAST CORNER OF SECTION 13, TOWNSHIP 23 SOUTH, RANGE 17 EAST, HERNANDO COUNTY, FLORIDA; THENCE ALONG THE NORTH BOUNDARY LINE OF SAID SECTION 13, RUN N89°25'50"W, 868.61 FEET TO THE EAST RIGHT-OF-WAY LINE OF A 100 FOOT WIDE POWER EASEMENT AS DESCRIBED IN OFFICIAL RECORDS BOOK 933, PAGE 347 OF THE PUBLIC RECORDS OF HERNANDO COUNTY, FLORIDA, AND THE POINT OF BEGINNING; THENCE CONTINUE ALONG THE NORTH LINE OF SAID SECTION 13, N89°25'25"W, 102.28 FEET TO THE WEST RIGHT-OF-WAY LINE OF SAID 100 FOOT WIDE POWER EASEMENT; THENCE ALONG SAID WEST RIGHT-OF-WAY LINE, RUN N12°15'36"E, 1330.08 FEET TO THE SOUTH RIGHT-OF-WAY LINE OF NORTHCLIFFE BOULEVARD; THENCE ALONG SAID SOUTH RIGHT-OF-WAY LINE, RUN S70°46'26"E, 100.75 FEET TO THE EAST RIGHT-OF-WAY LINE OF SAID 100 FOOT WIDE POWER EASEMENT; THENCE ALONG SAID EAST RIGHT-OF-WAY LINE, RUN S12°15'11"W, 1297.15 FEET TO THE NORTH LINE OF SAID SECTION 13, AND THE POINT OF BEGINNING.

CONTAINING 3.02 ACRES MORE OR LESS.

PREPARED BY AND AFTER
RECORDING RETURN TO:
Kristin Kowaleski, Esquire
GrayRobinson, P.A.
PO Box 3324
Tampa, Florida 33601

TEMPORARY CONSTRUCTION EASEMENT AGREEMENT

THIS **TEMPORARY CONSTRUCTION EASEMENT AGREEMENT** (the "Easement") is made and entered into as of the ____ day of _____, 202__ (the "Effective Date"), by and between by and between **ACTS 88, LLC**, a Florida limited liability company with a mailing address of PO Box 10779, Brooksville, Florida 34603 ("Acts 88"), **SOMERSET LAND, LLC**, a Florida limited liability company, with a mailing address of 18125 Wayne Road, Odessa, Florida 33556 ("Somerset") (collectively, Somerset and Acts shall be referred to as the "Developer"), and **THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA,** a body corporate and public subdivision of the state of Florida, whose address is 919 North Broad Street, Brooksville, FL 34601 (the "District"). Developer and District are each individually referred to herein as a "Party" and collectively as the "Parties".

W I T N E S S E T H:

WHEREAS, District is the owner of that certain real property located in Hernando County, Florida (the "County"), known as Explorer K-8 and identified as Hernando County Parcel No.: R13 423 17 0000 0010 0010 ("District Property"); and

WHEREAS, District and Developer entered into a Transfer Agreement dated effective _____, 2026 (as amended from time to time, the "Transfer Agreement") pursuant to which, among other things, Developer agreed to extend Explorer Boulevard to the south, and add additional access, perimeter security fencing and gates, queuing, and a new marquee of similar or better quality for the School for the District's school as well as construction and upgrading of District's drainage (collectively, the "Improvement Work"), as more contemplated in that certain Development Agreement dated November 29, 2022, recorded as Instrument Number 2023012862, in Official Records Book 4273, Page 304 in the official records of Hernando County (the "Development Agreement"); and

WHEREAS, Developer requires a non-exclusive, temporary easement located on District Property as more particularly described on Exhibit "A" attached hereto and incorporated herein by this reference (the "Temporary Easement Area") for the purpose of the completion of the Improvement Work in accordance with the terms and conditions as more specifically set forth herein.

NOW, THEREFORE, in consideration of the mutual covenants and agreements set forth herein, and for other valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

1. Recitals. The recitals set forth hereinabove are true and correct in all respects and are incorporated herein by reference as if set forth herein verbatim.

2. Grant of Temporary Access Easement. District does hereby grant, convey and confirm unto Developer, its successors, agents and contractors, a non-exclusive construction easement over, across, upon and through the Temporary Easement Area as and to the extent necessary for the purpose of completion of the Improvement Work. It is expressly understood and agreed to between the parties that Developer shall not use the Temporary Easement Area in any manner that would cause interference with the school on the District Property, nor shall it use the Temporary Access Easement in any manner that would violate this Easement.

3. Termination of Easement. The Temporary Access Easement shall automatically cease and terminate and be of no further force or effect upon Developer's, or its successors or assigns, completion of the Improvement Work and the dedication and acceptance of Explorer Boulevard as a public road. Notwithstanding the provisions of the foregoing sentence providing for automatic termination and extinguishment, Developer agrees that Developer shall execute and deliver to District, within five (5) business days following written request from District to Developer, such instrument or instruments in recordable form as may be reasonably requested to evidence, of record, the termination and extinguishment of the Easement.

4. Access. Developer shall have the right to access the Temporary Easement Area at all times through direct access to the Temporary Easement Area from Explorer Boulevard. Developer shall only have access to the Temporary Easement Area outside of regular school hours and terms, and summer hours in the event that a summer program is held at the District Property except in the case of an emergency. Developer may access the Temporary Easement Area during school hours upon at least twenty-four hours prior emailed notice (and immediately in the event of an emergency) given to the principal of Explorer K-8 and District's Director of Facilities and Construction. Developer shall comply with the Jessica Lunsford Act, effective September 1, 2005, as same may be amended from time to time and with all requirements of Sections 1012.32 and 1012.465, Florida Statutes. All persons or entities entering into agreements with the District who may have personnel who will be on school grounds when students may be present, or who will have contact with students, shall comply with the Level 2 Screening requirements of the Statute and School District Standards. Developer shall, at its expense, ensure that all of Developer's employees and the employees of Developer's subcontractors meet the background screening requirements of Section 1012.465 Florida Statute (Jessica Lunsford Act). Developer shall certify that it and all of its employees, its subcontractors, and their employees who provide services under this Easement have completed the background screening required by the referenced statutes and meet the standards established by the statutes. This certification will be provided to the District in advance of Developer performing work while students are present. Developer will provide the District with a list of its employees and subcontractors and their employees who have completed background screening as required by the referenced statutes and meet the statutory requirements. Any individual who fails to meet the screening requirements shall not be allowed on school grounds. Developer will update these lists in the event that any employee listed fails to meet the statutory standards or new employees who have completed the background check and meet the standards are added. Developer agrees that in the event Developer or any employee, subcontractor, or subcontractor employee who Developer has certified as completing the background check and

meeting the statutory standards then is arrested for any of the disqualifying offenses, Developer will notify the District within forty-eight (48) hours of such. Developer's failure to comply with this requirement will constitute a material breach of the Easement. Developer agrees to indemnify and hold harmless the District, school, its officers, and employees from any liability in the form of physical injury, death, or property damage resulting from Developer's failure to comply with the requirements of this paragraph.

5. Terms and Restrictions. The following shall apply to this Easement as appropriate:

(a) All work performed by Developer within the Temporary Easement Area must be performed in a good, workmanlike and lien-free manner by contractors duly licensed in Florida to perform such work, and Developer covenants and agrees to comply with any and all applicable laws, ordinances, regulations and rules of governmental authorities and agencies having jurisdiction over the same. District shall have the right, but not the obligation, to conduct observations during construction to ensure the work is being performed in accordance with all applicable laws and regulations.

(b) Developer shall procure and maintain, at its sole cost and expense, public liability and property damage insurance for the Temporary Easement Area, with a company licensed to do business in the State of Florida, which shall insure any and all claims for personal injury, death or property damage occurring in or upon the Temporary Easement Area and shall name District as an additional insured. Within fourteen (14) days of a request by District, Developer shall furnish District with evidence of such insurance, in the form of a certificate of insurance.

(c) Developer must keep the Temporary Easement Area free and clear of any and all liens and encumbrances arising by or through the acts or omissions of Developer.

(d) District shall have the right to enter upon the Temporary Easement Area, but District is prohibited taking any action that would adversely affect Developer's quiet use and enjoyment of the Temporary Easement Area or the rights granted herein. District reserves the right to use the Temporary Easement Area for any and all uses and purposes which do not unreasonably interfere with the grant of Temporary Easement contained in this Agreement.

(e) The Temporary Easement Area must be used in a reasonable manner by Developer and must not be used by Developer in such a way which would unreasonably restrict ingress and egress to, or activities on, District's Property or create a nuisance.

(f) Any work performed by Developer within the Temporary Easement Area must not unreasonably disturb District's use of the remainder of District's Property nor damage any improvements on the remainder of District's Property.

(g) Developer must not allow any hazardous wastes or hazardous materials or substances to flow into the Temporary Easement Area in violation of applicable laws, and, to the extent that this provision is violated, Developer shall be fully responsible for any

clean-up together with any and all costs, expenses and damages which might be suffered by District as a result of any such contamination.

(h) Developer, at its sole cost and expense, must obtain and maintain in full force and effect all permits, authorizations and approvals necessary for Developer's use of the Temporary Easement Area. District shall not undertake any action that would or could jeopardize or impair any such permits, authorizations or approvals. Developer shall not undertake any action that would or could jeopardize or impair any such permits, authorizations or approvals obtained by District, including, without limitation, permits from the South Florida Water Management District.

(i) District shall not install landscaping, including trees, shrubs and bushes, in the Temporary Easement Area.

(j) Developer shall promptly repair any damage to the Temporary Easement Area, or any other portion of District's Property, caused by Developer exercising its rights under this Easement. In the event that Developer or its employees, agents or contractors cause damage to the Temporary Easement Area in the exercise of the easement rights, Developer agrees to promptly restore the Temporary Easement Area so damaged to its original condition and grade.

(k) Developer shall erect a screen around the Temporary Easement Area, which screen shall be approved by the District. Specifically, prior to and during construction, Developer shall install a temporary screen that will remain in place for the duration of construction, which screen shall be approved by District in advance of installation.

6. Indemnification. Developer shall indemnify, defend, and hold harmless the District, and all of its officers, agents, and employees from any claim, loss, damages, cost, charge, or expense arising out of any act, error, omission, or negligent act by the Developer, its agents or employees, during the performance of this Easement. The foregoing indemnification obligations expressly survive any termination of this Easement.

7. Construction. The rule of strict construction shall not apply to the temporary easement rights granted by this Easement. The temporary easement rights granted by this Easement shall be given a reasonable construction and shall be deemed to incorporate and contain such other reasonable terms and provisions as are necessary to carry out the intent of the Parties as set forth in this Easement. No provision of this Easement shall be construed or interpreted to the disadvantage of any Party by any court or other governmental or judicial authority or arbitrator by reason of either Party being deemed to have structured, drafted or specified such provision.

8. Enforcement. In the event Developer fails to comply with any term or condition of this Easement, including but not limited to restoration obligations, permitted use restrictions, or time limitations, District shall have the right, upon written notice to Developer, to pursue any and all remedies available at law or in equity. Developer shall be responsible for all costs and expenses incurred by District in enforcing the terms of this Easement, including the cost of repairing any damage to District Property and reasonable attorneys' fees and costs (whether incurred before or

after litigation, at trial or on appeal). The rights and remedies provided herein are cumulative and in addition to any other rights and remedies available under applicable law or under the terms of this Easement.

9. Notice. Notice shall be delivered to the addresses contained herein, or as further directed by either party upon written notice to the other party, and shall be deemed to have been given upon (a) receipt by recipient if personally delivered, (b) delivery to a recognized courier, delivery service such as Federal Express, or postmark by the U.S. Postal Service, or (c) delivery by electronic mail provided that the receiving party provides acknowledgment of receipt:

Acts 88:
Acts 88, LLC.
Mark Taylor, Manager
PO Box 10779
Brooksville, Florida 34603
Email: marktaylor@tampabay.rr.com

Somerset:
Somerset Land, LLC.
Ron Bastyr, Manager
18125 Wayne Road
Odessa, Florida 33556
Email: ronbastyr@yahoo.com

District:
SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA
919 North Broad Street
Brooksville, FL 34601
ATTN: Superintendent
Email: pinder_r@hcsb.k12.fl.us

With a copy to:
SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA
919 North Broad Street
Brooksville, FL 34601
ATTN: School Board Attorney & General Counsel
Email: mockler_c@hcsb.k12.fl.us

And:
GRAY ROBINSON, P.A.
Attn: Kristin Kowaleski, Esq.
101 East Kennedy Blvd, Suite 4000
Tampa, Florida 33602
Email: Kristin.kowaleski@gray-robinson.com

Either party hereto may change the address for Notice specified above by giving the other party ten (10) days' advance written notice of such change of address. Notices given otherwise than by mail shall be deemed given upon actual receipt thereof.

10. "AS-IS". The Temporary Easement Area is granted in its "AS IS" condition and without any warranty or representation, express or implied, by District as to the condition or suitability of same for Developer's purposes or otherwise.

11. No Third-Party Beneficiaries. This Easement is for the benefit of the Parties hereto only, and no third party shall be deemed a beneficiary of the terms of this Easement, unless specifically provided for herein. No person or entity shall be deemed a beneficiary of the terms of this Easement, unless specifically provided for herein. This Easement shall not constitute a dedication to the public, and no person or entity shall have any rights or entitlements pursuant to the terms of this Easement, including, without limitation, the right to utilize the Temporary Easement Area, except as specifically set forth herein.

12. Amendments and Waivers. This Easement shall not be amended, modified, altered, or changed in any respect whatsoever, except by a further agreement in writing duly executed by the Parties and recorded in the Public Records of Hernando County or by court order. No delay or omission of any Party in the exercise of any right accruing upon any default of any Party shall impair such right or be construed to be a waiver thereof, and every such right may be exercised at any time during the continuance of such default. A waiver by any Party of a breach of, or a default in, any of the terms and conditions of this Easement by any other Party shall not be construed to be a waiver of any subsequent breach of or default in the same or any other provision of this Easement.

13. Immunity. Nothing in this Easement shall be deemed or construed as a waiver of immunity or limits of liability of District to the extent provided by Section 768.28, *Florida Statutes*, and nothing in this Easement shall inure to the benefit of any third party for the purpose of allowing any claim which would otherwise be barred under the doctrine of sovereign immunity or by operation of law.

14. Miscellaneous. This Easement contains the entire understanding of the Parties with respect to the matters set forth herein and no other agreement, oral or written, not set forth herein, nor any course of dealings of the Parties, shall be deemed to alter or affect the terms and conditions set forth herein. If any provision of this Easement, or portion thereof, or the application thereof to any person or circumstances, shall, to the extent be held invalid, inoperative or unenforceable, the remainder of this Easement, or the application of such provision or portion thereof to any other persons or circumstances, shall not be affected thereby; it shall not be deemed that any such invalid provision affects the consideration for this Easement; and each provision of this Easement shall be valid and enforceable to the fullest extent permitted by law. This Easement shall be construed in accordance with the laws of the State of Florida. The section headings in this Easement are for convenience only, shall in no way define or limit the scope or content of this Easement, and shall not be considered in any construction or interpretation of this Easement or any part hereof. Where the sense of this Easement requires, any reference to a term in the singular shall be deemed to include the plural of said term, and any reference to a term in the plural shall be deemed to include the singular of said term. Nothing in this Easement shall be construed to make the Parties hereto partners or joint ventures or render either of said Parties liable for the debts or obligations of the other. This Easement may be executed in counterparts, each of which shall constitute an original, but all taken together shall constitute one and the same Easement. This Easement shall be governed in accordance with Florida Law. Venue for any dispute arising under this Easement shall lie exclusively in the courts located in Hernando County, Florida.

15. Joint and Several Liability. Where two or more entities constitute the Developer under this Easement, each such entity shall be jointly and severally liable for the full and timely performance of all obligations, liabilities, covenants, and indemnities of Developer under this Easement. The obligations of each such entity are independent, and the non-default of one entity shall not limit or impair the enforceability of this Easement against any other entity. The other party may proceed against any one or more of such entities without the necessity of first proceeding against the others

[Remainder of Page Intentionally Blank]

IN WITNESS WHEREOF, Developer has caused this instrument to be duly executed in its name by the undersigned as of the date first above written.

WITNESSES:

Thais Schneider
Print Name: Thais Schneider
Address: 3504 Hwy 153
Greenville, SC 29611

Print Name: John V. Clement
Address: 3504 Hwy 153
Greenville, SC 29611

ACTS 88:

ACTS 88, LLC, a Florida limited liability company

By:
Name: MARK TAYLOR
Title: MANAGER

STATE OF SOUTH CAROLINA
COUNTY OF Anderson

THE FOREGOING INSTRUMENT was acknowledged before me by means of ☑ physical presence or ☐ online notarization, this 12th day of June, 2024, by Mark Taylor, as Manager of ACTS 88, LLC, a Florida limited liability company, on behalf thereof, who is ☐ personally known to me, or ☑ produced Drivers License as identification.

[AFFIX NOTARY SEAL]

JOHN V. CLEMENT - NOTARY PUBLIC
MY COMMISSION EXPIRES
AUGUST 26, 2035
GREENVILLE COUNTY, SOUTH CAROLINA

Notary Public Signature
Print Notary Name: John V. Clement
My commission expires: 08/26/2035

[Signatures Continues on Following Page]

WITNESSES:

Sallie Cummings
Print Name: Sallie Cummings
Address: 29 S. Brooksville Ave
Brooksville, FL 34601

Print Name: Darryl W. Johnston
Address: 29 S Brooksville Ave
Brooksville FL 34601

SOMERSET:

SOMERSET LAND, LLC, a Florida limited liability company

By: R Bastyr
Name: Ron Bastyr
Title: Manager

STATE OF FLORIDA)

COUNTY OF Hernando)

The foregoing instrument was acknowledged before me by means of ☑ physical presence or ☐ online notarization this 15 day of June, 2026, by Ron Bastyr, as Manager of **SOMERSET LAND, LLC**, a Florida limited liability company, on behalf of the company, and who ☑ is personally known to me or ☐ has produced _____ as identification.

Print Name:
Notary Public, State of Florida
My Commission Expires:
My Commission Number:

DARRYL W. JOHNSTON
Commission # HH 688457
Expires July 10, 2029

[Signatures Continues on Following Page]

IN WITNESS WHEREOF, District has caused this instrument to be duly executed in its name by the undersigned as of the date first above written.

WITNESSES:

_____
Print Name: _____
Address: _____
_____

_____
Print Name: _____
Address: _____
_____

DISTRICT:

THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA, a body corporate and public subdivision of the state of Florida

By: _____
Name: _____
Title: _____

STATE OF FLORIDA)
COUNTY OF HERNANDO)

The foregoing instrument was acknowledged before me by means of ☐ physical presence or ☐ online notarization this _____ day of _____, 202__, by _____, as _____ of **THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA**, a body corporate and public subdivision of the state of Florida, on behalf of the School Board, and who ☐ is personally known to me, or ☐ has produced _____ as identification.

_____
Print Name: _____
Notary Public, State of Florida
My Commission Expires:
My Commission Number:

Attest:

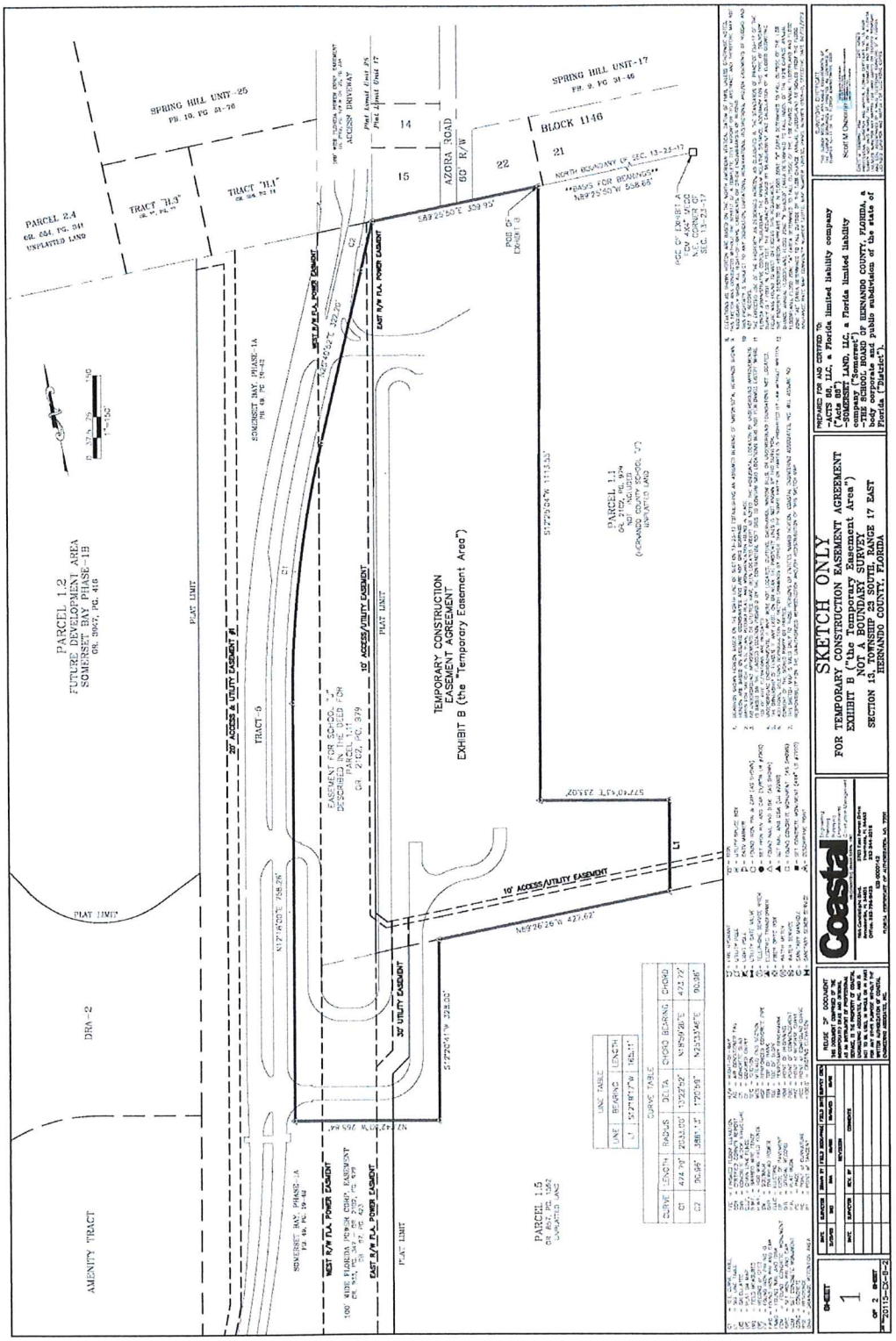
By: _____
Name: _____
Title: _____

Approved as to Form:

By: _____
Name: KRISTIN KOWALESKI / GRAYROBINSON
Title: ATTORNEY

Exhibit "A"

Temporary Easement Area

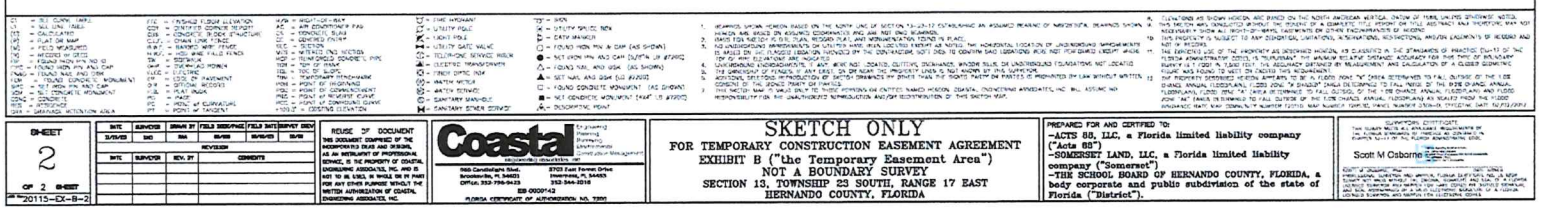


/15826/2#65022868 v4

EXHIBIT B LEGAL DESCRIPTION

COMMENCING AT THE NORTHEAST CORNER OF SECTION 13, TOWNSHIP 23 SOUTH, RANGE 17 EAST, HERNANDO COUNTY, FLORIDA; THENCE ALONG THE NORTH BOUNDARY LINE OF SAID SECTION 13, RUN N89°25'50"W, 558.66 FEET TO THE POINT OF BEGINNING; THENCE LEAVING SAID NORTH BOUNDARY LINE, RUN S12°25'04"W, 1113.55 FEET; THENCE S77°40'43"E, 233.02 FEET; THENCE S12°19'17"W, 165.11 FEET TO THE SOUTH LINE OF PARCEL 1.1 (HERNANDO COUNTY SCHOOL "J") AS RECORDED IN OFFICIAL RECORDS BOOK 2102, PAGE 979 OF THE PUBLIC RECORDS OF HERNANDO COUNTY, FLORIDA; THENCE ALONG SAID SOUTH LINE, RUN N89°26'26"W, 427.62 FEET; THENCE LEAVING SAID SOUTH LINE, RUN S12°20'41"W, 328.00 FEET; THENCE N77°42'00"W, 265.84 FEET; THENCE N12°18'00"E, 758.26 FEET TO A POINT OF CURVATURE TO THE RIGHT, SAID CURVE BEING CONCAVE TO THE SOUTHEAST, HAVING A RADIUS OF 2033.00 FEET, A CENTRAL ANGLE OF 13°22'52", AND A CHORD BEARING AND DISTANCE OF N18°59'26"E, 473.72 FEET; THENCE ALONG THE ARC OF SAID CURVE 474.79 FEET; THENCE N25°40'52"E, 322.20 FEET TO A POINT OF CURVATURE TO THE LEFT, SAID CURVE BEING CONCAVE TO THE NORTHWEST, HAVING A RADIUS OF 3861.13 FEET, A CENTRAL ANGLE OF 1°20'59", AND A CHORD BEARING AND DISTANCE OF N25°33'46"E, 90.96 FEET; THENCE ALONG THE ARC OF SAID CURVE 90.96 FEET TO THE NORTH BOUNDARY LINE OF SAID SECTION 13, AND THE NORTHWEST CORNER OF SAID PARCEL 1.1; THENCE ALONG SAID NORTH LINE, RUN S89°25'50"E, 309.95 FEET TO THE POINT OF BEGINNING.

CONTAINING 15.54 ACRES MORE OR LESS.



SHEET 2 OF 2 SHEET

JOB No. 20115-EX-B-2

REUSE OF DOCUMENT

THIS DOCUMENT COMPRISED OF THE INCORPORATED TEXT AND DRAWING, AS AN INSTRUMENT OF PROFESSIONAL SERVICE, IS THE PROPERTY OF COASTAL ENGINEERING ASSOCIATES, INC. AND IS NOT TO BE USED, IN WHOLE OR IN PART, FOR ANY OTHER PURPOSE WITHOUT THE WRITTEN AUTHORIZATION OF COASTAL ENGINEERING ASSOCIATES, INC.

Coastal Engineering Planning Surveying Environmental Construction Management

Coastal Engineering Associates, Inc.

960 Candlelight Blvd. Brooksville, FL 34601 Office: 352-796-9423

3703 East Fernell Drive Inverness, FL 34453 352-344-3018

EB 0000142

FLORIDA CERTIFICATE OF AUTHORIZATION NO. 7300

SKETCH ONLY

FOR TEMPORARY CONSTRUCTION EASEMENT AGREEMENT
EXHIBIT B ("the Temporary Easement Area")
NOT A BOUNDARY SURVEY
SECTION 13, TOWNSHIP 23 SOUTH, RANGE 17 EAST
HERNANDO COUNTY, FLORIDA

PREPARED FOR AND CERTIFIED TO:
-ACTS 88, LLC, a Florida limited liability company ("Acts 88")
-SOMERSET LAND, LLC, a Florida limited liability company ("Somerset")
-THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA, a body corporate and public subdivision of the state of Florida ("District").

SURVEYOR'S CERTIFICATE

Scott M Osborne

TEMPORARY EASEMENT AREA EXHIBIT B LEGAL DESCRIPTION (EX-B2)

COMMENCING AT THE NORTHEAST CORNER OF SECTION 13, TOWNSHIP 23 SOUTH, RANGE 17 EAST, HERNANDO COUNTY, FLORIDA; THENCE ALONG THE NORTH BOUNDARY LINE OF SAID SECTION 13, RUN N89°25'50"W, 558.66 FEET TO THE POINT OF BEGINNING; THENCE LEAVING SAID NORTH BOUNDARY LINE, RUN S12°25'04"W, 1113.55 FEET; THENCE S77°40'43"E, 233.02 FEET; THENCE S12°19'17"W, 165.11 FEET TO THE SOUTH LINE OF PARCEL 1.1 (HERNANDO COUNTY SCHOOL "J") AS RECORDED IN OFFICIAL RECORDS BOOK 2102, PAGE 979 OF THE PUBLIC RECORDS OF HERNANDO COUNTY, FLORIDA; THENCE ALONG SAID SOUTH LINE, RUN N89°26'26"W, 427.62 FEET; THENCE LEAVING SAID SOUTH LINE, RUN S12°20'41"W, 328.00 FEET; THENCE N77°42'00"W, 265.84 FEET; THENCE N12°18'00"E, 758.26 FEET TO A POINT OF CURVATURE TO THE RIGHT. SAID CURVE BEING CONCAVE TO THE SOUTHEAST, HAVING A RADIUS OF 2033.00 FEET, A CENTRAL ANGLE OF 13°22'52", AND A CHORD BEARING AND DISTANCE OF N18°59'26"E, 473.72 FEET; THENCE ALONG THE ARC OF SAID CURVE 474.79 FEET; THENCE N25°40'52"E, 322.20 FEET TO A POINT OF CURVATURE TO THE LEFT. SAID CURVE BEING CONCAVE TO THE NORTHWEST, HAVING A RADIUS OF 3861.13 FEET, A CENTRAL ANGLE OF 1°20'59", AND A CHORD BEARING AND DISTANCE OF N25°33'46"E, 90.96 FEET; THENCE ALONG THE ARC OF SAID CURVE 90.96 FEET TO THE NORTH BOUNDARY LINE OF SAID SECTION 13, AND THE NORTHWEST CORNER OF SAID PARCEL 1.1; THENCE ALONG SAID NORTH LINE, RUN S89°25'50"E, 309.95 FEET TO THE POINT OF BEGINNING.

CONTAINING 15.54 ACRES MORE OR LESS.

TRANSFER AGREEMENT
Somerset and Acts

THIS TRANSFER AGREEMENT (the "Agreement") is made and executed as of the Effective Date by and between **ACTS 88, LLC**, a Florida limited liability company ("Acts 88"), **SOMERSET LAND, LLC**, a Florida limited liability company ("Somerset") (collectively, Somerset and Acts shall be referred to as the "Developer") and **THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA,** a body corporate and public subdivision of the state of Florida ("District").

W I T N E S S E T H:

WHEREAS, District is the owner of a portion of Explorer Boulevard located in Hernando County known as Parcel No.: R12 423 17 0000 0010 0020 ("the District Property"), which is a currently improved public road providing access to the District's Explorer K-8 School (the "School"); and

WHEREAS, Somerset is the owner of certain real property in Hernando County, Florida, known as Parcel ID: R13 223 17 3555 0000 0000 (the "Somerset Property"); and

WHEREAS, Acts is the owner of certain real property in Hernando County, Florida, known as Parcel ID: R13 423 17 0000 0010 0050 (the "Acts Property"); and

WHEREAS, Hernando County (the "County") and Somerset are parties to that certain Development Agreement dated November 29, 2022, recorded as Instrument Number 2023012862, in Official Records Book 4273, Page 304 in the official records of Hernando County (as amended or updated, the "Development Agreement") pursuant to which Somerset is required to extend Explorer Boulevard to the south, add additional access, perimeter security fencing and gates, and queuing for the School; and

WHEREAS, the County has requested that the District dedicate and transfer to the County the District Property to (i) allow the County to incorporate Explorer Boulevard into the County road system so that a collector road for the County is constructed which will eliminate access and traffic issues; and (ii) transfer all maintenance and operational responsibilities to the County (collectively, the "Dedication"); and

WHEREAS, in consideration for the District's Dedication to the County, Somerset has agreed to transfer to District, and District has agreed to acquire from Somerset, a portion of the Somerset Property depicted on Exhibit "A" attached hereto and incorporated herein, and Acts has agreed to transfer to District, and District has agreed to acquire from Acts, a portion of the Acts Property depicted on Exhibit "B" attached hereto and incorporated herein, both parcels are together with all rights and appurtenances thereto, including, but not limited to, rights of ingress and egress, any and all air space rights and interests and subsurface rights and interests, mineral rights, timber rights, riparian and littoral rights, together with all pertinent rights and interest pertaining to adjacent streets and roadways (collectively referred to as the "Real Property") all in accordance with the terms and conditions contained in this Agreement; and

WHEREAS, the conveyance by Developer to District shall also include all intangible property now or on the Closing Date (as hereinafter defined) owned or held by Developer in connection with the Real Property, including, without limitation, all engineering, designs, plans, specifications, land plans, studies, marketing reports, licenses, franchises, permits, contracts rights, agreements, zoning rights, density rights, development rights, TDRs, prepaid impact fees, credits for impact fees, mobility fees, access, service or other fees of any kind, and other entitlements and governmental applications, submittals and approvals which relate to the use, ownership and/or development of the Real Property, development orders and approvals, concurrency certificates or certifications and vested rights or claims of estoppel against governmental agencies, if any, to the extent such items exist (collectively, the "Intangible Property"). The Real Property and Intangible Property are hereinafter collectively called the "Property."

NOW, THEREFORE, in consideration of the foregoing, the District's Dedication, the mutual covenants, representations, warranties, and agreements contained herein, and for other good and valuable consideration, the adequacy and receipt of which are hereby acknowledged by all the parties, it is agreed as follows:

1. Incorporation of Recitals. The parties agree that the recitals are true and correct and by this reference incorporated and made a part of this Agreement.

2. Conveyance and Title. Subject to the terms and conditions of this Agreement and for the consideration set forth herein, Developer agrees to convey, transfer, assign, and deliver to District at Closing all of the following:

(a) Fee Simple Title to the Property by Special Warranty Deed ("Deed") free and clear of any lease, lien or claim except taxes for the current year and the Permitted Exceptions (defined below). Developer hereby agrees to satisfy and discharge any liens attributable to Developer on the Property prior to or at Closing.

(b) All of Developer's right, title and interest, if any in and to all Intangible Property.

(c) Exclusive possession of the Property unencumbered by any leasehold and/or possessory interest of any kind by any third party unless expressly stated in this Agreement.

3. Verification of Title and Environmental.

(a) Within fifteen (15) days after the commencement of the Inspection Period, District shall obtain, at Developer's expense, a title insurance commitment ("Commitment") issued by Gray Robinson, P.A. as "Title Agent" for Old Republic National Title Insurance Company ("Title Company") agreeing to provide, on the current ALTA marketability policy form, an owner's title insurance policy ("Title Policy"), which shall show insurable fee simple title to the Property to be vested in Developer and shall name District as the proposed insured. Developer shall pay the costs of the Commitment and of the Title Policy including any title examination or investigation fees and the costs for the premium for the Title Policy to be issued pursuant to the Commitment. District shall be entitled to make objections to title if (i) the form of the Commitment is other than as described in this paragraph, or (ii) the Commitment reveals any exceptions to title

(other than the lien of taxes not yet due and payable) that are not acceptable to District in its sole discretion ("Title Defects"). District shall notify Developer of any title objections within ten (10) days of receipt of the Commitment ("Title Objection Notice"). Developer shall notify District within five (5) business days after the date of the Title Objection Notice as to whether or not it elects to remove or cure any Title Defects. If Developer elects to remove or cure any Title Defects, Developer shall have thirty (30) days after the receipt of Title Objection Notice within which to resolve District's title objections (the "Cure Period"). In the event Developer is unable to satisfy District's objections within the Cure Period, Developer shall notify District, prior to the expiration of the Cure Period, of its failure to cure such Title Defects. If Developer notifies District that it elects not to cure any Title Defects or if Developer notifies District that it did not cure any and all Title Defects within the Cure Period, District may, within five (5) business days after receipt of such notice from Developer, either: (i) cancel this Agreement; or (ii) waive in writing its Title Defects and accept the condition of title. Title exceptions (exclusive of any liens, all of which Developer hereby agrees to satisfy on or before Closing, except in the event any such lien is contested by Developer in which event Developer shall obtain a bond securing payment of such lien) approved or accepted in writing by District shall hereinafter be referred to as "Permitted Exceptions." Notwithstanding anything to the contrary contained in this Agreement, any mortgages, construction liens or other monetary encumbrances ("Monetary Liens") shall not constitute Permitted Exceptions and shall be satisfied in full by Developer on or prior to the Closing. At least five (5) days prior to Closing, District shall cause the Commitment to be updated, and District shall have the right to object to any new title matters revealed by the updated Commitment. In the event the updated Commitment shows any matter not disclosed on the initial Commitment, then such matter shall be treated as a title defect under the procedure set forth above; provided however, that if District terminates this Agreement as a result of such new matter not disclosed by the initial Commitment, then Developer shall immediately reimburse District for any and all out-of-pocket loss, cost, or expense reasonably incurred by District in connection with the entering into and performance of this Agreement (the "Out-of-Pockets Reimbursement Obligation"), and thereafter the parties shall be relieved of any further obligations of this Agreement except such obligations that survive termination of this Agreement.

(b) Environmental Audit. Within the Inspection Period, District may, at Developer's sole cost and expense, obtain a Phase I Environmental Audit for the Property (the "Phase I Audit"). In the event that the Phase I Audit indicates that the Property contains any Hazardous Material or the potential for Hazardous Materials, then District may perform a Phase II Environmental Audit ("Phase II Audit") for the Property; provided, however, that prior to the performance of any Phase II Audit (except normal and customary geotechnical investigations, percolation tests, and soil borings tests), the proposed scope of work and the party who will perform the work shall be subject of Developer's review, comment and approval, which approval shall not be unreasonably withheld, delayed, or conditioned. In the event that the results of the Phase I Audit or Phase II Audit for the Property are unacceptable to District, in District's sole discretion, then District may terminate this Agreement and thereafter neither party shall have any further obligations hereunder.

4. Survey and Legal Description. Within the Inspection Period, District shall obtain, at Developer's sole cost and expense, a current survey of the Property prepared by a duly licensed land surveyor ("Survey"), which shall include a legal description of the Property. The legal description shall be subject to review and approval by District and shall be finalized and approved

prior to the expiration of the Inspection Period. Any revisions to the survey or legal description required to correct errors, clarify boundaries, or conform to the parties' agreement shall be promptly made by the surveyor at Developer's expense. In the event the Survey shows any encroachments upon, from, or onto the Property or on or between any building setback line, property line, or any easement, which, in District's reasonable discretion, affects District's use of the Property or affects the marketability of the Property, such encroachment shall be treated in the same manner as a title defect under the procedure set forth in Section 3. The Survey may be updated no later than ten (10) days prior to Closing. In the event the updated Survey shows any matter not disclosed on the initial Survey, then such matter shall be treated as a title defect under Section 3 above; provided however, that if District terminates this Agreement as a result of such new matter not disclosed by the initial Survey, then Developer shall immediately satisfy the Out-of-Pockets Reimbursement Obligation, and thereafter the parties shall be relieved of any further obligations of this Agreement except such obligations that survive termination of this Agreement.

5. Inspection and Cooperation.

(a) Inspection Period. District, and its designees, shall have sixty (60) days after the Triggering Event ("Inspection Period") to complete all things such as tests, inspections, studies and investigations (the "Inspection Rights") as may be deemed appropriate by District in its sole and absolute discretion to determine whether or not the Property is suitable for District's purposes and whether or not it is in District's best interest to consummate the transaction contemplated by this Agreement. It is acknowledged and agreed by Developer that no examination by District, its representatives or agents, shall be deemed to constitute a waiver or relinquishment on the part of District of its right to rely on the covenants, representations, warranties, or agreements made by Developer in this Agreement. In the event District determines that it is not in District's best interest to consummate the transaction contemplated by this Agreement, in District's sole discretion, District may cancel this Agreement by delivering notice of such election to Developer at or prior to the expiration of the Inspection Period, in which event neither Developer nor District shall have any continuing obligations under this Agreement except for those that expressly survive termination.

(b) Cooperation. Developer hereby grants to District and its designees the right to enter upon the Property to exercise the Inspection Rights in order to determine whether the Property is suitable for District's purposes, and Developer hereby agrees to cooperate with District and to execute any applications or other documents reasonably requested by District in connection with the Inspection Rights. Any tests conducted in connection with the Inspection Rights shall be conducted so as not to damage the Property. District agrees to promptly repair or restore the Property to the same condition as existed prior to District's entry thereon. All such entries onto the Property shall be at the risk of District, and Developer shall have no liability for any injuries sustained by District or any of District's agents or contractors. District agrees to indemnify and hold Developer harmless from any and all loss, claim, action, demand or liability which may arise against the Developer or the Property by virtue of District exercising its Inspection Rights provided, however, District shall not be liable to Developer for the mere discovery of a condition at the Property without exacerbating such condition or any damage caused by Developer or Developer's agents, employees or contractors.

(c) Developer's Due Diligence Documents. Within five (5) business days after the Effective Date, Developer shall provide, at its cost, to District any and all surveys, studies, test/inspection results, plans, reports and any other materials which Developer has in its possession and which relate to the condition and/or development of the Property, along with copies of any leases or other unrecorded agreements affecting the Property to assist District in the exercise of its Inspection Rights (the "Due Diligence Documents"). If after the date of the delivery of the Due Diligence Documents, Developer obtains other items that constitute Due Diligence Documents, Developer shall promptly deliver the additional Due Diligence Documents to District.

6. Developer's Improvement Work. Pursuant to the Development Agreement, Developer is required, without limitation, to extend Explorer Boulevard to the south, and add additional access, perimeter security fencing and gates, queuing, and a new marquee of similar or better quality for the School, as well as provide construction and upgrading of District's drainage (collectively, the "Improvement Work"). The parties agree that the plans attached hereto as Exhibit "C" (the "Plans") have been approved by the District, the County, and Duke Energy Florida LLC, a Florida limited liability company ("Duke") and shall be subject to the approval by any and all jurisdictions having authority over the Improvement Work (collectively, any and all jurisdictions having authority over the Improvement Work shall be referenced as the "Governing Authority"). Any modifications to the Plans attached hereto must be approved in writing by the District's governing board and any Governing Authority.

(a) Timing of Improvement Work. District acknowledges that the timing of the Improvement Work will be governed by the need for access as additional phases of Somerset Bay are developed. Upon submission of the conditional plat application for the next phase of development of Somerset bay, a traffic study or transportation impact analysis which complies with the requirements of the Adequate Public Facilities Ordinance (2009-18) (as may be amended or updated) and is signed and sealed by a licensed Professional Engineer (PE), licensed to practice in the State of Florida, shall be prepared at the Developing Party's (as defined hereinbelow) sole cost. If (i) such traffic study or analysis determines that the proposed development phase causes or contributes to traffic impacts that exceed the adopted level of service standards for any affected roadway segment, intersection, or transportation facility, or that otherwise fails to satisfy applicable transportation concurrency requirements, or (ii) the County independently elects to improve the portion of Explorer Boulevard that is the subject of the Dedication, either such event shall constitute a "Triggering Event". The effective date of the Triggering Event under clause (i) shall be the date of conditional plat approval, and the effective date of the Triggering Event under clause (ii) shall be the date the County breaks ground on Explorer Boulevard. Upon the occurrence of a Triggering Event, the party (the "Developing Party") developing such Phase (i.e., Acts 88, Somerset or their successors and/or assigns) shall commence the Improvement Work within eighteen (18) months from the date of the applicable Triggering Event ("Commencement Deadline"), and shall complete the Improvement Work within eighteen (18) months from the date of commencement ("Completion Deadline"), unless such deadlines are modified by the applicable Governing Authority or by mutual written agreement of the Developing Party and District. If at any time prior to approval of the conditional plat, the County reasonably determines that a traffic study or transportation assessment is necessary, either the County or the District may request that such study be performed, and Developing Party shall cause the same to be completed at the Developing Party's sole cost and expense.

(b) Compliance. All Improvement Work to be completed by Developing Party shall be completed in accordance with the Governing Authority, local and state laws, regulations, ordinances and building codes and shall be completed by appropriate licensed, insured and bonded contractors in a good and workmanlike manner. Developing Party shall be solely responsible for obtaining any and all permits, approvals, and authorizations required by the Governing Authority or regulatory agency in connection with the construction of the Improvement Work, including, without limitation, the District. Developing Party shall submit all required plans and documents to the District (and its third-party building official, if applicable) for review and approval prior to commencement of construction. Developing Party shall pay, at its sole cost and expense, all fees, charges, and expenses assessed by the District's third-party building official or any other reviewing agency for plan review, permitting, and inspections associated with the construction of the Improvement Work. Developing Party shall also comply with all conditions of such permits and approvals and shall promptly provide the District with copies of all permits and inspection reports upon request.

(c) Coordination of Construction. Developing Party shall provide the District with at least ninety (90) days' prior written notice before commencement of the Improvement Work. Developing Party shall coordinate with the District to create a schedule for the Improvement Work for the minimal disruption of School operations. This plan shall be mutually approved by both parties and such approval shall not be unreasonably withheld. Developing Party shall maintain continuous, safe, secure, and convenient access for School buses, staff, parents, emergency vehicles, and students at all times during construction. Any temporary detours or closures affecting access routes shall be coordinated no less than seventy-two (72) hours in advance with the District and shall not occur during School arrival or dismissal hours unless expressly approved in writing by the District. Developing Party shall implement appropriate traffic control measures, signage, and flagging personnel as necessary to ensure safe and efficient traffic flow during all construction activities. Developing Party shall provide the District with at least seventy-two (72) hours' prior written notice before commencement of any construction activities impacting or disrupting utilities serving the School. A traffic control plan, temporary fencing plan, or construction staging plan, if required by the District or Governing Authority, shall be submitted for review and approval prior to commencement of construction. Developing Party shall coordinate construction schedules with the District's Director of Facilities and Construction, or other designee, to minimize disruption to School operations, including testing periods, events, and transportation schedules. Construction activities generating excessive noise, dust, or vibration shall be restricted during regular School hours to the extent reasonably practicable. Any damage to School access drives, parking areas, sidewalks, or related infrastructure caused by construction activities shall be promptly repaired or restored by Developing Party, at its sole cost and to the District's satisfaction.

(d) District Rights Prior to Closing. Developer expressly acknowledges the District's rights to use the Property pursuant to that certain easement recorded in Official Records Book 2102, Page 979, of the Public Records of Hernando County, Florida (the "Easement"). From and after the Effective Date through and including the Closing, Developer shall not, and shall not permit any other party to, interfere with, impair, revoke, terminate, modify, alter, encumber, or otherwise adversely affect the Easement or the District's rights thereunder. Developer further covenants that, aside from the Improvement Work, it shall not cause or allow any construction, development activity, obstruction, grading, utility work, or other condition within the Easement

area that would materially or adversely impact the District's use, access, operation, or enjoyment of the Easement during such period. These obligations shall be absolute, unconditional, and shall survive the Closing. Until commencement of the Improvement Work, Explorer Boulevard and the School access shall continue to operate in their current condition, and Developer shall not make any changes that interfere with such operation.

(e) Drainage Easement. In connection with the grading and slope alterations that are necessary for Developing Party's construction of the Improvement Work, District will be required to obtain a perpetual, non-exclusive drainage easement from Somerset over, upon, across, through and under a portion of Somerset Property. At Closing, Somerset and District will execute and record a Drainage Easement Agreement in the form attached hereto as Exhibit "D".

(f) District Takeover Rights. If Developing Party does not commence the Improvement Work by the Commencement Deadline or complete the Improvement Work by the Completion Deadline, then District, at District's sole option, may elect (by providing written notice of such election to the Developing Party) to complete installation of the Improvement Work in a timely manner in accordance with the Plans for such Improvement Work, in which case all direct costs and expenses incurred by District in doing so shall be payable to District from Developing Party plus an amount equal to ten percent (10%) of such direct costs and expenses. All payment requests from District under this section shall be paid within fifteen (15) days after receipt of such invoice and receipts therefor, after which such amounts shall bear interest at ten percent (10%) per annum until paid.

(g) Default. Notwithstanding and in addition to Section 15 of this Agreement, in the event Developing Party fails to comply with any term or condition of this Section 6, including but not limited to restoration obligations, or time limitations, District shall have the right, upon written notice to Developing Party, to pursue any and all remedies available at law or in equity. Developing Party shall be responsible for all costs and expenses incurred by District in enforcing the terms of this Section, including reasonable attorneys' fees and costs (whether incurred before or after litigation, at trial or on appeal). The rights and remedies provided herein are cumulative and in addition to any other rights and remedies available under applicable law or under the terms of this Agreement.

7. Conditions Precedent to District's Performance. The obligations of District to close this Agreement shall, unless waived in writing by District, be subject to the following conditions (the "Conditions Precedent"):

(a) Correctness of Representations and Warranties. The Representations and Warranties of Developer set forth in Section 12 shall be true on and as of the Closing Date with the same force and effect as if such Representations and Warranties had been made on and as of the Closing Date. Developer shall execute a Certificate of Representations and Warranties at Closing. In the event the Representations and Warranties of Developer set forth herein become untrue or inaccurate after the Effective Date and Developer fails to cure such occurrence prior to the Closing, District may, upon its receipt of Developer's disclosure of the inaccuracy, and in addition to any rights or remedies provided for in this Agreement: (i) accept the Property and close under the provisions of this Agreement, subject to the matters relating to the untrue or inaccurate representation or warranty; or (ii) terminate this Agreement, whereupon Developer shall

immediately satisfy the Out-of-Pockets Reimbursement Obligation. District shall be deemed to have waived option (ii) above if not timely elected;

(b) Title; Survey; Physical Condition and Environmental Inspections. The condition of title, the matters reflected on the Survey, and the physical and environmental condition of the Property shall remain unchanged since the dates of such inspections, surveys and reports, which District obtained during the Inspection Period, each through the Closing;

(c) Improvement Work. Developing Party shall have completed the Improvement Work in accordance with the Plans and subject to the satisfaction of District.

(d) Compliance by Developer/Developing Party. Developer/Developing Party shall have performed, observed and complied with all of the covenants, agreements and conditions required by this Agreement to be performed, observed and complied with by Developer/Developing Party prior to or as of the Closing.

(e) Authority Documents. Developer shall provide the title company with sufficient evidence regarding Developer's authority to execute and consummate the transactions contemplated in this Agreement to meet the title insurance company's requirements for issuance of the Title Policy; and

(f) No Moratorium. There shall be no governmental moratorium or other governmental action of general applicability that shall prevent the development of the Property, or any portion thereof or otherwise affect District's use.

In the event that all of the Conditions Precedent have not been satisfied prior to the Closing Date, District shall have the right by written notice to Developer (and Developing Party, as applicable) no later than the Closing Date, to: (a) waive all of the Conditions Precedent and proceed to Closing; or (b) terminate this Agreement. In the event the District elects option (b) of the preceding sentence, thereafter the parties shall have no further obligations to each other, except as otherwise set forth herein. If on or before the Closing Date, District fails to close or give the notice required by the preceding sentence for any reason other than Developer's default, then this Agreement shall automatically terminate at 5 p.m. local on the Closing Date with no further action required by either party, and thereafter the parties shall have no further obligations to each other, except as otherwise set forth herein. Notwithstanding any provision to the contrary contained herein, in the event that Developer and/or Developing Party is in default or caused the failure of any of the Conditions Precedent, and District elects to terminate this Agreement, then the defaulting Developer party shall immediately satisfy the Out-of-Pockets Reimbursement Obligation, and District shall also be entitled to pursue its rights and remedies set forth in Section 15.

8. Closing. Provided all Conditions Precedent to Closing stated in Section 7 of this Agreement shall be satisfied or waived by District, in writing, the transfer of the Property shall occur fifteen (15) days after Developer has completed the Improvement Work in accordance with the Plans and to the satisfaction of District (the "Closing" or "Closing Date"). The Closing shall occur through the offices of Title Agent or at such other place as agreed upon by the parties. The

parties shall not be obligated to attend Closing and may submit the documents required of it by mail, Federal Express or other delivery service.

9. Adjustments and Prorations. The following are to be prorated and apportioned as of the date of Closing:

(a) Real estate taxes for the year of Closing shall be prorated through the date of Closing pursuant to section 196.295, Florida Statutes, and the parties shall cooperate in removing the Property from the tax collection rolls.

(b) All liens or assessments, special or otherwise, against the Property, as of the date of Closing, shall be paid in full by Developer.

(c) Any water, electricity or other utility charges for services furnished to the Property through the date of Closing shall be paid by Developer.

(d) Real estate taxes for tax years preceding the date of the Closing shall be paid by Developer.

If, after the Closing, the actual amount of any adjustments pursuant to this Section 9 are determined by the tax collector and differ from the amount prorated at Closing, Developer shall be solely responsible for payment of all taxes prior to Closing, regardless of adjustment in the amount from the tax collector. The obligations of the parties under this Section shall survive Closing and shall not be subject to any limitation period.

10. Expenses of Closing. Each Developer party shall pay and be responsible for (i) any documentary stamp, transfer or similar taxes due on or in relation to the transfer of their respective portion of the Property, (ii) the cost of the Commitment and premium for the Title Policy, (iii) the cost of the Survey and Phase I Audit, and (iv) the cost of recording any corrective instruments. District shall pay and be responsible for (i) the cost of any requested endorsements for the Title Policy, and (ii) the cost of recording the Deed. Each party shall be responsible for its own attorney's fees and costs, except as provided otherwise by this Agreement.

11. Closing Documents.

(a) Developer shall execute and/or deliver or cause to be delivered the following documents at Closing:

(i) The Deed, subject only to the Permitted Exceptions;

(ii) The Title Policy issued by the Title Agent, as agent for Title Company, insuring good and indefeasible fee simple title to the Real Property in the District subject only to the Permitted Exceptions;

(iii) Owner's Affidavit as may be required by the Title Company to remove the standard mechanic's lien, possession and gap exceptions from the Title Policy;

(iv) An assignment, duly executed and acknowledged by Developer, assigning all Developer's right, title and interest in and to any and all items of Intangible Property, to include all permits, approvals, impact fee credits, concurrency rights, and development agreements;

(v) The closing statement itemizing the dollar amounts of all financial matters related to the Closing, including the adjustments and prorations provided herein;

(vi) The originals of all items constituting Intangible Property in Developer's possession or obtainable by Developer;

(vii) Certificate of Representations and Warranties;

(viii) The Drainage Easement Agreement;

(ix) Non-foreign affidavit from Developer evidencing that District shall not be liable for transfer liability under Section 1445 of the Internal Revenue Code, as amended and any reporting statements required under Section 1099 of the Internal Revenue Code (FIRPTA Affidavit); and

(x) Such other documents as may be required, necessary or useful in consummating the transaction contemplated by this Agreement; and

(b) District shall execute and/or deliver the following at Closing:

(i) A countersigned copy of the Drainage Easement Agreement;

(ii) The closing statement itemizing the dollar amounts of all financial matters related to the Closing, including the adjustments and prorations provided for herein; and

(iii) Such other documents as may be required, necessary or useful in consummating the transaction contemplated by this Agreement.

12. Developer Representations, Warranties and Covenants.

(a) Representations and Warranties. In order to induce District to enter into this Agreement, Developer hereby makes the following warranties and representations, which warranties and representations shall be true and correct as of the Closing and shall be reconfirmed by Developer in an affidavit executed by Developer at Closing and shall survive Closing ("Representations and Warranties"):

(i) Authority to Enter into and Consummate the Offer. The execution and delivery of this Agreement, and the consummation of the transaction contemplated hereby, will not violate or result in a breach of or constitute a default under any provision of any contract, lien, instrument, order, judgment, decree, ordinance, regulation or other restriction of any kind to which Developer or the Property is or may be bound and affected. Developer has the power and authority and has obtained approval from all entities and persons required by Developer to approve the transaction contemplated by this Agreement to enter into, deliver and perform this Agreement,

to execute and deliver all documents required hereby, to convey all of its right, title and interest in and to the Property, and to otherwise take all steps necessary in the performance of the duties and obligations of Developer hereunder. Developer is not a "foreign person" under Section 1445 of the Internal Revenue Code of 1986, as amended, and at Closing, Developer shall provide an affidavit satisfactory to District confirming such fact.

(ii) Compliance with the Law. There are no violations of any applicable laws, ordinances, regulations, statutes, permits, rules and restrictions pertaining to and affecting the Property.

(iii) Litigation. There are no pending or, to the best of the Developer's knowledge, threatened matters of litigation, administrative action or arbitration against the Developer or the Property, or any pending or threatened eminent domain, expropriation, condemnation or other governmental proceedings involving a taking of the Property or any part thereof or contesting or seeking to restrain or prevent the consummation of the transactions contemplated hereby. No attachments, execution proceedings, assignments, insolvency, bankruptcy or reorganization proceedings are pending or threatened or available against or contemplated by Developer.

(iv) Developer Defaults. Developer is not in default under the provisions of any deed of trust or other encumbrance, lien, or restriction on the Property. During the term of this Agreement, Developer shall pay all amounts and perform all obligations required to be paid or performed by Developer under any such deed of trust or other encumbrance, lien or restriction. Developer shall notify District in writing of any notices received, including any notices of default, from any lien holder who claims an interest in the Property.

(v) Certain Information. All records and other documents which have been, or are to be, delivered by Developer under this Agreement are, or in the case of future deliveries, will be, true, accurate and complete, and fairly present the information set forth therein in a manner which is not misleading.

(vi) Parties in Possession/Interests of Others. Developer hereby warrants and represents that there are no parties in possession of any portion of the Real Property or anyone other than Developer with any rights to occupy or use the Real Property or any part thereof or any interest therein. There is no legal or equitable interest in the Property owned or claimed by any person or entity other than Developer, except for interests to be terminated at Closing and interests specifically disclosed or permitted herein.

(vii) Commitments. No commitments, agreements or representations have been made to or with any condominium association, property owners association, property owner, governmental authority, utility company, school board, or to any other organization, group or individual relating to the Property, which would impose any obligation upon District or its successors or assigns, or any fee simple owner of the Property or restrict development of the Property according to existing laws, regulations and ordinances, other than what may be recorded among the public records of the county in which the Property is located.

(viii) Burial Sites. No portion of the Property is or has been used as a grave site, nor has any portion of the Property been used as a gravel pit, quarry, or other industrial use that would impair or inhibit District's ability to use the Property.

(ix) Endangered Species. To the best of Developer's knowledge, the Property contains no threatened or endangered species or endangered or protected habitats or items of archaeological significance as defined by applicable state and Federal laws. There are no known geological formations or conditions that might affect the use or development of the Property.

(x) Bankruptcy. There are no attachments, executions or assignments of the Property for the benefit of creditors and Developer has not filed, voluntarily or involuntarily, for bankruptcy relief within the last year under the laws of the United States Bankruptcy Code, nor has any petition for bankruptcy or receivership been filed against Developer within the past year nor is Developer currently insolvent.

(xi) Complete Disclosure of Agreements. Developer is not a party to any leases, options, contracts, franchise agreements or agreements creating rights in favor of any third parties affecting the Property in any manner whatsoever, nor shall there be any such leases, options, contracts, franchises or rights of third parties granted by Developer during the term of this Agreement. Any contracts or leases which District does not agree to assume shall be terminated at Closing.

(xii) Special Assessments and Taxes. All taxes, assessments, fees and other governmental charges levied or assessed upon Developer with respect to the Property which would otherwise be due and payable have been paid by Developer, and that any accruing or unpaid taxes, assessments, fees and other governmental charges levied or assessed upon Developer with respect to the Property through the Closing Date will be paid in full by Developer with the exception of any that are to be prorated through Closing.

(xiii) Mechanics' Laborers' and Materialmen's Liens. No work has been performed on the Property which could give rise to any mechanics', laborers' or materialmen's liens being placed on the Property. Developer has fully paid all laborers and materialmen for prior improvements to, and work performed on, the Property, or the applicable lien periods have expired and Developer shall execute an owner's affidavit concerning these matters in a form and content acceptable to the title insurance company issuing the Title Policy which will enable the title insurance company to remove all standard exceptions, including those for mechanics' and materialmen's liens arising under Chapter 713, Florida Statutes.

(xiv) Anti-Terrorism Law. Developer is not, and will not be, a person or entity with whom District is restricted from doing business with under the Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act of 2001, H.R. 3162, Public Law 107-56 (commonly known as the "USA Patriot Act") and Executive Order Number 13224 on Terrorism Financing, effective September 24, 2001 and regulations promulgated pursuant thereto (collectively, "Anti-Terrorism Laws"), including without limitation persons and entities named on the Office of Foreign Asset Control Specially Designated Nationals and Blocked Persons List.

(xv) Environmental Warranties. To the knowledge of the Developer, (i) no friable asbestos containing material is in use, or is or has been stored or disposed of, on or upon the Property, (ii) no polychlorinated biphenyls ("PCBs") are located on or in the Property in any form or device, including, without limitation, in the form of electrical transformers, except in compliance with applicable environmental laws, and (iii) no above ground or underground storage tanks are located on the Property or were located on the Property and subsequently removed or filled.

Developer further represents and warrants that to its knowledge the Property (including underlying soil and groundwater conditions) is not in violation of any state, local, federal or other law, statute, regulation, code, ordinance, decree or order relating to hygienic or environmental conditions, and that during the Developer's or its affiliates' ownership of the Property, it has not used, generated, stored or disposed of any flammable explosives, radioactive materials, hazardous waste, toxic substances, petroleum products or related materials, on, under or about the Property. For purposes hereof, the terms "disposal", "release", "threatened release", "hazardous substances" and "hazardous waste" shall mean and include the definitions thereof set forth in the Comprehensive Environmental Response, Compensation and Liability Act of 1980, as amended, 42 U.S.C.A. §9601 et seq., ("CERCLA"), and the regulations adopted pursuant to CERCLA, and/or under the Resource Conservation and Recovery Act, 42 U.S.C.A. §6901 et seq. ("RCRA"), and the regulations adopted pursuant to RCRA and all other federal, state, county, local and other laws, ordinances, codes, statutes, rules, regulations, decrees and orders relating to or imposing liability or standards of conduct regarding environmental or hygienic matters. The term "hazardous materials" shall include "solid waste" (as that term is defined under RCRA and the regulations adopted pursuant to RCRA), "hazardous waste" (as that term is defined under RCRA and the regulations adopted pursuant to RCRA), "hazardous substance" (as that term is defined under CERCLA and the regulations adopted pursuant to CERCLA), and other pollutants, including, without limitation, petroleum products, and any solid, liquid, gaseous or thermal irritant or contaminant, such as smoke, vapor, soot, fumes, acids, alkalis or chemicals.

(xvi) Human Trafficking. Neither Acts 88 nor Somerset use coercion for labor or services as defined in section 787.06, Florida Statutes. Acts 88 and Somerset will both execute the respective affidavit attached hereto as Exhibit "E" contemporaneously with the execution of this Agreement.

In addition to any other remedies provided in this Agreement for a breach of a representation or warranty by Developer, Developer hereby agrees to indemnify, defend and hold District harmless from and against any and all actual damages, including attorneys' fees and other litigation costs and expenses District may suffer, sustain, or incur as a result of any material misrepresentation, or material breach of any warranty, of Developer, as specifically set forth in this Section 12, or any document or instrument executed or to be executed by or on behalf of Developer pursuant to this Agreement, or in furtherance of the transaction contemplated hereby. All Representations and Warranties herein shall be renewed at Closing, shall survive Closing and the delivery of the Deed to the Real Property for a period of two (2) years.

(b) Covenants and Agreements of Developer. Developer covenants and agrees with District as follows:

(i) No improvements shall be constructed on the Property prior to Closing except for the Improvement Work.

(ii) From and after the date hereof, Developer will not: (i) create or incur, or suffer to exist, any mortgage, lien, pledge, or other encumbrance in any way affecting the Property, other than the lien for taxes not yet due and payable; or (ii) commit any waste or nuisance upon the Property.

(iii) Developer will not, without the prior written consent of District, which consent may be withheld in District's sole discretion, enter into any mortgage, lease, or agreement affecting the Property.

(iv) Developer shall advise District of any litigation, arbitration, or administrative hearing before any governmental agency concerning or affecting the Property which is instituted or threatened subsequent to the date hereof.

(v) Developer shall not (i) sell the Property or market the Property for sale (which shall include entering into a back-up Agreement with respect to the Property); or (ii) intentionally take any action which would have the effect of violating any of the Representations and Warranties of Developer contained in this Agreement in a material manner.

13. Brokerage Commission. Each party represents to the other that no broker has been involved in this transaction. It is agreed that any party to this Agreement who knowingly takes actions or knowingly makes commitments forming the basis of any claim for a brokerage commission agrees to indemnify and hold harmless the other party hereto from and adjust any and all such claims or demands with respect to any brokerage fees or agent's commissions or other compensation asserted by any person, firm or corporation in connection with this Agreement or the transaction contemplated hereby.

14. District's Default. In the event District shall fail to timely comply with any material covenant or obligation on the part of the District to be performed, and Developer shall have performed all of its covenants, agreements and obligation hereunder, Developer shall notify District of any such default and the action Developer deems necessary to cure such default, and District shall have ten (10) business days from receipt of such notice in which to cure any such default. In the event District fails to cure such default within said cure period, then Developer, as Developer's sole and exclusive remedy, shall have the right to terminate this Agreement by giving written notice thereof to District, whereupon neither party hereto shall have any further rights or obligations hereunder.

15. Developer's Default. In the event of a default by Developer under this Agreement or if Developer's warranties and representations contained herein are not correct, at the option of the District (i) it may terminate this Agreement by delivering written notice thereof to the Developer and the Title Agent, in which event, Developer shall pay the Out-of-Pockets Reimbursement Obligation, (ii) District shall be entitled to seek to enforce specific performance of Developer's obligations hereunder, or (iii) if Developer has taken any action that renders the remedy of specific performance not available, then exercise any other right or remedy District may

have at law or in equity by reason of Developer's default including, but not limited to, the recovery of damages and attorneys' fees incurred by District in pursuing its remedy.

16. Risk of Loss. If prior to the Closing there shall occur a sinkhole or other casualty to all or any portion of the Property which would interfere with District's use of the Property, in District's sole discretion, or would cost in excess of One Hundred Thousand Dollars and 00/100 Dollars ($100,000.00) (as reasonably determined by an independent party mutually acceptable to District and Developer) to remediate, District shall elect either of the following by notice given to Developer within ten (10) business days after District becomes aware of such damage or destruction:

(a) to terminate this Agreement, whereupon neither Developer nor District shall have any continuing obligations unto the other; or

(b) to consummate this Agreement, in which event Developer shall assign to District its rights under any insurance policy covering such damage or destruction to the proceeds payable on account of such damage or destruction.

17. Condemnation. If any authority having the right of eminent domain shall commence negotiations with Developer or shall commence legal action against Developer for the damaging, taking or acquiring of all or any part of the Property either temporarily or permanently, by condemnation or by exercise of the right of eminent domain, Developer shall immediately give notice of the same to District. Upon the occurrence of any of the foregoing events, District shall have the right, at its option, to terminate this Agreement by giving notice thereof to Developer on or before the date of Closing, in which event District shall be released of all further obligations. If District does not so terminate this Agreement, at the Closing, Developer shall assign to District all rights of Developer in and to any such awards, settlement proceeds or other proceeds which are payable at or after the date of Closing. The risk of condemnation or eminent domain shall be borne by the Developer until the date of Closing. In the event of any negotiations with any authority regarding the payment of any awards or other sums or regarding any settlement on account of any damaging, taking or acquiring through condemnation or eminent domain, Developer will inform District of all such negotiations of which Developer has notice and will permit District to take part therein.

18. Notice. Notice shall be delivered to the addresses contained herein, or as further directed by either party upon written notice to the other party, and shall be deemed to have been given upon (a) receipt by recipient if personally delivered, (b) delivery to a recognized courier, delivery service such as Federal Express, or postmark by the U.S. Postal Service, or (c) delivery by electronic mail provided that the receiving party provides acknowledgment of receipt:

Acts 88: Acts 88, LLC.
Mark Taylor, Manager
PO Box 10779
Brooksville, Florida 34603
Email: marktaylor@tampabay.rr.com

Somerset: Somerset Land, LLC.

Ron Bastyr, Manager
18125 Wayne Road
Odessa, Florida 33556
Email: ronbastyr@yahoo.com

With a copy to: Meridian Partners Law, P.A.
1901 Ulmerton Road
Suite 470
Clearwater, FL 33762
Attn: Bryan W. Sykes, Esq.
Email: bryan@meridianpartnerslaw.com

District: SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA
919 North Broad Street
Brooksville, FL 34601
ATTN: Superintendent
Email: pinder_r@hcsb.k12.fl.us

With a copy to: SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA
919 North Broad Street
Brooksville, FL 34601
ATTN: School Board Attorney & General Counsel
Email: mockler_c@hcsb.k12.fl.us

And: GRAY ROBINSON, P.A.
Attn: Kristin Kowaleski, Esq.
101 East Kennedy Blvd, Suite 4000
Tampa, Florida 33602
Email: Kristin.kowaleski@gray-robinson.com

Either party hereto may change the address for Notice specified above by giving the other party ten (10) days' advance written notice of such change of address. Notices given otherwise than by mail shall be deemed given upon actual receipt thereof.

19. Entire Agreement. This Agreement constitutes the entire agreement of the parties with respect to the Property described herein. This Agreement may not be amended or modified orally. All understandings and agreements heretofore between the parties with respect to the Property are merged in this Agreement, which alone fully and completely expresses their understanding. Handwritten and initialed provisions shall supersede typewritten provisions.

20. No Waiver. No waiver of any provision of this Agreement shall be effective unless it is in writing and signed by the party against whom it is asserted and any such written waiver shall only be applicable to the specific instance to which it relates and shall not be deemed to be a continuing or future waiver.

21. Amendments. This Agreement may not be amended, modified, altered or changed in any respect whatsoever except in writing duly executed by the parties hereto.

22. Captions. The captions of this Agreement are for convenience and reference only and in no way define, describe, extend or limit the scope or intent of this Agreement or the intent of any provision hereof.

23. Successors; Assignment. This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective heirs, successors, assigns and legal representatives. If title to the Somerset Property or the Acts Property is conveyed to a third party at any time, Developer shall provide the District with at least thirty (30) days' prior written notice of such transfer, and any party acquiring title shall be substituted, in all respects, for Acts 88 and/or Somerset (as applicable) with respect to the obligations that run with the land). Any assignee shall assume all of Developer's obligations under this Agreement pursuant to an Assignment and Assumption Agreement acceptable to the District.

24. Short Form Memo. Within five (5) days of the Effective Date of this Agreement, the parties agree to executed and record a short form and memorandum of this Agreement (the "Memorandum") in the Official Records of Hernando County, Florida, in a form substantially similar to Exhibit "F" attached hereto, for the purpose of placing all successors, assigns, lenders, and purchasers of Developer on actual and constructive notice of the obligations of Developer under this Agreement, all of which shall run with the land to the extent permitted by law. Developer shall be responsible for all recording costs.

25. Time. Time is of the essence with respect to all matters contained herein. Whenever any time period is to be computed hereunder, the day from which the period shall run is not to be included, and any period ending on a Saturday, Sunday or legal holiday will be extended to the next business day.

26. Attorneys' Fees. In any litigation which arises between the parties under or related to this Agreement, the prevailing party shall be entitled to recover its attorneys' fees and costs incurred in such litigation from the other party.

27. Counterparts. This Agreement may be executed in counterparts by the parties hereto and each shall be considered an original, but all such counterparts shall be construed together as representing one agreement between the parties hereto.

28. Effective Date. The effective date ("Effective Date") of this Agreement shall be the last date that either District or Developer executes this Agreement.

29. Validity. In the event any term or provision of this Agreement is determined by appropriate judicial authority to be illegal or otherwise invalid, such provision shall be given its nearest legal meaning or be construed or deleted as such authority determines, and the remainder of this Agreement shall remain in full force and effect.

30. Miscellaneous. Whenever used, the singular number shall include the plural; the plural number shall include the singular; and the use of any gender shall include all genders.

31. Governing Law; Venue. This Agreement shall be governed by the laws of the State of Florida. Venue for any action, proceeding, or dispute arising out of or relating to this Agreement, the Property, or any transaction contemplated hereby shall lie exclusively in the state courts located

in and for the county in which the Property is located. The parties hereby waive any objection based on forum non conveniens and consent to the personal jurisdiction of such courts.

32. Digital Image. The parties agree to accept a digital image of this Agreement, as executed, as a true and correct original and admissible as best evidence to the extent permitted by a court with proper jurisdiction.

33. Further Assurances. In addition to the acts and deeds recited herein and contemplated to be performed, executed and/or delivered by Developer, Developer hereby agrees to perform, execute and/or deliver or cause to be performed, executed and/or delivered at the Closing or after the Closing, any and all further acts, deeds and assurances as District may reasonably require to: (i) evidence and vest in District the ownership of, and title to, all of the Property; and (ii) consummate the transaction contemplated hereunder.

34. Joint and Several Liability. Where two or more entities constitute the Developer under this Agreement, each such entity shall be jointly and severally liable for the full and timely performance of all obligations, liabilities, covenants, and indemnities of Developer under this Agreement. The obligations of each such entity are independent, and the non-default of one entity shall not limit or impair the enforceability of this Agreement against any other entity. The other party may proceed against any one or more of such entities without the necessity of first proceeding against the others.

35. Indemnification. Developer acknowledges and agrees that Duke has easement rights to the District Property pursuant to that certain Easement dated April 1, 1927, recorded in Deed Book 97, Page 418 and Order of Taking recorded in Official Records Book 933, Page 347, all in the official records of Hernando County (collectively, the "Easements"), and that Duke and the District are parties to that certain Encroachment Agreement dated November 20, 2006, recorded as Instrument Number 2007054034, in Official Records Book 2479, Page 1084 in the official records of Hernando County (the "Encroachment Agreement") pursuant to which Duke granted the District rights to occupy and utilize a portion of the District Property in the area encumbered by the Easements for the limited purpose of road right of way for access to the School. While Duke has agreed to the form of a new Encroachment Agreement between Duke and the County attached herein as Exhibit "G" ("County Encroachment Agreement"), such County Encroachment Agreement may terminate prior to completion of the contemplated improvements. Developer acknowledges and agrees that District is relying on that County Encroachment Agreement in entering into this Agreement as well as completing the Dedication.

(a) Until such time as the Encroachment Agreement is terminated, to the extent applicable, Developer agrees to fully comply with all obligations under the Encroachment Agreement and the Easements. Developer shall not revise the Plans or otherwise commit, or fail to commit, any act that would cause Duke to terminate the County Encroachment Agreement.

(b) Developer, at its successor and assigns, shall defend, indemnify, and hold harmless the District and its board members, officers, employees, agents, and representatives (collectively, the "District Indemnitees") from and against any and all claims, demands, causes of action, damages, losses, liabilities, costs, fines, penalties, judgments, and expenses, including

reasonable attorneys' fees and costs at all levels (including appellate), arising out of, related to, or resulting from, directly or indirectly:

(i) Any breach or violation by Developer, or by any party acting by, through, or under Developer, of the Encroachment Agreement, this Agreement, any related easements, licenses, permits, approvals, or conditions thereof;

(ii) Any act or omission of Developer, or any party acting by, through, or under Developer, that results in, causes, contributes to, or gives rise to any restriction, limitation, interference, or impairment of the District's access to the School, whether temporary or permanent;

(iii) Any action, inaction, decision, change in position, or failure to act by Duke Energy or any successor or affiliate thereof, including the expiration, revocation, modification, non-renewal, refusal to re-issue, or failure to re-issue any County Encroachment Agreement after the termination of the original County Encroachment Agreement, or any other consent, approval, or authorization, to the extent arising from or related to Developer's acts, omissions, agreements, obligations, or development activities;

(iv) Any litigation, claim, demand, or proceeding brought by any third party, including Duke, arising out of or relating to the Encroachment Agreement, the County Encroachment Agreement, the Easements, this Agreement, or the District's access to the School;

(v) Any enforcement action, regulatory proceeding, or governmental claim related to the Encroachment Agreement, the County Encroachment Agreement, the Easements, this Agreement, or the District's access to the School; and

(vi) Any failure of Developer to comply with the Encroachment Agreement, the County Encroachment Agreement, the Easements, or this Agreement.

(c) This indemnification obligation shall apply regardless of whether the claim arises during or after the term of this Agreement, shall survive expiration or termination of this Agreement as well as the Closing, and shall apply even if the claim is caused in part by the negligence of a District Indemnitee, except to the extent caused by the gross negligence or willful misconduct of the District.

[Signatures appear on the following page(s)]

IN WITNESS WHEREOF, the parties hereto have hereunto set their hands and seals the day and year first above written.

ACTS 88:

ACTS 88, LLC, a Florida limited liability company

By: _____
Name: MARK TAYLOR
Title: MANAGER

Date: June 12, 2026

SOMERSET:

SOMERSET LAND, LLC, a Florida limited liability company

Signature: R Bastyr
Name: Ron Bastyr
Title: Manager

Date: 6/15/2026, 202__

SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA

By:_____
Name:_____
Title:_____

Date: _____, 202__

Attest:

By:_____
Name:_____
Title:_____

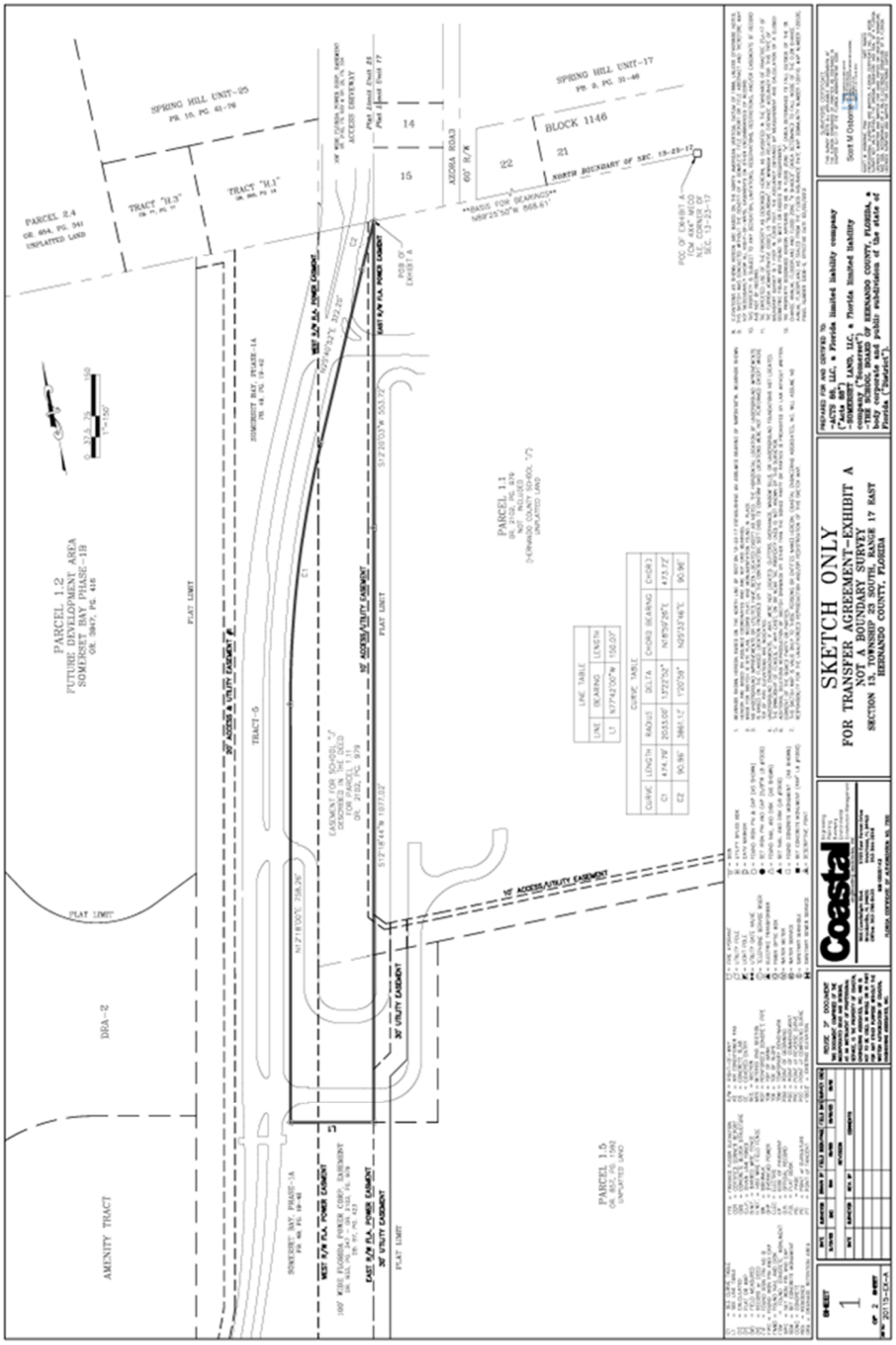
Approved as to Form:

By:_____
Name: KRISTIN KOWALESKI / GRAY ROBINSON
Title: ATTORNEY

Exhibit "A"

Legal Description of Somerset Property

***NOTE*: Legal description and acreage of the Property to be confirmed and updated as necessary upon receipt of the Survey**



/15826/2#65021053 v9

EXHIBIT A LEGAL DESCRIPTION

COMMENCING AT THE NORTHEAST CORNER OF SECTION 13, TOWNSHIP 23 SOUTH, RANGE 17 EAST, HERNANDO COUNTY, FLORIDA; THENCE ALONG THE NORTH BOUNDARY LINE OF SAID SECTION 13, RUN N89°25'50"W, 868.61 FEET TO THE EAST RIGHT-OF-WAY LINE OF A 100 FOOT WIDE POWER EASEMENT AS DESCRIBED IN OFFICIAL RECORDS BOOK 933, PAGE 347 OF THE PUBLIC RECORDS OF HERNANDO COUNTY, FLORIDA, AND THE POINT OF BEGINNING; THENCE ALONG SAID EAST RIGHT-OF-WAY LINE, RUN S12°20'03"W, 553.72 FEET; THENCE S12°18'44"W, 1077.02 FEET; THENCE LEAVING SAID EAST RIGHT-OF-WAY LINE, RUN N77°42'00"W, 150.07 FEET; THENCE N12°18'00"E, 758.26 FEET TO A POINT OF CURVATURE TO THE RIGHT. SAID CURVE BEING CONCAVE TO THE SOUTHEAST, HAVING A RADIUS OF 2033.00 FEET, A CENTRAL ANGLE OF 13°22'52", AND A CHORD BEARING AND DISTANCE OF N18°59'26"E, 473.72 FEET; THENCE ALONG THE ARC OF SAID CURVE 474.79 FEET; THENCE N25°40'52"E, 322.20 FEET TO A POINT OF CURVATURE TO THE LEFT. SAID CURVE BEING CONCAVE TO THE NORTHWEST, HAVING A RADIUS OF 3861.13 FEET, A CENTRAL ANGLE OF 1°20'59", AND A CHORD BEARING OF N25°33'46"E, 90.96 FEET; THENCE ALONG THE ARC OF SAID CURVE 90.96 FEET TO THE NORTH LINE OF SAID SECTION 13, AND THE EAST RIGHT-OF-WAY LINE OF SAID POWER EASEMENT, AND THE POINT OF BEGINNING.

CONTAINING 4.48 ACRES MORE OR LESS.

C1 = SEE CURVE TABLE
L1 = SEE LINE TABLE
(C) = CALCULATED
(P) = PLAT OR MAP
(M) = FIELD MEASURED
(R) = RECORD or DEED
FIP = FOUND IRON PIN NO ID
FIPC = FOUND IRON PIN AND CAP
FN&D = FOUND NAIL AND DISC
FCM = FOUND CONCRETE MONUMENT
SIPC = SET IRON PIN AND CAP
SCM = SET CONCRETE MONUMENT
CONC = CONCRETE
RES = RESIDENCE
DRA = DRAINAGE RETENTION AREA

FFE = FINISHED FLOOR ELEVATION
CCR = CERTIFIED CORNER REPORT
CBS = CONCRETE BLOCK STRUCTURE
C.L.F. = CHAIN LINK FENCE
B.W.F. = BARBED WIRE FENCE
H.W.F. = HOG WIRE FIELD FENCE
SW = SIDEWALK
OHP = OVERHEAD POWER
ELEC = ELECTRIC
EP = EDGE OF PAVEMENT
O.R. = OFFICIAL RECORD
P.B. = PLAT BOOK
PG. = PAGE
PC = POINT of CURVATURE
PT = POINT of TANGENT

R/W = RIGHT-OF-WAY
AC = AIR CONDITIONER PAD
CS = CONCRETE SLAB
CE = COVERED ENTRY
SEC. = SECTION
RCP = REINFORCED CONCRETE PIPE
TOB = TOP OF BANK
TOE = TOE OF SLOPE
TBM = TEMPORARY BENCHMARK
POB = POINT OF BEGINNING
POC = POINT OF COMMENCEMENT
PRC = POINT of REVERSE CURVE
PCC = POINT of COMPOUND CURVE
+100.0' = EXISTING ELEVATION

= FIRE HYDRANT
= UTILITY POLE
= LIGHT POLE
= UTILITY GATE VALVE
= TELEPHONE SERVICE RISER
= ELECTRIC TRANSFORMER
= FIBER OPTIC BOX
= WATER METER
= WATER SERVICE
= SANITARY MANHOLE
= SANITARY SEWER SERVICE

= SIGN
= UTILITY SPLICE BOX
= CATV MARKER
= FOUND IRON PIN & CAP (AS SHOWN)
= SET IRON PIN AND CAP (S/BTW LB #7200)
= FOUND NAIL AND DISK (AS SHOWN)
= SET NAIL AND DISK (LB #7200)
= FOUND CONCRETE MONUMENT (AS SHOWN)
= SET CONCRETE MONUMENT (4X4" LB #7200)
= DESCRIPTIVE POINT

1. BEARINGS SHOWN HEREON BASED ON THE NORTH LINE OF SECTION 13-23-17 ESTABLISHING AN ASSUMED BEARING OF N89°25'50"W. BEARINGS SHOWN HEREON ARE BASED ON ASSUMED COORDINATES AND ARE NOT GRID BEARINGS.
2. BASIS FOR SKETCH IS SITE PLAN, RECORD PLAT, AND MONUMENTATION FOUND IN PLACE.
3. NO UNDERGROUND IMPROVEMENTS OR UTILITIES HAVE BEEN LOCATED EXCEPT AS NOTED. THE HORIZONTAL LOCATION OF UNDERGROUND IMPROVEMENTS IS BASED ON THE FLAGGED LOCATION PROVIDED BY THE CONTRACTOR. SOFT DIGS TO CONFIRM SAID LOCATIONS WERE NOT PERFORMED EXCEPT WHERE TOP OF PIPE ELEVATIONS ARE INDICATED.
4. UNDERGROUND ENCROACHMENTS, IF ANY, WERE NOT LOCATED. GUTTERS, OVERHANGS, WINDOW SILLS, OR UNDERGROUND FOUNDATIONS NOT LOCATED.
5. THE OWNERSHIP OF FENCES, IF ANY EXIST, ON OR NEAR THE PROPERTY LINES IS NOT KNOWN BY THIS SURVEYOR.
6. USE OF THIS SKETCH FOR PURPOSES OTHER THAN INTENDED, OR REVISED DRAWINGS BY OTHER THAN THE SIGNED PARTY OR PARTIES IS PROHIBITED BY LAW WITHOUT WRITTEN CONSENT OF THE SIGNED PARTY OR PARTIES.
7. THIS SKETCH MAP IS VALID ONLY TO THOSE PERSONS OR ENTITIES NAMED HEREON. COASTAL ENGINEERING ASSOCIATES, INC. WILL ASSUME NO RESPONSIBILITY FOR THE UNAUTHORIZED REPRODUCTION AND/OR REDISTRIBUTION OF THIS SKETCH MAP.
8. ELEVATIONS AS SHOWN HEREON ARE BASED ON THE NORTH AMERICAN VERTICAL DATUM OF 1988, UNLESS OTHERWISE NOTED.
9. THIS SKETCH WAS CONDUCTED WITHOUT THE BENEFIT OF A COMPLETE TITLE REPORT OR TITLE ABSTRACT AND THEREFORE MAY NOT NECESSARILY SHOW ALL RIGHT-OF-WAYS, EASEMENTS OR OTHER ENCUMBRANCES OF RECORD.
10. THIS PROPERTY IS SUBJECT TO ANY DEDICATION, LIMITATIONS, RESERVATIONS, RESTRICTIONS, AND/OR EASEMENTS OF RECORD NOT SHOWN HEREON.
11. THE EXPECTED USE OF THE PROPERTY AS DESCRIBED HEREON, AS CLASSIFIED IN THE STANDARDS OF PRACTICE (SJ-17 OF THE FLORIDA ADMINISTRATIVE CODE), IS "SUBURBAN". THE MINIMUM RELATIVE DISTANCE ACCURACY FOR THIS TYPE OF BOUNDARY SURVEY IS 1 FOOT IN 7,500 FEET. THE ACCURACY OBTAINED BY MEASUREMENT AND CALCULATION OF A CLOSED GEOMETRIC FIGURE WAS FOUND TO MEET OR EXCEED THIS REQUIREMENT.
12. THE PROPERTY DESCRIBED HEREON APPEARS TO BE IN FLOOD ZONE "A" (AREA DETERMINED TO FALL OUTSIDE OF THE 1% CHANCE ANNUAL FLOODPLAIN) AND FLOOD ZONE "X SHADED" (AREA DETERMINED TO FALL INSIDE OF THE 0.2% CHANCE ANNUAL FLOODPLAIN) AS SCALED FROM THE FLOOD INSURANCE RATE MAP COMMUNITY NUMBER 120110, MAP NUMBER 12053C, PANEL NUMBER 0306-G, EFFECTIVE DATE 02/02/2012.

SHEET	DATE	SURVEYED	DRAWN BY	FIELD BOOK/PAGE	FIELD DATE	SURVEY CREW
2	11/15/23	SMO	SAA	00/000	00/00/23	00/00
OF 2 SHEET	REVISION					
All for 20115-EX-A	DATE	SURVEYOR	REV. BY	COMMENTS		

REUSE OF DOCUMENT
THIS DOCUMENT COMPRISED OF THE INCORPORATED IDEAS AND DESIGNS, AS AN INSTRUMENT OF PROFESSIONAL SERVICE, IS THE PROPERTY OF COASTAL ENGINEERING ASSOCIATES, INC. AND IS NOT TO BE USED, IN WHOLE OR IN PART FOR ANY OTHER PURPOSE WITHOUT THE WRITTEN AUTHORIZATION OF COASTAL ENGINEERING ASSOCIATES, INC.

Coastal Engineering Planning Surveying Environmental Construction Management engineering associates, inc.
966 Candlelight Blvd. Brooksville, FL 34601 Office: 352-796-9423
9705 East Forest Drive Inverness, FL 34453 352-344-2616
EB-0000142
FLORIDA CERTIFICATE OF AUTHORIZATION NO. 7200

SKETCH ONLY
FOR TRANSFER AGREEMENT-EXHIBIT A
NOT A BOUNDARY SURVEY
SECTION 13, TOWNSHIP 23 SOUTH, RANGE 17 EAST
HERNANDO COUNTY, FLORIDA

PREPARED FOR AND CERTIFIED TO:
-ACTS 88, LLC, a Florida limited liability company ("Acts 88")
-SOMERSET LAND, LLC, a Florida limited liability company ("Somerset")
-THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA, a body corporate and public subdivision of the state of Florida ("District").

SURVEYORS CERTIFICATE
THIS SURVEY MEETS ALL APPLICABLE REQUIREMENTS OF THE FLORIDA STANDARDS OF PRACTICE AS CONTAINED IN CHAPTER 5J-17 OF THE FLORIDA ADMINISTRATIVE CODE.

Scott M Osborne

SCOTT M. OSBORNE, PSM
PROFESSIONAL SURVEYOR AND MAPPER, FLORIDA CERTIFICATE NO. LS 6026
SURVEY NOT VALID WITHOUT THE ORIGINAL SIGNATURE AND SEAL OF A FLORIDA LICENSED SURVEYOR AND MAPPER. ADDITIONS OR DELETIONS TO SURVEY MAPS BY OTHER THAN THE SIGNING PARTY OR PARTIES IS PROHIBITED WITHOUT WRITTEN CONSENT OF THE SIGNING PARTY OR PARTIES. THIS SURVEY MAP AND REPORT OR THE COPIES THEREOF SHALL NOT BE CONSIDERED VALID UNLESS IT BEARS THE SIGNATURE AND ORIGINAL RAISED SEAL OF THE FLORIDA LICENSED SURVEYOR AND MAPPER. ADDITIONS OR DELETIONS TO SURVEY MAPS BY OTHER THAN THE SIGNING PARTY OR PARTIES IS PROHIBITED WITHOUT WRITTEN CONSENT OF THE SIGNING PARTY OR PARTIES. THIS SURVEY MAP AND REPORT OR THE COPIES THEREOF SHALL NOT BE CONSIDERED VALID UNLESS IT BEARS THE SIGNATURE AND ORIGINAL RAISED SEAL OF A FLORIDA LICENSED SURVEYOR AND MAPPER OR ELECTRONIC SIGNATURE AND SEAL ACCOMPANIED BY A VALID ELECTRONIC SIGNATURE OF A FLORIDA LICENSED SURVEYOR AND MAPPER FOR ELECTRONIC COPIES

DATE SIGNED

EXHIBIT-A LEGAL DESCRIPTION (EX-A)

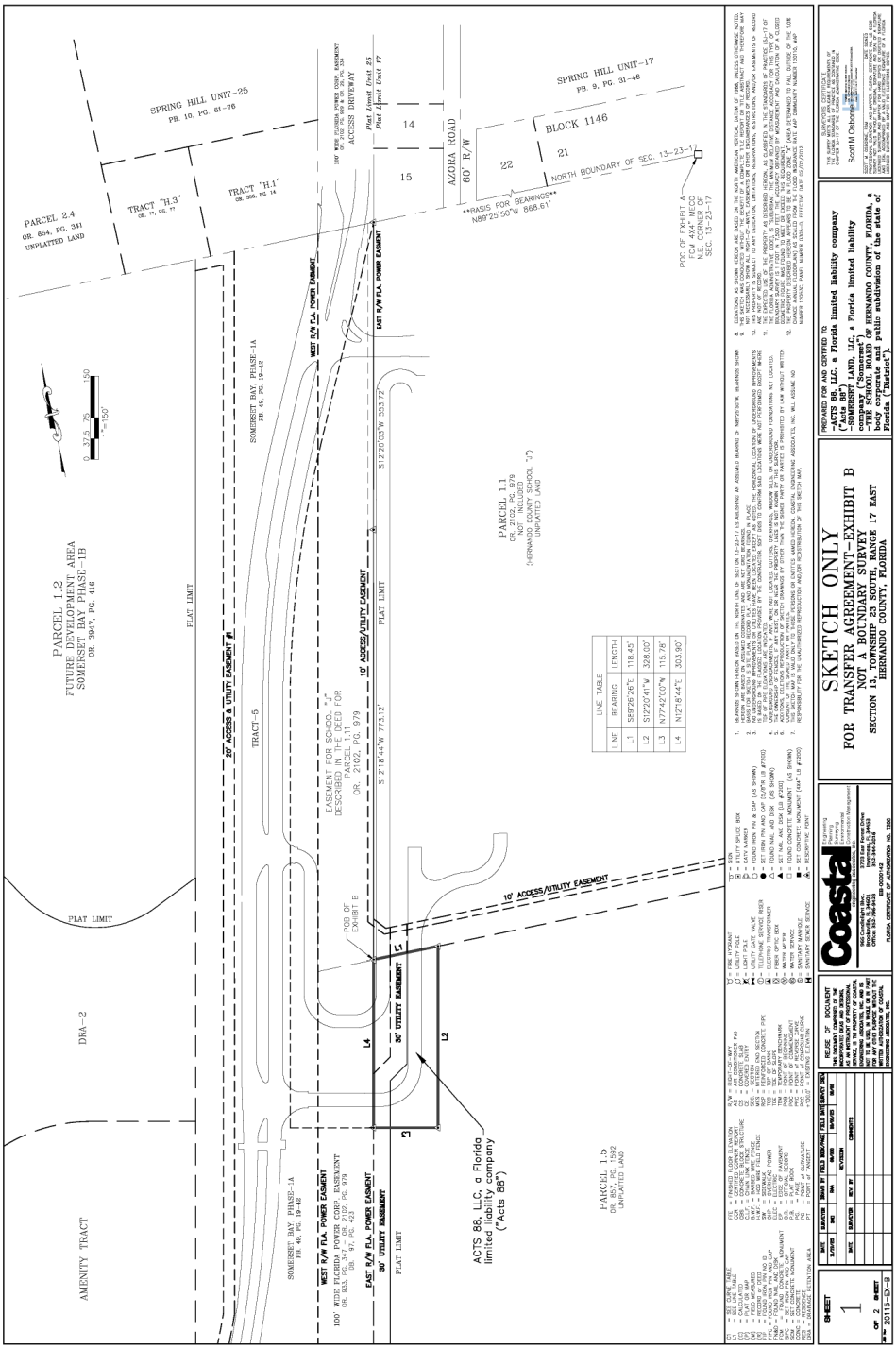
COMMENCING AT THE NORTHEAST CORNER OF SECTION 13, TOWNSHIP 23 SOUTH, RANGE 17 EAST, HERNANDO COUNTY, FLORIDA; THENCE ALONG THE NORTH BOUNDARY LINE OF SAID SECTION 13, RUN N89°25'50"W, 868.61 FEET TO THE EAST RIGHT-OF-WAY LINE OF A 100 FOOT WIDE POWER EASEMENT AS DESCRIBED IN OFFICIAL RECORDS BOOK 933, PAGE 347 OF THE PUBLIC RECORDS OF HERNANDO COUNTY, FLORIDA, AND THE POINT OF BEGINNING; THENCE ALONG SAID EAST RIGHT-OF-WAY LINE, RUN S12°20'03"W, 553.72 FEET; THENCE S12°18'44"W, 1077.02 FEET; THENCE LEAVING SAID EAST RIGHT-OF-WAY LINE, RUN N77°42'00"W, 150.07 FEET; THENCE N12°18'00"E, 758.26 FEET TO A POINT OF CURVATURE TO THE RIGHT. SAID CURVE BEING CONCAVE TO THE SOUTHEAST, HAVING A RADIUS OF 2033.00 FEET, A CENTRAL ANGLE OF 13°22'52", AND A CHORD BEARING AND DISTANCE OF N18°59'26"E, 473.72 FEET; THENCE ALONG THE ARC OF SAID CURVE 474.79 FEET; THENCE N25°40'52"E, 322.20 FEET TO A POINT OF CURVATURE TO THE LEFT. SAID CURVE BEING CONCAVE TO THE NORTHWEST, HAVING A RADIUS OF 3861.13 FEET, A CENTRAL ANGLE OF 1°20'59", AND A CHORD BEARING OF N25°33'46"E, 90.96 FEET; THENCE ALONG THE ARC OF SAID CURVE 90.96 FEET TO THE NORTH LINE OF SAID SECTION 13, AND THE EAST RIGHT-OF-WAY LINE OF SAID POWER EASEMENT, AND THE POINT OF BEGINNING.

CONTAINING 4.48 ACRES MORE OR LESS.

Exhibit "B"

Legal Description of Acts Property

***NOTE*: Legal description and acreage of the Property to be confirmed and updated as necessary upon receipt of the Survey**



/15826/2#65021053 v9

EXHIBIT B LEGAL DESCRIPTION

COMMENCING AT THE NORTHEAST CORNER OF SECTION 13, TOWNSHIP 23 SOUTH, RANGE 17 EAST, HERNANDO COUNTY, FLORIDA; THENCE ALONG THE NORTH BOUNDARY LINE OF SAID SECTION 13, RUN N89°25'50"W, 868.61 FEET TO THE EAST RIGHT-OF-WAY LINE OF A 100 FOOT WIDE POWER EASEMENT AS DESCRIBED IN OFFICIAL RECORDS BOOK 933, PAGE 347 OF THE PUBLIC RECORDS OF HERNANDO COUNTY, FLORIDA; THENCE ALONG SAID EAST RIGHT-OF-WAY LINE, RUN S12°20'03"W, 553.72 FEET; THENCE S12°18'44"W, 773.12 FEET TO THE SOUTH LINE OF PARCEL 1.1 (HERNANDO COUNTY SCHOOL "J") AS RECORDED IN OFFICIAL RECORDS BOOK 2102, PAGE 979 OF THE PUBLIC RECORDS OF HERNANDO COUNTY, FLORIDA, AND THE POINT OF BEGINNING; THENCE ALONG THE SOUTH OF SAID PARCEL 1.1, RUN S89°26'26"E, 118.45 FEET; THENCE LEAVING SAID SOUTH LINE, RUN S12°20'41"W, 328.00 FEET; THENCE N77°42'00"W, 115.78 FEET TO THE EAST RIGHT-OF-WAY LINE OF SAID POWER EASEMENT; THENCE ALONG SAID EAST RIGHT-OF-WAY LINE, RUN N12°18'44"E, 303.90 FEET TO THE POINT OF BEGINNING.

CONTAINING 0.84 ACRES MORE OR LESS.

(C1) = SEE CURVE TABLE
(L1) = SEE LINE TABLE
(C) = CALCULATED
(P) = PLAT OR MAP
(M) = FIELD MEASURED
(R) = RECORD or DEED
F/P = FOUND IRON PIN NO ID
F/PC = FOUND IRON PIN AND CAP
F/NAD = FOUND NAIL AND DISK
F/MON = FOUND CONCRETE MONUMENT
S/PC = SET IRON PIN AND CAP
S/CM = SET CONCRETE MONUMENT
CONC = CONCRETE
RES = RESIDENCE
DRA = DRAINAGE RETENTION AREA
FFE = FINISHED FLOOR ELEVATION
CCR = CERTIFIED CORNER REPORT
CBS = CONCRETE BLOCK STRUCTURE
C.L.F. = CHAIN LINK FENCE
B.W.F. = BARBED WIRE FENCE
H.W.F. = HOG WIRE FIELD FENCE
SW = SIDEWALK
O/H = OVERHEAD POWER
ELEC = ELECTRIC
EP = EDGE OF PAVEMENT
O.R. = OFFICIAL RECORD
P.B. = PLAT BOOK
PG. = PAGE
PC = POINT of CURVATURE
PT = POINT of TANGENT
R/W = RIGHT-OF-WAY
AC = AIR CONDITIONER PAD
CS = CONCRETE SLAB
CE = COVERED ENTRY
SEC. = SECTION
RCPE = REINFORCED END SECTION
RCP = REINFORCED CONCRETE PIPE
TOB = TOP OF BANK
TOE = TOE OF SLOPE
TBM = TEMPORARY BENCHMARK
POB = POINT OF BEGINNING
POC = POINT OF COMMENCEMENT
PRC = POINT of REVERSE CURVE
PCC = POINT of COMPOUND CURVE
+100.0' = EXISTING ELEVATION
= FIRE HYDRANT
= UTILITY POLE
= LIGHT POLE
= UTILITY GATE VALVE
= TELEPHONE SERVICE RISER
= ELECTRIC TRANSFORMER
= FIBER OPTIC BOX
= WATER METER
= WATER SERVICE
= SANITARY MANHOLE
= SANITARY SEWER SERVICE
= SIGN
= UTILITY SPLICE BOX
= CATV MARKER
= FOUND IRON PIN & CAP (AS SHOWN)
= SET IRON PIN AND CAP (S/PITH LB #7200)
= FOUND NAIL AND DISK (AS SHOWN)
= SET NAIL AND DISK (LB #7200)
= FOUND CONCRETE MONUMENT (AS SHOWN)
= SET CONCRETE MONUMENT (4X4" LB #7200)
= DESCRIPTIVE POINT

1. BEARINGS SHOWN HEREON BASED ON THE NORTH LINE OF SECTION 13-23-17 ESTABLISHING AN ASSUMED BEARING OF N89°25'50"W. BEARINGS SHOWN HEREON ARE BASED ON ASSUMED COORDINATES AND ARE NOT GRID BEARINGS.
2. BASIS FOR SKETCH IS SITE PLAN, RECORD PLAT, AND MONUMENTATION FOUND IN PLACE.
3. NO UNDERGROUND IMPROVEMENTS OR UTILITIES HAVE BEEN LOCATED EXCEPT AS NOTED. THE HORIZONTAL LOCATION OF UNDERGROUND IMPROVEMENTS IS BASED ON THE FLAGGED LOCATION PROVIDED BY THE CONTRACTOR. SOFT DIGS TO CONFIRM SAID LOCATIONS WERE NOT PERFORMED EXCEPT WHERE TOP OF PIPE ELEVATIONS ARE INDICATED.
4. UNDERGROUND ENCROACHMENTS, IF ANY, WERE NOT LOCATED. GUTTERS, OVERHANGS, WINDOW SILLS, OR UNDERGROUND FOUNDATIONS NOT LOCATED.
5. THE OWNERSHIP OF FENCES, IF ANY EXIST, ON OR NEAR THE PROPERTY LINES IS NOT KNOWN BY THIS SURVEYOR.
6. THIS SURVEY MAP OR REPORT OR THE SURVEYED DRAWINGS BY OTHER THAN THE SIGNED PARTY OR PARTIES IS PROHIBITED BY LAW WITHOUT WRITTEN CONSENT OF THE SIGNED PARTY OR PARTIES.
7. THIS SKETCH MAP IS VALID ONLY TO THOSE PERSONS OR ENTITIES NAMED HEREON. COASTAL ENGINEERING ASSOCIATES, INC. WILL ASSUME NO RESPONSIBILITY FOR THE UNAUTHORIZED REPRODUCTION AND/OR REDISTRIBUTION OF THIS SKETCH MAP.
8. ELEVATIONS AS SHOWN HEREON ARE BASED ON THE NORTH AMERICAN VERTICAL DATUM OF 1988, UNLESS OTHERWISE NOTED.
9. THIS SKETCH WAS CONDUCTED WITHOUT THE BENEFIT OF A COMPLETE TITLE REPORT OR TITLE ABSTRACT AND THEREFORE MAY NOT NECESSARILY SHOW ALL RIGHT-OF-WAYS, EASEMENTS OR OTHER ENCUMBRANCES OF RECORD.
10. THIS PROPERTY IS SUBJECT TO ANY DEDICATION, LIMITATIONS, RESERVATIONS, RESTRICTIONS, AND/OR EASEMENTS OF RECORD AND NOT OF RECORD.
11. THE EXPECTED USE OF THE PROPERTY AS DESCRIBED HEREON, AS CLASSIFIED IN THE STANDARDS OF PRACTICE (5J-17 OF THE FLORIDA ADMINISTRATIVE CODE), IS "SUBURBAN". THE MINIMUM RELATIVE DISTANCE ACCURACY FOR THIS TYPE OF BOUNDARY SURVEY IS 1 FOOT IN 7,500 FEET. THE ACCURACY OBTAINED BY MEASUREMENT AND CALCULATION OF A CLOSED GEOMETRIC FIGURE WAS FOUND TO MEET OR EXCEED THIS REQUIREMENT.
12. THE PROPERTY DESCRIBED HEREON APPEARS TO BE IN FLOOD ZONE "A" (AREA DETERMINED TO FALL OUTSIDE OF THE 1.0% CHANCE ANNUAL FLOODPLAIN) AS SCALED FROM THE FLOOD INSURANCE RATE MAP COMMUNITY NUMBER 120130, MAP NUMBER 12053C, PANEL NUMBER 0308-G, EFFECTIVE DATE 02/02/2012.

SHEET 2 OF 2 SHEET
Job No. 20115-EX-B

DATE	SURVEYOR	DRAWN BY	FIELD BOOK/PAGE	FIELD DATE	SURVEY CREW
11/25/25	SMO	SAA	00/000	00/00/25	00/00

REVISION

DATE	SURVEYOR	REV. BY	COMMENTS

REUSE OF DOCUMENT
THIS DOCUMENT COMPRISED OF THE INCORPORATED IDEAS AND DESIGNS, AS AN INSTRUMENT OF PROFESSIONAL SERVICE, IS THE PROPERTY OF COASTAL ENGINEERING ASSOCIATES, INC. AND IS NOT TO BE USED, IN WHOLE OR IN PART FOR ANY OTHER PURPOSE WITHOUT THE WRITTEN AUTHORIZATION OF COASTAL ENGINEERING ASSOCIATES, INC.

Coastal Engineering Planning Surveying Environmental Construction Management engineering associates, inc.
1966 Candlelight Blvd. Brooksville, FL 34601 Office: 352-796-9423
5709 East Forest Drive Inverness, FL 34453 352-344-2016
EB-0000142
FLORIDA CERTIFICATE OF AUTHORIZATION NO. 7200

SKETCH ONLY
FOR TRANSFER AGREEMENT-EXHIBIT B
NOT A BOUNDARY SURVEY
SECTION 13, TOWNSHIP 23 SOUTH, RANGE 17 EAST
HERNANDO COUNTY, FLORIDA

PREPARED FOR AND CERTIFIED TO:
-ACTS 88, LLC, a Florida limited liability company ("Acts 88")
-SOMERSET LAND, LLC, a Florida limited liability company ("Somerset")
-THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA, a body corporate and public subdivision of the state of Florida ("District").

SURVEYORS CERTIFICATE
THIS SURVEY MEETS ALL APPLICABLE REQUIREMENTS OF THE FLORIDA STANDARDS OF PRACTICE AS CONTAINED IN CHAPTER 5J-17 OF THE FLORIDA ADMINISTRATIVE CODE.

Scott M Osborne

SCOTT M. OSBORNE, PSM
PROFESSIONAL SURVEYOR AND MAPPER, FLORIDA CERTIFICATE NO. LS 6585
SURVEY NOT VALID WITHOUT THE ORIGINAL SIGNATURE AND SEAL OF A FLORIDA LICENSED SURVEYOR AND MAPPER. ADDITIONS OR DELETIONS TO SURVEY MAPS OR REPORTS BY OTHER THAN THE SIGNING PARTY OR PARTIES IS PROHIBITED WITHOUT THE WRITTEN CONSENT OF THE SIGNING PARTY OR PARTIES. THIS SURVEY, SKETCH AND LEGAL DESCRIPTION SHALL BE CONSIDERED VOID UNLESS BOTH PAGES ARE SIGNED AND SEALED AND ACCOMPANIED BY A VALID ELECTRONIC SIGNATURE OF A FLORIDA LICENSED SURVEYOR AND MAPPER FOR ELECTRONIC COPIES.
DATE SIGNED

TRANSFER AGREEMENT EXHIBIT B LEGAL DESCRIPTION (EX-B)

COMMENCING AT THE NORTHEAST CORNER OF SECTION 13, TOWNSHIP 23 SOUTH, RANGE 17 EAST, HERNANDO COUNTY, FLORIDA; THENCE ALONG THE NORTH BOUNDARY LINE OF SAID SECTION 13, RUN N89°25'50"W, 868.61 FEET TO THE EAST RIGHT-OF-WAY LINE OF A 100 FOOT WIDE POWER EASEMENT AS DESCRIBED IN OFFICIAL RECORDS BOOK 933, PAGE 347 OF THE PUBLIC RECORDS OF HERNANDO COUNTY, FLORIDA; THENCE ALONG SAID EAST RIGHT-OF-WAY LINE, RUN S12°20'03"W, 553.72 FEET; THENCE S12°18'44"W, 773.12 FEET TO THE SOUTH LINE OF PARCEL 1.1 (HERNANDO COUNTY SCHOOL "J") AS RECORDED IN OFFICIAL RECORDS BOOK 2102, PAGE 979 OF THE PUBLIC RECORDS OF HERNANDO COUNTY, FLORIDA, AND THE POINT OF BEGINNING; THENCE ALONG THE SOUTH OF SAID PARCEL 1.1, RUN S89°26'26"E, 118.45 FEET; THENCE LEAVING SAID SOUTH LINE, RUN S12°20'41"W, 328.00 FEET; THENCE N77°42'00"W, 115.78 FEET TO THE EAST RIGHT-OF-WAY LINE OF SAID POWER EASEMENT; THENCE ALONG SAID EAST RIGHT-OF-WAY LINE, RUN N12°18'44"E, 303.90 FEET TO THE POINT OF BEGINNING.

CONTAINING 0.84 ACRES MORE OR LESS.

/15826/2#65021053 v9

29

EXPLORER BOULEVARD ROADWAY EXTENSION
EXPLORER K-8 SITE IMPROVEMENTS

SPRING HILL, FLORIDA

COASTAL PROJECT NUMBER 22005

CONTRACT PLANS COMPONENTS

ROADWAY PLANS
SIGNING AND PAVEMENT MARKING PLANS

INDEX OF ROADWAY PLANS

SHEET NO.	SHEET DESCRIPTION
1	KEY SHEET
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3-5	DEMOLITION PLANS
6	TYPICAL SECTION
7	PROJECT GEOMETRY
8	SUMMARY OF QUANTITIES
9	OVERALL SITE PLAN
9A	OVERALL FENCE PLAN
10-23	PLAN SHEETS & PROFILE SHEETS
24-27	SCHOOL PLAN SHEETS
28-38	CROSS SECTIONS
39-41	DRAINAGE STRUCTURES
OS1-OS7	SIGNING & MARKING PLANS
DR1-DR4	DRAINAGE PLANS
EC-1-EC-2	SWPPP PLANS

GOVERNING STANDARD PLANS:

Florida Department of Transportation, FY2025-26 Standard Plans for Road and Bridge Construction and applicable Interim Revisions (IRs).

Standard Plans for Road Construction and associated IRs are available at the following website: http://www.fdot.gov/design/standardplans
Standard Plans for Bridge Construction are included in the Structures Plans Component

GOVERNING STANDARD SPECIFICATIONS:

Florida Department of Transportation,FY 2025-26 Standard Specifications for Road and Bridge Construction at the following website:
http://www.fdot.gov/programmanagement/Implemented/SpecBooks

Hunter P Brown
Digitally signed by Hunter P Brown
Date: 2025.12.18 17:14:24 -05'00'

NOVEMBER 11, 2025

ROADWAY PLANS
ENGINEER OF RECORD:

HUNTER P. BROWN, P.E.
P.E. NO.: 74664
COASTAL DESIGN CONSULTANTS INC.
7026 LITTLE ROAD
NEW PORT RICHEY, FL. 34654
(727) 849-8010
FAX (727) 849-8020
WWW.COASTALDESIGNCONSULTANTS.COM
CERTIFICATE OF AUTHORIZATION NO. 9572

HUNTER P. BROWN LICENSE No 74664 STATE OF FLORIDA PROFESSIONAL ENGINEER

This item has been digitally signed and sealed by Hunter P. Brown, P.E. on the date adjacent to the seal.

Signature must be verified on any electronic copies.

PLANS PREPARED FOR

Coastal engineering associates, inc.
Engineering
Planning
Surveying
Environmental
Traffic
Transportation
Construction Management

966 Candlelight Boulevard • Brooksville • Florida 34601
(352) 796-9423 • Fax (352) 799-8359
EB-0000142

PLANS PREPARED BY

COASTAL DESIGN CONSULTANTS

7026 LITTLE RD. NEW PORT RICHEY, FL. 34654
T: (727) 849-8010 F: (727) 849-8020
CERTIFICATE OF AUTHORIZATION NO. 00009572

ATTENTION IS DIRECTED TO THE FACT THAT THESE PLANS MAY HAVE BEEN ALTERED IN SIZE BY REPRODUCTION. THIS MUST BE CONSIDERED WHEN OBTAINING SCALED DATA.

PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED
1510464 2/10/26

THE ISSUANCE OF THIS PERMIT SHALL NOT BE HELD TO PERMIT OR APPROVE THE VIOLATION OF ANY FEDERAL, COUNTY OR STATE LAW, REGULATION OR ORDINANCE

FISCAL YEAR	SHEET NO.
2025	1

THE OFFICIAL RECORD OF THIS SHEET IS THE ELECTRONIC FILE DIGITALLY SIGNED AND SEALED UNDER RULE 61G15-23.004, F.A.C.

EXHIBIT "C"
APPROVED CONSTRUCTION PLANS

$USER$ $DATE$ $TIME$ $FILE$

712

REFERENCE DOCUMENTS

1. HERNANDO COUNTY DEPARTMENT OF PUBLIC WORKS / ENGINEERING DIVISION "FACILITY GUIDELINES" LATEST EDITION.
2. HERNANDO COUNTY UTILITY DEPARTMENT " WATER, RECLAIMED WATER AND WASTEWATER CONSTRUCTION SPECIFICATIONS MAUNAL. JANUARY 2013 EDITION.
2. FLORIDA DEPARTMENT OF TRANSPORTATION "MANUAL OF UNIFORM MINIMUM STANDARDS FOR DESIGN, CONSTRUCTION AND MAINTENANCE FOR STREETS AND HIGHWAYS", 2018.
3. FLORIDA DEPARTMENT OF TRANSPORTATION 'STANDARD SPECIFICATIONS FOR ROAD AND BRIDGE CONSTRUCTION ", 2022.
4. FLORIDA DEPARTMENT OF TRANSPORTATION "STANDARD PLANS". DATED FY 2021-22
5. FEDERAL HIGHWAY ADMINISTRATION "MANUAL ON UNIFORM TRAFFIC CONTROL DEVICES (MUTCD) ", 2009
6. F.D.O.T. FLEXIBLE PAVEMENT DESIGN MANUAL FOR NEW CONSTRUCTION AND PAVEMENT REHABILITATION (2022).

COORDINATION OF THE DOCUMENTS:
THE ARTICLES CONTAINED IN THE GENERAL NOTES, THE CONSTRUCTION DRAWINGS, AND THE ABOVE-REFERENCED DOCUMENTS ARE INTENDED TO BE COMPLIMENTARY AND FULLY DESCRIBE THE TECHNICAL ASPECTS OF THE PROJECT. SHOULD THERE BE ANY CONFLICTS OR OMISSIONS IN THE DOCUMENTS, THEY SHALL BE BROUGHT TO THE ATTENTION OF THE ENGINEER IN WRITING FOR RESOLUTION.

GENERAL NOTES:

1. FOR THE PURPOSES OF THE NOTES DEFINED HEREIN THE RESPONSIBLE PARTIES SHALL BE DEFINED AS :

OWNER : SOMERSET LAND L.L.C.
18125 WAYNE ROAD
ODESSA, FL. 33556

DESIGN ENGINEER : THE DESIGN ENGINEER IS COASTAL DESIGN CONSULTANTS, INC., 7026 LITTLE ROAD, NEW PORT RICHEY, FL. 34654 AND THEIR AUTHORIZED REPRESENTATIVES.

CONTRACTOR : THE INDIVIDUAL, FIRM, OR COMPANY, CONTRACTING WITH HERNANDO COUNTY, BOARD OF COUNTY COMMISSIONERS, HERNANDO COUNTY, FLORIDA, FOR THE PERFORMANCE OF WORK OR FURNISHING OF MATERIALS.

2. UNLESS SPECIFICALLY NOTED OTHERWISE, ALL ELEVATIONS AND DIMENSIONS ARE IN FEET. REFERENCED TO NAVD DATUM OF 1988.
3. EXISTING UTILITIES:
   A. LOCATIONS, ELEVATIONS, AND DIMENSIONS OF EXISTING UTILITIES, STRUCTURES, AND OTHER FEATURES ARE SHOWN ACCORDING TO THE BEST INFORMATION AVAILABLE AT THE TIME OF PREPARATION OF THESE PLANS. THE CONTRACTOR SHALL VERIFY THE LOCATIONS, ELEVATIONS, AND DIMENSIONS OF ALL EXISTING UTILITIES, STRUCTURES AND OTHER FEATURES AFFECTING THIS WORK, PRIOR TO CONSTRUCTION.
   B. THE CONTRACTOR IS CAUTIONED THAT THE LOCATION OF EXISTING UTILITIES, WHETHER OR NOT SHOWN, ARE APPROXIMATE. IT SHALL BE THE RESPONSIBILITY OF THE CONTRACTOR TO OBTAIN ACTUAL FIELD LOCATIONS FROM THE RESPECTIVE UTILITY COMPANY 48 HOURS BEFORE BEGINNING WORK.
   SUNSHINE STATE ONE CALL 1-800-432-4770.
   C. THE CONTRACTOR IS CAUTIONED THAT SOME EXISTING UTILITIES ARE REQUIRED TO BE RELOCATED PRIOR TO THE CONSTRUCTION OF THE PROPOSED ROADWAY IMPROVEMENTS. IT SHALL BE THE CONTRACTORS RESPONSIBILITY TO NOTIFY AND COORDINATE WITH THE RESPECTIVE UTILITY COMPANIES A MINIMUM OF THREE (3) WEEKS IN ADVANCE OF CONSTRUCTION ACTIVITIES. FOR ADDITIONAL INFORMATION REGARDING THE EXISTING UTILITIES PROPOSED FOR RELOCATION AND THE UTILITY CONTACT INFORMATION REFERENCE THE "UTILITY ADJUSTMENT SHEETS" PROVIDED WITHIN THIS CONSTRUCTION SET.
4. THE CONTRACTOR SHALL MAINTAIN A COPY OF THE APPROVED PLANS AND PERMITS AT THE CONSTRUCTION SITE.
5. DURING THE CONSTRUCTION AND/OR MAINTENANCE OF THIS PROJECT, ALL SAFETY REGULATIONS ARE TO BE ENFORCED BY THE CONTRACTOR. THE CONTRACTOR OR HIS REPRESENTATIVE SHALL BE RESPONSIBLE FOR THE CONTROL AND SAFETY OF THE TRAVELING PUBLIC AND THE SAFETY OF HIS PERSONNEL. LABOR SAFETY REGULATIONS SHALL CONFORM TO THE PROVISIONS SET FORTH BY O.S.H.A. IN THE FEDERAL REGISTER OF THE DEPARTMENT OF TRANSPORTATION.
6. CONSTRUCTION STAKEOUT SHALL BE ACCOMPLISHED BY THE CONTRACTOR.

GENERAL NOTES (CONTINUED):

7. THE CONTRACTOR SHALL ARRANGE FOR AND PAY FOR ALL FIELD TESTS TO MONITOR CONSTRUCTION QUALITY. IT SHALL BE THE CONTRACTOR'S RESPONSIBILITY TO COORDINATE ALL REQUIRED FIELD TESTING OPERATIONS. RESULTS OF THE FIELD TESTINGS SHALL BE DISTRIBUTED BY THE TESTING COMPANY TO THE CONTRACTOR. THE CONTRACTOR SHALL PROVIDE THE TEST RESULTS TO THE OWNER IN A TIMELY MANNER.
8. IT SHALL BE THE CONTRACTOR'S RESPONSIBILITY TO PROVIDE ALL CERTIFICATIONS, SHOP DRAWINGS, MATERIALS, TESTS, ETC. CALLED FOR OR REQUESTED ON ALL CONSTRUCTION MATERIALS.
9. THE ENGINEER WILL HAVE THE AUTHORITY TO DISAPPROVE OR REJECT WORK WHICH IS DEFECTIVE, OR DOES NOT CONFORM TO THE REQUIREMENTS OF THE PLANS AND SPECIFICATIONS, OR DOES NOT MEET THE REQUIREMENTS OF ANY INSPECTION, TEST, OR APPROVAL.
10. THE CONTRACTOR IS RESPONSIBLE FOR REPAIRING ANY DAMAGE TO EXISTING FACILITIES, ABOVE OR BELOW GROUND, THAT MAY OCCUR AS A RESULT OF THE WORK PERFORMED BY THE CONTRACTOR.
11. ALL PRIVATE AND PUBLIC PROPERTY AFFECTED BY THIS WORK SHALL BE RESTORED TO A CONDITION EQUAL TO OR BETTER THAN EXISTING CONDITIONS UNLESS SPECIFICALLY EXEMPTED BY THE PLANS. ADDITIONAL COSTS ARE INCIDENTAL TO OTHER CONSTRUCTION AND NO EXTRA COMPENSATION IS TO BE ALLOWED.
12. ANY WASHOUTS, REGRADING, GRASSING WORK, AND OTHER EROSION WORK REQUIRED, WILL BBPERFORMED BY THE CONTRACTOR AT HIS / HER EXPENSE, UNTIL THE SYSTEM IS ACCEPTED FOR MAINTENANCE, BY THE OWNER AND / OR ENGINEER.
13. ALL SODDING SHALL INCLUDE WATERING AND FERTILIZATION. THE CONTRACTOR SHALL BE RESPONSIBLE FOR MAINTAINING THESE AREAS UNTIL THE PROJECT IS COMPLETED AND ACCEPTED BY THE OWNER AND ENGINEER.
14. ALL SODDED SLOPES STEEPER THAN 4:1 SHALL BE INSTALLED WITH SOD PEGS.
15. THE ENGINEER WILL BE THE INTERPRETER OF THE TERMS AND CONDITIONS OF THE PLANS AND SPECIFICATIONS, AND THE JUDGE OF THE PERFORMANCE THEREUNDER. IN HIS CAPACITY AS INTERPRETER HE WILL EXERCISE HIS BEST EFFORTS TO OBTAIN FAITHFUL PERFORMANCE BY BOTH THE OWNER AND THE CONTRACTOR.
16. NEITHER OBSERVATIONS BY THE ENGINEER NOR INSPECTIONS, TESTS, OR APPROVALS BY OTHER PERSONS SHALL RELIEVE THE CONTRACTOR FROM HIS OBLIGATIONS TO PERFORM THE WORK IN ACCORDANCE WITH THE REQUIREMENTS OF THE PLANS AND SPECIFICATIONS.
17. PRIOR TO MANUFACTURE, THE CONTRACTOR SHALL SUPPLY THE ENGINEER WITH COPIES OF THE SHOP DRAWINGS FOR ALL PRECAST CONCRETE FACILITIES FOR HIS REVIEW AND APPROVAL.
18. THE CONTRACTOR SHALL MAINTAIN THE R/W DURING CONSTRUCTION IN A SATISFACTORY MANNER TO PREVENT THE DEPOSITION OF SAND, DUST, ETC., BY WATER OR WIND EROSION ONTO ADJACENT PROPERTIES. EROSION CONTROL MEASURES CALLED FOR IN THE PLANS SHALL BE IN PLACE PRIOR TO BEGINNING CONSTRUCTION.
19. ANY PUBLIC LAND CORNER WITHIN THE LIMITS OF CONSTRUCTION IS TO BE PROTECTED. IF A CORNER MONUMENT IS IN DANGER OF BEING DESTROYED, THE CONTRACTOR SHOULD NOTIFY THE COUNTY SURVEYOR WITHOUT DELAY BY TELEPHONE.
20. THE CONTRACTOR SHALL KEEP THE ENGINEER INFORMED OF ALL ACTIVITIES AND SHALL NOTIFY THE ENGINEER A MINIMUM OF THREE WORKING DAYS IN ADVANCE OF THE BEGINNING OF ALL CONSTRUCTION PHASES, INCLUDING, BUT NOT LIMITED TO, CLEARING-AND-GRUBBING, EARTHWORK, STORM-DRAINAGE, SUBGRADE PREPARATION, BASE CONSTRUCTION, AND GRASSING.
21. CLEARING AND GRUBBING:
   A. CLEARING AND GRUBBING FOR PURPOSES OF THE PROJECT DESCRIBED HEREIN SHALL BE IN ACCORDANCE WITH SECTION 110 OF THE "STANDARD SPECIFICATIONS FOR ROAD AND BRIDGE CONSTRUCTION"
   B. ALL MATERIALS, DEBRIS, UNSUITABLE EARTH, ETC. OF NO SALVAGE VALUE SHALL BECOME THE PROPERTY OF THE CONTRACTOR AND SHALL BE DISPOSED OF BY THE CONTRACTOR IN A LEGAL MANOR.
   7. ANY CLEAN FILL REMOVED DURING CLEARING AND GRUBBING SHALL BE STOCKPILES AT A SITE DESIGNATED BY THE OWNER UNLESS OTHERWISE DIRECTED BY THE OWNER.
   C. NO DEBRIS OR OTHER UNSUITABLE MATERIALS SHALL BE DISPOSED OF WITHIN THE RIGHT OF-WAY.
   D. NO BURNING WITHIN THE PROJECT R/W SHALL BE PERMITTED.
   E. THE CONTRACTOR IS TO OBTAIN ALL NECESSARY PERMITS FOR REMOVING ANY EXISTING STRUCTURES.
   F. EXISTING PAVEMENT SHALL BE REMOVED AND DISPOSED OF BY THE CONTRACTOR AT HIS EXPENSE. THE CONTRACTOR MAY (AT HIS OPTION) USE EXISTING LIMEROCK BASE MATERIAL AS A STABILIZING ADDITIVE TO THE SUBBASE. AT NO TIME WILL EXISTING BASE MATERIAL BE INCORPORATED WITHIN THE NEW BASE.
22. ASPHALT PAVING
   A. ALL ROADWAY SURFACES SHALL BE CLEAN AND DRY PRIOR TO AND DURING PLACEMENT OF ASPHALT.
   B. PRIME AND TACK COAT SURFACES SHALL BE INCLUDED IN THE CONTRACTOR'S BID PRICE FOR THE OPTIONAL BASE OR PAVEMENT COURSE AS REQUIRED.
23. BACKFILL MATERIAL SHALL BE SOLIDLY TAMPED AROUND PIPES IN 6" LAYERS UP TO A LEVEL OF AT LEAST ONE FOOT ABOVE THE TOP OF THE PIPE. IN AREAS TO BE PAVED, BACK FILL SHALL BE COMPACTED TO 100% MAXIMUM DENSITY AS DETERMINED BY A.A.S.H.T.O. T-99.
24. MISCELLANEOUS CONCRETE FURNISHED AND INSTALLED BY THE CONTRACTOR SHALL HAVE A COMPRESSIVE STRENGTH OF AT LEAST 3,000 P.S.I. IN 28 DAYS. UNLESS OTHERWISE NOTED.
25. IN THE EVENT UNSUITABLE MATERIAL IS ENCOUNTERED DURING EXCAVATION IT IS TO BE REMOVED FROM THE ROAD BED IN ACCORDANCE WITH FDOT INDEX No. 505 OF THE DESIGN STANDARDS.
26 THE CONTRACTOR SHALL NOT ENTER UPON OR IN ANY WAY ALTER THE WETLAND/CONSERVATION AREAS THAT MAY BE ADJACENT TO RIGHT OF WAY. ALL CONSTRUCTION WORK SHALL BE IN COMPLIANCE WITH THE ENVIRONMENTAL REGULATIONS AND/OR PERMITS FOR THE PROJECT AREA THE CONTRACTOR WILL BE RESPONSIBLE FOR ANY FINE RESULTING FROM A VIOLATION OF ANY REGULATION OR PERMIT CONDITION.
27. ALL EXISTING WELLS ENCOUNTERED DURING CONSTRUCTION SHALL BE PLUGGED IN ACCORDANCE WITH THE RULES AND REGULATIONS OF THE GOVERNING WATER MANAGEMENT DISTRICT.
28. THE SEDIMENT CONTROL / EROSION CONTROL MEASURES OUTLINED WITHIN THE CONSTRUCTION DRAWINGS ARE CONSIDERED TO BE THE MINIMUM REQUIREMENTS FOR PREVENTING SEDIMENT FROM LEAVING THE PROJECT SITE ONTO ADJACENT PROPERTIES IN ACCORDANCE WITH THE EROSION AND SEDIMENT CONTROL MANUAL LATEST EDITION. IT SHALL BE THE CONTRACTORS RESPONSIBILITY TO MAINTAIN ALL THE SEDIMENT / EROSION CONTROL DEVICES IN GOOD WORKING ORDER AND TO FURNISH AND INSTALL ADDITIONAL CONTROL MEASURES TO PREVENT SEDIMENT FROM LEAVING THE PROJECT SITE AS REQUIRED. COSTS FOR ADDITIONAL MEASURES SHALL BE APPROVED IN ADVANCE BY BY THE OWNER AND COVERED UNDER THE UNIT COSTS FOR: 104-10-3 SEDIMENT BARRIER, 104-18 INLET PROTECTION SYSTEM, 120-1 EXCAVATION, AND 575-1-1 SODDING (BAHIA)
29. A STORMWATER POLLUTION PREVENTION PLAN (SWPPP) SHALL BE COMPLETED BY THE OWNER PRIOR TO THE SUBMITTAL OF THE NOTICE OF INTENT TO BE COVERED UNDER THE FDEP GENERAL PERMIT FOR STORM WATER DISCHARGE FROM LARGE AND SMALL CONSTRUCTION ACTIVITIES. SEE PAY ITEM NOTE FOR 1000-1 NPDES PERMITTING.
30. CONTRACTOR TO SCHEDULE A PRE-CONSTRUCTION MEETING FIVE (5) BUSINESS DAYS PRIOR TO THE START OF CONSTRUCTION. A DPW INSPECTOR MUST ATTEND THE PRE-CONSTRUCTION MEETING.
31. CONTRACTOR TO NOTIFY DPW INSPECTOR 48 HOURS PRIOR TO CONSTRUCTION IN THE COUNTY RIGHT OF WAY.
32. DPW INSPECTOR MUST BE PRESENT FOR ALL PAVING OF RIGHT OF WAYS AND INSPECT PRIOR TO POURING CONCRETE SIDEWALKS.
33. A RIGHT OF WAY USE PERMIT IS REQUIRED FOR ANY WORK IN COUNTY RIGHT OF WAY, INCLUDING CONSTRUCTION ENTRANCES.
34. CONTRACTOR SHALL PROVIDE 24 HOUR ADVANCE NOTICE TO LOCAL EMERGENCY SERVICE DEPARTMENTS WHENEVER CONSTRUCTION ACTIVITIES ARE EXPECTED TO IMPEDE NORMAL TRAFFIC FLOW.

TRAFFIC CONTROL NOTES:

1. THE CONTRACTOR SHALL PROVIDE A TEMPORARY TRAFFIC CONTROL PLAN PREPARED UNDER THE DIRECTION OF, AND SIGNED AND SEALED BY A LICENSED FLORIDA PROFESSIONAL ENGINEER WHO IS EXPERIENCED IN PREPARING TRAFFIC CONTROL PLANS AND WHO IS CERTIFIED PER FDOT PROCEDURE, TOPIC NO. 625-010-010. THE CONTRACTOR SHALL NOT OCCUPY STATE RIGHT-OF-WAY IN ADVANCE OF RECEIVING APPROVAL, BY FDOT, OF THIS TEMPORARY TRAFFIC CONTROL PLAN.
2. AREAS REQUIRING MAINTENANCE OF TRAFFIC INCLUDE THE FOLLOWING:
   TRAFFIC AT INTERSECTION OF:
   - SCHOOL DRIVEWAYS
   - TILLERY ROAD
3. IF LANE CLOSURES ARE NECESSARY, THEY SHALL BE PREFORMED BETWEEN 9:30 AM AND 3:30 PM DAILY. NO OTHER RESTRICTIONS APPLY. THE APPLICANT MUST NOTIFY THE FLORIDA DEPARTMENT OF TRANSPORTATION LOCAL MAINTENANCE OFFICE 48 HOURS IN ADVANCE OF STARTING PROPOSED WORK. CALL: FDOT DISTRICT 7 MAINTENANCE, LANCE GRACE @ (813) 975-6264.
4. FOR WORK WITHIN THE RIGHT-OF-WAY, THE FDOT REQUIRES DOCUMENTATION FOR SUCCESSFUL COMPLETION OF AN APPROVED WORK ZONE TRAFFIC CONTROL TRAINING COURSE FOR THE AGENCY, UTILITY, OR CONTRACTOR EMPLOYEE(S) DESIGNING, INSTALLING, AND/OR MAINTAINING THE APPROVED MAINTENANCE OF TRAFFIC PLAN IN ACCORDANCE WITH DEPARTMENT PROCEDURE, TOPIC NO. 625-010-010. DOCUMENTATION IS TO BE FURNISHED TO THE DEPARTMENT AT THE PER-CONSTRUCTION MEETING OR BEFORE OCCUPYING STATE RIGHT-OF-WAY.
5. MAINTENANCE OF TRAFFIC PLAN FOR WORK ZONES SHALL BE IN CONFORMANCE WITH ALL APPLICABLE INDICES OF THE FDOT DESIGN STANDARDS INDEX 600 SERIES ACCORDING TO THE TYPE OF ROADWAY AND TYPE OF WORK BEING PERFORMED.

THE TRAFFIC CONTROL PLANS SHALL STATE THE POSTED SPEED (45) AND INCLUDE A NOTE STATING THAT THE POSTED SPEED (45) IS TO BE MAINTAINED DURING CONSTRUCTION, PER FDOT STANDARD PLANS 102-600.

6. UTILITY CONTACT INFORMATION:

DAVID PARRISH
CHARTER COMMUNICATIONS
2850 S. LECANTO HIGHWAY
LECANTO, FL 34461
(352)-302-3190

HENRY KLOBUCAR
ZAYO GROUP / FORMERLY LIGHTWAVE, LLC
130 N MAIN ST
BUTTE, MT 59701
(406)-496-6510

DINO FARRUGGIO
ATT / DISTRIBUTION
6628 LAKESIDE RD.
WEST PALM BEACH, FL 33411
(561) 683-2729

ALAN TURNER
HERNANDO COUNTY UTILITIES DEPARTMENT
15365 CORTEZ BLVD
BROOKSVILLE, FL 34601
(352) 540-6219

DON TAULBEE
WITHLACOOCHEE RIVER ELECTRIC COOPERATIVE
10005 CORTEZ BLVD.
WEEKI WACHEE, FL 34613
(352)-596-4000

DEWATERING PLAN / NOTES:

THE CONTRACTOR SHALL IMPLEMENT THE FOLLOWING GUIDELINES WHEN CONSTRUCTION ACTIVITIES REQUIRE DEWATERING:

1. DEWATERING ACTIVITIES SHALL BE CONTAINED WITHIN THE PROJECT AREA.
2. THE PROPOSED DRAINAGE RETENTION AREAS CAN BE USED AS TEMPORARY SETTLING AREAS FOR DEWATERING ACTIVITIES. THE PROPOSED DRAINAGE RETENTION AREA(S) SHALL BE CONSTRUCTED TO A SUFFICIENT SIZE AND DEPTH TO RECEIVE WATER FROM DEWATERING ACTIVITIES. IF AT ANY TIME STAGING OF WATER WITHIN THE RETENTION AREA APPROACHES 6-INCHES OF THE PROPOSED POND TOP-OF-BANK, DEWATERING ACTIVITIES SHALL STOP UNTIL THE RETENTION VOLUME HAS RECOVERED.
3. SHEET PILE WALLS, SLURRY WALLS, OR OTHER MEANS OF LIMITING THE EXTENT OF THE WATER TABLE DRAWDOWN, BEYOND THE PROJECT AREA, SHALL BE IMPLEMENTED.
4. WATER DISCHARGE FROM SETTLING AREAS SHALL BE CLEAN AND FREE OF ANY SILT. SILT BARRIERS (I.E. SILT FENCE, HAY BALES, ROCK BAGS OR ANY COMBINATION NECESSARY TO REMOVE SEDIMENTS PRIOR TO DISCHARGE) SHALL BE INSTALLED AND MAINTAINED UNTIL ALL DEWATERING ACTIVITIES ARE COMPLETE.
5. AT NO TIME SHALL DISCHARGE FROM THE DEWATERING ACTIVITIES BE DIRECTED IN A MANNER THAT WOULD IMPACT AN EXISTING WETLAND, LAKE OR RIVER.
6. DEWATERING ACTIVITIES SHALL BE LIMITED TO TIME PERIODS THAT CONSTRUCTION ACTIVITIES REQUIRED DEWATERING. ALL IMPLEMENTED DEWATERING INFRASTRUCTURE, EQUIPMENT, ETC. SHALL BE REMOVED UPON COMPLETION OF CONSTRUCTION.

PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED
1510464 2/10/26
THE ISSUANCE OF THIS PERMIT SHALL NOT BE HELD TO PERMIT OR APPROVE THE VIOLATION OF ANY CITY, COUNTY, OR STATE LAW, REGULATION OR ORDINANCE

DATE	REV. BY	REV. NO.	REVISION

WHEN PRINTED TO SCALE, DRAWING SIZE SHALL BE 11" X 17"

REUSE OF DOCUMENT

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Coastal engineering associates, inc.
Engineering
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Transportation
Construction Management
966 Candlelight Boulevard - Brooksville - Florida 34601
(352) 796-9423 - Fax (352) 799-8359
EB-0000142

DRAWING INVALID UNLESS SIGNED, DATED & SEALED BY REGISTERED PROFESSIONAL

HUNTER P. BROWN, P.E.
FL. REG. NO. 74664

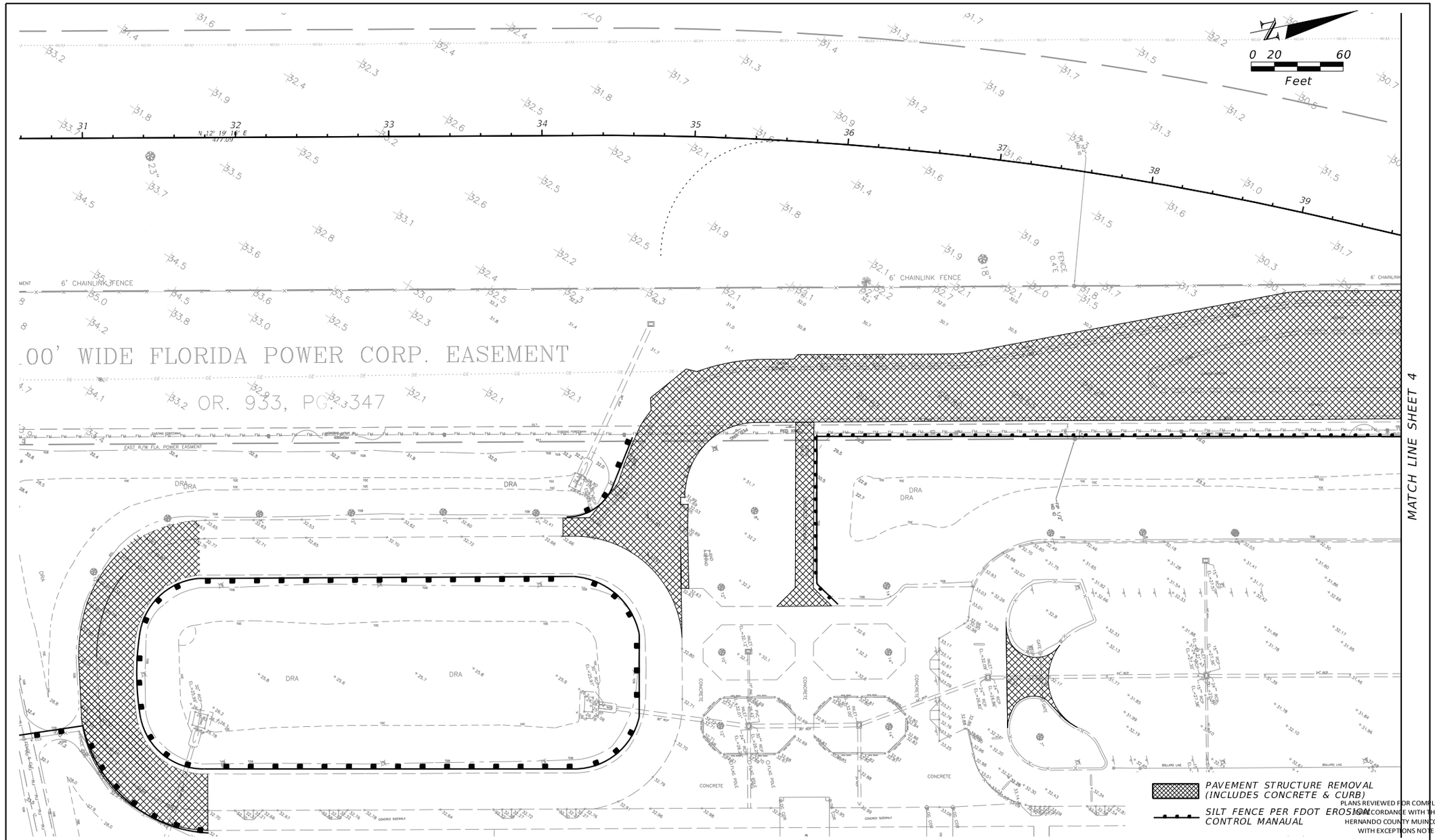
COASTAL DESIGN CONSULTANTS

GENERAL NOTES

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 2

22005



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HUNTER P. BROWN, P.E.
FL. REG. NO. 74664

COASTAL DESIGN CONSULTANTS

DEMOLITION PLAN (1)

SOMERSET BAY
HERNANDO COUNTY, FLORIDA

SHEET 3

22006

PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNCODE WITH EXCEPTIONS NOTED

1510464 2/10/26

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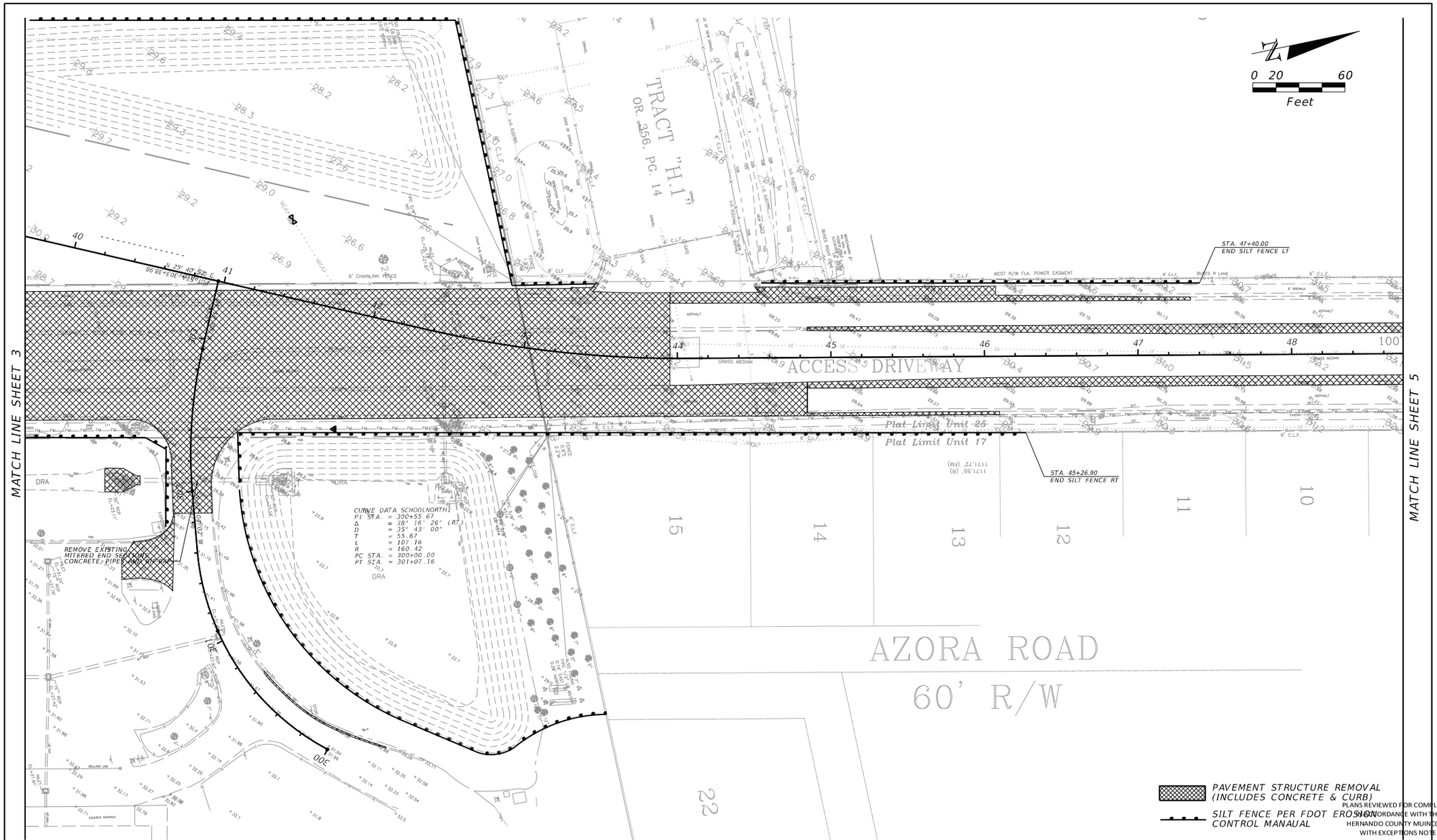
714



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HUNTER P. BROWN, P.E.
FL. REG. NO. 74664

COASTAL DESIGN CONSULTANTS

DEMOLITION PLAN (2)

SOMERSET BAY
HERNANDO COUNTY, FLORIDA

SHEET 4

22006

PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED

1510464 2/10/26

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/15826/2#65021053 v9
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715

/15826/2#65021053 v9

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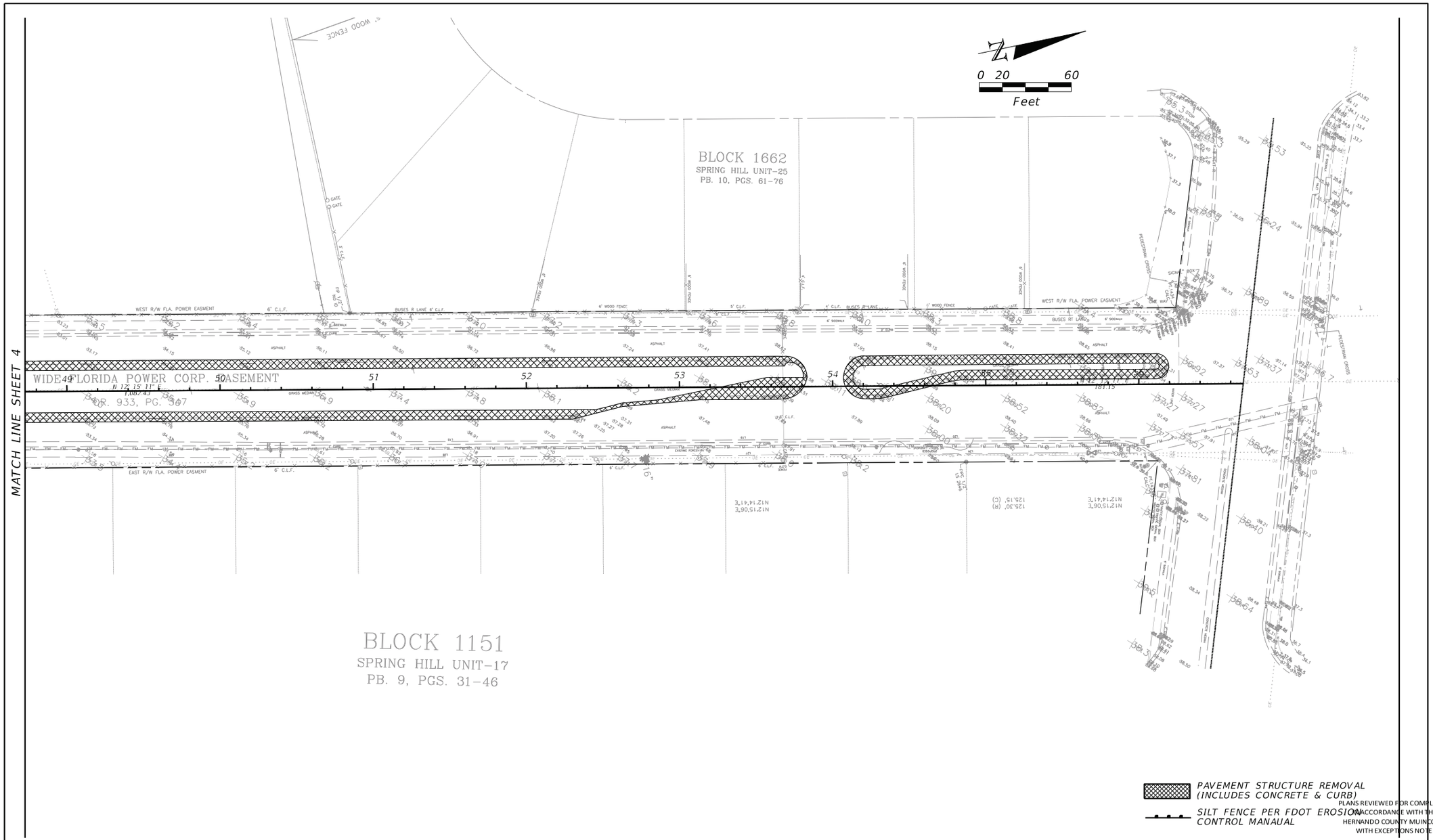
716



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FL. REG. NO. 74664

COASTAL DESIGN CONSULTANTS

DEMOLITION PLAN (3)

SOMERSET BAY
HERNANDO COUNTY, FLORIDA

SHEET 5

JOB 22006

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1510464 2/10/26

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34

717

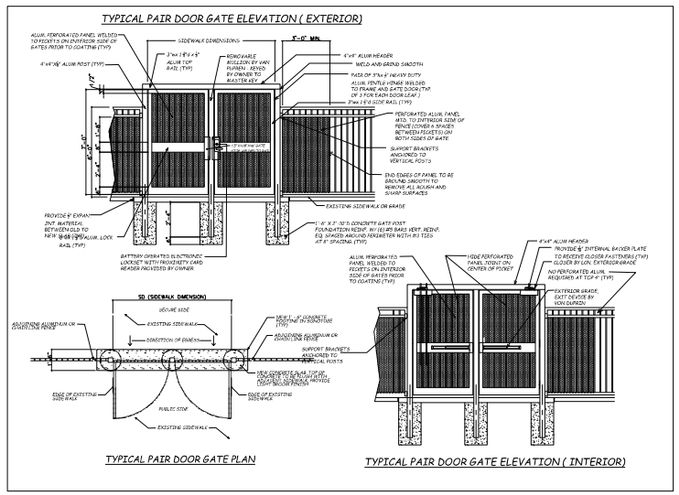
NEW CONSTRUCTION (FULL WIDTH PAVEMENT)

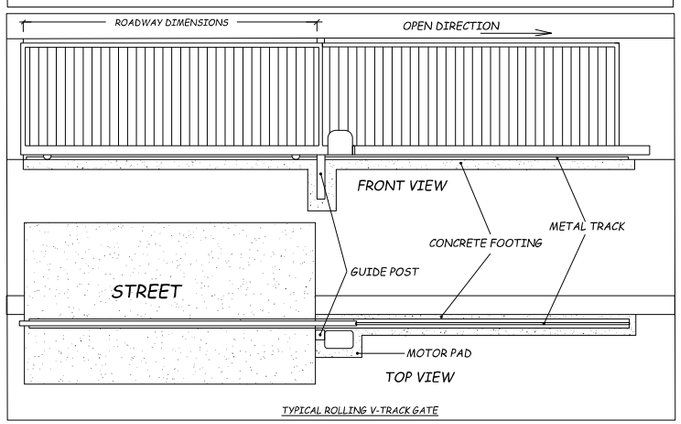
8" LIMEROCK OPTIONAL BASE GROUP 6 WITH TYPE SP-12.5 STRUCTURAL COURSE (TRAFFIC C) (2") AND FRICTION COURSE SP-9.5 (TRAFFIC C) (1 ½") (PG 76-22)

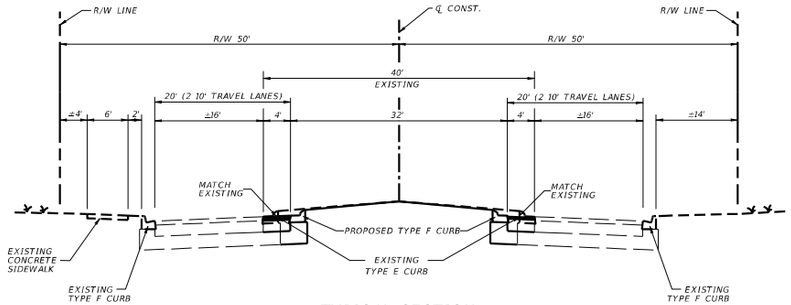
NEW CONSTRUCTION (WIDENING)

8" LIMEROCK OR 5" TYPE B-12.5 OPTIONAL BASE GROUP 6 WITH TYPE SP-12.5 STRUCTURAL COURSE (TRAFFIC C) (2") AND FRICTION COURSE SP-9.5 (TRAFFIC C) (1 ½") (PG 76-22)

DESIGN SPEED = 45 MPH

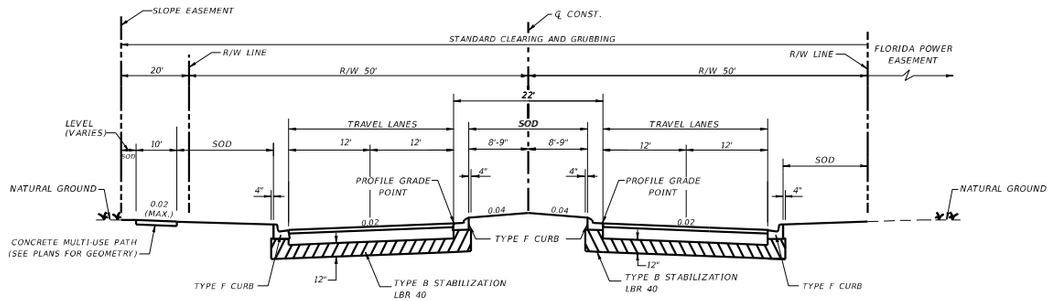






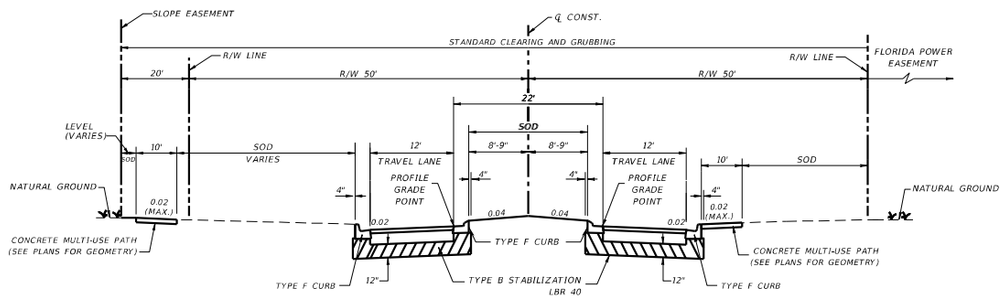
TYPICAL SECTION

STA. 43+88.70 TO STA. 56+11.31



TYPICAL SECTION

STA. 27+50.70 TO STA. 43+12.84



TYPICAL SECTION

STA. 21+18.00 TO STA. 23+50.10

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HUNTER P. BROWN, P.E.
FL. REG. NO. 74664

COASTAL DESIGN CONSULTANTS

TYPICAL SECTIONS

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 6

22005

PROJECT CENTERLINE GEOMETRY

Chain CENTERLINE contains:
100 CUR CENTERLINE1 101 CUR CENTERLINE2 CUR CENTERLINE3 102 103

Beginning chain CENTERLINE description
==========

Point 100 N 1,508,922.17 E 477,058.35 Sta 10+00.00

Course from 100 to PC CENTERLINE1 N 24° 29' 31.72" E Dist 1,196.22

Curve Data

Curve CENTERLINE1
P.I. Station 24+18.49 N 1,510,213.02 E 477,646.41
Delta = 12° 10' 52.77" (LT)
Degree = 2° 45' 02.30"
Tangent = 222.27
Length = 442.85
Radius = 2,083.00
External = 11.82
Long Chord = 442.02
Mid. Ord. = 11.76
P.C. Station 21+96.22 N 1,510,010.76 E 477,554.27
P.T. Station 26+39.08 N 1,510,430.18 E 477,693.80
C.C. N 1,510,874.30 E 475,658.70
Back = N 24° 29' 31.72" E
Ahead = N 12° 18' 38.94" E
Chord Bear = N 18° 24' 05.33" E

Course from PT CENTERLINE1 to 101 N 12° 18' 38.94" E Dist 313.92

Point 101 N 1,510,736.88 E 477,760.74 Sta 29+53.00

Course from 101 to PC CENTERLINE2 N 12° 19' 16.46" E Dist 477.09

Curve Data

Curve CENTERLINE2
P.I. Station 36+74.04 N 1,511,441.31 E 477,914.60
Delta = 13° 21' 35.29" (RT)
Degree = 2° 45' 02.30"
Tangent = 243.96
Length = 485.70
Radius = 2,083.00
External = 14.24
Long Chord = 484.60
Mid. Ord. = 14.14
P.C. Station 34+30.09 N 1,511,202.98 E 477,862.54
P.T. Station 39+15.78 N 1,511,661.17 E 478,020.32
C.C. N 1,510,758.48 E 479,897.57
Back = N 12° 19' 16.46" E
Ahead = N 25° 40' 51.75" E
Chord Bear = N 19° 00' 04.10" E

Course from PT CENTERLINE2 to PC CENTERLINE3 N 25° 40' 51.75" E Dist 320.98

Curve Data

Curve CENTERLINE3
P.I. Station 43+21.05 N 1,512,026.41 E 478,195.95
Delta = 13° 25' 41.03" (LT)
Degree = 8° 00' 07.93"
Tangent = 84.29
Length = 167.80
Radius = 716.00
External = 4.94
Long Chord = 167.42
Mid. Ord. = 4.91
P.C. Station 42+36.76 N 1,511,950.44 E 478,159.42
P.T. Station 44+04.57 N 1,512,108.78 E 478,213.84
C.C. N 1,512,260.73 E 477,514.15
Back = N 25° 40' 51.75" E
Ahead = N 12° 15' 10.72" E
Chord Bear = N 18° 58' 01.24" E

Course from PT CENTERLINE3 to 102 N 12° 15' 10.72" E Dist 1,082.43

Point 102 N 1,513,166.55 E 478,443.56 Sta 54+87.00

PROJECT CENTERLINE GEOMETRY CONTINUED

Course from 102 to 103 N 12° 15' 10.72" E Dist 181.15

Point 103 N 1,513,343.57 E 478,482.01 Sta 56+68.15

==========
Ending chain CENTERLINE description

SCHOOL SOUTH ENTRANCE CENTERLINE GEOMETRY

Chain SCHOOLSOUTH contains:
600 601

Beginning chain SCHOOLSOUTH description
==========

Point 600 N 1,510,411.71 E 478,158.68 Sta 10+00.00

Course from 600 to 601 N 77° 41' 21.06" W Dist 458.13

Point 601 N 1,510,509.39 E 477,711.09 Sta 14+58.13

==========
Ending chain SCHOOLSOUTH description

SCHOOL NORTH ENTRANCE CENTERLINE GEOMETRY

Chain SCHOOLNORTH contains:
CUR SCHOOLNORTH1 CUR SCHOOLNORTH2 CUR SCHOOLNORTH3 403

Beginning chain SCHOOLNORTH description
==========

Curve Data

Curve SCHOOLNORTH1
P.I. Station 300+55.67 N 1,511,784.04 E 478,375.45
Delta = 38° 16' 26.07" (RT)
Degree = 35° 42' 59.58"
Tangent = 55.67
Length = 107.16
Radius = 160.42
External = 9.38
Long Chord = 105.18
Mid. Ord. = 8.87
P.C. Station 300+00.00 N 1,511,826.24 E 478,411.75
P.T. Station 301+07.16 N 1,511,773.39 E 478,320.81
C.C. N 1,511,930.85 E 478,290.13
Back = S 40° 41' 54.40" W
Ahead = S 78° 58' 20.47" W
Chord Bear = S 59° 50' 07.43" W

Curve Data

Curve SCHOOLNORTH2
P.I. Station 301+35.09 N 1,511,768.05 E 478,293.40
Delta = 18° 57' 37.04" (RT)
Degree = 34° 15' 15.26"
Tangent = 27.93
Length = 55.35
Radius = 167.27
External = 2.32
Long Chord = 55.10
Mid. Ord. = 2.28
P.C. Station 301+07.16 N 1,511,773.39 E 478,320.81
P.T. Station 301+62.51 N 1,511,771.90 E 478,265.74
C.C. N 1,511,937.57 E 478,288.82
Back = S 78° 58' 20.47" W
Ahead = N 82° 04' 02.49" W
Chord Bear = S 88° 27' 08.99" W

Course from PT SCHOOLNORTH2 to PC SCHOOLNORTH3 N 82° 04' 02.49" W Dist 37.96

Curve Data

Curve SCHOOLNORTH3
P.I. Station 302+47.41 N 1,511,783.62 E 478,181.65
Delta = 17° 44' 54.24" (RT)
Degree = 19° 03' 33.72"
Tangent = 46.94
Length = 93.12
Radius = 300.62
External = 3.64
Long Chord = 92.75
Mid. Ord. = 3.60
P.C. Station 302+00.47 N 1,511,777.14 E 478,228.14
P.T. Station 302+93.60 N 1,511,803.96 E 478,139.35
C.C. N 1,512,074.88 E 478,269.62
Back = N 82° 04' 02.49" W
Ahead = N 64° 19' 08.25" W
Chord Bear = N 73° 11' 35.37" W

Course from PT SCHOOLNORTH3 to 403 N 64° 19' 08.25" W Dist 45.39

Point 403 N 1,511,823.63 E 478,098.44 Sta 303+38.98

==========
Ending chain SCHOOLNORTH description

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HERNANDO COUNTY MUNICODE
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1510464 2/10/26

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FL. REG. NO. 74664

COASTAL DESIGN CONSULTANTS

PROJECT GEOMETRY

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 7

JOB 22005

/15826/2#6502l053 v9

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718

/15826/2#65021053 v9

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SUMMARY OF ROADWAY QUANTITIES

BID ITEM NO.	DESCRIPTION	UNIT	QUANTITY
101-1	MOBILIZATION	LS	
102-1	MAINTENENCE OF TRAFFIC	LS	
104-10-3	SEDIMENT BARRIER (SILT FENCE)	LF	
110-1-1	CLEARING & GRUBBING	LS	
120-1	REGULAR EXCAVATION	CY	
120-6	EMBANKMENT	CY	
160-4	TYPE B STABILIZATION	SY	
285-706	OPTIONAL BASE, BASE GROUP 06 (8" LIMEROCK LBR 100)	SY	
334-1-23	SUPERPAVE ASPH CONC, TRAFFIC C, (SP-12.5) PG 76-22, PMA (1 ½")	TN	
334-1-23	SUPERPAVE ASPH CONC, TRAFFIC C, (SP-9.5) PG 76-22, PMA (1")	TN	
520-1-7	CONCRETE CURB & GUTTER TYPE E	LF	
520-1-10	CONCRETE CURB & GUTTER TYPE F	LF	
570-1-2	PERFORMANCE TURF (SOD) (BAHIA)	SY	
706-1-1	RAISED PAVEMENT MARKER	EA	
711 11-125	THERMOPLASTIC, STANDARD, WHITE, SOLID, 24" FOR STOP LINE AND CROSSWALK	LF	
711 15-201	THERMOPLASTIC, STANDARD-OPEN GRADED ASPHALT SURFACES, YELLOW, SOLID, 6"	GM	

PAY ITEM NOTES

102-1 MAINTENANCE OF TRAFFIC LUMP SUM PAYMENT INCLUDES BUT IS NOT LIMITED TO ALL ITEMS NECESSARY TO MAINTAIN PROPER TRAFFIC CONTROL FROM NOTICE TO PROCEED UNTIL PROJECT ACCEPTANCE. THE ITEMS LISTED BELOW SHALL BE INCLUDED IN ITEM 102-1

- PERMANENT PAVEMENT MARKINGS AND RPM REMOVAL
- PERMANENT SIGN REMOVAL
- OPTIONAL BASE (TEMPORARY)
- TEMPORARY PAVEMENT (2" TYPE S)
- TRAFFIC CONTROL SIGNING
- TEMPORARY STRIPING AND RPMS INSTALLATION AND REMOVAL
- TEMPORARY CURB
- WARNING BARRICADES WITH LIGHTS
- TEMPORARY FILL (EMBANKMENT)
- MAINTENANCE OF SIGNALIZED INTERSECTIONS
- UNIFORMED OFF-DUTY LAW ENFORCEMENT (AS REQUIRED)
- FLAGMEN AND PADDLES
- WARNING LIGHTS AND LIGHTING DEVICES
- DELINEATORS
- CONES

110-1-1 CONSISTS OF COMPLETE REMOVAL AND DISPOSAL OF ALL VEGETATION, DEBRIS, DRAINAGE STRUCTURES, FLEXIBLE PAVEMENT, SIDEWALKS, CURBS, BUILDINGS OR ANY OTHER OBSTRUCTIONS IN ALL AREAS WHERE EXCAVATION IS TO BE DONE, OR WHERE EMBANKMENTS OR STRUCTURES WILL BE CONSTRUCTED. THIS INCLUDES ROADWAY AREA, DITCH AREA, BORROW AND MATERIAL PITS, AND AREAS WHERE CULVERTS OR PIPE LINES WILL BE CONSTRUCTED.
SHALL INCLUDE COMPLETE REMOVAL AND DISPOSAL OF ASPHALT ROADWAY PAVEMENT, CRONCRETE PAVEMENT, CONCRETE WALLS, AS REQUIRED, TO RECONSTRUCT THE DRIVEWAY, ROADWAYS, OR OTHER MISCELLANEOUS ASPHALT PAVEMENT. SHALL ALSO INCLUDE ALL NECESSARY SAW CUTS AND PAVEMENT ABUTMENTS TO RECONSTRUCT THE DRIVEWAY, ROADWAY, OR OTHER MISCELLANEOUS PAVEMENT. INCLUDES REMOVAL OF EXISTING STRIPING WHERE NECESSARY.

425-1-541 SHALL INCLUDE THE COST OF CONCRETE APRON / WING.

430-524-100 SHALL INCLUDE FURNISHING AND INSTALLING OF THE REINFORCING STEEL.

570-1-2 SHALL INCLUDE FURNISHING AND INSTALLING OF THE SOD, FERTILIZER, AND WATER AS DESCRIBED IN THE CONTRACT PLANS.

SUMMARY OF EARTHWORK

DESCRIPTION	P CU. YD.	F CU. YD.
ROADWAY EXCAVATION		
POND EXCAVATION		
ROADWAY EMBANKMENT		
POND EMBANKMENT		
TOTAL EMBANKMENT		
TOTAL EXCAVATION		
BORROW	0	

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1510464 2/10/26

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FL. REG. NO. 74664

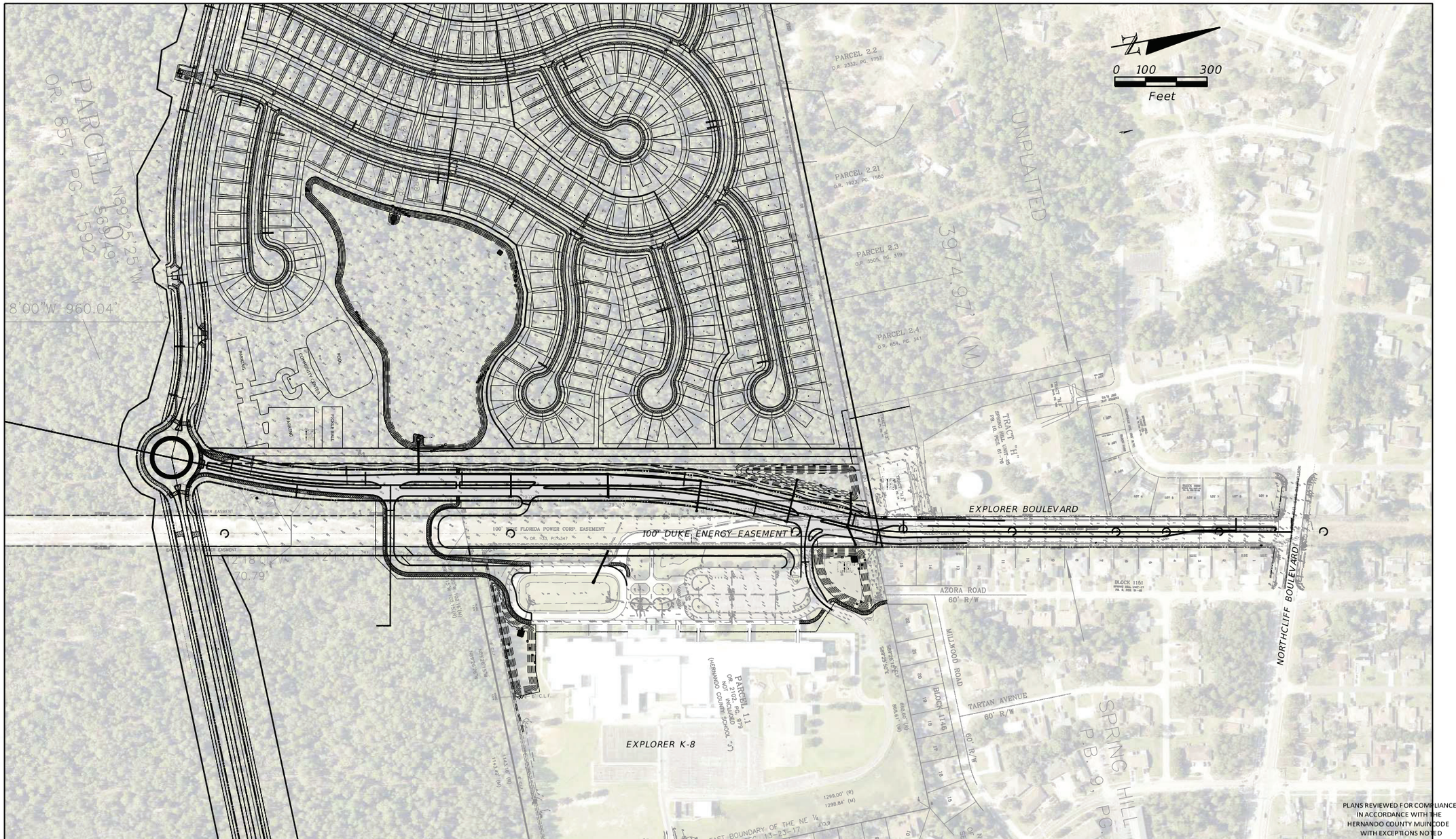
COASTAL DESIGN CONSULTANTS

SUMMARY OF QUANTITIES

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 8

JOB 22005



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COASTAL DESIGN CONSULTANTS

OVERALL SITE PLAN

SOMERSET BAY
HERNANDO COUNTY, FLORIDA

JOB NO. 22005

SHEET 9

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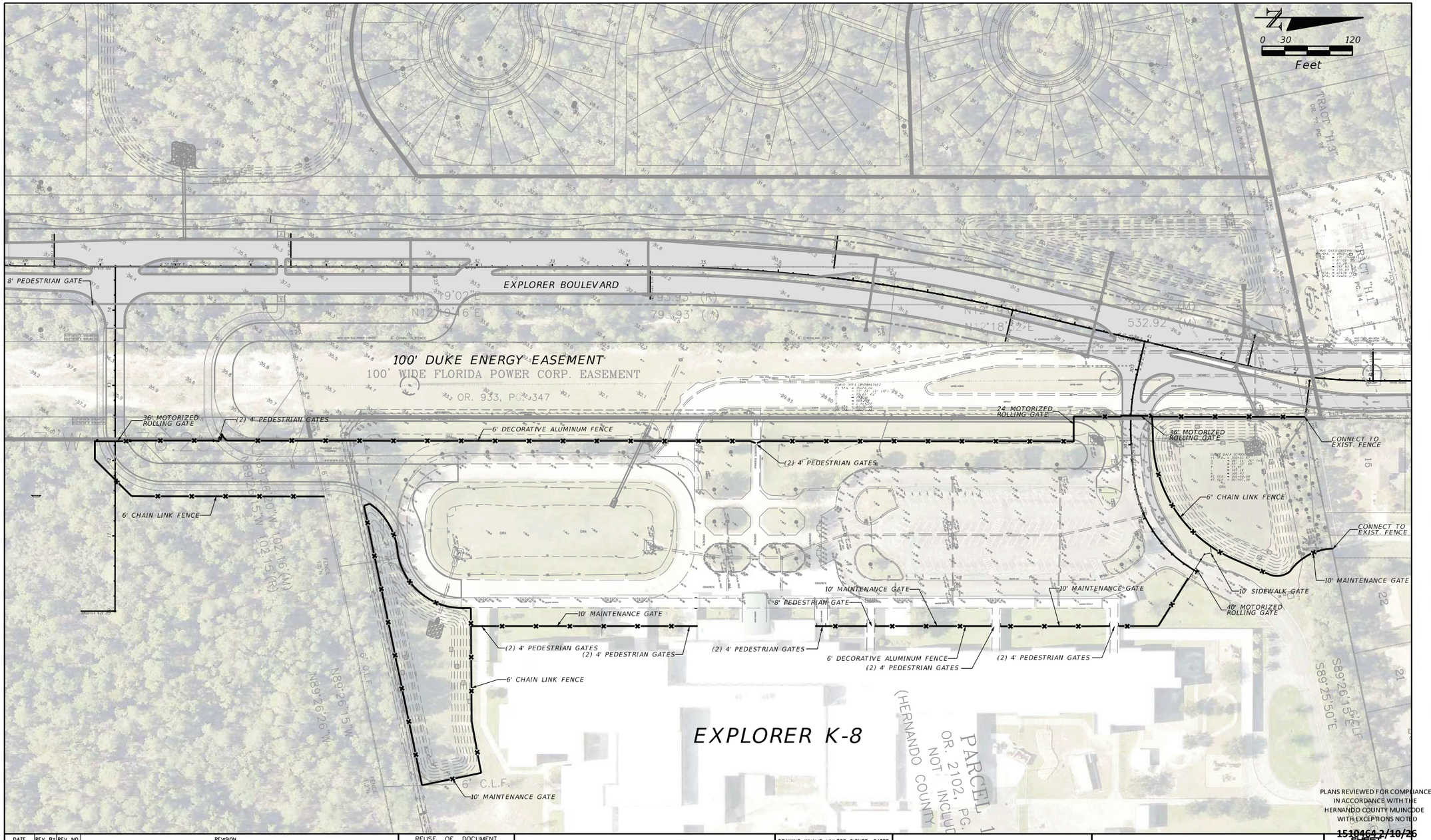

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COASTAL DESIGN CONSULTANTS

OVERALL FENCE PLAN

SOMERSET BAY
HERNANDO COUNTY, FLORIDA

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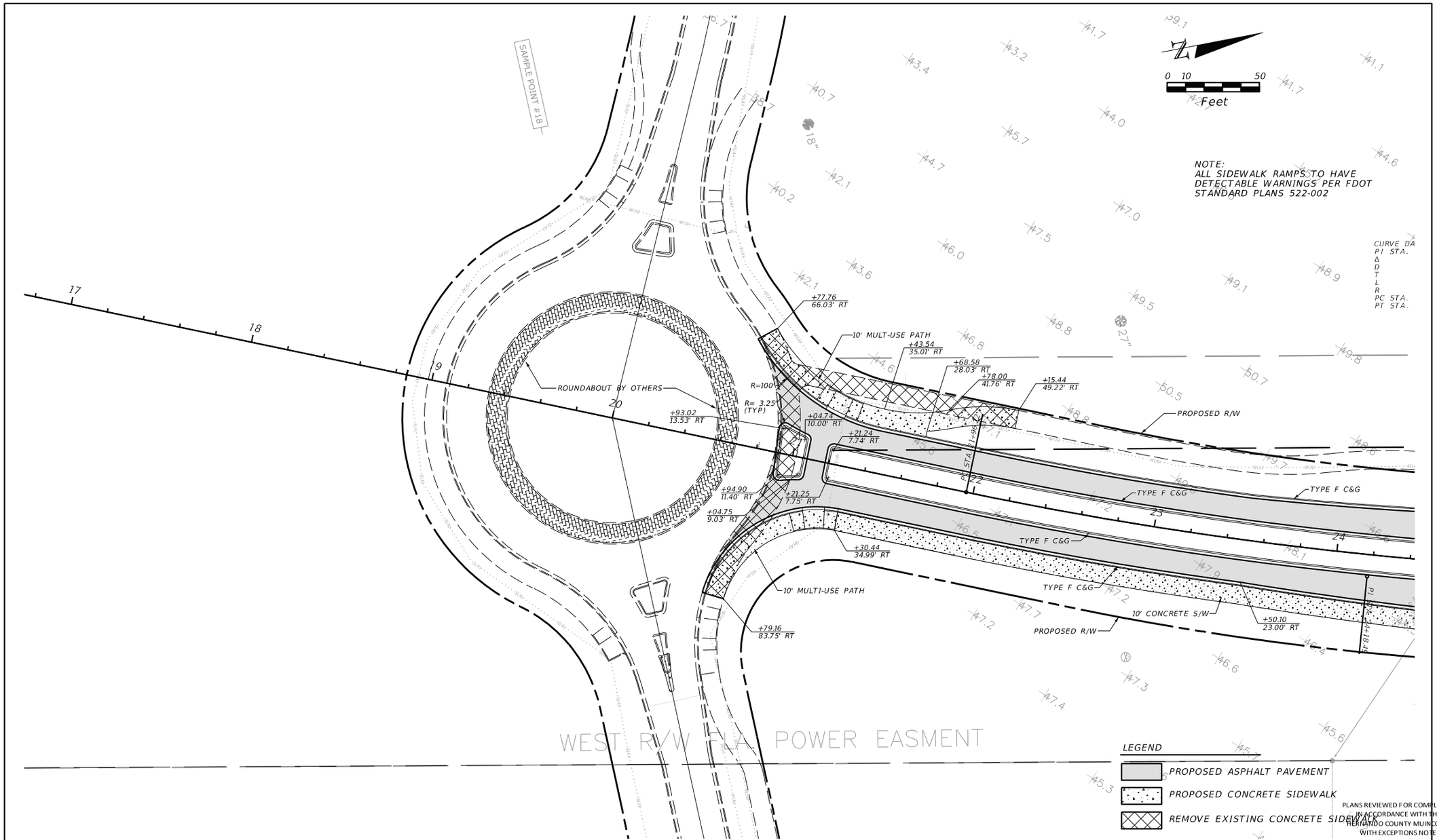
SHEET
SA

22005



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COASTAL DESIGN CONSULTANTS

PLAN SHEET (1)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 10

JOB 22005

/15826/2#65021053 v9

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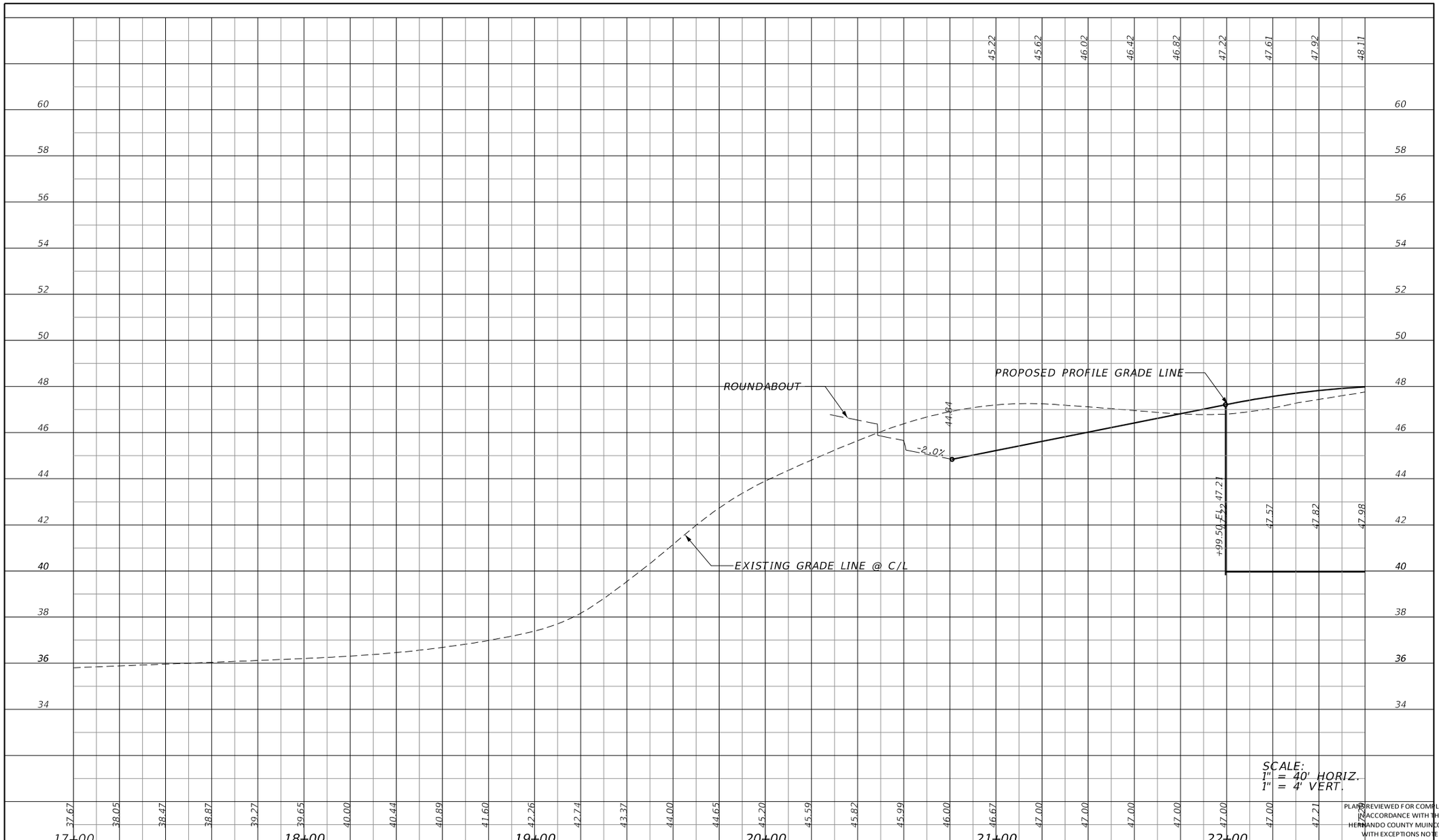

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FL. REG. NO. 74664

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PROFILE SHEET (1)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 11

22005

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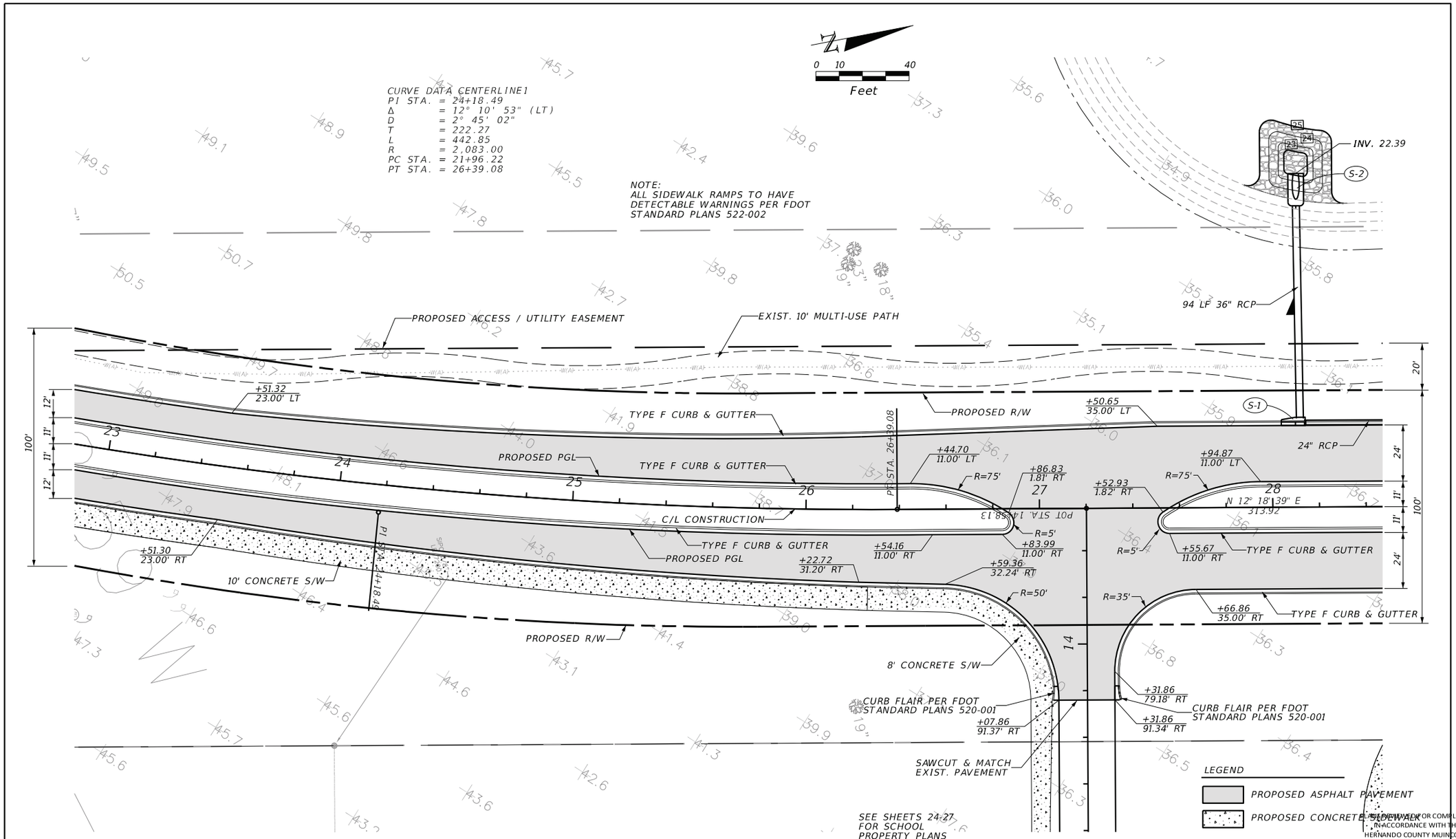

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PLAN SHEET (2)

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HERNANDO COUNTY, FLORIDA

SHEET 10

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SLOPE FILE IN COMPLIANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED

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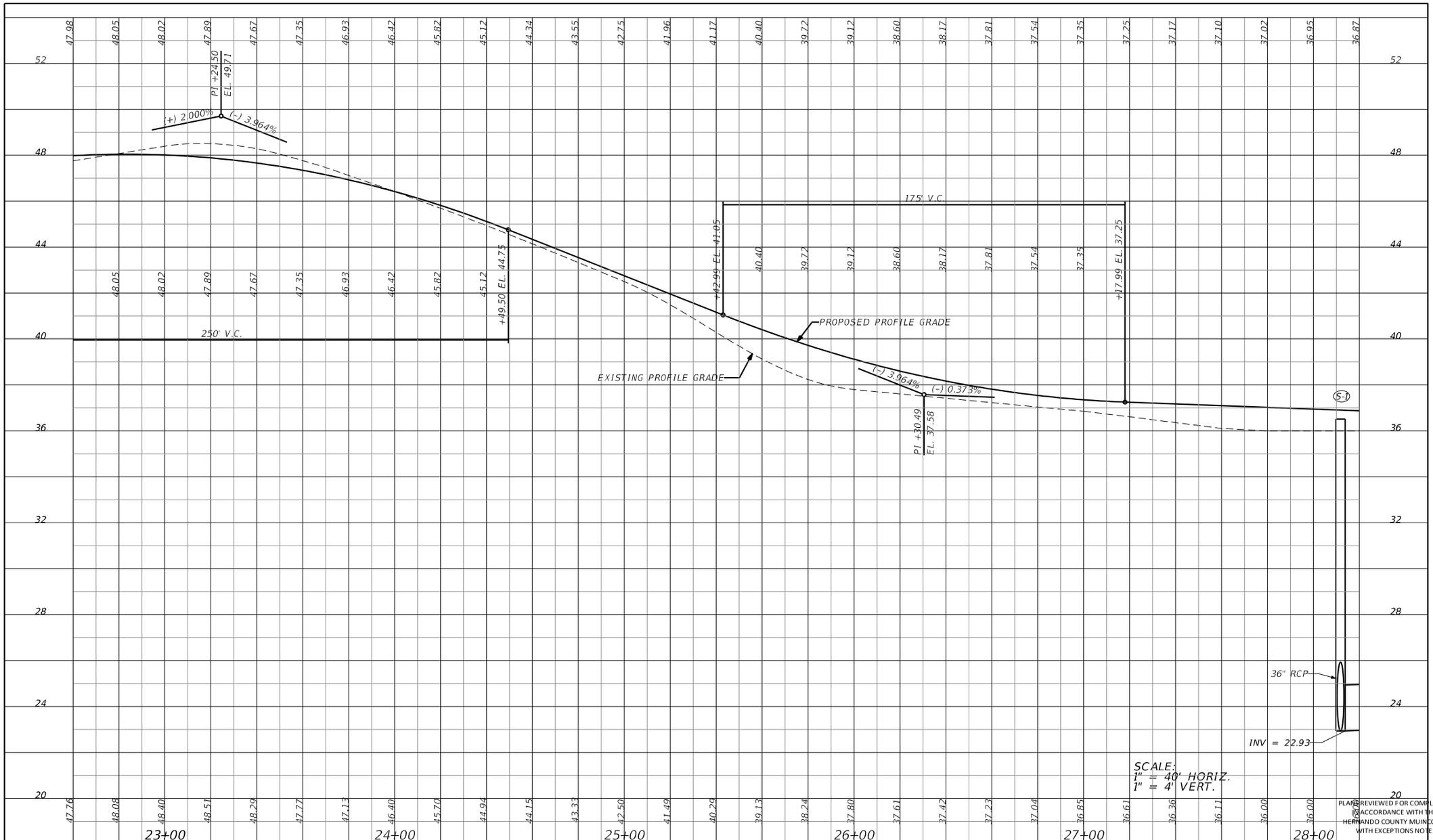

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PROFILE SHEET (2)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 13

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PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED

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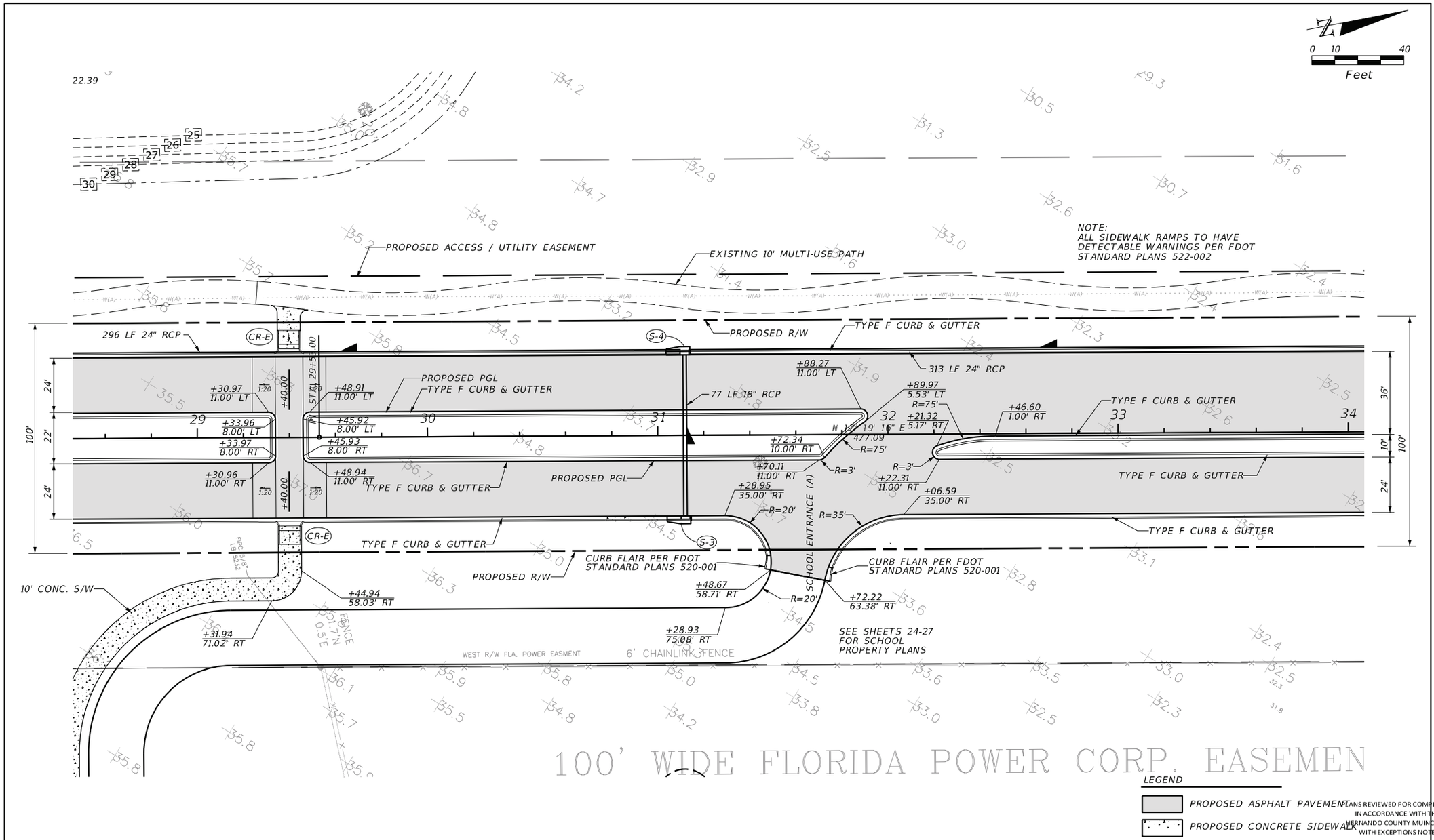

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HERNANDO COUNTY, FLORIDA

SHEET 14

22005

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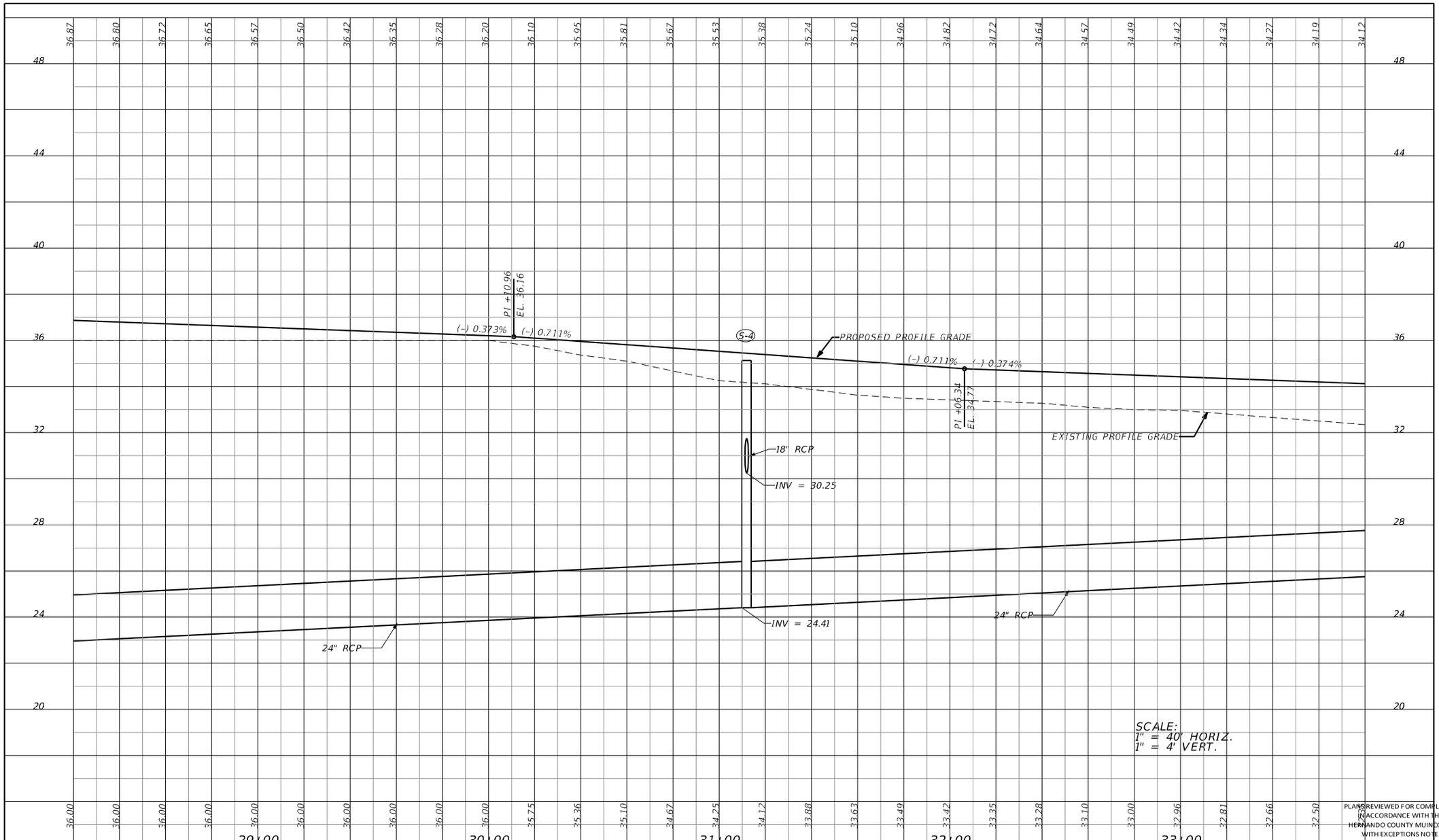

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SHEET 15

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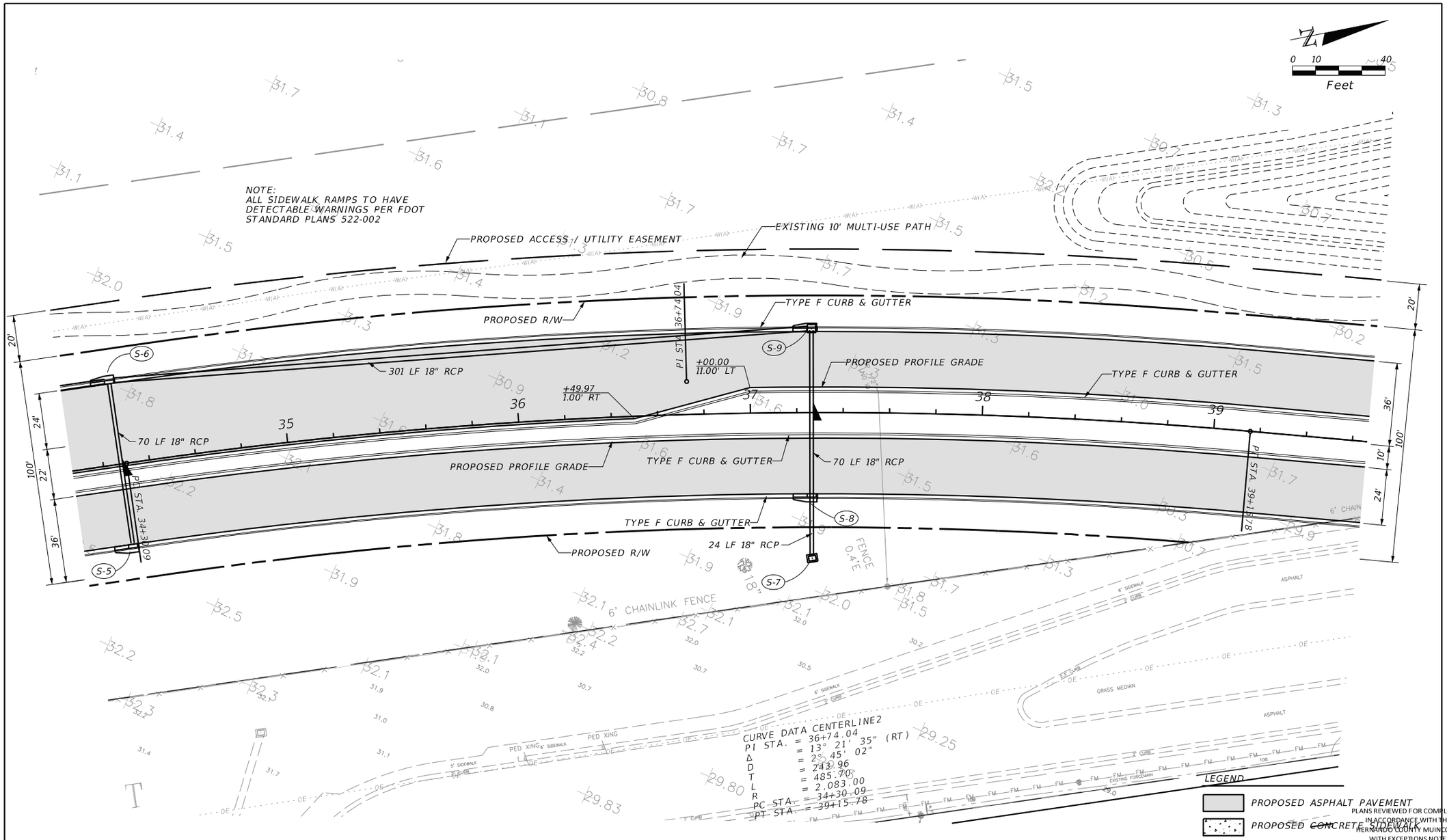

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PLAN SHEET (4)

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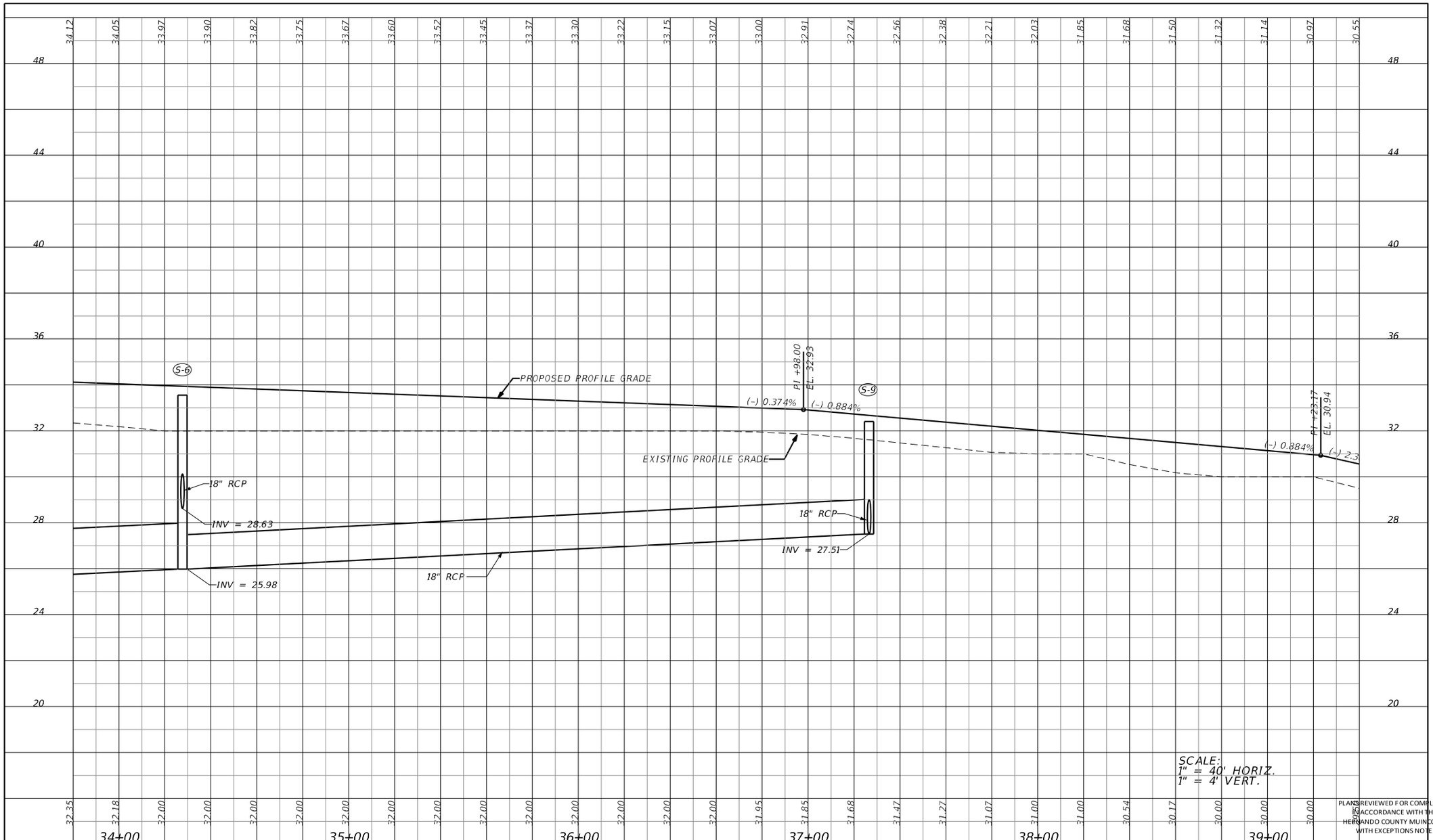

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HERNANDO COUNTY, FLORIDA

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SHEET 17

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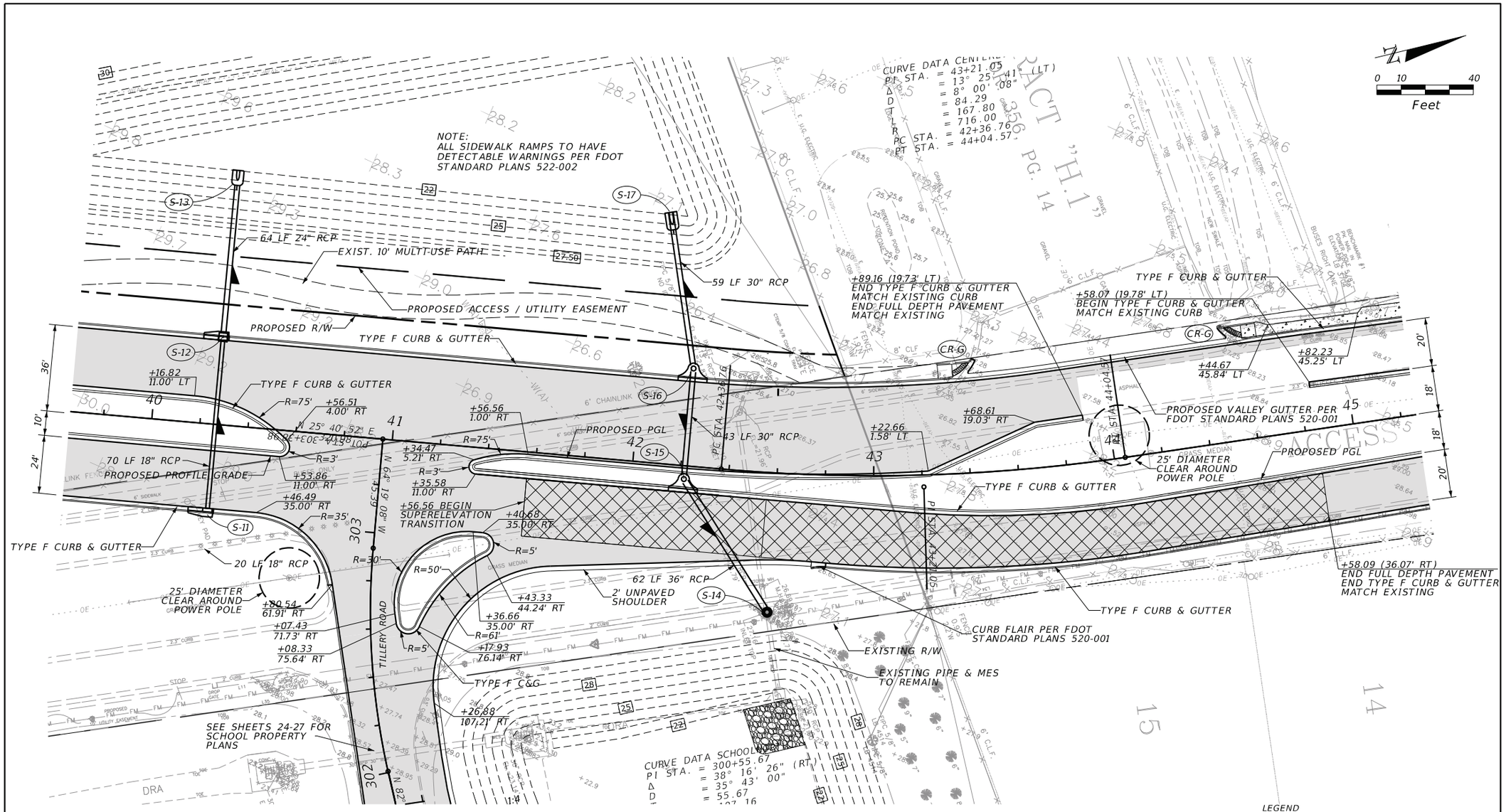

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PLAN SHEET (5)

SOMERSET BAY
HERNANDO COUNTY, FLORIDA

SHEET 18

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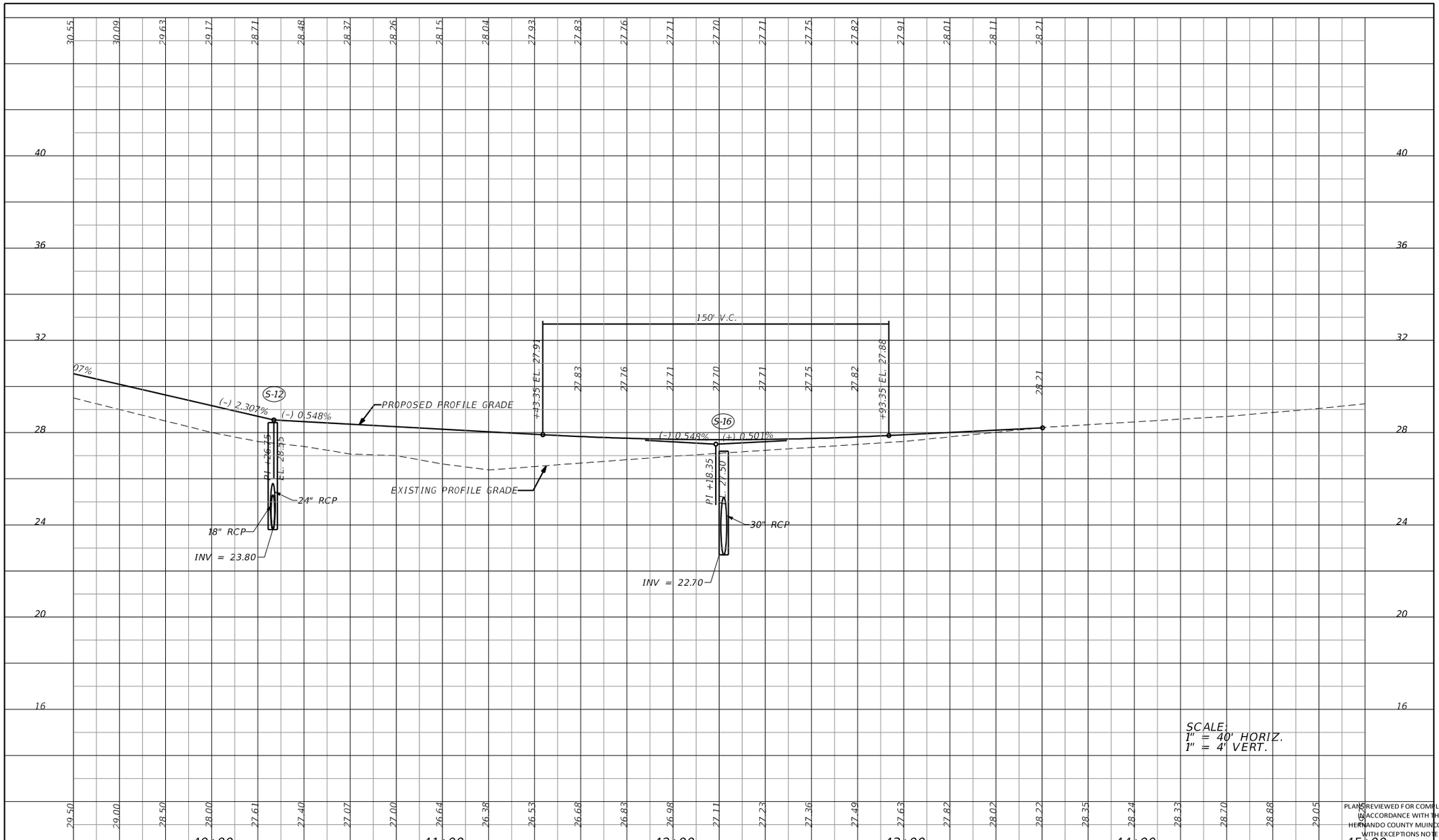

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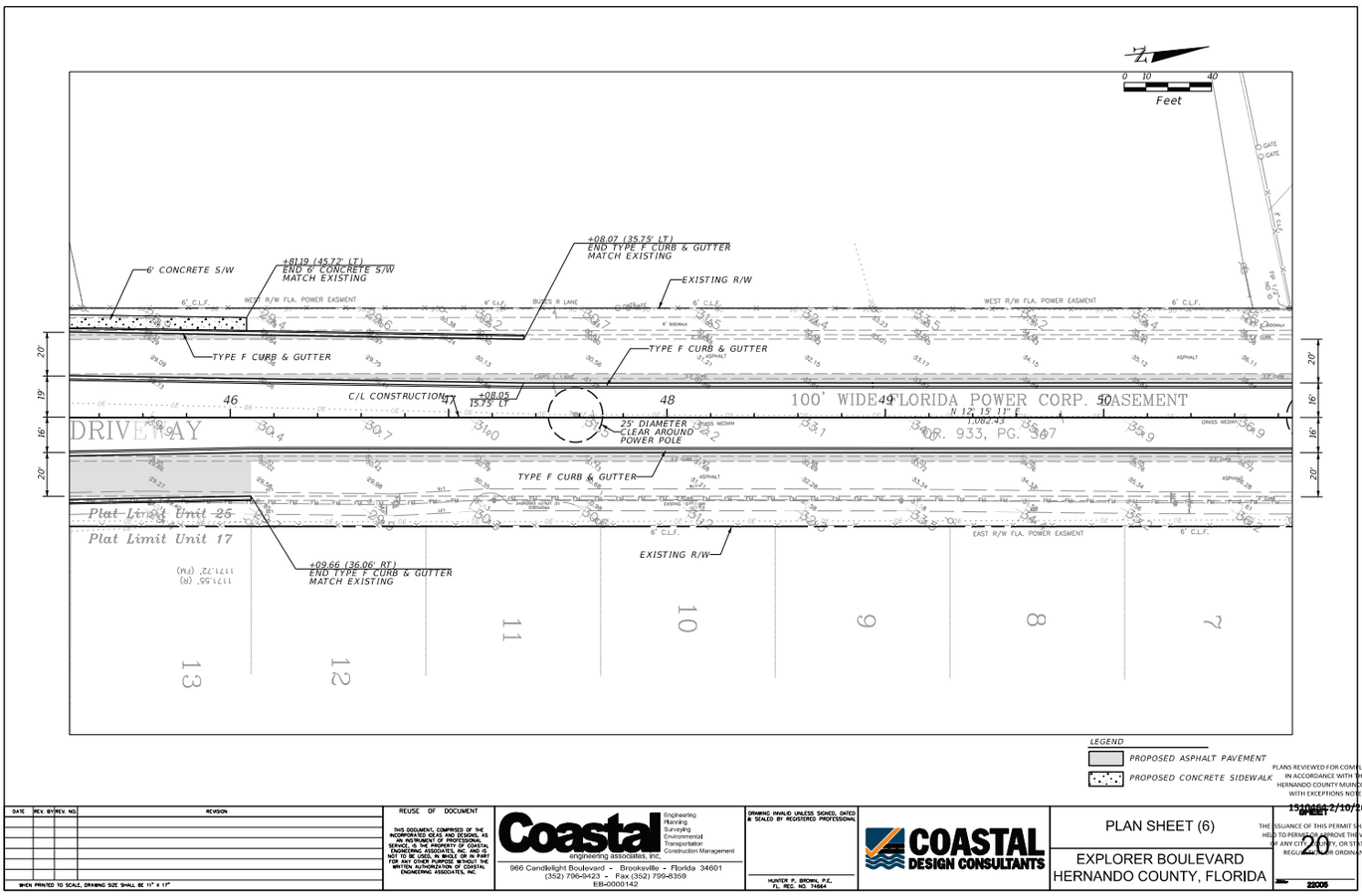

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EXPLORER BOULEVARD
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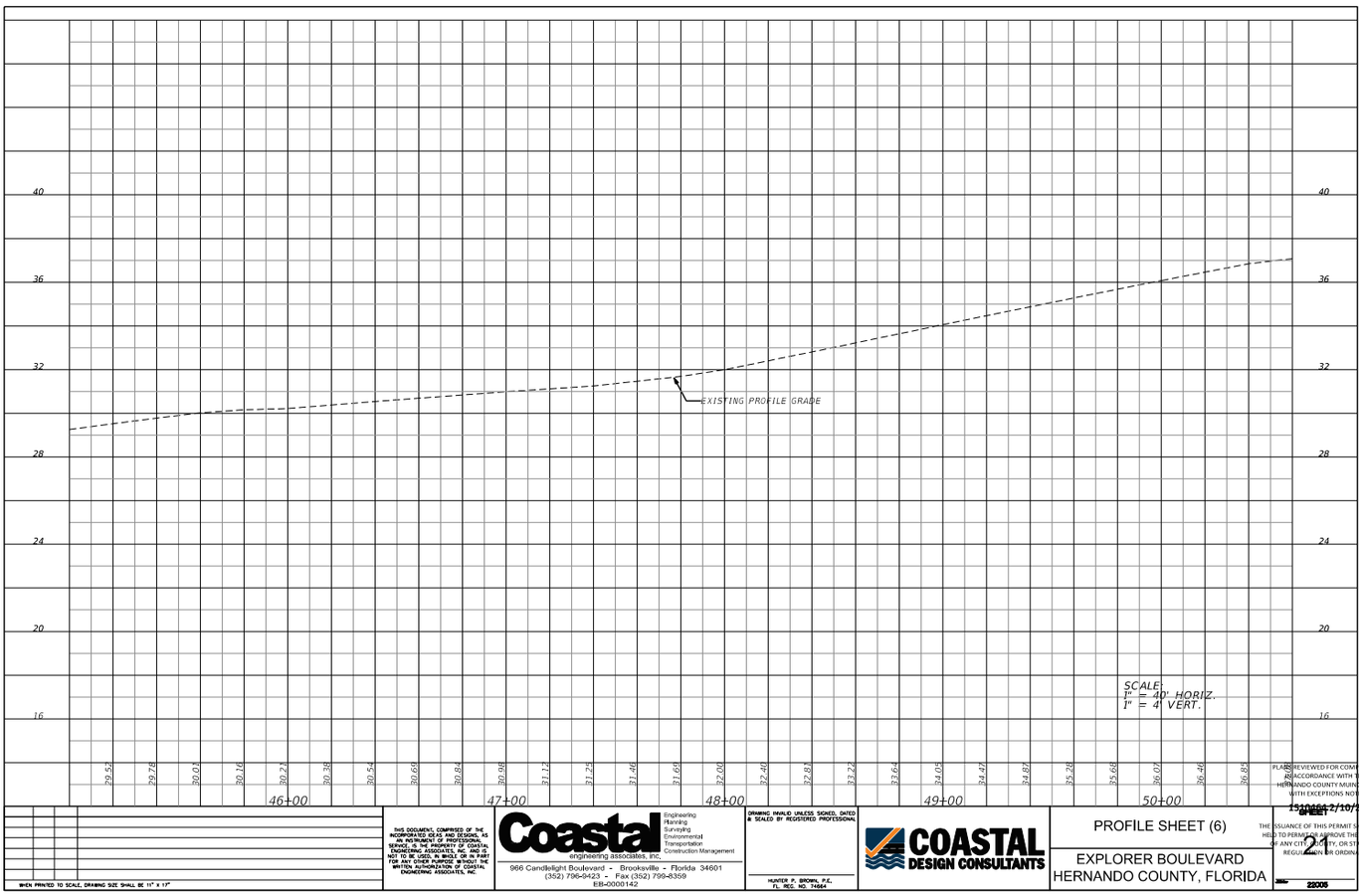

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EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

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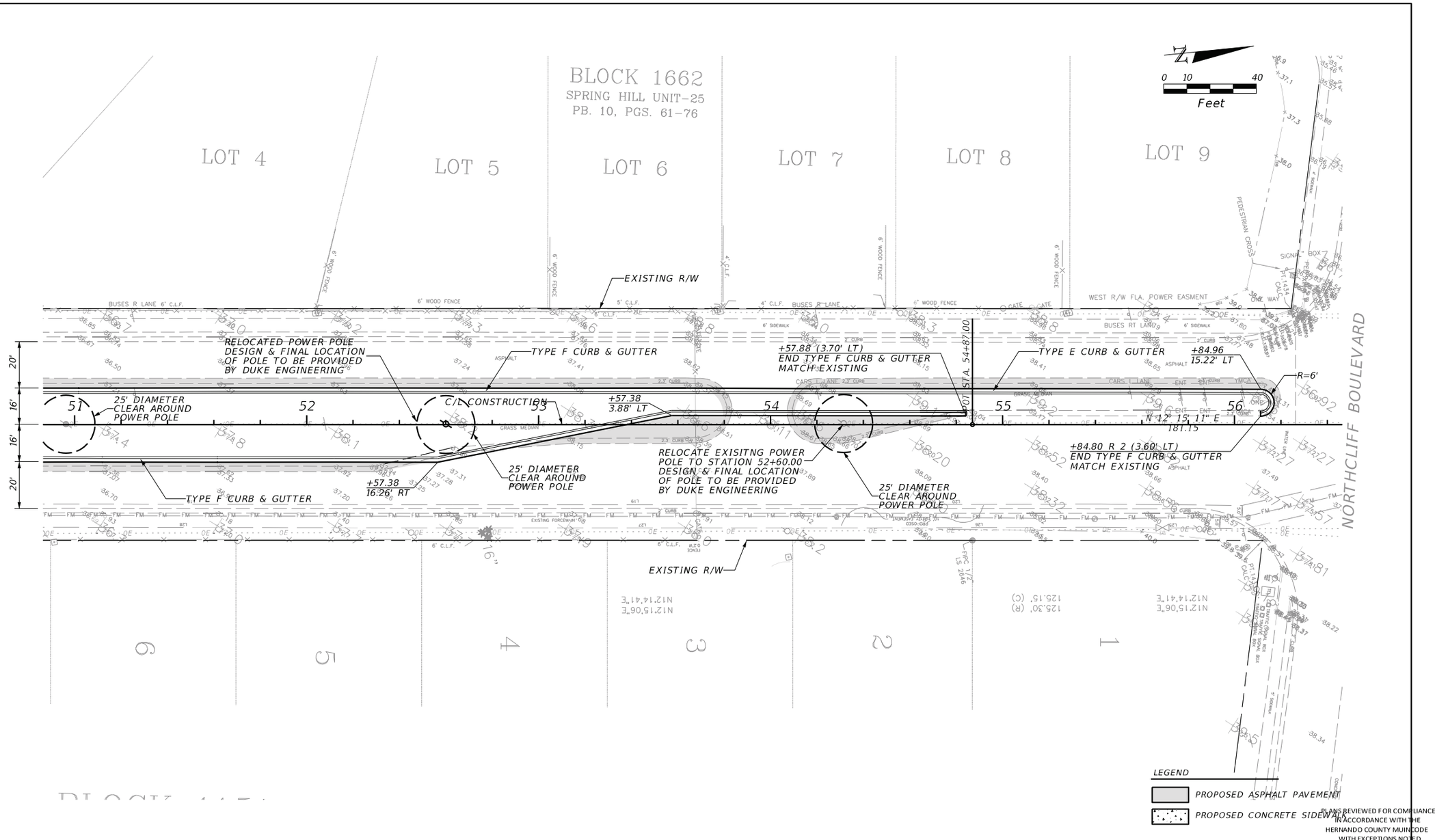

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PLAN SHEET (7)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 28

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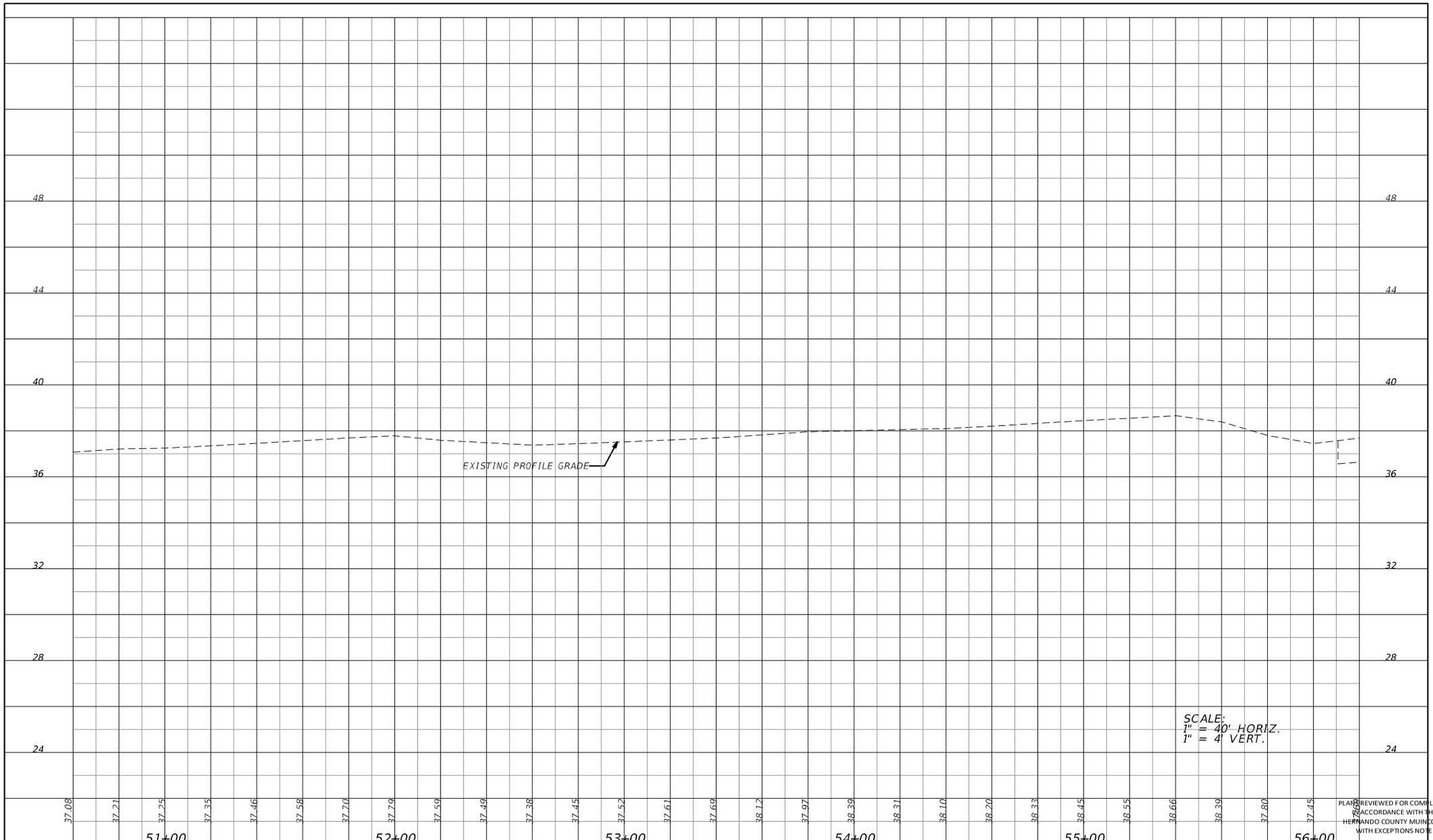

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PROFILE SHEET (7)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED
1510464 2/10/26

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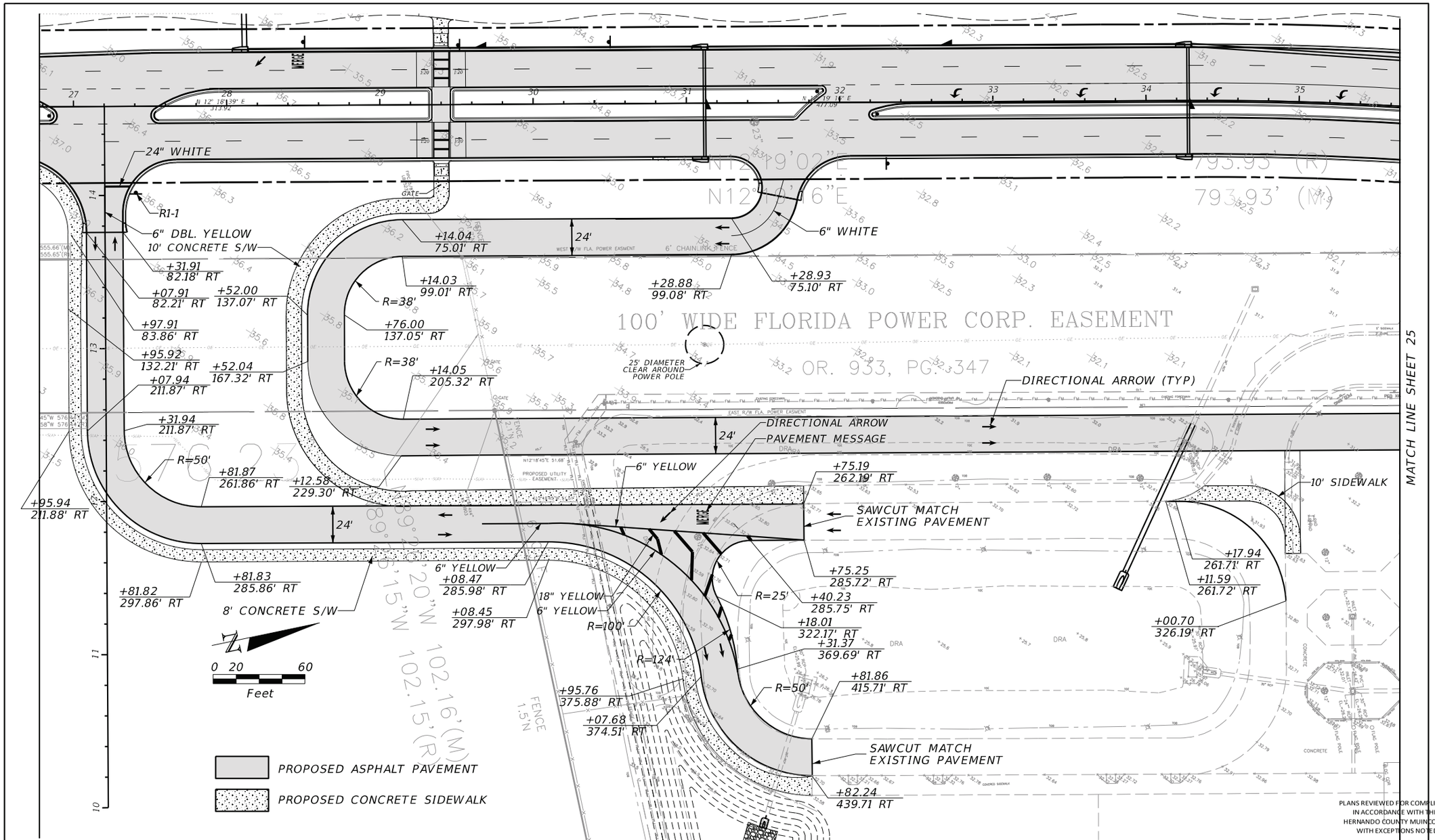

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COASTAL DESIGN CONSULTANTS

SCHOOL PLAN
HORIZONTAL CONTROL PLAN

SOMERSET BAY
HERNANDO COUNTY, FLORIDA

SHEET 24

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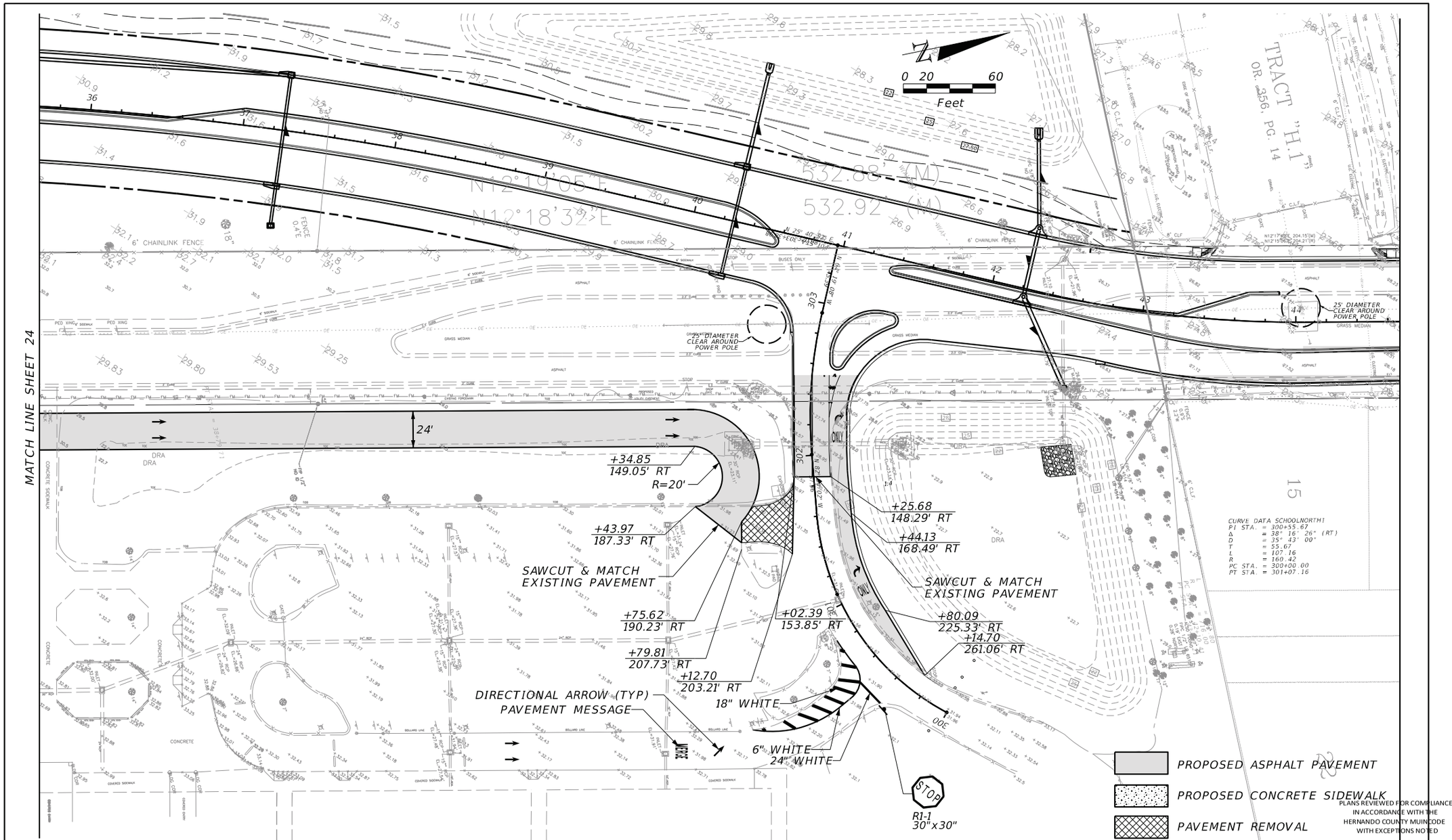

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SCHOOL PLAN
HORIZONTAL CONTROL PLAN
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HERNANDO COUNTY, FLORIDA

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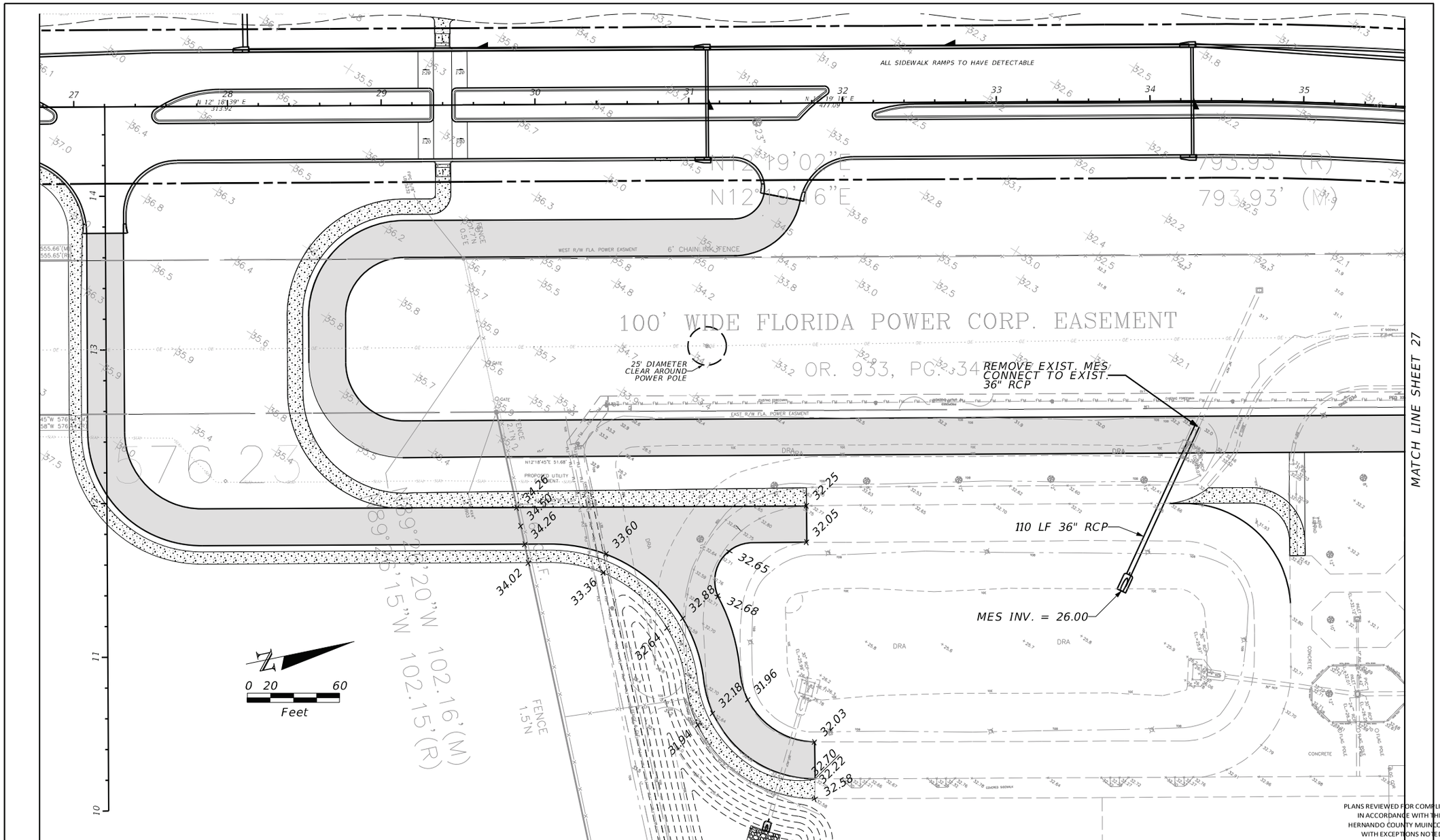

PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED

1510464 2/10/26

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HUNTER P. BROWN, P.E.
FL. REG. NO. 74664

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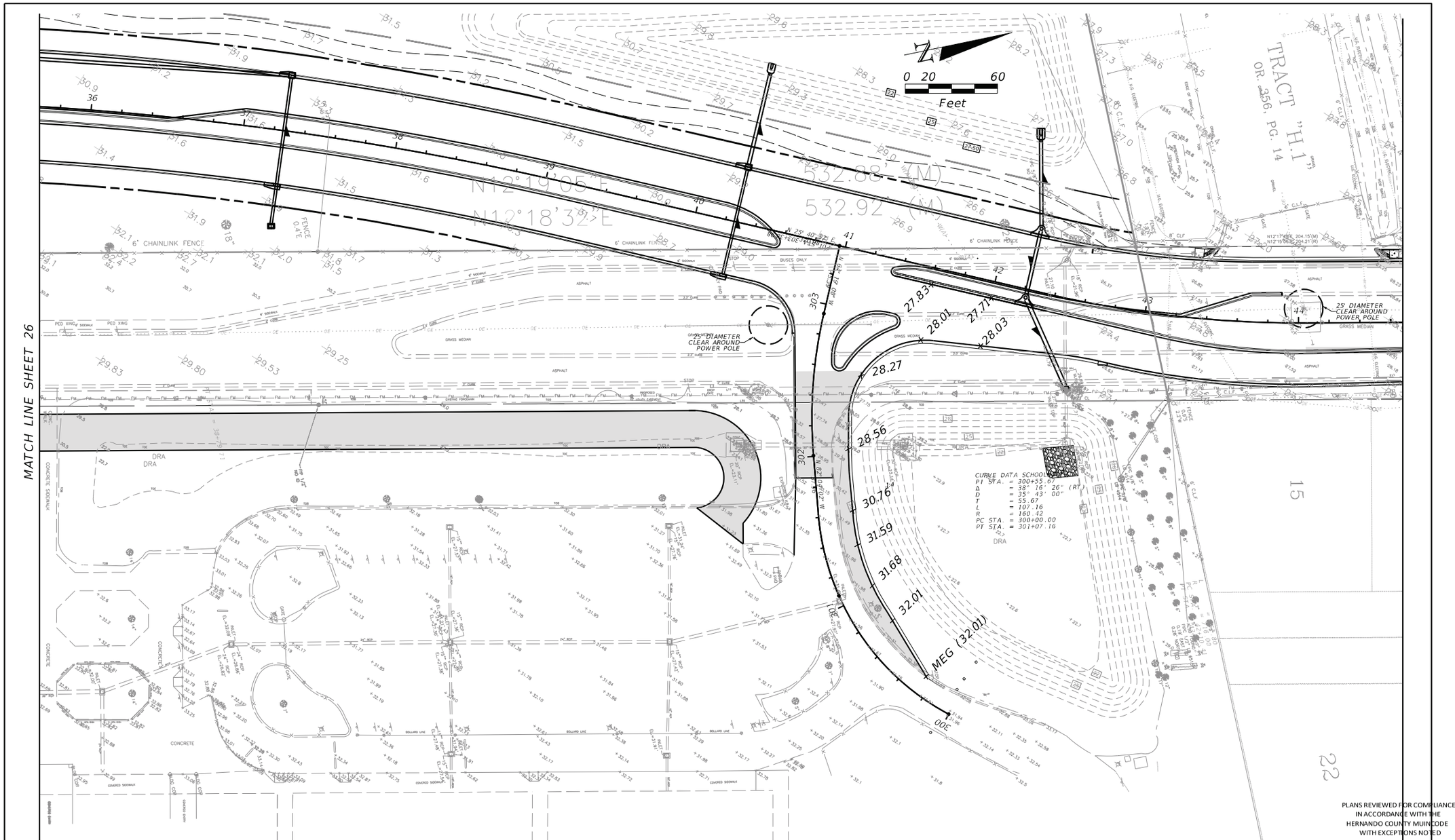
SCHOOL PLAN
PAVING, GRADING & DRAINAGE PLAN

SOMERSET BAY
HERNANDO COUNTY, FLORIDA

SHEET 26

JOB NO. 22005



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COASTAL DESIGN CONSULTANTS

SCHOOL PLAN
PAVING, GRADING & DRAINAGE PLAN

SOMERSET BAY
HERNANDO COUNTY, FLORIDA

SHEET 27

JOB NO. 22005

PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED

1510464 2/10/26

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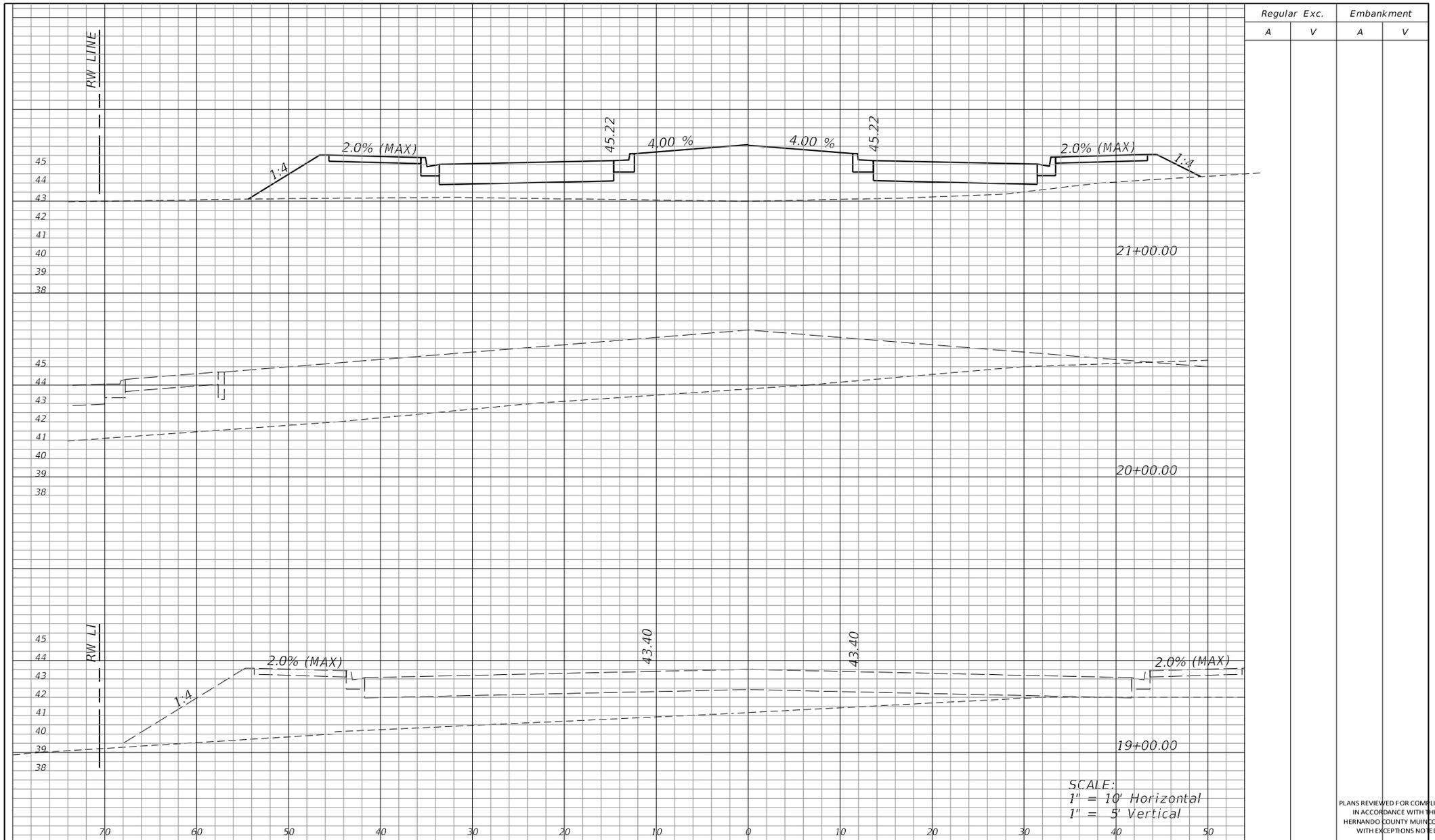
/15826/2/#65021053 v9



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COASTAL DESIGN CONSULTANTS

CROSS SECTIONS (1)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 28

22005

PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED

1510261 2/10/26

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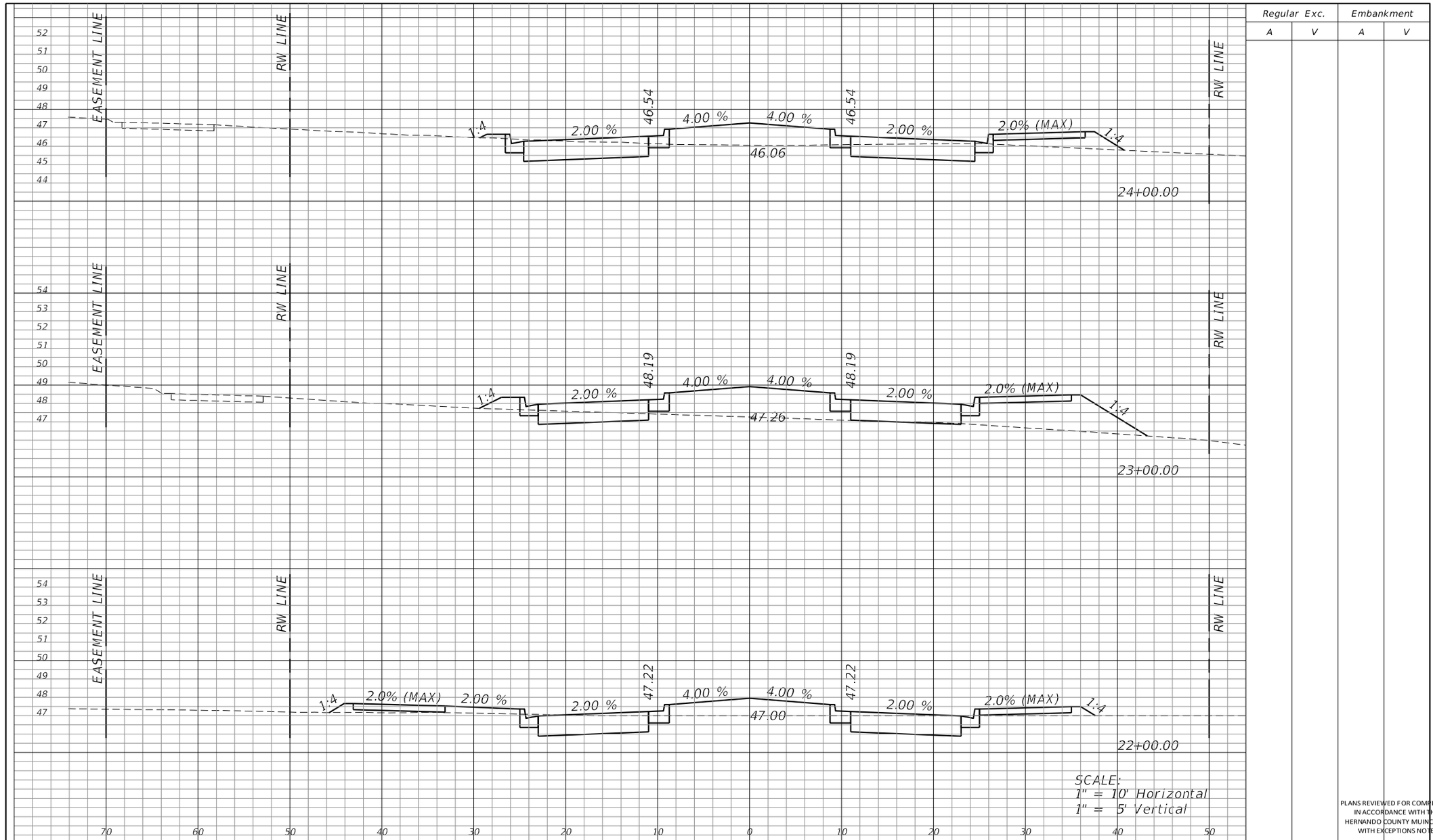
/15826/2#6502105 3 v9



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CROSS SECTIONS (2)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 29

22005

PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED

1510464 2/10/26

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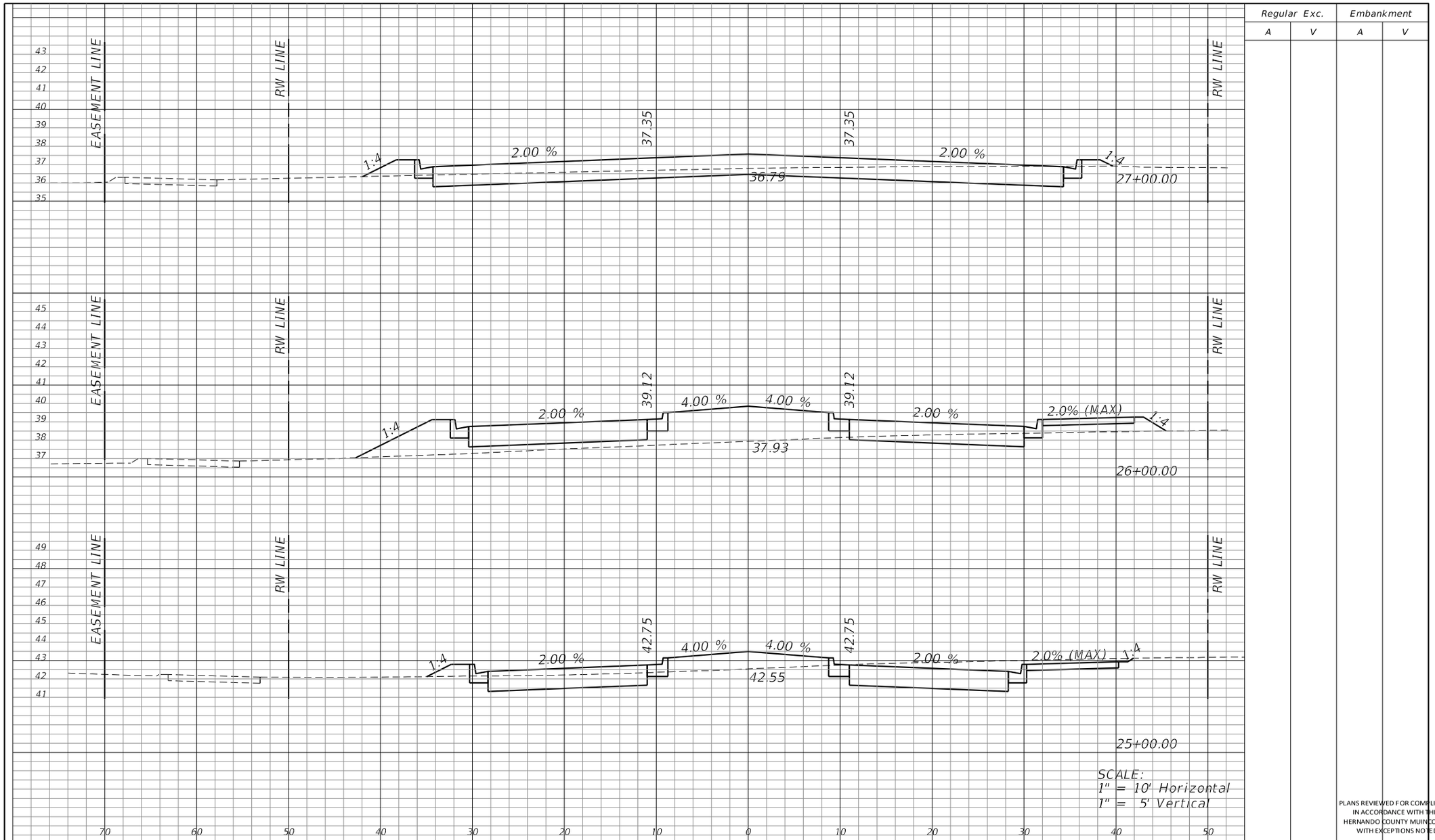

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CROSS SECTIONS (3)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 30

22005

PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED

1510464 2/10/26

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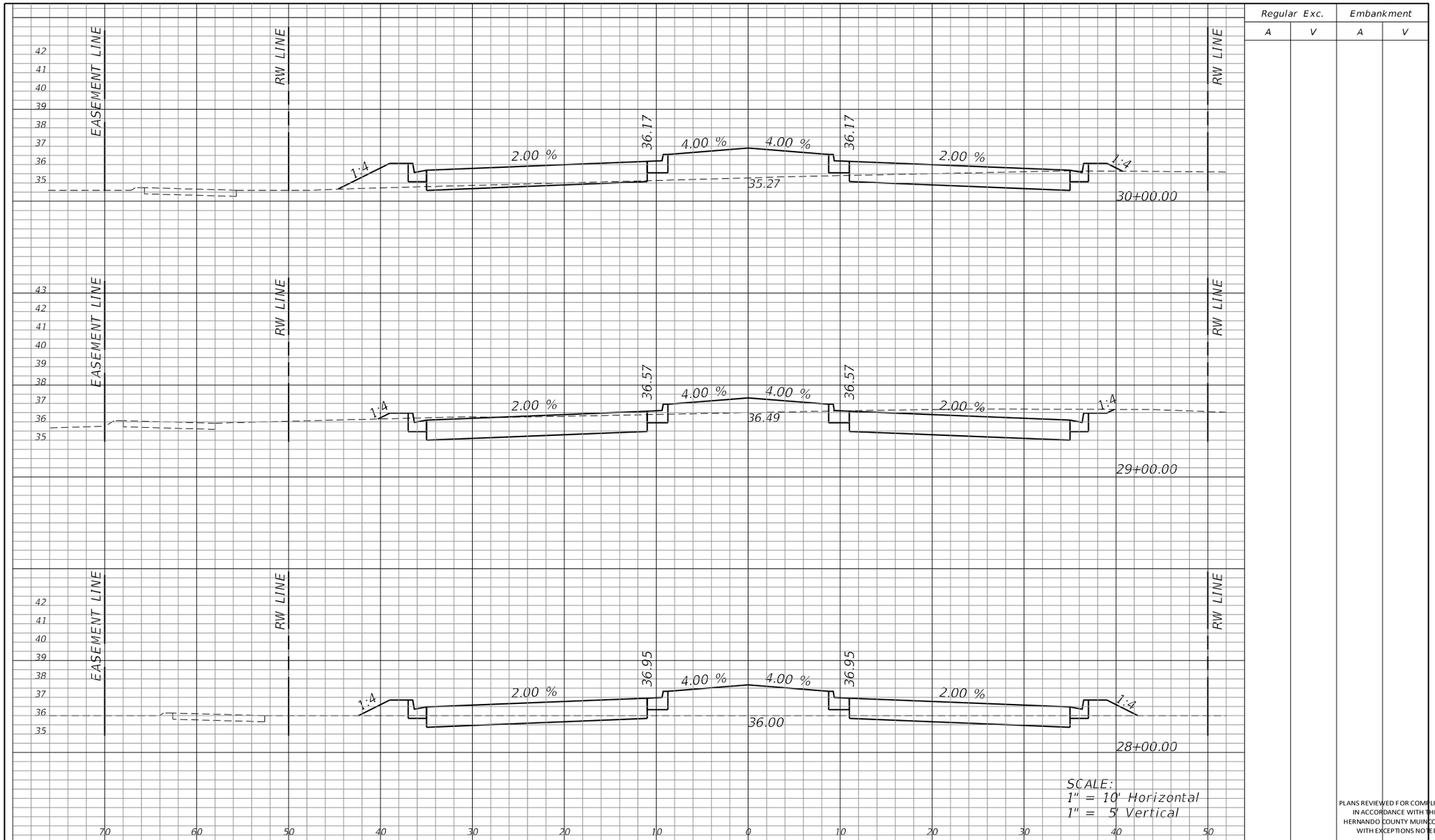

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CROSS SECTIONS (4)

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PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED

1510464 2/10/26

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SHEET 31

22005

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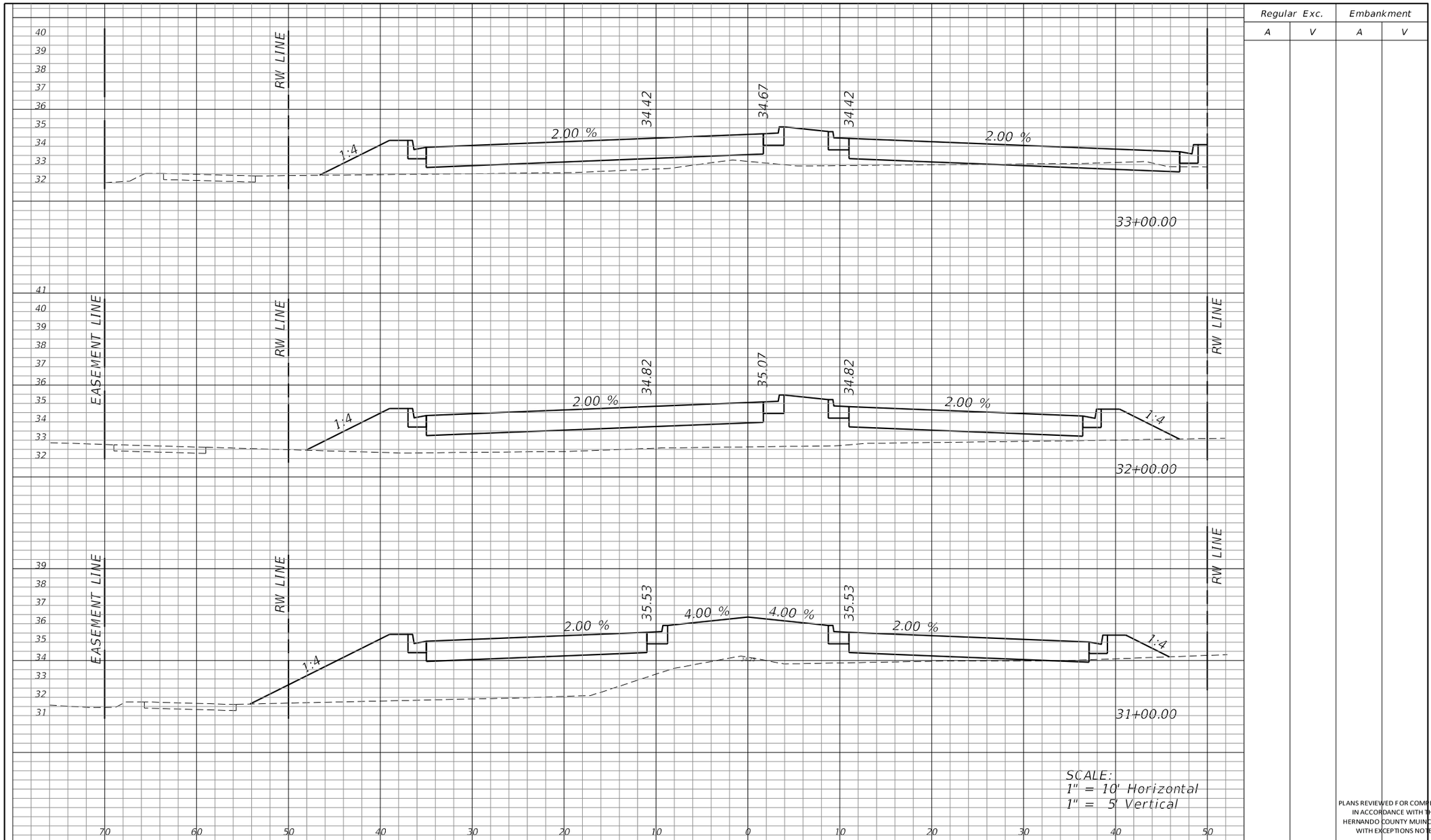

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CROSS SECTIONS (5)

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HERNANDO COUNTY, FLORIDA

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22005

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1510464 2/10/26

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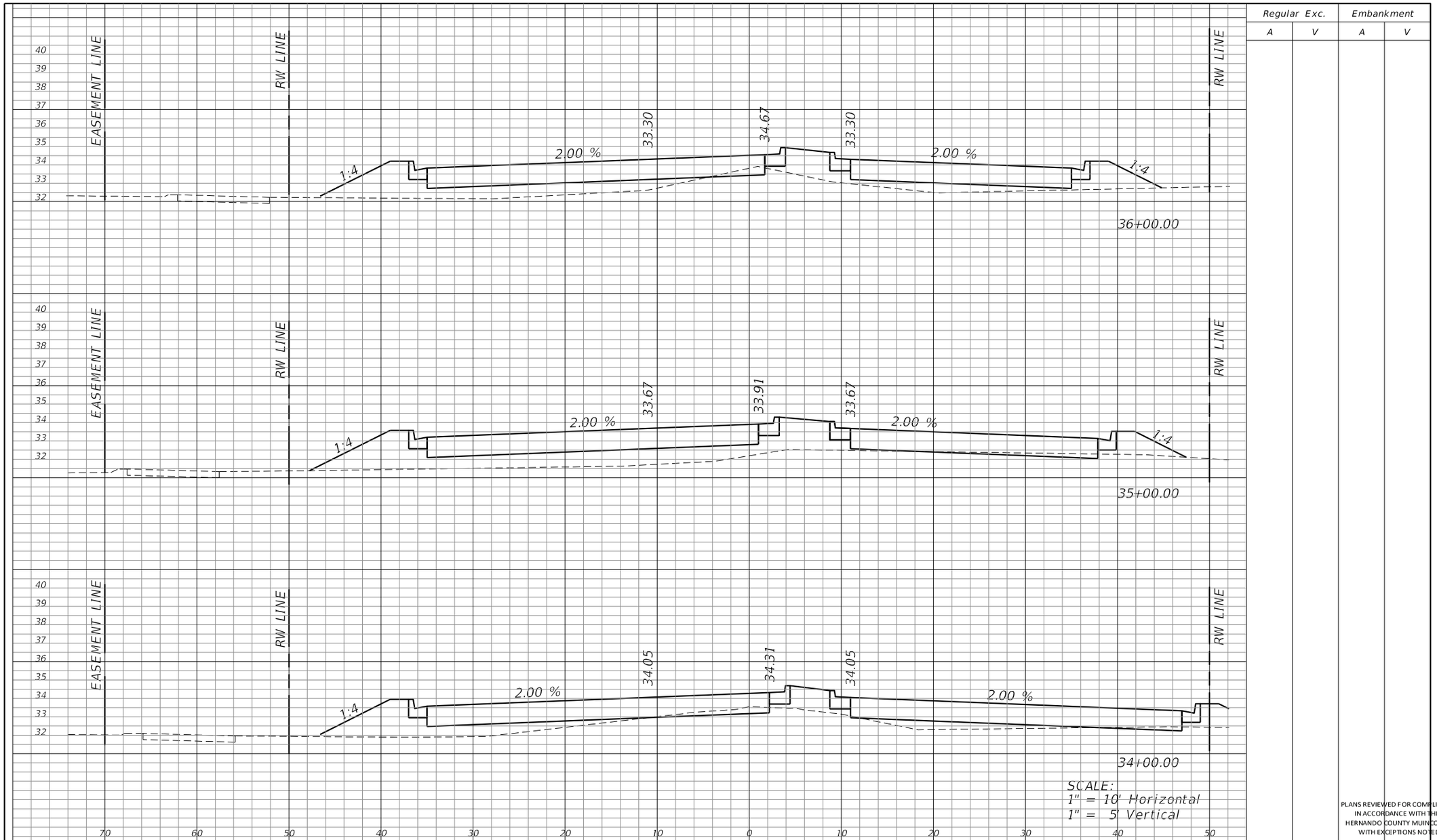

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EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 33

22005

PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED

1510464 2/10/26

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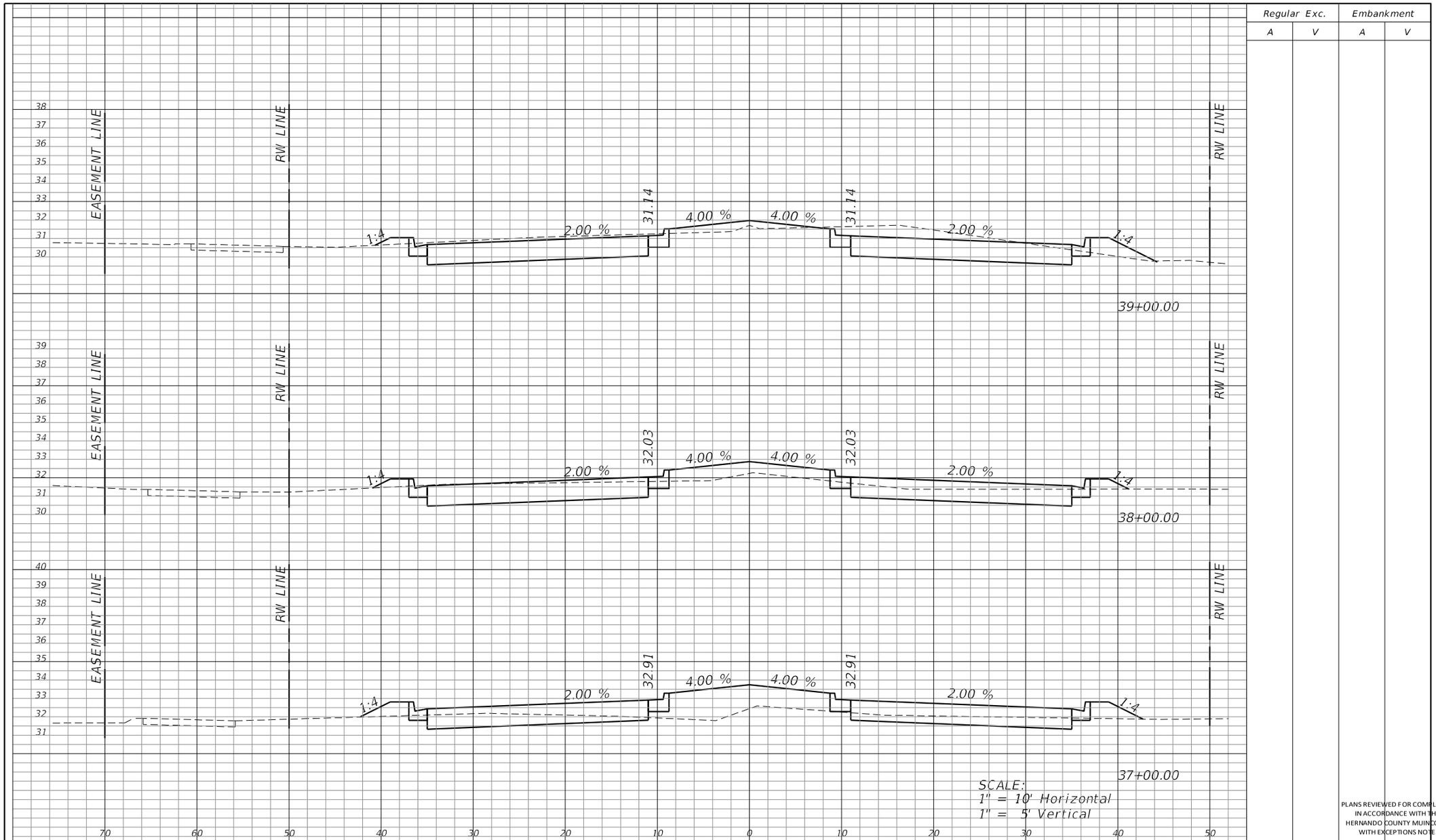

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HERNANDO COUNTY, FLORIDA

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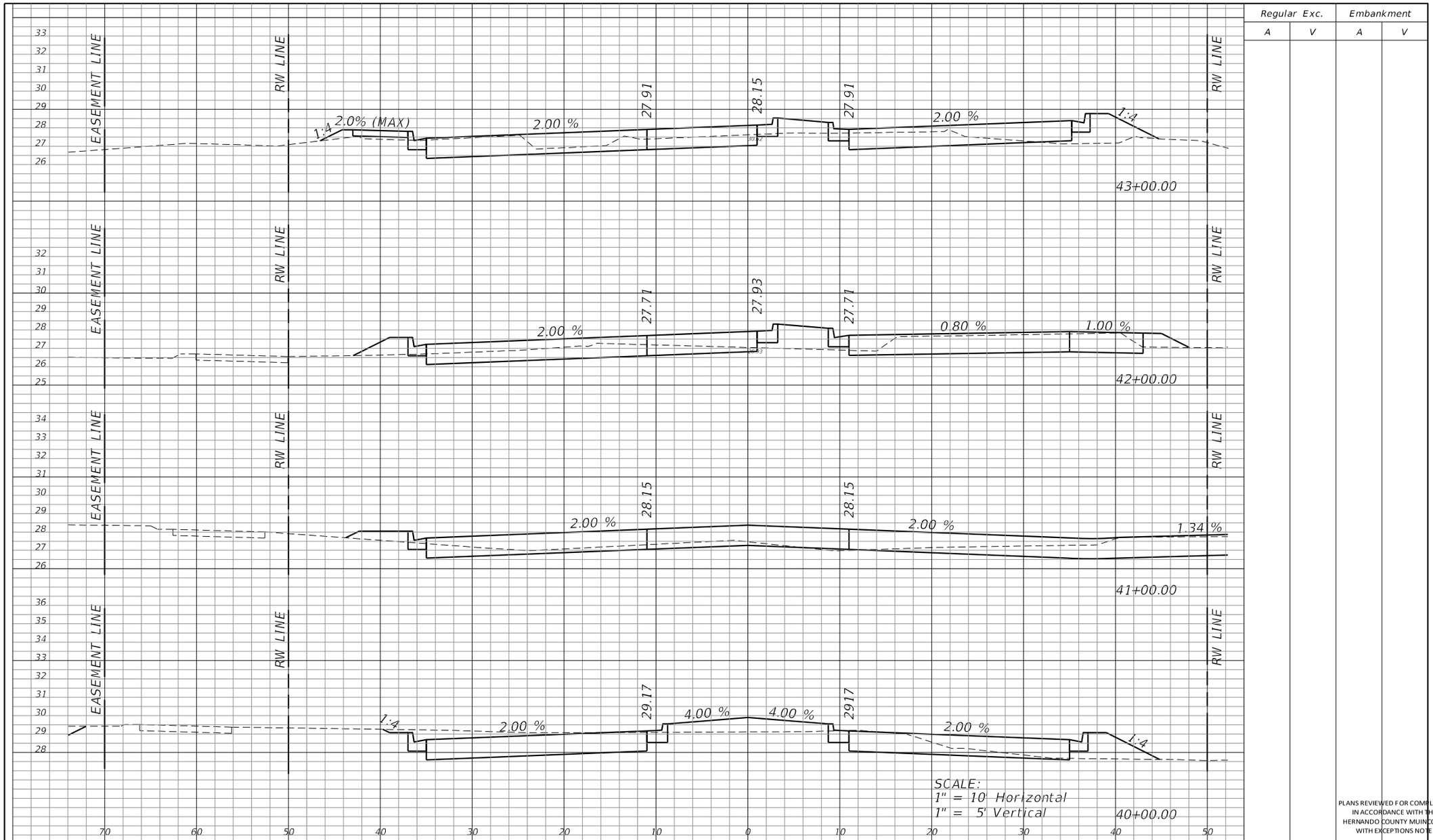

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CROSS SECTIONS (8)

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HERNANDO COUNTY, FLORIDA

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1510464 2/10/26

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SHEET
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22005

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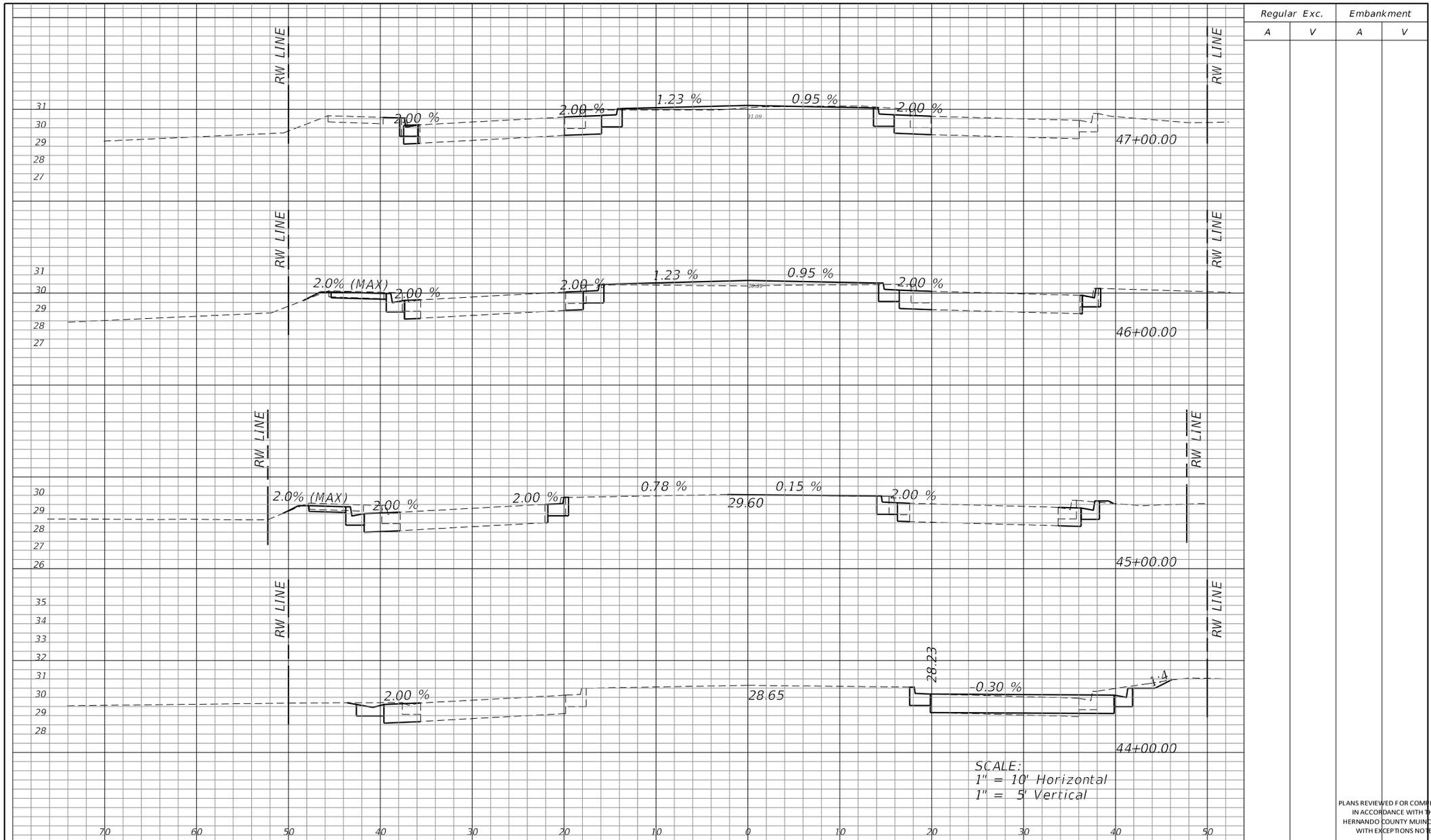

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CROSS SECTIONS (9)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED

1510661 2/10/26

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SHEET
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22005

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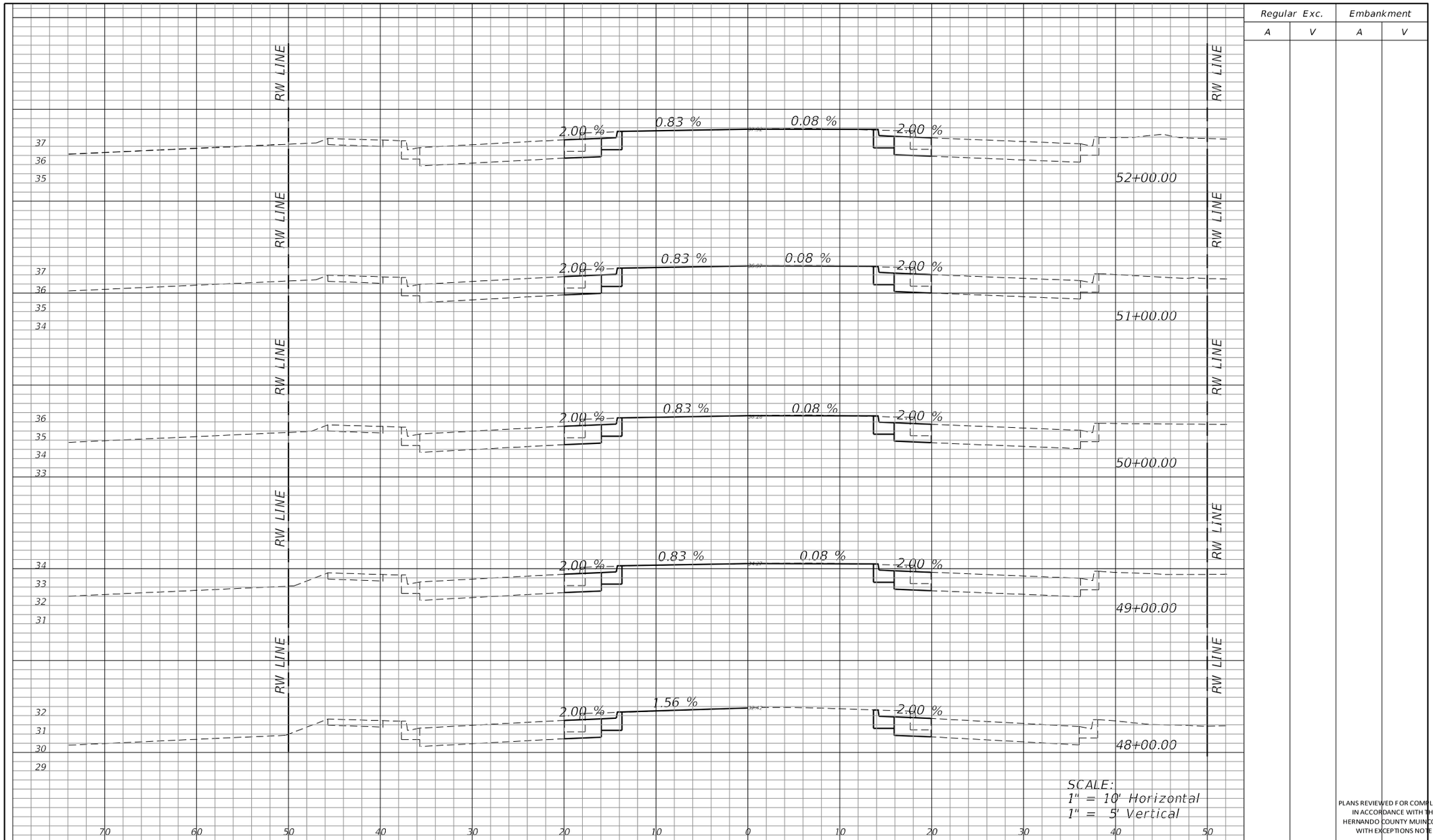

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CROSS SECTIONS (10)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 37

22005

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1510464 2/10/26

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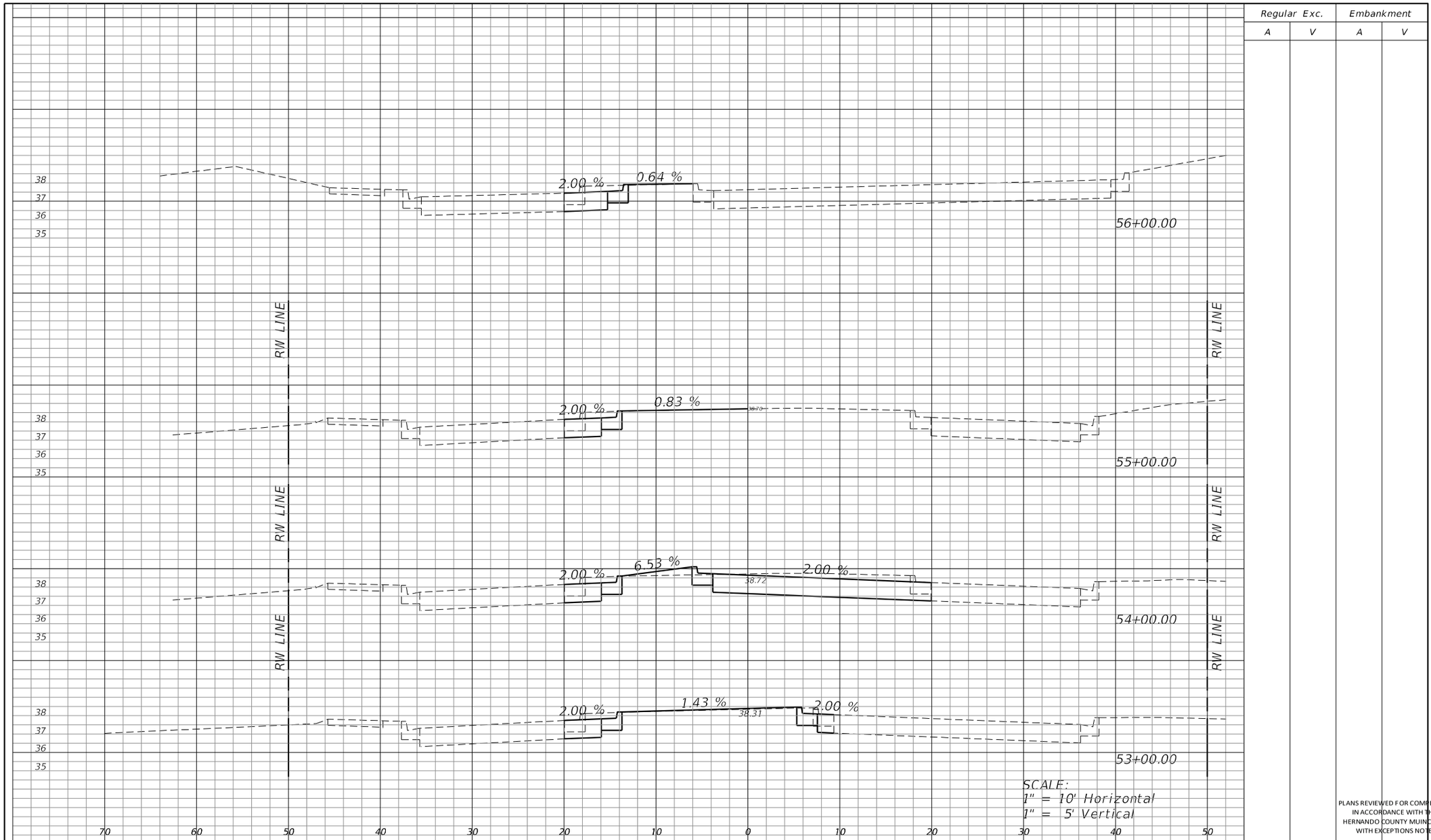

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CROSS SECTIONS (11)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET
38

22005

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1510464 2/10/26

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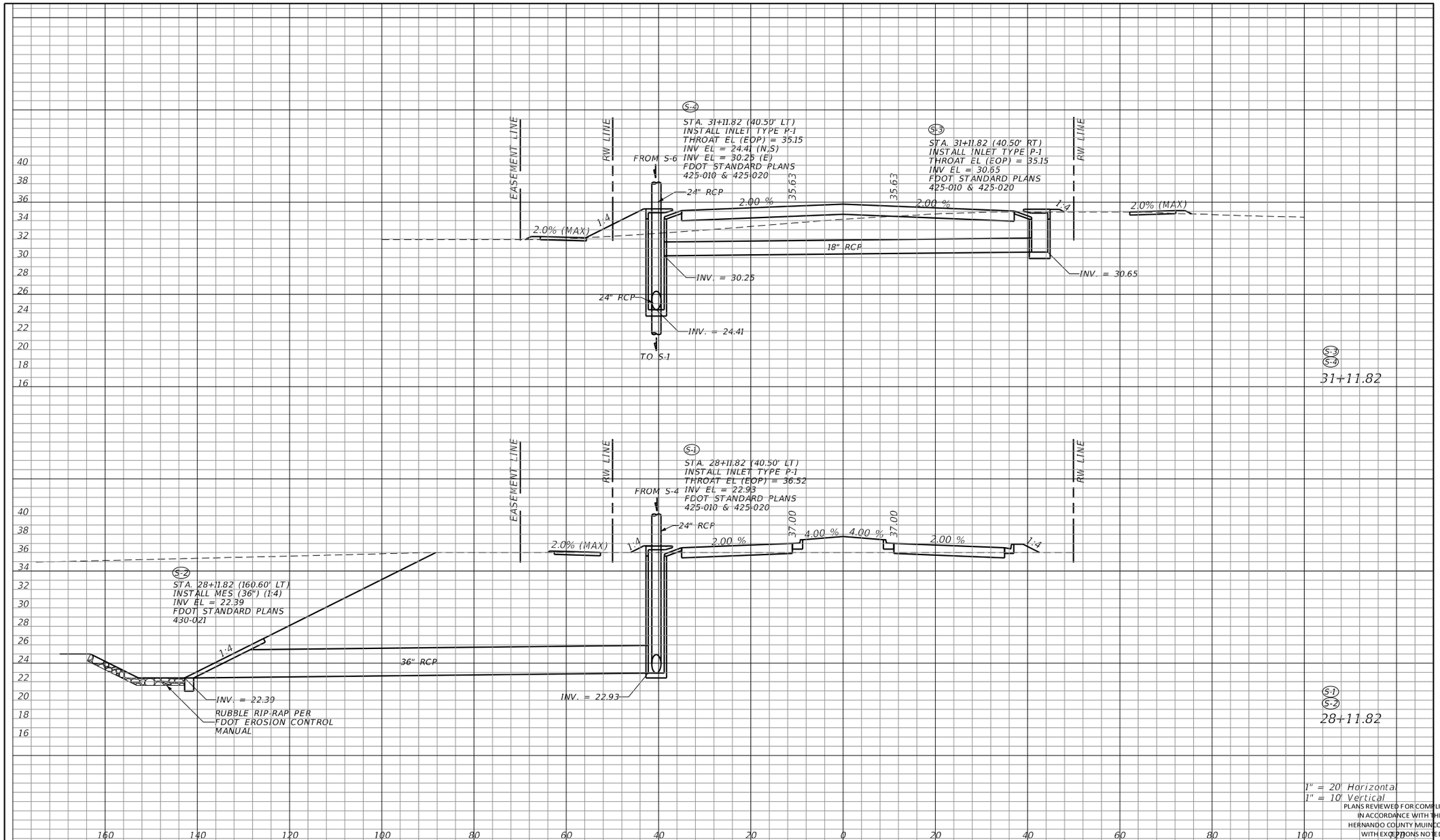

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DRAINAGE STRUCTURES (1)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 39

22005

PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED

1510461 2/10/26

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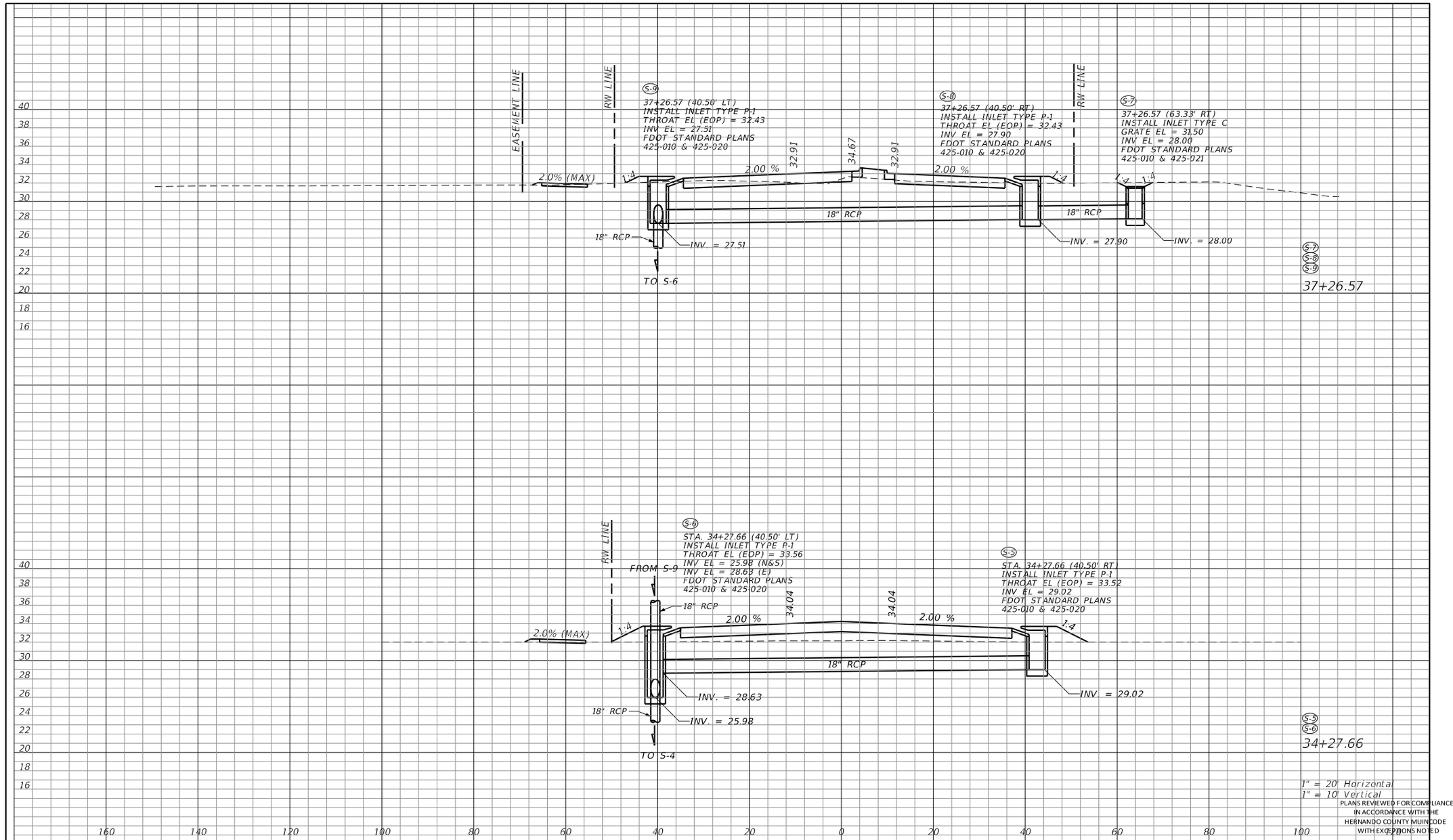

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FL. REG. NO. 74664

COASTAL DESIGN CONSULTANTS

DRAINAGE STRUCTURES (2)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 40

22005

PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNICODE WITH EXCEPTIONS NOTED

1510461 2/10/26

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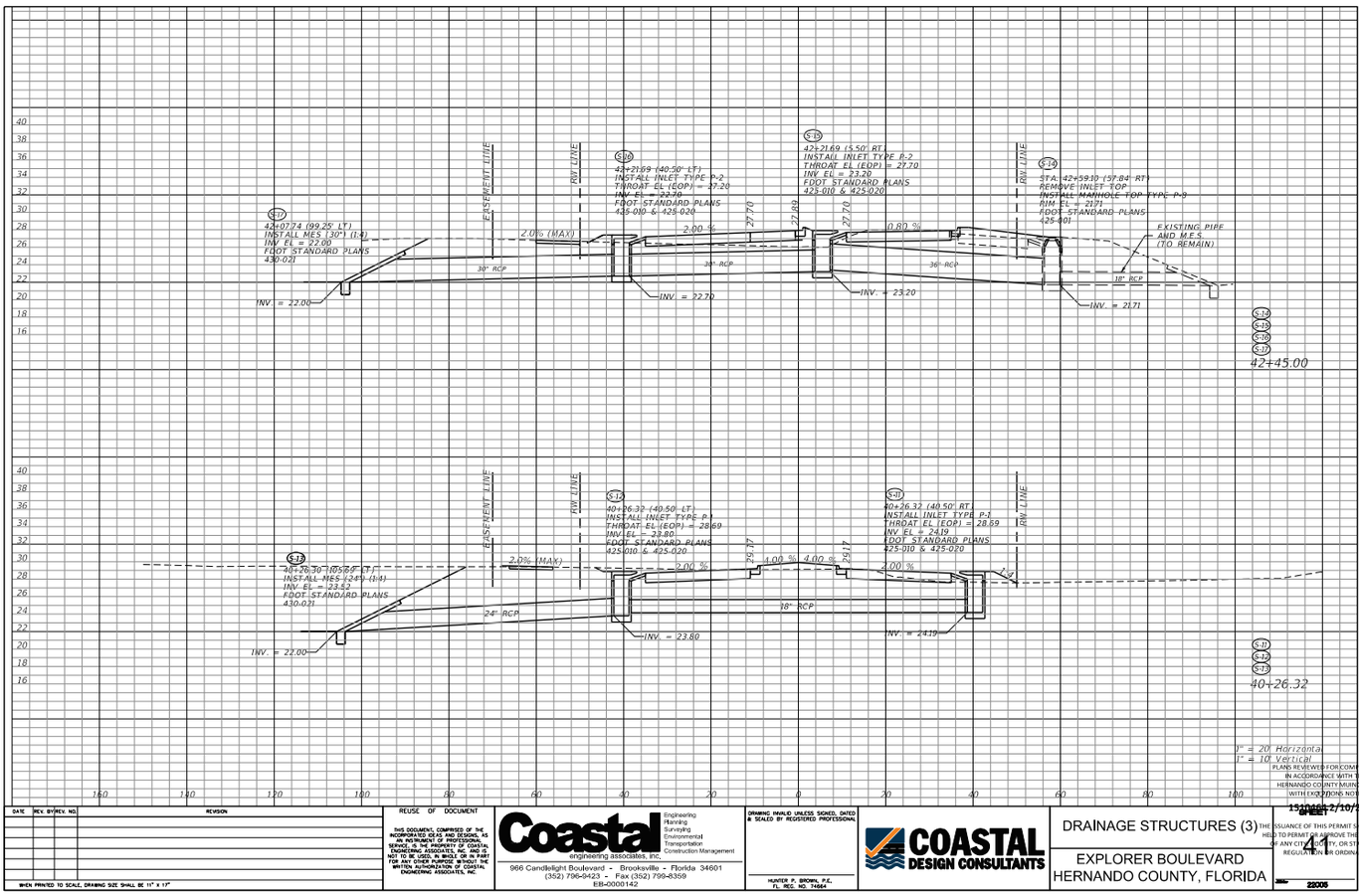

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DRAINAGE STRUCTURES (3)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

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PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUNI CODE WITH EXCEPTIONS NOTED

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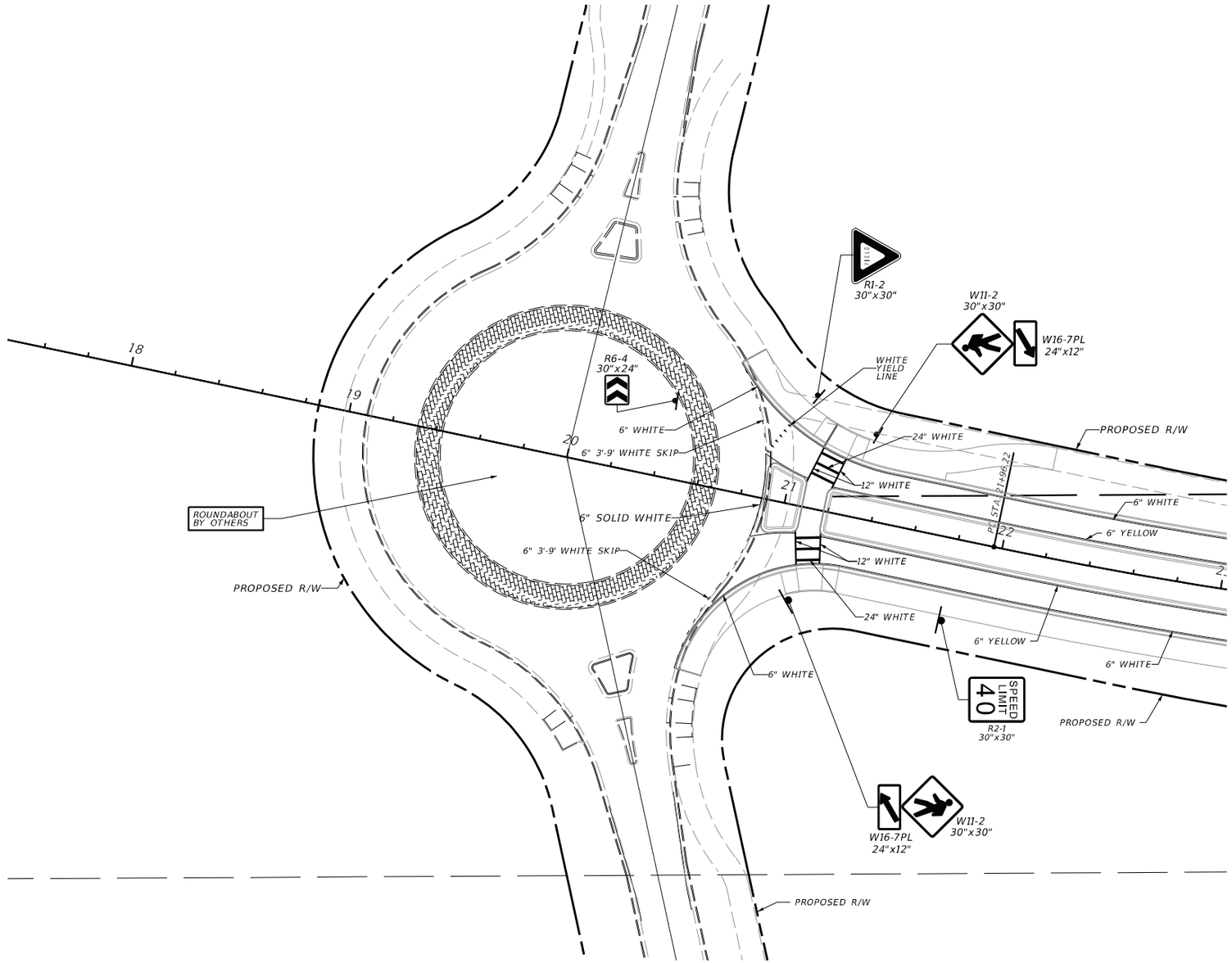

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SIGNING & MARKING PLAN (1)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET
05 of 22

22005

PLANS REVIEWED FOR COMPLIANCE
IN ACCORDANCE WITH THE
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1510464 2/10/26

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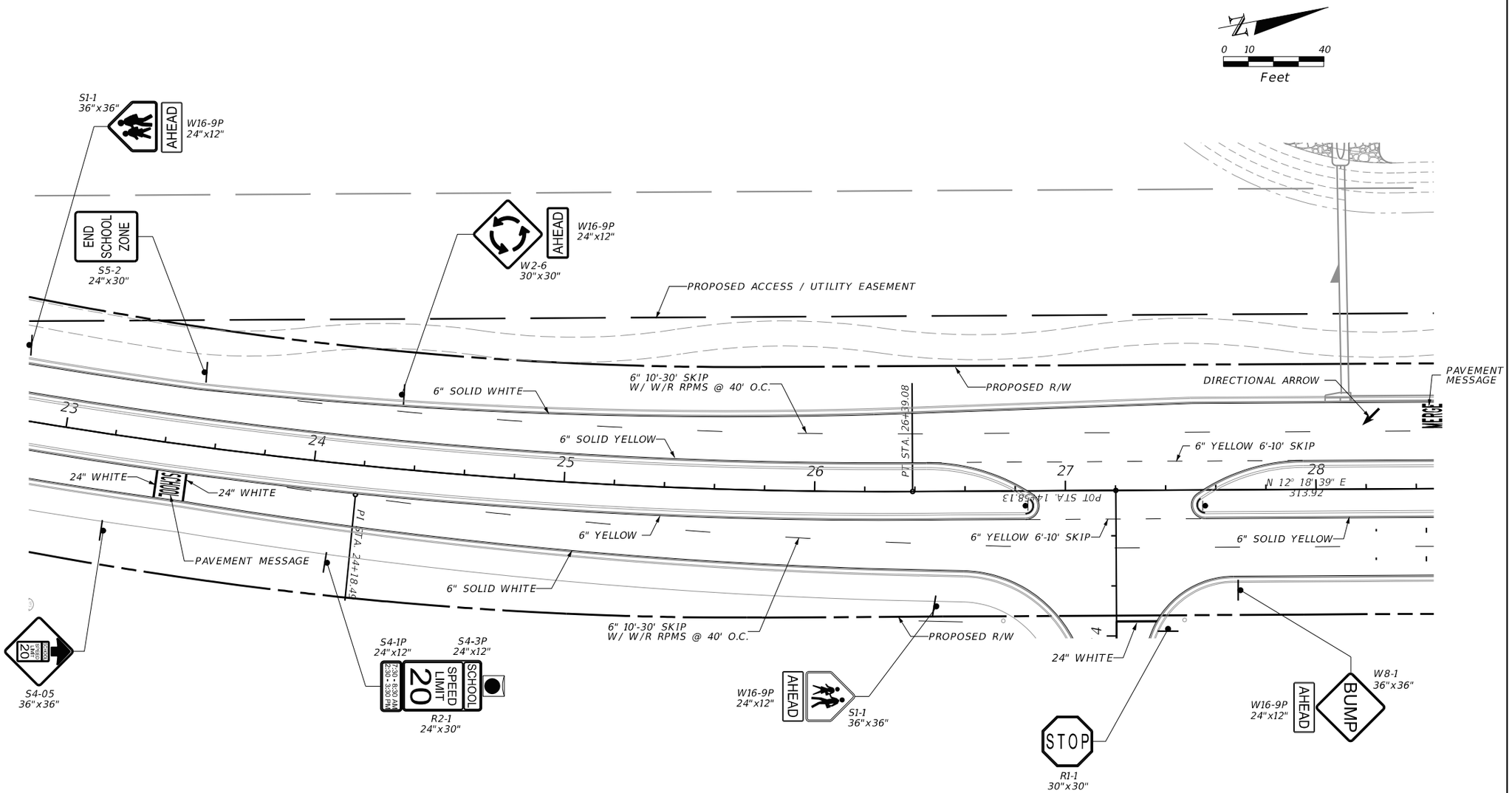

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SIGNING & MARKING PLAN (2)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 09/12

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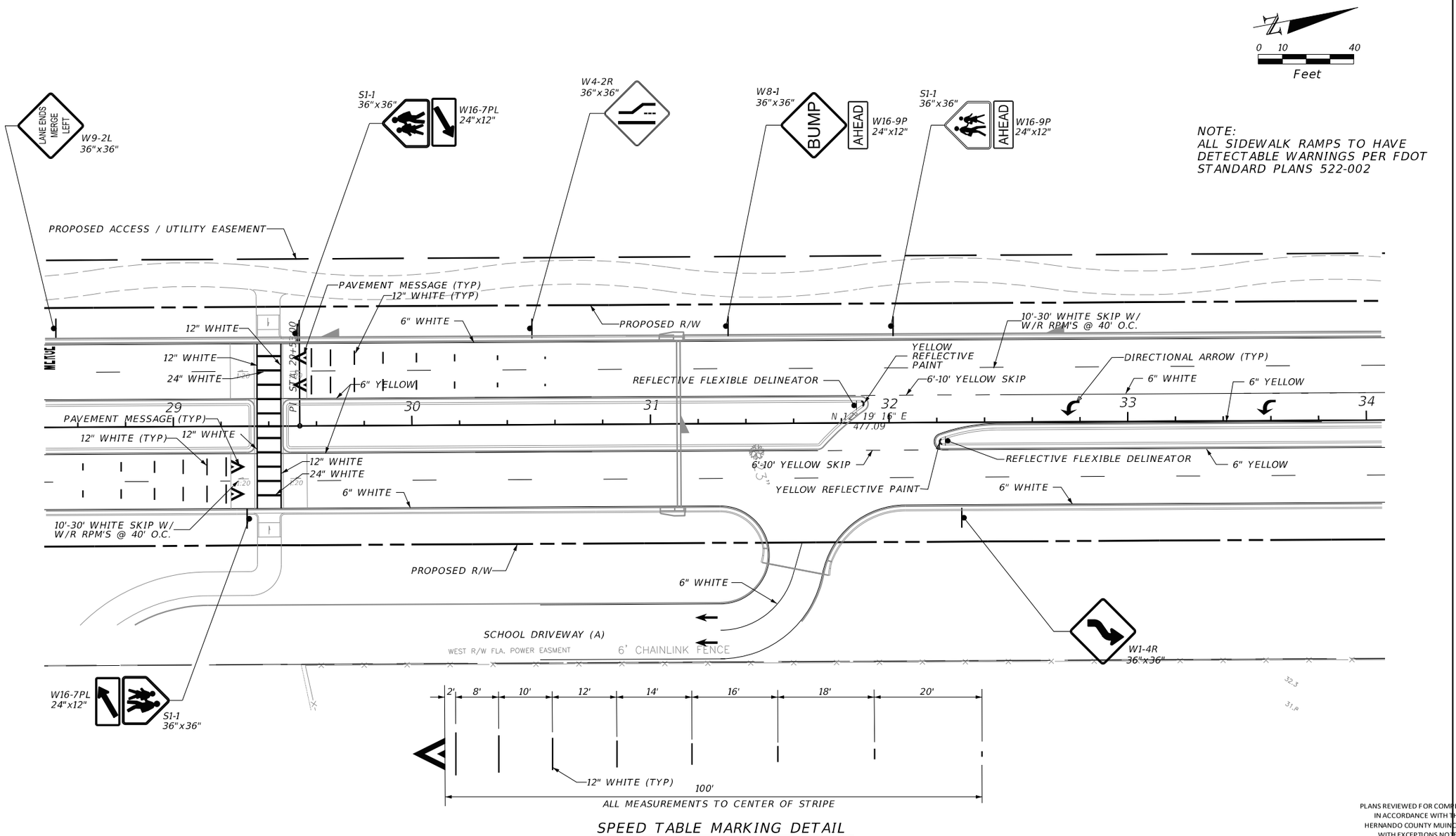

SPEED TABLE MARKING DETAIL

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SIGNING & MARKING PLAN (3)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

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22005

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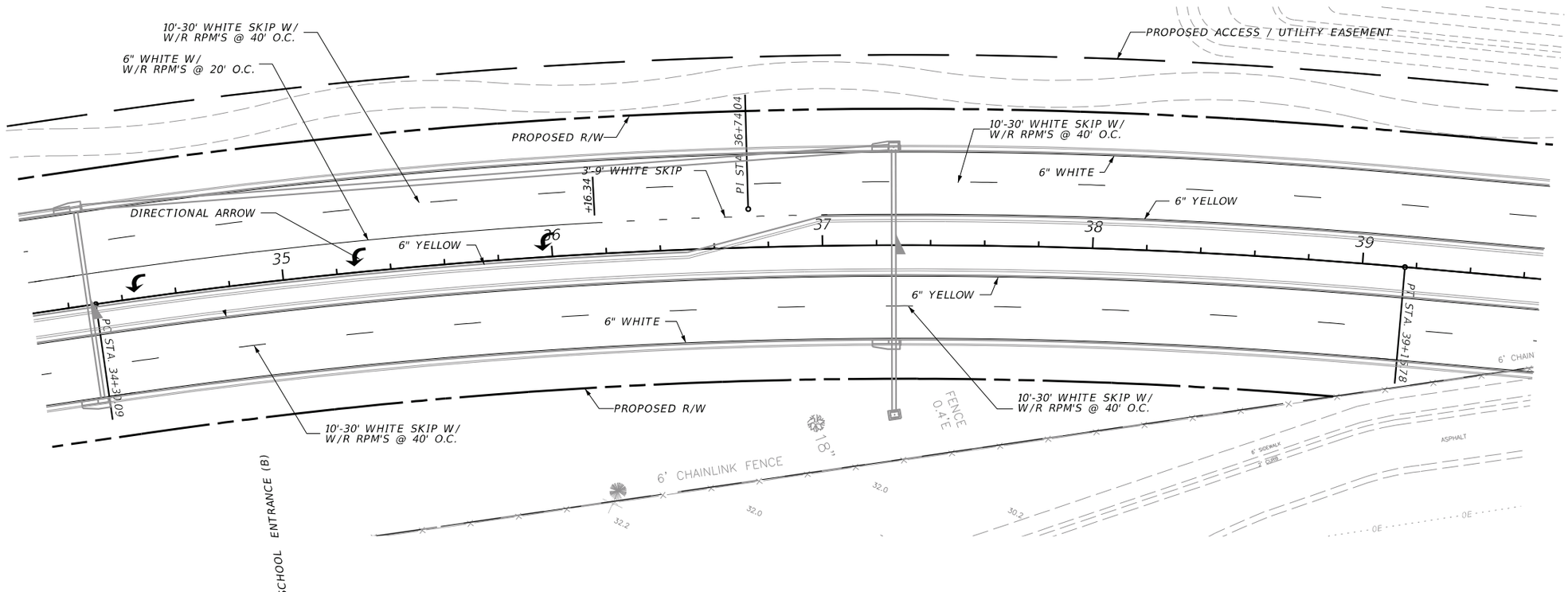

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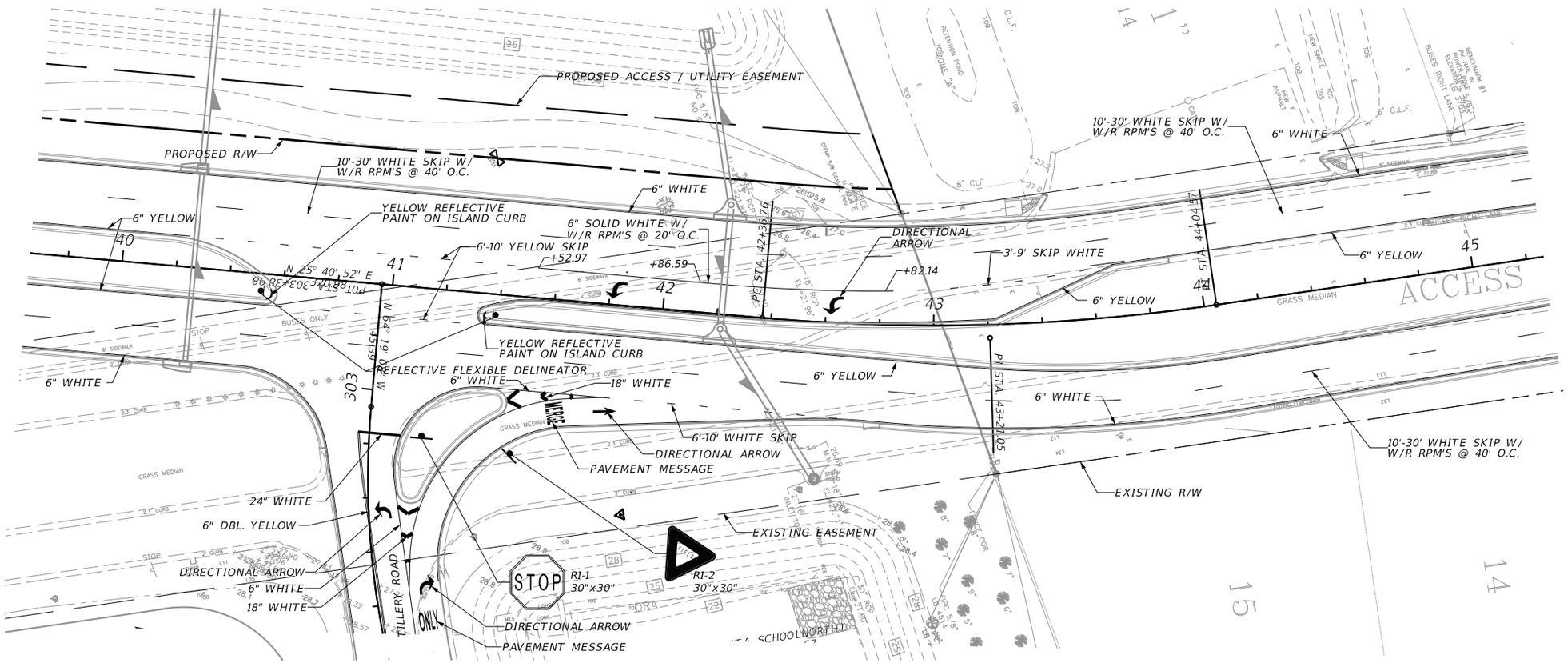
COASTAL DESIGN CONSULTANTS

SIGNING & MARKING PLAN (4)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

SHEET 09/24

22005



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SIGNING & MARKING PLAN (5)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

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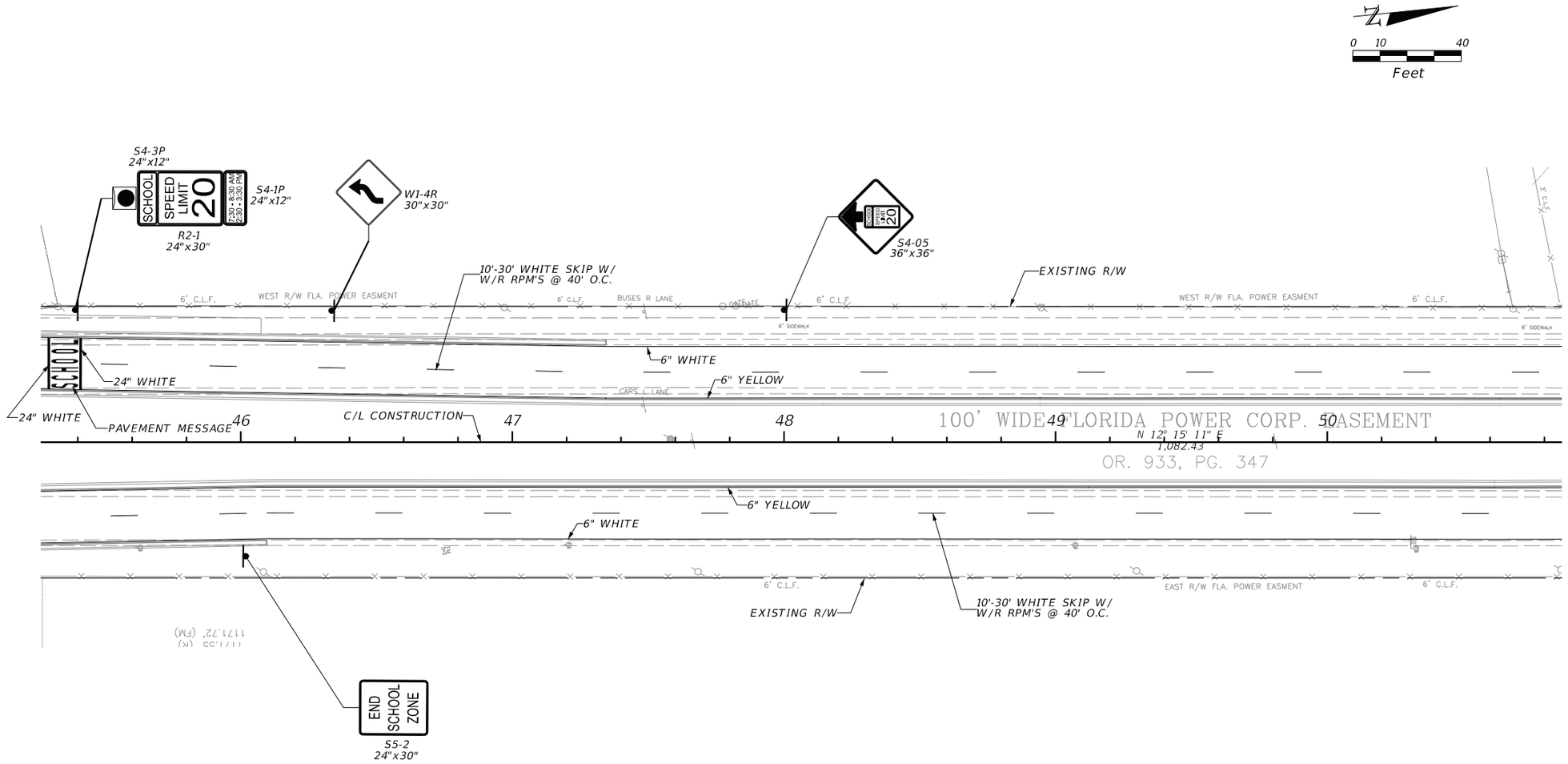

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SIGNING & MARKING PLAN (6)

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HERNANDO COUNTY, FLORIDA

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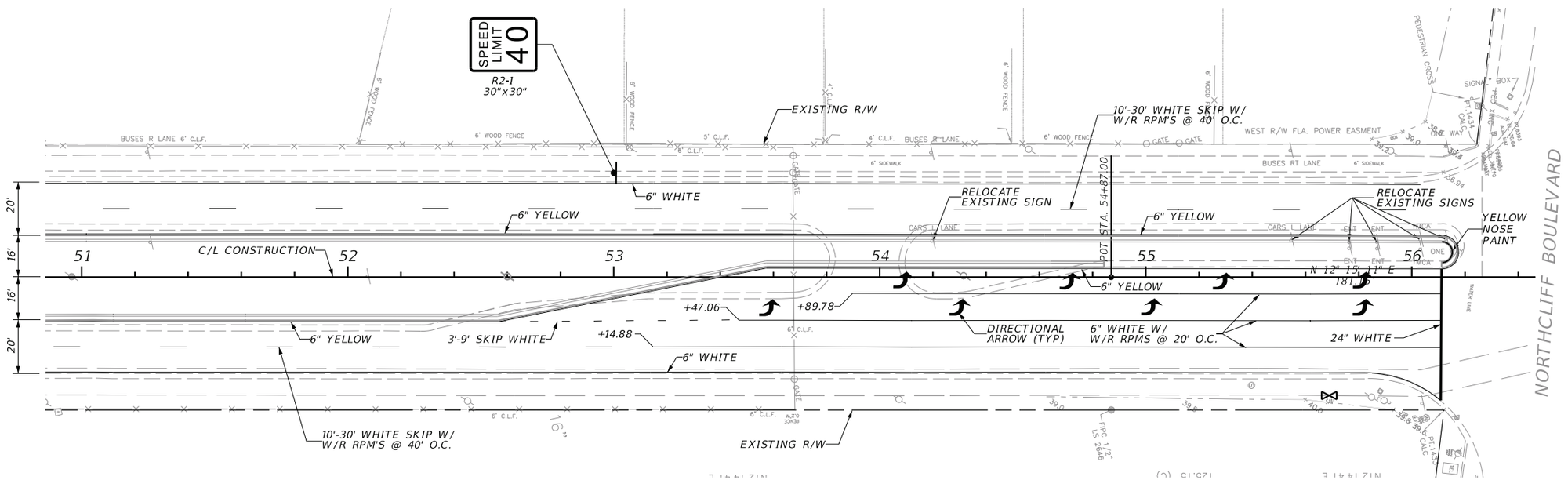

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SIGNING & MARKING PLAN (7)

EXPLORER BOULEVARD
HERNANDO COUNTY, FLORIDA

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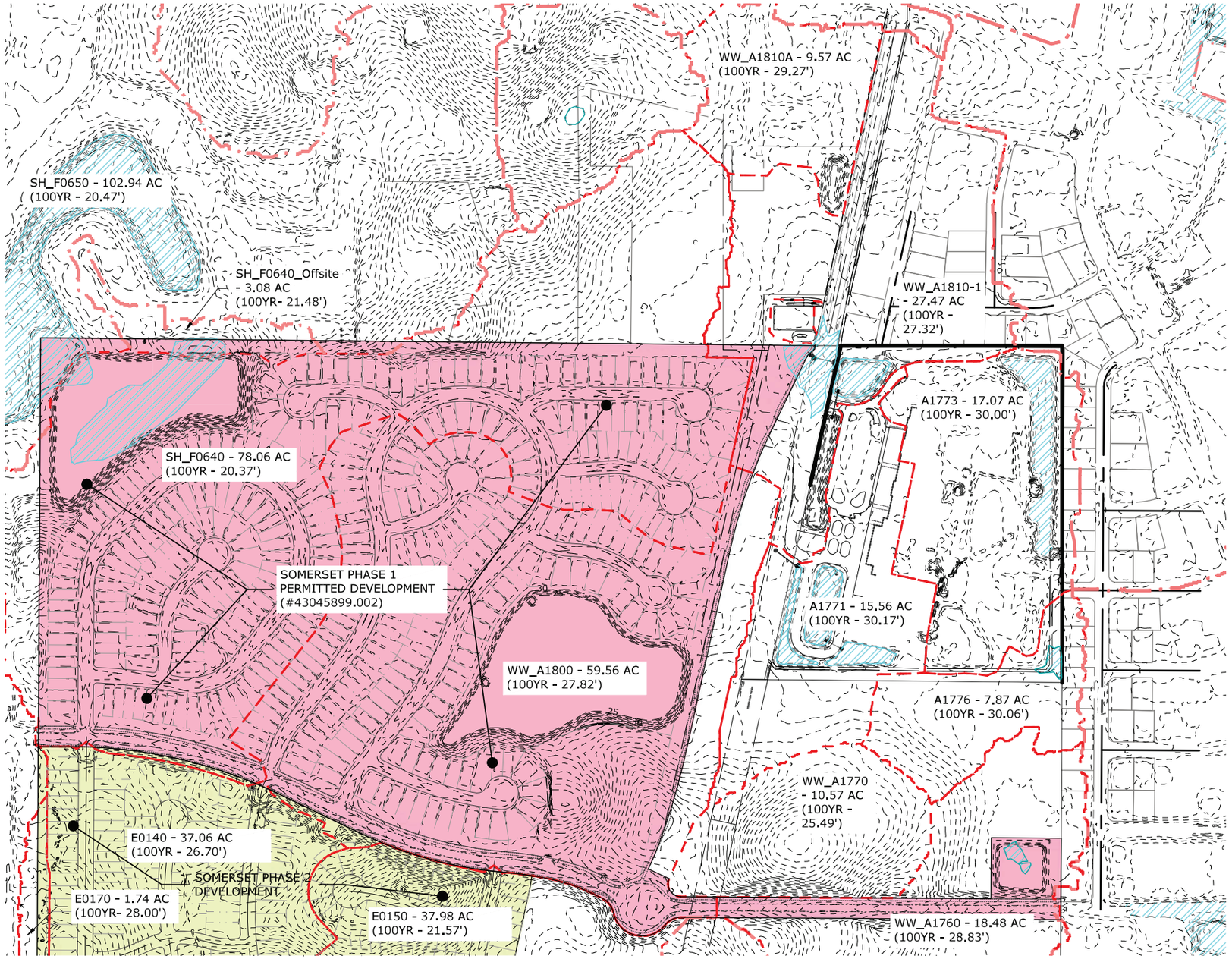

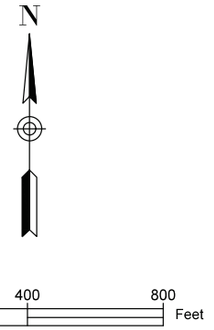

DRAINAGE NOTES:

1. PROJECT SITE IS WITHIN THE WEEKI WACHEE WATERSHED STUDY WHICH IS GOVERNING BOARD APPROVED. PROJECT WILL AFFECT BASINS A1771, A1800 AND A1810. WEEKI WACHEE BASINS WERE MODIFIED AND UPDATED TO CURRENT CONDITIONS FROM THE EXPLORER K-9 SITE PERMIT (#44030695.000) AND SOMERSET SUBDIVISION (# 43045899.002).
2. EXISTING DRAS ARE TOTAL CONTAINMENT CLOSED BASIN.
3. SEE DRAINAGE SWERP FOR FULL DETAILED EXPLAINATION FOR DRAINAGE METHODOLOGY AND STORMWATER CALCULATIONS AND EXHIBITS.

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COASTAL DESIGN CONSULTANTS

EXISTING CONDITIONS DRAINAGE MAP

SOMERSET BAY
HERNANDO COUNTY, FLORIDA

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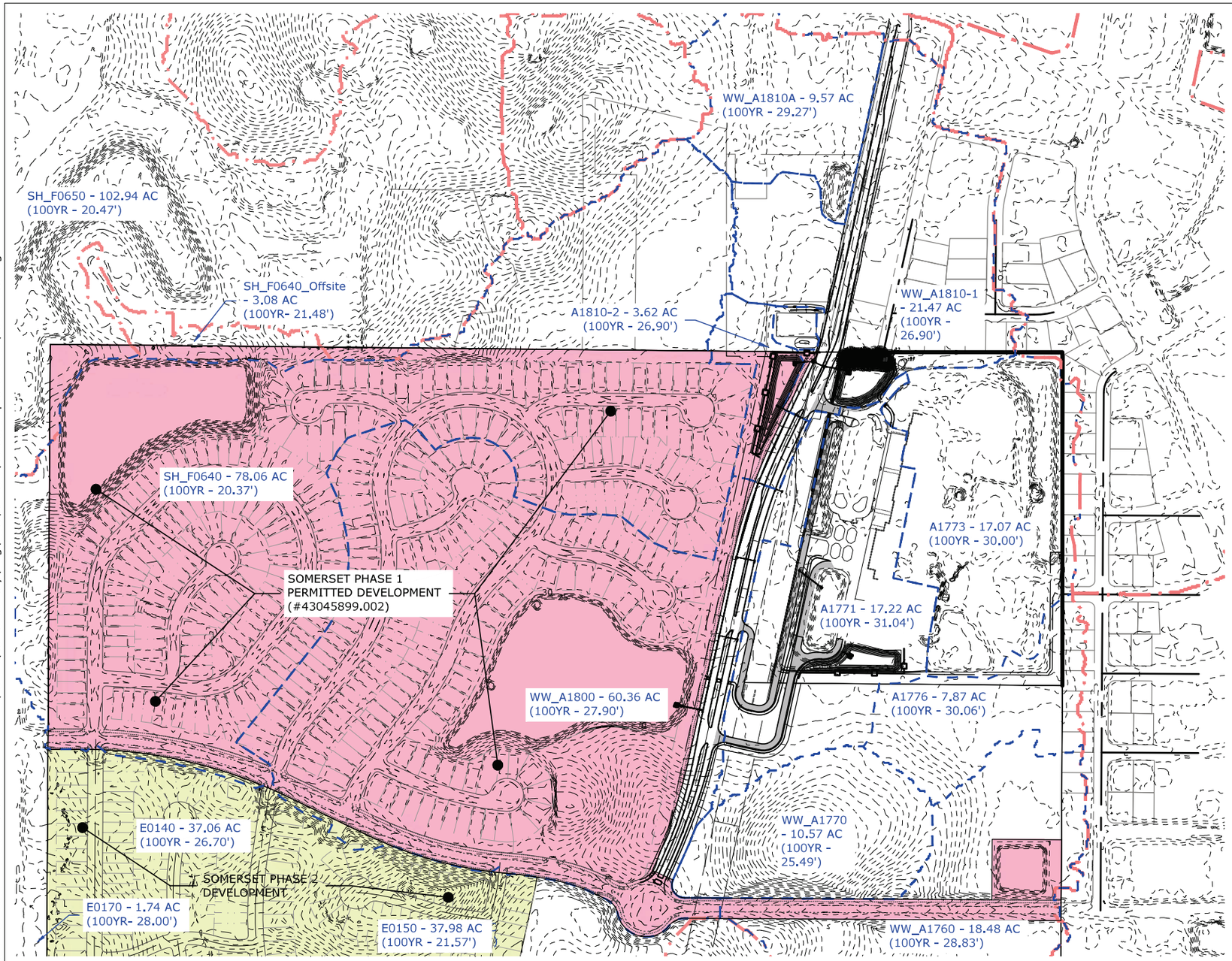

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COASTAL DESIGN CONSULTANTS

PROPOSED CONDITIONS DRAINAGE MAP

SOMERSET BAY
HERNANDO COUNTY, FLORIDA

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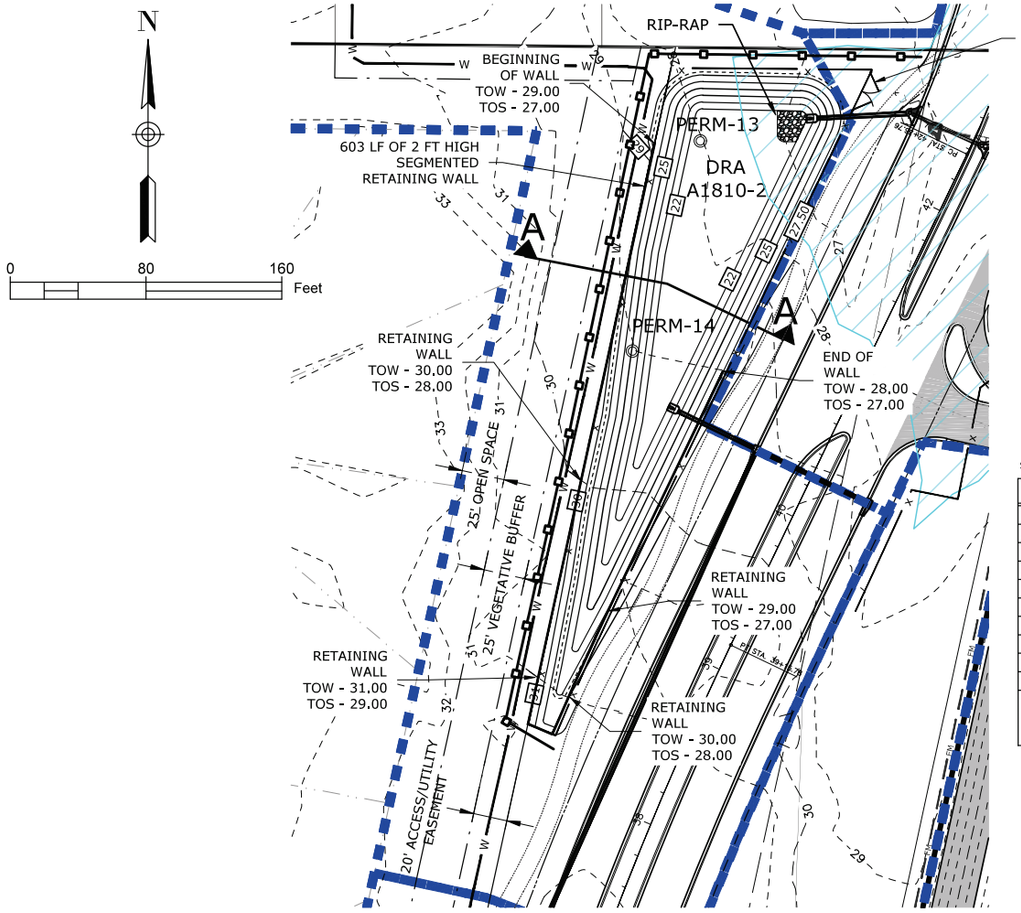
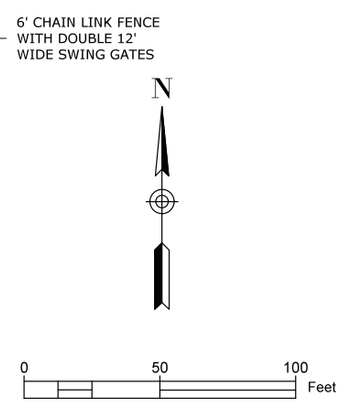
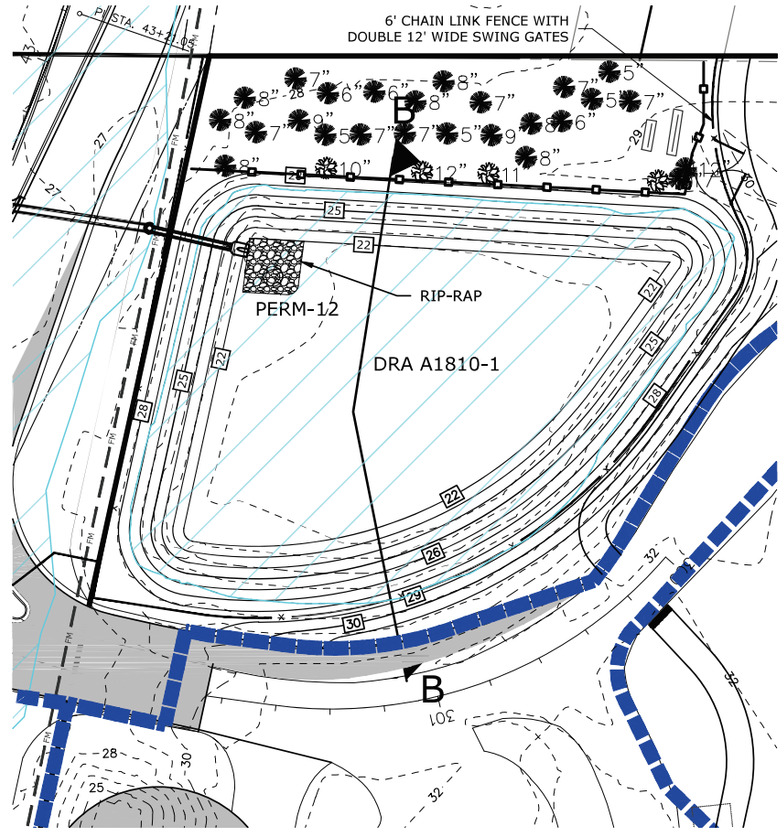




SITE DRA STORMWATER INFORMATION - BASIN A1810-1

DESCRIPTION			
MIN. BERM/T.O.B. ELEV.	28.00		
AREA AT TOP OF BANK (sq ft)	26,990.15		
BOTTOM ELEVATION	22.00		
AREA AT BOTTOM (sq ft)	13,610.13		
SIDE SLOPE	4:1		
SEASONAL HIGH WATER ELEV	19.50	2' BELOW GRADE	
25 YR DESIGN HIGH WATER ELEV.	25.64		
100 YR DESIGN HIGH WATER ELEV.	26.90	PRE	POST
25 YR DISCHARGE RATE (FT/SEC)		0	0
100 YR DISCHARGE VOLUME (AF)		0	0
CONSTANT HEAD FIELD PERMEABILITY TEST RESULTS		PERM-12	40
TEST PERFORMED 3' BELOW GRADE AND MEASURED IN FT/DAY. VALUES SHOWN ARE NOT FACTORED, MODELING ADDS A SAFETY FACTOR OF 2 TO VALUES			

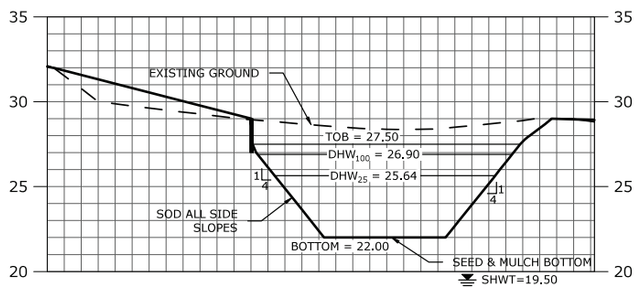
NOTE: DRA IS TOTAL CONTAINMENT CLOSED BASIN AND IS SITUATED AT THE BOTTOM OF THE AREA SO NO EMERGENCY OUTFALL WEIR IS PROPOSED.



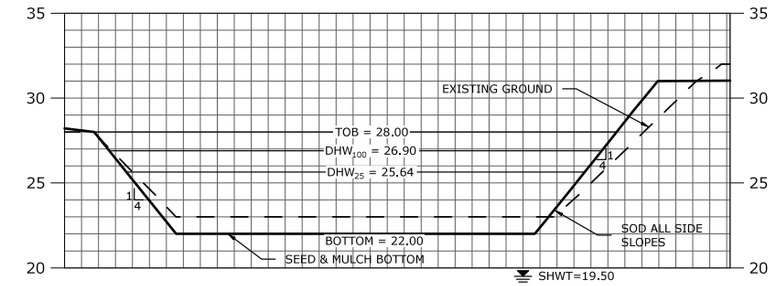
SITE DRA STORMWATER INFORMATION - BASIN A1810-2

DESCRIPTION			
MIN. BERM/T.O.B. ELEV.	27.50		
AREA AT TOP OF BANK (sq ft)	23,267.45		
BOTTOM ELEVATION	22.00		
AREA AT BOTTOM (sq ft)	7,761.31		
SIDE SLOPE	4:1		
SEASONAL HIGH WATER ELEV	19.50	2.50' BELOW GRADE	
25 YR DESIGN HIGH WATER ELEV.	25.64		
100 YR DESIGN HIGH WATER ELEV.	26.90	PRE	POST
25 YR DISCHARGE RATE (FT/SEC)		0	0
100 YR DISCHARGE VOLUME (AF)		0	0
CONSTANT HEAD FIELD PERMEABILITY TEST RESULTS		PERM-13	40
TEST PERFORMED 8' BELOW GRADE AND MEASURED IN FT/DAY. VALUES SHOWN ARE NOT FACTORED, MODELING ADDS A SAFETY FACTOR OF 2 TO VALUES		PERM-14	40

NOTE: DRA IS TOTAL CONTAINMENT CLOSED BASIN AND IS SITUATED AT THE BOTTOM OF THE AREA SO NO EMERGENCY OUTFALL WEIR IS PROPOSED.



A1810-2 DRA SECTION A-A
1"=40' h
1"=8 v



A1810-1 DRA SECTION B-B
1"=40' h
1"=8 v

PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUINCODE WITH EXCEPTIONS NOTED
1510464 2/10/26

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DRA CROSS SECTION PLAN (1)

SOMERSET BAY
HERNANDO COUNTY, FLORIDA

SHEET DR-3

JOB NO. 22005

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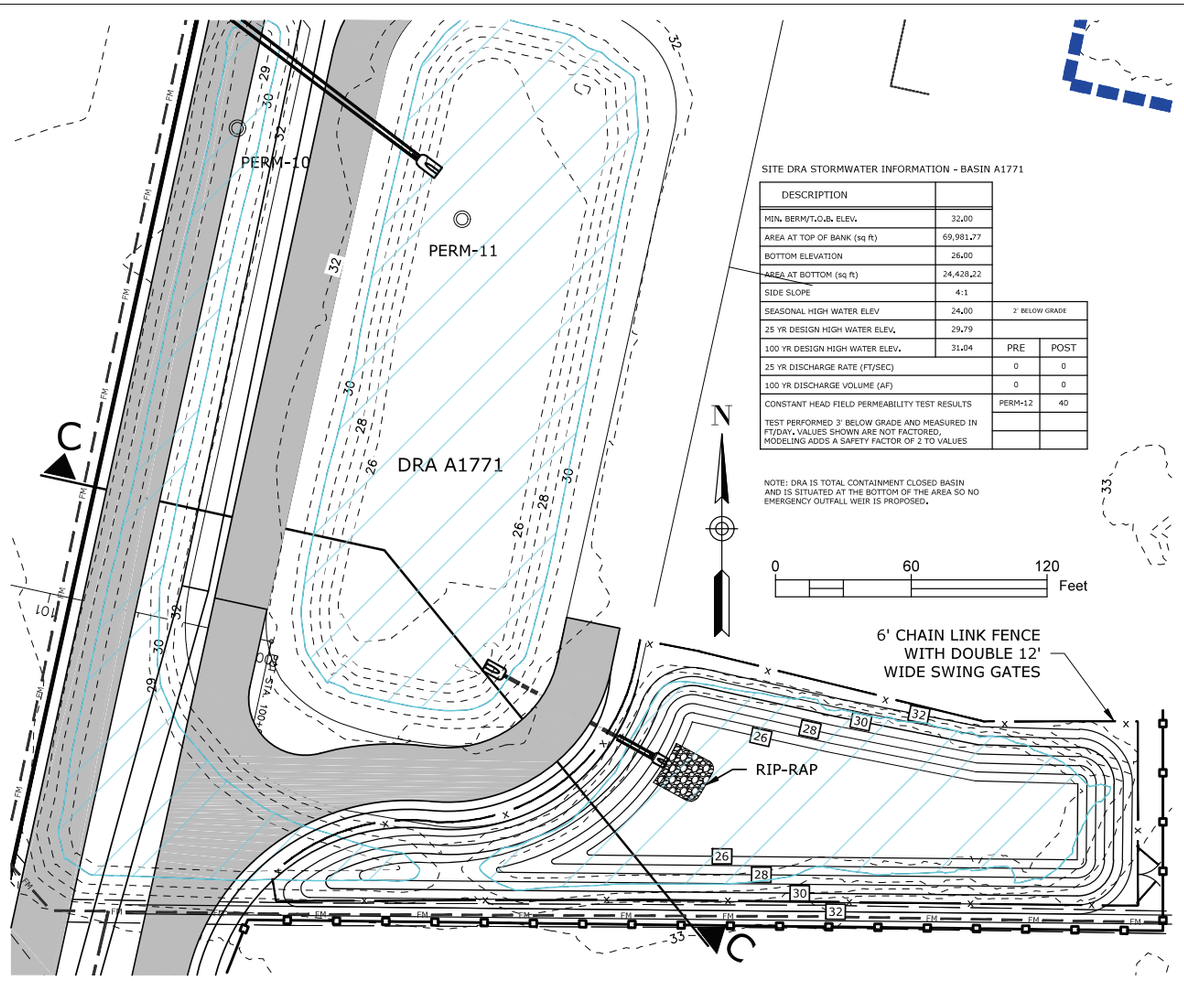
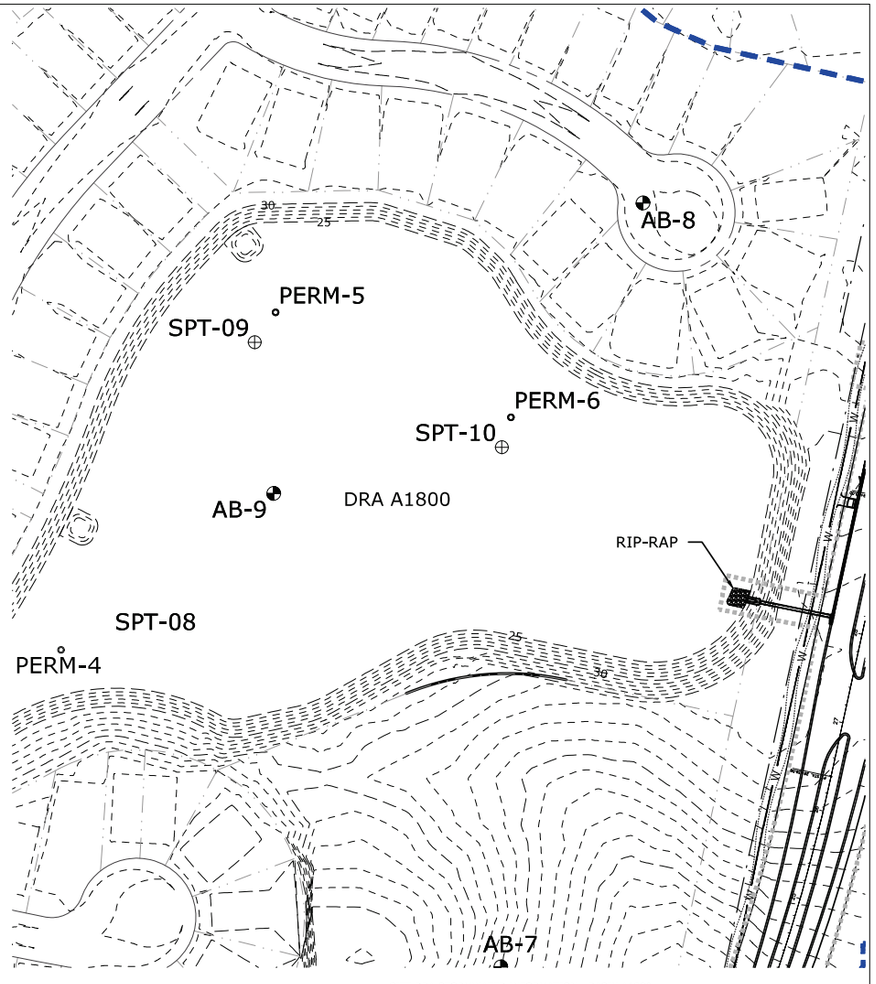
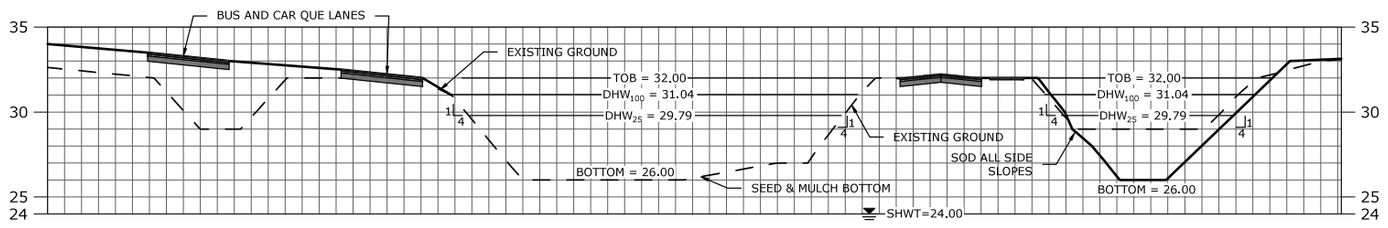


SITE DRA STORMWATER INFORMATION - BASIN A1771

DESCRIPTION			
MIN. BERM/T.O.B. ELEV.	32.00		
AREA AT TOP OF BANK (sq ft)	69,981.77		
BOTTOM ELEVATION	26.00		
AREA AT BOTTOM (sq ft)	24,428.22		
SIDE SLOPE	4:1		
SEASONAL HIGH WATER ELEV	24.00	2' BELOW GRADE	
25 YR DESIGN HIGH WATER ELEV.	29.79		
100 YR DESIGN HIGH WATER ELEV.	31.04	PRE	POST
25 YR DISCHARGE RATE (FT/SEC)		0	0
100 YR DISCHARGE VOLUME (AF)		0	0
CONSTANT HEAD FIELD PERMEABILITY TEST RESULTS		PERM-12	40
TEST PERFORMED 3' BELOW GRADE AND MEASURED IN FT/DAY. VALUES SHOWN ARE NOT FACTORED. MODELING ADDS A SAFETY FACTOR OF 2 TO VALUES			

NOTE: DRA IS TOTAL CONTAINMENT CLOSED BASIN AND IS SITUATED AT THE BOTTOM OF THE AREA SO NO EMERGENCY OUTFALL WEIR IS PROPOSED.





A1771 DRA SECTION C-C

1"=40' h

1"=8 v

SITE DRA STORMWATER INFORMATION - BASIN A1800

DESCRIPTION			
MIN. BERM/T.O.B. ELEV.	30.00		
AREA AT TOP OF BANK (sq ft)	383,543.62		
BOTTOM ELEVATION	25.00		
AREA AT BOTTOM (sq ft)	341,646.06		
SIDE SLOPE	4:1		
SEASONAL HIGH WATER ELEV	23.00	2.5'-4.0' AVG BELOW GRADE	
25 YR DESIGN HIGH WATER ELEV.	26.78		
100 YR DESIGN HIGH WATER ELEV.	27.90	PRE	POST
25 YR DISCHARGE RATE (FT/SEC)		0	0
100 YR DISCHARGE VOLUME (AF)		0	0
CONSTANT HEAD FIELD PERMEABILITY TEST RESULTS		PERM-4	40
TEST PERFORMED 3'-4' BELOW GRADE AND MEASURED IN FT/DAY. VALUES SHOWN ARE NOT FACTORED, MODELING ADDS A SAFETY FACTOR OF 2 TO VALUES		PERM-5	20
		PERM-6	32

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1510464 2/10/26

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DRA CROSS SECTION PLAN (2)

SOMERSET BAY
HERNANDO COUNTY, FLORIDA

SHEET DR-4

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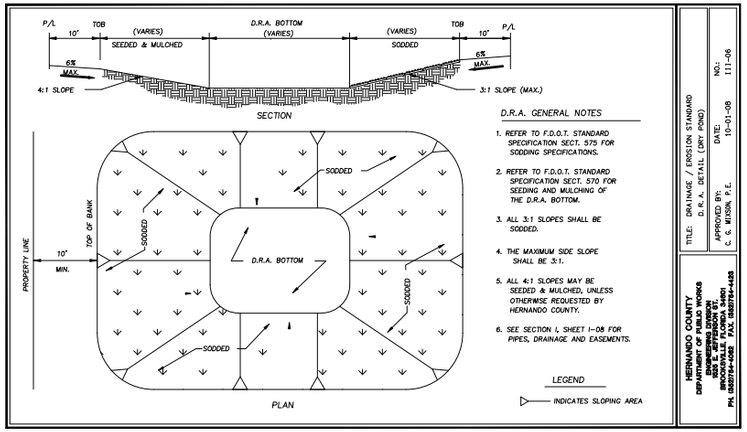

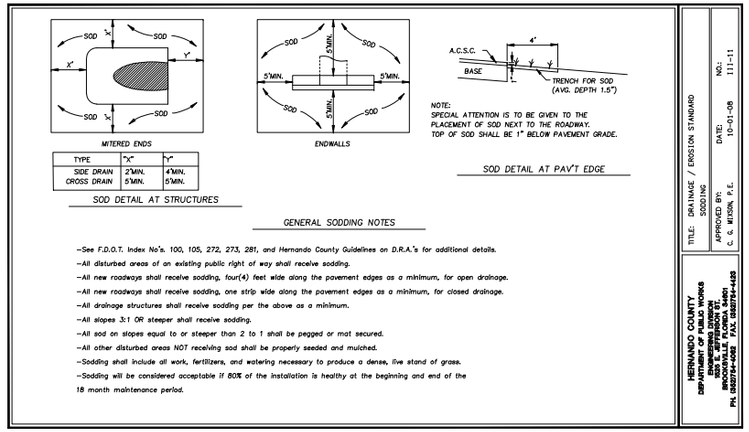

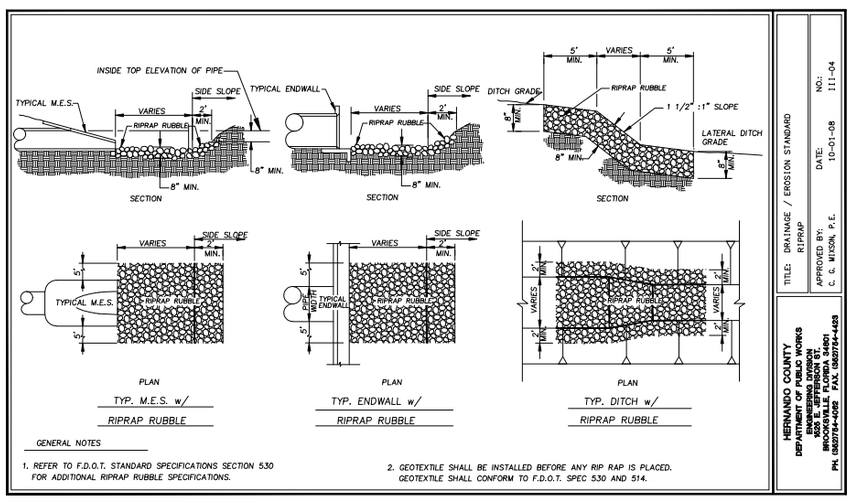

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DRAINAGE DETAILS

SOMERSET BAY
HERNANDO COUNTY, FLORIDA

SHEET DR-5

JOB No. 22005

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REGULATORY REQUIREMENTS FOR CONSTRUCTION PROJECTS INCLUDE:

ENVIRONMENTAL RESOURCE PERMIT (ERP) CONSTRUCTION SURFACE WATER MANAGEMENT PLAN

PURPOSE:	PREVENT EROSION AND SEDIMENT DEPOSIT IN WETLANDS/SURFACE WATERS OR ADJACENT PROPERTIES. PREVENT OFFSITE FLOODING. PREVENT VIOLATIONS OF STATE WATER QUALITY STANDARDS.
REGULATORY AGENCY:	STATE OF FLORIDA WATER MANAGEMENT DISTRICTS
APPLIES TO:	ALL CONSTRUCTION PROJECTS UNLESS SPECIFICALLY EXEMPT BY RULE.
RESPONSIBLE ENTITY:	ENVIRONMENTAL RESOURCE PERMITTEE SHALL BE RESPONSIBLE FOR ENSURING COMPLIANCE.
REQUIREMENTS:	ALL PERMITTED PROJECTS SHALL PREPARE AND MAINTAIN A CONSTRUCTION SURFACE WATER MANAGEMENT PLAN (CSWMP) IN ACCORDANCE WITH F.A.C. 40D RULES, PART B, BASIS OF REVIEW, SECTION 2.8.

MAJOR COMPONENTS OF THE CSWMP

1) SITE PLAN.
2) TOPOGRAPHY AND HYDROLOGIC DATA
3) CONSTRUCTION DETAILS.
4) PROCEDURES TO CONTROL EROSION AND SEDIMENTATION.
5) PROCEDURES FOR STORMWATER MANAGEMENT.
6) MAINTENANCE PROCEDURES.
7) INSPECTION RECORDS.

SEE "THE FLORIDA STORMWATER EROSION AND SEDIMENTATION CONTROL INSPECTOR'S MANUAL", APRIL 2006 (OR LATEST EDITION) FOR ADDITIONAL INFORMATION. AND

CHAPTER 6, "THE FLORIDA DEVELOPMENT MANUAL: A GUIDE TO SOUND LAND AND WATER MANAGEMENT".(FDEP 1988)

CONSTRUCTION SURFACE WATER MANAGEMENT RESPONSIBLE ENTITY

NOTE TO CONTRACTOR: A NATIONAL POLLUTION DISCHARGE ELIMINATION SYSTEM (NPDES) PERMIT IS NOT PART OF THE PERMITTING OBTAINED WITH THIS PLAN SET. THEREFORE, THE CONTRACTOR IS ADVISED THAT AN NPDES CONSTRUCTION PERMIT MAY BE REQUIRED FOR THIS PROJECT AND THAT THE CONTRACTOR IS RESPONSIBLE FOR APPLYING FOR AND ADHERING TO THIS PERMIT. REFER TO SUBSECTION 62-621., F.A.C. FOR ADDITIONAL INFORMATION.

THE INFORMATION PROVIDED IN THE SWPPP NOTES AND DETAILS SHEETS ARE FOR COMPLIANCE WITH ENVIRONMENTAL RESOURCE PERMITTING UNDER CHAPTER 62-333, F.A.C. AND MAY BE USED AS A REFERENCE FOR COMPLIANCE WITH NPDES PERMITTING BUT ARE NOT NECESSARILY INCLUSIVE OF ALL NPDES REQUIREMENTS.

NATIONAL POLLUTION DISCHARGE ELIMINATION SYSTEM (NPDES)

PURPOSE:	PREVENT THE DISCHARGE OF POLLUTANTS ASSOCIATED WITH CONSTRUCTION ACTIVITIES TO SURFACE WATERS OF THE STATE.
REGULATORY AGENCY:	EPA AND STATE OF FLORIDA DEPT. OF ENVIRONMENTAL PROTECTION
APPLIES TO:	ALL CONSTRUCTION PROJECTS DISTURBING ONE (1) OR MORE ACRES OF LAND UNLESS SPECIFICALLY EXEMPT BY RULE.
RESPONSIBLE ENTITY:	THE "OPERATOR" AS DEFINED IN F.A.C. 62-621.300(4)(a) SHALL BE RESPONSIBLE FOR ENSURING COMPLIANCE. TYPICALLY THE CONTRACTOR SHALL BE OPERATOR AND FILE NPDES NOTICE OF INTENT (NOI).
REQUIREMENTS:	ALL NON-EXEMPT PROJECTS SHALL PREPARE AND MAINTAIN A STORM WATER POLLUTION PREVENTION PLAN (SWPPP) IN ACCORDANCE WITH F.A.C. 62-621. THE SWPPP SHALL BE COMPLETED PRIOR TO SUBMITTAL OF THE NOI AND MAINTAINED THROUGH THE LENGTH OF PROJECT.

MAJOR COMPONENTS OF THE SWPPP

1) SITE PLAN.
2) TOPOGRAPHY AND HYDROLOGIC DATA
3) CONSTRUCTION DETAILS.
4) PROCEDURES TO CONTROL EROSION AND SEDIMENTATION.
5) MEASURES TO CONTROL OTHER POLLUTANTS.
6) MAINTENANCE PROCEDURES.
7) INSPECTION RECORDS.
8) OPERATOR CERTIFICATION.

SEE "GENERIC PERMIT FOR STORMWATER DISCHARGE FROM LARGE AND SMALL CONSTRUCTION ACTIVITIES", MAY 2003 (OR LATEST EDITION) FOR ADDITIONAL INFORMATION.

COMPLIANCE WITH NPDES GENERAL PERMIT CONDITIONS FOR CONSTRUCTION SITES SHALL BE THE CONTRACTOR'S RESPONSIBILITY INCLUDING SUBMITTAL OF THE NPDES NOTICES OF INTENT (NOI) AND TERMINATION (NOT) TO FDEP IN ACCORDANCE WITH STATE AND FEDERAL REGULATIONS.

CONTRACTOR IS ADVISED THAT THIS CONSTRUCTION PLAN SET DOES NOT FULFILL ALL REQUIREMENTS OF THE SWPPP. TO ENSURE COMPLIANCE, ADDITIONAL ITEMS TO BE SUPPLIED AND MAINTAINED ON SITE BY THE CONTRACTOR SHALL INCLUDE:

1. Certification Statement.
In accordance with F.A.C. 62-621.305 all documents related to the NPDES Permit, including Contractor's SWPPP, shall contain the following statement "I certify under penalty of law that this document and all attachments were prepared under my direction or supervision in accordance with a system designed to assure that qualified personnel properly gather and evaluate the information submitted. Based on my inquiry of the person or persons who manage the system, or those persons directly responsible for gathering the information, the information is, to the best of my knowledge and belief, true accurate and complete. I am aware that there are significant penalties for submitting false information, including the possibility of fine and imprisonment for knowing violations".

2. Subcontractor's Statement.
In accordance with Document 62-621.300(4)(a), any subcontractors responsible for SWPPP activities shall sign a copy of the following statement "I certify under penalty of law that I understand, and shall comply with, the terms and conditions of the State of Florida Generic Permit for Stormwater Discharge from Large and Small Construction Activities and this Stormwater Pollution Prevention Plan prepared thereunder". Certifications are to include name and title of person providing signature, as well as, name, address and telephone number of the contracting firm, and date certification is made.

3. Records.
Contractor's SWPPP shall contain Records of all inspections and maintenance activities as required by permit. A copy of the NOI shall also be kept with the SWPPP. Records are to be maintained for no less than 3 years after final stabilization of the site.

4. Ammendments
Contractor's SWPPP shall include any modifications to the "Plan" as may be required to address such items as specific construction phasing, changes to controls made in the field, or changes in responsible personnel.

The following documents may be consulted for additional guidance:

WWW.DEP.STATE.FL.US/LEGAL/RULES/SHARED/62-621/62-621.PDF

WWW.DEP.STATE.FL.US/WATER/STORMWATER/NPDES/DOCS/SWPPPTRAINING.PDF

OR FDEP CAN BE CONTACTED AT 1-850-245-7522 FOR ANY NPDES PERMIT REQUIREMENTS.

INFORMATION CONTAINED IN THESE CONSTRUCTION PLANS IS INTENDED TO PROVIDE A STARTING POINT FOR THE CSWM AND SWPP PLANS. IN ORDER TO FULLY COMPLY WITH ALL ASPECTS OF CSWMP AND SWPPP REQUIREMENTS, ADDITIONAL ITEMS SHALL BE PROVIDED BY THE RESPONSIBLE ENTITY TO INCLUDE: INSPECTION RECORDS, UPDATES / MODIFICATIONS, AND CERTIFICATIONS.

REFERENCES MADE TO THE "PLAN" IN THE FOLLOWING NOTES REFERS BOTH TO THE CSWMP AND SWPPP AND SHALL BE INTERCHANGEABLE. THE "PLAN" COMPONENTS PROVIDED BY THE ENGINEER INCLUDE SITE DATA, STORMWATER MANAGEMENT EROSION/SEDIMENT CONTROL INSTRUCTIONS, DETAILS, AND NOTES AS PRESENTED THROUGHOUT THIS CONSTRUCTION PLAN SET.

"PLAN" AMENDMENTS

THE PLAN SHALL BE AMENDED WHENEVER THERE IS A CHANGE IN DESIGN, CONSTRUCTION, OPERATION, OR MAINTENANCE, WHICH HAS A SIGNIFICANT EFFECT ON THE POTENTIAL FOR DISCHARGE OF POLLUTANTS TO SURFACE WATERS OF THE STATE OR MUNICIPAL SEPARATE STORM SEWER SYSTEM (MS4). THE PLAN ALSO SHALL BE AMENDED IF IT PROVES TO BE INEFFECTIVE OR TO INDICATE ANY NEW CONTRACTOR AND/OR SUBCONTRACTOR IMPLEMENTING CONTROL MEASURES. ALL AMENDMENTS SHALL BE SIGNED, DATED, AND KEPT AS ATTACHMENTS TO THE ORIGINAL PLAN.

SITE DATA

PROJECT NAME: EXPLORER BLVD ROADWAY EXT / EXPLORER K-8 SITE IMPROVEMENTS
PROJECT DESCRIPTION: ROADWAY AND COMMERCIAL

LOCATION: S 13 T 23S R 17E

PROJECT SIZE: ± 18.84 AC SIZE OF DISTURBED AREA: ± 16.00 AC

SITE MAP: SEE CONSTRUCTION PLANS COVER SHEET
EXISTING TOPOGRAPHY: SEE CONSTRUCTION PLAN SHEET DR-1

PROPOSED TOPOGRAPHY: SEE CONSTRUCTION PLAN SHEET DR-2

PREDEVELOPMENT DRAINAGE MAP: SEE SHEET DR-1 & STORMWATER MANAGEMENT REPORT

POST-DEVELOPMENT DRAINAGE MAP: SEE SHEET DR-2 & STORMWATER MANAGEMENT REPORT

SCS SOIL DATA:

#	NAME	HSG
14	CANDLER	A

ADDITIONAL DATA INCLUDING GEOTECHNICAL STUDY AND STORMWATER MANAGEMENT REPORT ARE AVAILABLE FROM THE ENGINEER.

RUNOFF COEFFICIENTS:
PREDEVELOPMENT C VALUE = 0.1 UNPAVED
POST-DEVELOPMENT C VALUE = 0.1 UNPAVED
= 0.5 WITHIN PAVED R/W
= 0.6 DEVELOPED LOTS

DISCHARGE POINTS AND RECEIVING WATER OR MS4 (UP TO 100 YR / 24 HR EVENT)
CLOSED BASIN NO OFF-SITE DISCHARGE

FDOT PRECIPITATION ZONE: ZONE 6

WATER MANAGEMENT DISTRICT RAINFALL DATA:
2.3 YR / 24 HR = 4.7 INCHES
5 YR / 24 HR = 5.6 INCHES 10 YR / 24 HR = 7.5 INCHES
25 YR / 24 HR = 9 INCHES 100 YR / 24 HR = 12.5 INCHES

CONSTRUCTION ACTIVITIES

1. Sequence of Major Soil Disturbing Activities
For each construction phase clear and grub as necessary for installation of perimeter controls only. Install perimeter controls before beginning other land disturbing activities. Remove perimeter controls only after all upstream areas are stabilized.

A. Clearing, grubbing and earthwork for ponds (unless approved otherwise).
B. Clearing, grubbing and earthwork for swales.
C. Storm sewer construction. Install storm pipe in the upstream direction.
D. Clearing and grubbing for utility installation.
E. Clearing, grubbing and earthwork associated with pavement and buildings.
F. Complete site work.
G. Remove erosion control measures prior to final demobilization.

2. Areas of Soil Disturbing Activities
Any areas where permanent features are shown to be constructed shall be disturbed.

3. Areas to be Stabilized
All areas disturbed during construction shall be stabilized unless specifically shown otherwise.

CONTROLS

The following discussion defines general guidelines for the use of erosion/sediment controls and stabilization.

1. Temporary and permanent stabilization practices.

A. Temporary Sodding:
Install at the limits of phasing in all locations where construction activities have ceased and the likelihood of erosion is high.

B. Temporary Grassing:
Install at all locations where construction activities has temporarily stopped for a period to exceed 14 days.

C. Permanent planting, sodding and seeding:
All disturbed areas not paved will ultimately receive permanent sodding, seed or mulch unless specifically shown otherwise in plans.

2. Structural Controls.
Intended to divert, store, retain or otherwise limit storm water flow. Structural controls shall be installed prior to any earthwork or construction activity.

A. Silt Fence:
Shall be used
- around the perimeter of project area,
- around wetlands or other surface waters,
- where existing ground slopes away from the project,
- or wherever there is potential for sediment to migrate offsite.
Typical useful life of silt fence is 6 months.
Sheet flow areas may require additional silt fence.

NOTE: Additional silt fence may also be required to designate limits of construction, protect trees, or satisfy local development requirements. Stockpile areas shall include silt fence around the perimeter.

B. Synthetic Hay Bales
May be used as temporary sediment barrier. The useful life of synthetic hay bales depends on exposure to ultra-violet light but is typically 3 months.

C. Rock Bags
May be used as temporary measure for inlet protection. Primary use shall be around curb type inlets.

D. Turbidity Barriers
Shall include staked or floating type, as required, wherever there is a point source discharges from project area to surface water. Typical useful life of staked turbidity barriers is 6 months.

3. Sediment Basins for areas disturbing 10 acres or more.
Sumps or traps are required to provide 3,600 cu ft of storage per acre drained. When discharge is to an Outstanding Florida Waterway, Storage must be sufficient to accommodate the 10 year / 24 hour storm.

Requirement for sediment trap may be satisfied by utilizing the project storm water ponds. If so, Ponds shall be cleaned of excess sediment prior to final acceptance.

4. Permanent storm water management controls.
As individual phases of construction are performed, permanent control structures shall be installed.

5. Other Pollutant Controls.

A. Waste Disposal:
The Contractor shall be responsible for maintaining field records of their SWPPP activities including disposal of construction debris and waste.

The Contractor shall provide litter control and collection within the project boundaries during construction activities. Any fertilizer, hydrocarbon, or other chemical containers shall be disposed of by the contractor according to EPA standard practices as detailed by the manufacturer. No solid materials including building and construction debris shall be placed in, or discharged to, wetlands, surface waters or buried on site.

B. Offsite Vehicle Tracking:
Loaded haul trucks shall be covered by a tarpaulin. In addition, the Contractor shall utilize one or more of the following acceptable methods of control:

1. Excess dirt on paved roads shall be removed daily.
2. Soil Tracking Prevention Device may be used where vehicles leave the project area (or enter nearest paved road).
3. Contractor shall provide pollution control by implementing dust control with water application while dust generating activities are conducted.

C. Herbicides / Pesticides:
Application rates shall conform to applicable local, state and federal regulations.

D. Toxic Substances:
Storage, application, generation, migration of all toxic substances shall conform to applicable local, state ad federal regulations. Containment areas shall be provided whenever potentially hazardous materials are stored on site.

E. Stockpiles:
Stockpiling topsoil shall be stockpiled so that natural drainage is not obstructed and no offsite sedimentation occurs. Soil stockpiles should be protected or adequately covered from stormwater during construction. Simple protection measures can include silt fence or a trench aroung the base of the stockpile. A tarp or temporary seeding may also provide adequate cover for a soil stockpile. Stockpiles should not be placed near the permieter of the site, near a waterbody or storm drain inlet, or within 10 feet of an infiltration/exfiltration system. If a stockpile is to remain for an extended period of time adequate long term stabilization and maintenance is required and at a minimum should include silt fence and permanent seeding with regular monitoring and maintenance.

F. Dust Control:
In addition to "Temporary and permanent stabilization practices" described in Item 1 above, during construction/excavation operations periodic watering of exposed soil will be used to control dust. The use of calcium chloride, oils, or other dust control agents is not permitted.

6. Non-stormwater Discharges.
No non-stormwater discharges to surface waters, wetlands or the MS4 shall be allowed except as specifically approved by applicable permits and regulations.

MAINTENANCE

The Contractor shall be responsible for daily inspection and maintenance of all control devices throughout the construction phase and removal of control devices when no longer necessary.

The following practices shall be used to maintain controls.

1. The Contractor shall maintain rain gages on the project site and keep a record of daily rainfall.

2. The Contractor shall check and ensure proper operation of the controls. If a repair is necessary, it shall be initiated within 24 hours of the inspection.

3. Built-up sediment shall be removed when it has reached 1/3 the height of barrier.

4. Any controls which are not functioning as intended shall be repaired or replaced.

5. Sediment sumps, if designed and installed, should have sediment removed as necessary to allow for efficient removal of suspended particles. They should be re-excavated to the design finish grade elevation, if silted in.

Temporary and permanent seeding shall be inspected for bare spots, washouts, and healthy growth. Soil tracking prevention devices shall be maintained to prevent clogging of rock bedding which may impede usefulness of the structure.

NOTE: The PERMITTEE is responsible for ensuring that all controls are properly maintained during and after construction.

INSPECTION AND DOCUMENTATION PROCEDURES

The Contractor shall be responsible for completing weekly inspection report form and maintaining documentation for 3 years following final stabilization. The Contractor shall submit copies of these reports to the owner prior to final payment for work shown within these construction plans. Additional inspection and documentation must be completed within 24 hours after any significant rainfall event.

NOTE: For NPDES, a significant rainfall shall be 0.5 inches or greater. For ERP, a significant rainfall shall be 0.25 inches or greater. To eliminate confusion, Contractor is advised to carryout inspections after rainfall exceeding 0.25 inches.
For projects with minimal potential for discharge to surface waters, it may be possible to adjust this criteria. Contact the Engineer for details.

Where sites have been permanently stabilized, inspections/reports shall be conducted at least once per month until construction activities have ceased and NOT has been submitted.

Minimum inspection requirements shall include:
- Points of discharge to waters of the State.
- Points of discharge to the MS4 (municipal storm sewer).
- Disturbed areas of the site that have not been stabilized.
- Areas used for storage of materials that may create a pollution source (i.e. stockpiles, fuel drums, construction debris) and are exposed to rainfall.
- Structural Controls
- Storm water Management Controls
- Locations where vehicles enter and exit the site.

The Contractor shall initiate repairs / corrections within 24 hours of any items found to be in non-compliance with the associated permit requirements. If inspections indicate that the installed stabilization and structural practices are not sufficient to minimize erosion, retain sediment, and prevent the discharge of pollutants, the Contractor shall complete corrective measures as needed. Contact the Engineer prior to modifying any structural controls which are specifically shown on the construction plans.

NOTE: Specific conditions of all permits may require additional activities above and beyond those outlined above. Check all permit conditions as issued by regulatory agencies to ensure compliance.

PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY ORDINANCE WITH EXCEPTIONS NOTED
1510464 2/10/26

DATE	REV. BY	REV. NO.	REVISION

WHEN PRINTED TO SCALE, DRAWING SIZE SHALL BE 11" X 17"

REUSE OF DOCUMENT
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THIS ITEM HAS BEEN DIGITALLY SIGNED AND SEALED BY BRIAN M. MALMBERG ON THE DATE ADJACENT TO THE SEAL. SIGNATURE MUST BE VERIFIED ON ANY ELECTRONIC COPIES.

Coastal engineering associates, inc.
Engineering
Planning
Surveying
Environmental
Transportation
Construction Management
966 Candlelight Boulevard - Brooksville - Florida 34601
(352) 796-9423 - Fax (352) 799-8359
EB-0000142

DRAWING INVALID UNLESS SIGNED, DATED & SEALED BY REGISTERED PROFESSIONAL

HUNTER P. BROWN, P.E.
FL. REG. NO. 74664

COASTAL DESIGN CONSULTANTS

SWPP NOTES

SOMERSET BAY
HERNANDO COUNTY, FLORIDA

THE ISSUANCE OF THIS PERMIT SHALL NOT BE HELD TO PERMIT OR APPROVE THE VIOLATION OF ANY CITY, COUNTY, OR STATE LAW REGULATION OR ORDINANCE

SHEET EC-1

JOB NO. 22005

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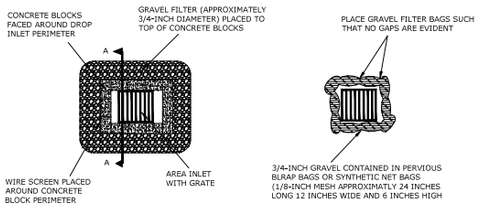
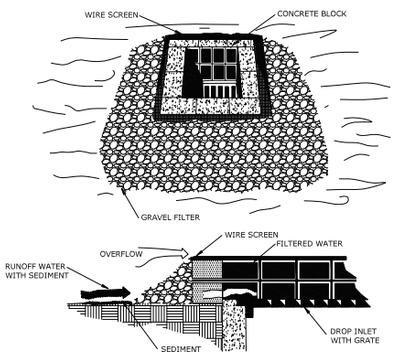


CONCRETE BLOCK FILTER

GRAVEL FILTER BAGS

NOTE: GRAVEL FILTERS MAY BE USED ON PAVEMENT OR BARE GROUND.



SPECIFIC APPLICATION

BLOCK AND GRAVEL DROP INLET SEDIMENT FILTER

THIS METHOD OF INLET PROTECTION IS APPLICABLE WHERE HEAVY CONCENTRATED FLOWS ARE EXPECTED, AND WHERE AN OVERFLOW CAPACITY NECESSARY TO PREVENT EXCESSIVE PONDING AROUND THE STRUCTURE.

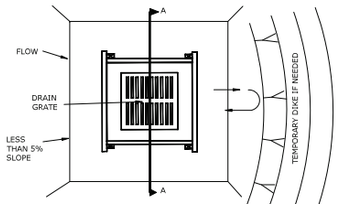
* GRAVEL SHALL BE FDOT #3, #357, OR #5 COARSE AGGREGATE.

1. PLACE CONCRETE BLOCKS LENGTHWISE ON THEIR SIDES IN A SINGLE ROW AROUND THE PERIMETER OF THE INLET, WITH THE END OF ADJACENT BLOCKS ABUTTING. THE HEIGHT OF THE BARRIER CAN BE VARIED, DEPENDING ON DESIGN NEEDS, BY STACKING COMBINATION OF 4,8, AND 12 INCH WIDE (10,20, AND 30 CM) BLOCKS. THE BARRIER OF BLOCKS SHALL BE AT LEAST 12 INCHES (30 CM) HIGH AND NO GREATER THAN 24 INCHES (60 CM) HIGH.

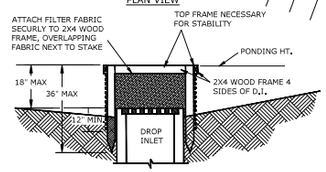
2. WIRE MESH SHALL BE PLACED OVER THE OUTSIDE VERTICAL FACE (WEBBING) OF THE CONCRETE BLOCKS TO PREVENT STONE FROM BEING WASHED THROUGH THE HOLES IN THE BLOCKS. HARDWARE CLOTH OR COMPARABLE WIRE MESH WITH 1/2 INCH (13 MM) OPENINGS SHALL BE USED.

3. STONE SHALL BE PILED AGAINST THE WIRE TO THE TOP OF THE BLOCK BARRIER. SUITABLE COARSE AGGREGATE SHALL BE USED.

4. IF THE STONE FILTER BECOMES CLOGGED WITH SEDIMENT SO THAT IT NO LONGER ADEQUATELY PERFORMS ITS FUNCTION, THE STONE MUST BE PULLED AWAY FROM THE BLOCKS, CLEANED AND REPLACED.



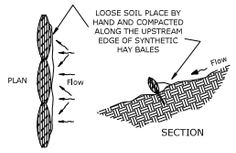
PLAN VIEW



CROSS-SECTION AA

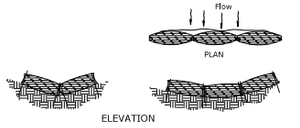
NOTES:
1. DROP INLET SEDIMENT BARRIERS ARE TO BE USED FOR SMALL, NEARLY LEVEL DRAINAGE AREAS, (LESS THAN 5%), THIS METHOD SHALL NOT APPLY TO INLETS RECEIVING CONCENTRATED FLOWS, SUCH AS IN STREET OR HIGHWAY OR MEDIANS.
2. USE 2X4 WOOD OR EQUIVALENT METAL STAKES, (3 FT. MIN LENGTH)
3. INSTALL 2X4 WOOD TOP FRAME TO INSURE STABILITY.
4. THE TOP OF THE FRAME (PONDING HEIGHT) MUST BE WELL BELOW THE GROUND ELEVATION DOWNSLOPE TO PREVENT RUNOFF FROM BY-PASSING THE INLET. A TEMPORARY DIKE MAY BE NECESSARY ON THE DOWNSLOPE SIDE OF THE STRUCTURE.

SILT FENCE DROP INLET SEDIMENT BARRIER



BARRIERS FOR SLOPES

N. T. S.



BARRIERS FOR SWALES

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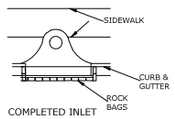
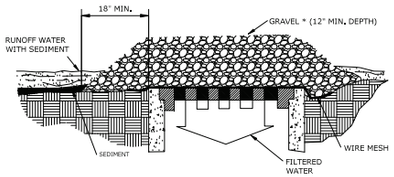


BARRIERS FOR INLETS

N. T. S.



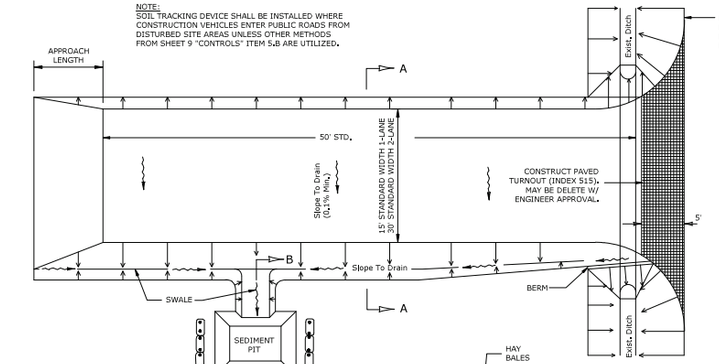
SPECIFIC APPLICATION

GRAVEL AND WIRE MESH DROP INLET SEDIMENT FILTER

THIS METHOD OF INLET PROTECTION IS APPLICABLE WHERE HEAVY CONCENTRATED FLOWS ARE EXPECTED, BUT NOT WHERE PONDING AROUND THE STRUCTURE MIGHT CAUSE EXCESSIVE INCONVIENCE OR DAMAGE TO ADJACENT STRUCTURES AND UNPROTECTED AREAS.

* GRAVEL SHALL BE FDOT #3, #357, OR #5 COARSE AGGREGATE.

NOTE:
SOIL TRACKING DEVICE SHALL BE INSTALLED WHERE CONSTRUCTION VEHICLES ENTER PUBLIC ROADS FROM DISTURBED SITE AREAS UNLESS OTHER METHODS FROM SHEET 9 "CONTROLS" ITEM 5.B ARE UTILIZED.

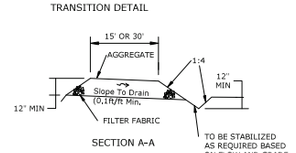


TRANSITION DETAIL

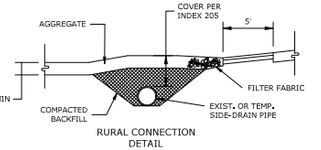
SECTION B-B

GENERAL NOTES:

1. PROTECT PROPOSED CURB INLET ON CASE BY CASE DETERMINATION AS NECESSARY TO MINIMIZE DESIMENT ACCUMULATION IN NEW STORM SYSTEMS. WHEN NECESSARY, UTILIZE ROCK BAGS AS PER DETAIL THIS SHEET.
2. PROTECT FUTURE GRATE INLETS WITH HAY BALES (SEE SWPP PLAN SHEET). THESE ARE INLETS PROPOSED IN NON-PAVED AREAS, PROTECT THESE INLETS WITH HAY BALES AS PER DETAIL THIS SHEET.
3. FLOATING TURBIDITY BARRIERS SHALL BE REQUIRED WHEREVER THERE EXISTS THE POTENTIAL FOR POINT DISCHARGE OF SEDIMENT / DEBRIS TO SURFACE WATERS. UNDER CONDITIONS WHERE OTHER MEASURES HAVE BEEN INSTALLED TO PREVENT THIS TYPE OF DISCHARGE, FLOATING BARRIERS MAY BE ELIMINATED. CONSULT WITH THE ENGINEER FOR CASE BY CASE DETERMINATION.
4. SYNTHETIC HAY BALES TO BE SEDIMENT SHIELD (tm), OR EQUIVALENT.
5. SYNTHETIC HAY BALES TO BE INSTALLED PER MANUFACTURES RECOMMENDATIONS.



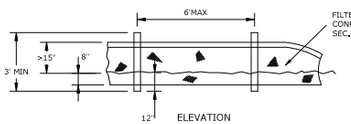
SECTION A-A



RURAL CONNECTION DETAIL

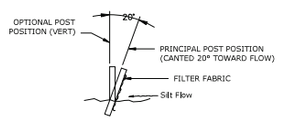
SOIL TRACKING PREVENTION DEVICE

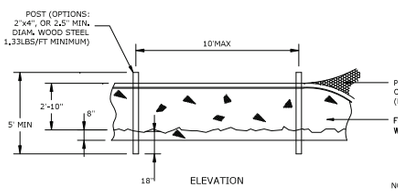
N. T. S.



TYPE III SILT FENCE

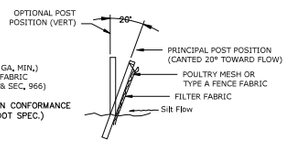
N. T. S.



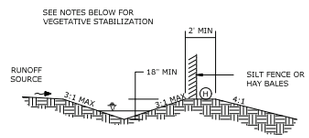


TYPE IV SILT FENCE

N. T. S.



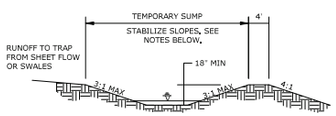
NOTES:
1. FOR ADDITIONAL INFORMATION AND DETAILS, SEE F.D.E.P. BMP STANDARDS.
2. UNLESS SPECIFIED, HAY BARRIERS MAY BE USED IN LIEU OF SILT FENCES.
3. ADDITIONAL POSTS AND RAILS MAY BE NECESSARY TO SECURE AND SUPPORT BARRIERS.
4. ADDITIONAL FENCE LENGTHS MAY BE REQUIRED BY THE ENGINEER OR BY REGULATORY AGENCIES.
5. DO NOT DEPLOY IN A MANNER THAT SILT FENCES WILL ACT AS A DAM ACROSS PERMANENT FLOWING WATERCOURSES. SILT FENCES ARE TO BE USED AT UPLAND LOCATIONS AND TURBIDITY BARRIERS USED AT PERMANENT BODIES OF WATER.



DIVERSION BERM

SECTION
N. T. S.

ELEVATION OF OVERFLOW SHALL BE NO LESS THAN 12" BELOW TOP OF BANK



NOTES:
1) WHEN BERMS, SWALES OR TRAPS SHALL REMAIN IN PLACE FOR MORE THAN 30 DAYS, ALL SLOPES SHALL BE STABILIZED WITH SOD OR SEED/MULCH.

2) VEGETATIVE STABILIZATION SHALL NOT BE REQUIRED FOR THE BOTTOM 6" OF SEDIMENT TRAPS.

3) REMOVE SEDIMENT FROM SWALES AND TRAPS WHEN THE DEPTH REACHES 6".

4) ADDITIONAL INFORMATION MAY BE OBTAINED FROM THE FLORIDA STORMWATER EROSION AND SEDIMENTATION CONTROL INSPECTOR'S MANUAL, JULY 2008.

SEDIMENT TRAP

SECTION
N. T. S.

PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUINCODE WITH EXCEPTIONS NOTED

1510464 2/10/26

DATE	REV. BY	REV. NO.	REVISION

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FL. REG. NO. 74664

COASTAL DESIGN CONSULTANTS

SWPP DETAILS

SOMERSET BAY
HERNANDO COUNTY, FLORIDA

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SHEET
EC-2

JOB No.
22005

Exhibit "D"

Form of Drainage Easement Agreement

PREPARED BY AND AFTER
RECORDING RETURN TO:
Kristin Kowaleski, Esquire
GrayRobinson, P.A.
PO Box 3324
Tampa, Florida 33601

DRAINAGE EASEMENT AGREEMENT

THIS **DRAINAGE EASEMENT AGREEMENT** (the "Easement") is made and entered into as of the ____ day of _____, 202_ (the "Effective Date"), by and between by and between **SOMERSET LAND, LLC**, a Florida limited liability company, with a mailing address of 18125 Wayne Road, Odessa, Florida 33556 ("Somerset"), and **THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA,** a body corporate and public subdivision of the state of Florida, whose address is 919 North Broad Street, Brooksville, FL 34601 (the "District"). Somerset and District are each individually referred to herein as a "Party" and collectively as the "Parties".

W I T N E S S E T H:

WHEREAS, Somerset is the owner of that certain real property located in Hernando County, Florida (the "County"), more particularly described on Exhibit "A" attached hereto and incorporated herein by this reference ("Somerset Property"); and

WHEREAS, District is the owner of that certain real property located in the County, more particularly described on Exhibit "B" attached hereto and incorporated herein by this reference ("District Property"); and

WHEREAS, Somerset is connecting one of District's existing drainage retention areas to a new drainage pond on the Somerset Property as set forth on Exhibit "C" attached hereto and incorporated herein (collectively, "Utilities"), and Somerset hereby agrees to accept the detention, retention and drainage from the District Property over, across, on and to the pond ("Somerset Pond") on the Somerset Property (the "Drainage"); and

WHEREAS, District requires a perpetual, non-exclusive easement over the Somerset Property for the Drainage (collectively, the "Drainage Easement").

NOW, THEREFORE, in consideration of the mutual covenants and agreements set forth herein, and for other valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

1. Recitals. The recitals set forth hereinabove are true and correct in all respects and are incorporated herein by reference as if set forth herein verbatim.

2. Grant of Drainage Easement. Somerset does hereby grant, bargain, sell, and convey to District a non-exclusive, permanent easement over and across the Somerset Property, for the benefit of the District Property, for the Drainage. The Drainage shall include

storm water drainage over, under, across and through the Somerset Property to the Somerset Pond. This Easement and rights hereunder shall at all times be subject to the rights of Somerset. Somerset hereby reserves unto itself, and its successors and assigns, the right to utilize the Somerset Property for such purposes as deemed necessary, advisable, appropriate or convenient by Somerset that do not materially adversely affect rights under this Easement.

3. Maintenance. Somerset shall, at Somerset's sole expense, maintain the Utilities in a similar condition as it existed as of the date this instrument was executed by District. Somerset shall not construct any improvements or alter the Utilities in any way without District's prior written consent, except for such improvements and alterations as are necessary to construct and maintain drainage utilities capable of accommodating all current and future stormwater runoff from District Parcel in which case Somerset shall provide the District with prior written notice of such alterations and shall coordinate such construction and alterations with the District. Somerset, at Somerset's expense, shall provide all regular maintenance of the Utilities. If Somerset does not complete such repair or maintenance, District shall have the right, but not the obligation, to make such repair or maintenance, in which event Somerset shall pay District the cost thereof within thirty (30) days after receipt of written notice from District demanding such reimbursement. If any such bill is not paid within thirty (30) days after receipt, interest shall accrue on the unpaid amount at the rate of twelve percent (12%) per year.

4. Covenants Running with Land. The easements and covenants herein shall be easements and covenants running with the land and shall inure to the benefit of and be binding on Somerset Property and District Property, and all future owners of all or any portion thereof, their respective successors and assigns, and all persons claiming under them.

5. Construction. The rule of strict construction shall not apply to the temporary easement rights granted by this Easement. The temporary easement rights granted by this Easement shall be given a reasonable construction and shall be deemed to incorporate and contain such other reasonable terms and provisions as are necessary to carry out the intent of the Parties as set forth in this Easement. No provision of this Easement shall be construed or interpreted to the disadvantage of any Party by any court or other governmental or judicial authority or arbitrator by reason of either Party being deemed

6. Notice. Notice shall be delivered to the addresses contained herein, or as further directed by either party upon written notice to the other party, and shall be deemed to have been given upon (a) receipt by recipient if personally delivered, (b) delivery to a recognized courier, delivery service such as Federal Express, or postmark by the U.S. Postal Service, or (c) delivery by electronic mail provided that the receiving party provides acknowledgment of receipt:

Somerset: Somerset Land, LLC.
Ron Bastyr, Manager
18125 Wayne Road

Odessa, Florida 33556
Email: ronbastyr@yahoo.com

District: SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA
919 North Broad Street
Brooksville, FL 34601
ATTN: Superintendent
Email: pinder_r@hcsb.k12.fl.us

With a copy to: SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA
919 North Broad Street
Brooksville, FL 34601
ATTN: School Board Attorney & General Counsel
Email: mockler_c@hcsb.k12.fl.us

And: GRAY ROBINSON, P.A.
Attn: Kristin Kowaleski, Esq.
101 East Kennedy Blvd, Suite 4000
Tampa, Florida 33602
Email: Kristin.kowaleski@gray-robinson.com

Either party hereto may change the address for Notice specified above by giving the other party ten (10) days' advance written notice of such change of address. Notices given otherwise than by mail shall be deemed given upon actual receipt thereof.

7. No Third-Party Beneficiaries. This Easement is for the benefit of the Parties hereto only, and no third party shall be deemed a beneficiary of the terms of this Easement, unless specifically provided for herein. No person or entity shall be deemed a beneficiary of the terms of this Easement, unless specifically provided for herein. This Easement shall not constitute a dedication to the public, and no person or entity shall have any rights or entitlements pursuant to the terms of this Easement, including, without limitation, the right to utilize the Temporary Easement Area, except as specifically set forth herein.

8. Amendments and Waivers. This Easement shall not be amended, modified, altered, or changed in any respect whatsoever, except by a further agreement in writing duly executed by the Parties and recorded in the Public Records of Hernando County or by court order. No delay or omission of any Party in the exercise of any right accruing upon any default of any Party shall impair such right or be construed to be a waiver thereof, and every such right may be exercised at any time during the continuance of such default. A waiver by any Party of a breach of, or a default in, any of the terms and conditions of this Easement by any other Party shall not be construed to be a waiver of any subsequent breach of or default in the same or any other provision of this Easement.

9. Immunity. Nothing in this Easement shall be deemed or construed as a waiver of immunity or limits of liability of District to the extent provided by Section 768.28, *Florida Statutes*, and nothing in this Easement shall inure to the benefit of any third party for the purpose of allowing any claim which would otherwise be barred under the doctrine of sovereign immunity or by operation of law.

10. Miscellaneous. This Easement contains the entire understanding of the Parties with respect to the matters set forth herein and no other agreement, oral or written, not set forth herein, nor any course of dealings of the Parties, shall be deemed to alter or affect the terms and conditions set forth herein. If any provision of this Easement, or portion thereof, or the application thereof to any person or circumstances, shall, to the extent be held invalid, inoperative or unenforceable, the remainder of this Easement, or the application of such provision or portion thereof to any other persons or circumstances, shall not be affected thereby; it shall not be deemed that any such invalid provision affects the consideration for this Easement; and each provision of this Easement shall be valid and enforceable to the fullest extent permitted by law. This Easement shall be construed in accordance with the laws of the State of Florida. The section headings in this Easement are for convenience only, shall in no way define or limit the scope or content of this Easement, and shall not be considered in any construction or interpretation of this Easement or any part hereof. Where the sense of this Easement requires, any reference to a term in the singular shall be deemed to include the plural of said term, and any reference to a term in the plural shall be deemed to include the singular of said term. Nothing in this Easement shall be construed to make the Parties hereto partners or joint ventures or render either of said Parties liable for the debts or obligations of the other. This Easement may be executed in counterparts, each of which shall constitute an original, but all taken together shall constitute one and the same Easement. This Easement shall be governed in accordance with Florida Law. Venue for any dispute arising under this Easement shall lie exclusively in the courts located in Hernando County, Florida.

[Remainder of Page Intentionally Blank]

IN WITNESS WHEREOF, Somerset has caused this instrument to be duly executed in its name by the undersigned as of the date first above written.

WITNESSES:

SOMERSET:

SOMERSET LAND, LLC, a Florida limited liability company

_____
Print Name: _____
Address: _____
_____

By:_____
Name:_____
Title:_____

_____
Print Name: _____
Address: _____
_____

STATE OF FLORIDA)

COUNTY OF _____)

The foregoing instrument was acknowledged before me by means of ☐ physical presence or ☐ online notarization this ___ day of _____, 202__, by _____, as _____ of **SOMERSET LAND, LLC**, a Florida limited liability company, on behalf of the company, and who ☐ is personally known to me or ☐ has produced _____ as identification.

_____
Print Name:_____
Notary Public, State of Florida
My Commission Expires:
My Commission Number:

[Signatures Continues on Following Page]

IN WITNESS WHEREOF, District has caused this instrument to be duly executed in its name by the undersigned as of the date first above written.

WITNESSES:

_____
Print Name: _____
Address: _____
_____

_____
Print Name: _____
Address: _____
_____

DISTRICT:

THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA, a body corporate and public subdivision of the state of Florida

By: _____
Name: _____
Title: _____

STATE OF FLORIDA)
COUNTY OF HERNANDO)

The foregoing instrument was acknowledged before me by means of ☐ physical presence or ☐ online notarization this _____ day of _____, 202___, by _____, as _____ of **THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA**, a body corporate and public subdivision of the state of Florida, on behalf of the School Board, and who ☐ is personally known to me, or ☐ has produced _____ as identification.

_____
Print Name: _____
Notary Public, State of Florida
My Commission Expires:
My Commission Number:

Attest:

By: _____
Name: _____
Title: _____

Approved as to Form:

By: _____
Name: _____
Title: _____

Exhibit "A" to Easement Agreement

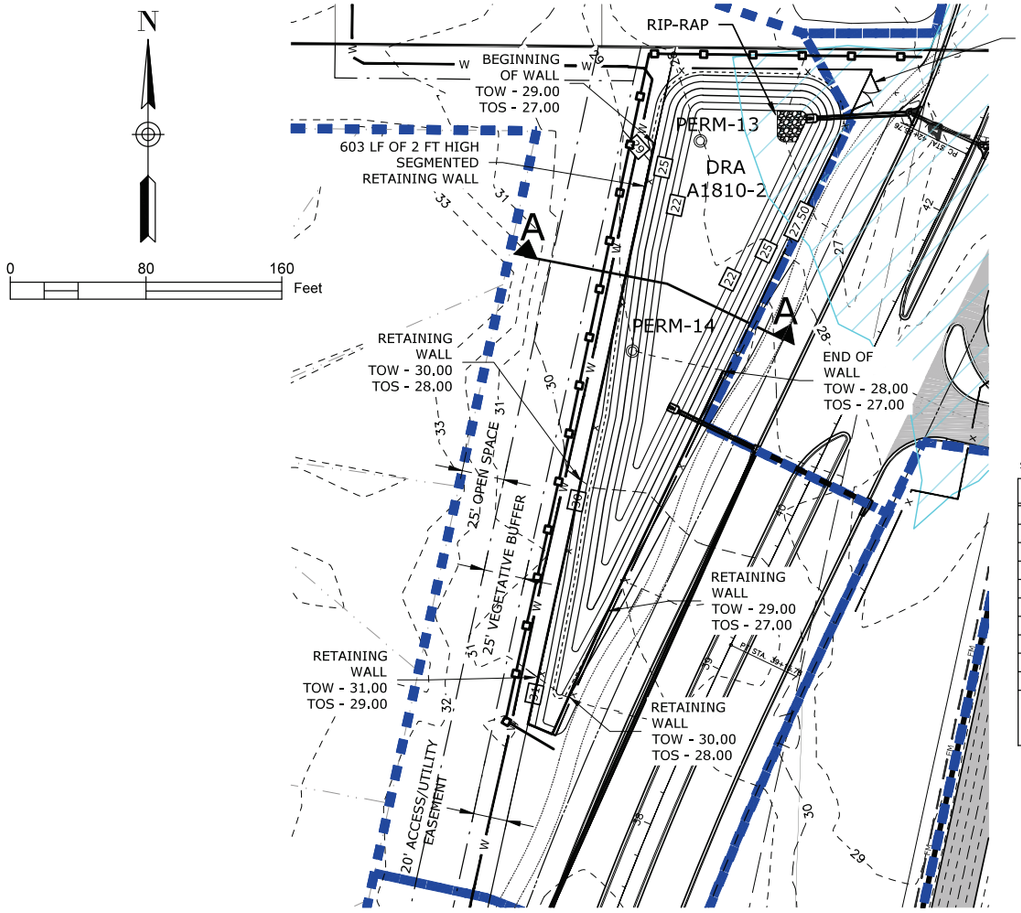
Legal Description of Somerset Property

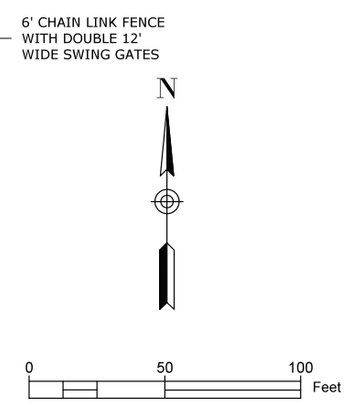
[To be provided prior to Closing]

Exhibit "B" to Easement Agreement

Legal Description of District Property

[To be provided prior to Closing]

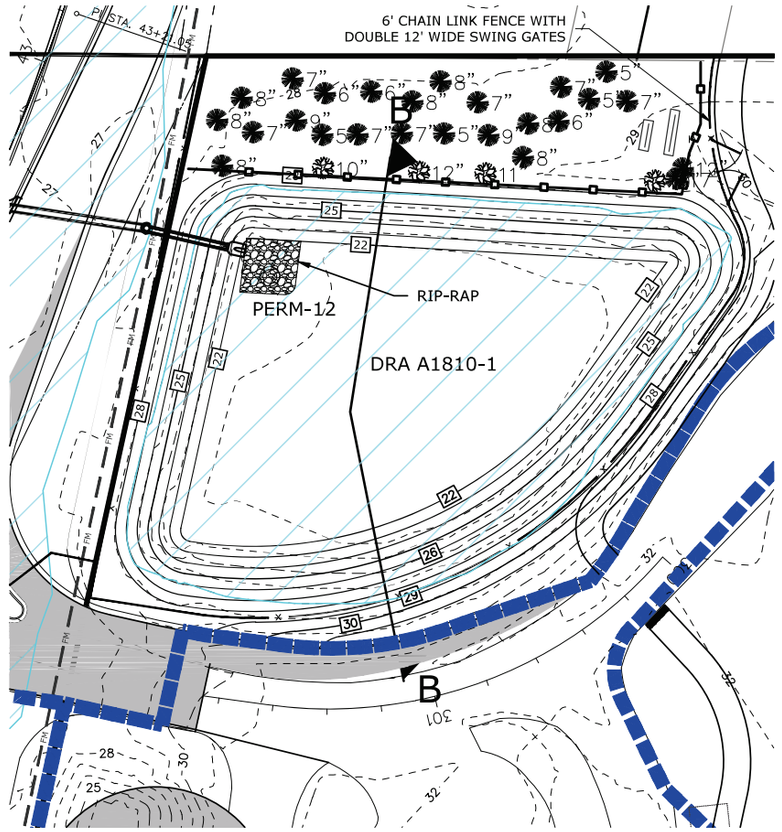




SITE DRA STORMWATER INFORMATION - BASIN A1810-1

DESCRIPTION			
MIN. BERM/T.O.B. ELEV.	28.00		
AREA AT TOP OF BANK (sq ft)	26,990.15		
BOTTOM ELEVATION	22.00		
AREA AT BOTTOM (sq ft)	13,610.13		
SIDE SLOPE	4:1		
SEASONAL HIGH WATER ELEV	19.50	2' BELOW GRADE	
25 YR DESIGN HIGH WATER ELEV.	25.64		
100 YR DESIGN HIGH WATER ELEV.	26.90	PRE	POST
25 YR DISCHARGE RATE (FT/SEC)		0	0
100 YR DISCHARGE VOLUME (AF)		0	0
CONSTANT HEAD FIELD PERMEABILITY TEST RESULTS		PERM-12	40
TEST PERFORMED 3' BELOW GRADE AND MEASURED IN FT/DAY. VALUES SHOWN ARE NOT FACTORED, MODELING ADDS A SAFETY FACTOR OF 2 TO VALUES			

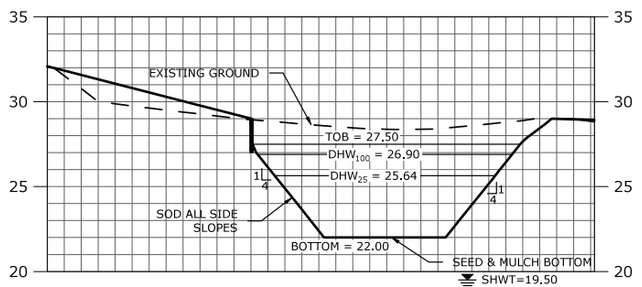
NOTE: DRA IS TOTAL CONTAINMENT CLOSED BASIN AND IS SITUATED AT THE BOTTOM OF THE AREA SO NO EMERGENCY OUTFALL WEIR IS PROPOSED.



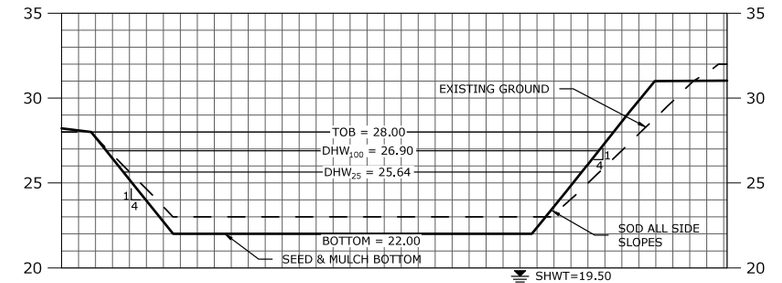
SITE DRA STORMWATER INFORMATION - BASIN A1810-2

DESCRIPTION			
MIN. BERM/T.O.B. ELEV.	27.50		
AREA AT TOP OF BANK (sq ft)	23,267.45		
BOTTOM ELEVATION	22.00		
AREA AT BOTTOM (sq ft)	7,761.31		
SIDE SLOPE	4:1		
SEASONAL HIGH WATER ELEV	19.50	2.50' BELOW GRADE	
25 YR DESIGN HIGH WATER ELEV.	25.64		
100 YR DESIGN HIGH WATER ELEV.	26.90	PRE	POST
25 YR DISCHARGE RATE (FT/SEC)		0	0
100 YR DISCHARGE VOLUME (AF)		0	0
CONSTANT HEAD FIELD PERMEABILITY TEST RESULTS		PERM-13	40
TEST PERFORMED 8' BELOW GRADE AND MEASURED IN FT/DAY. VALUES SHOWN ARE NOT FACTORED, MODELING ADDS A SAFETY FACTOR OF 2 TO VALUES		PERM-14	40

NOTE: DRA IS TOTAL CONTAINMENT CLOSED BASIN AND IS SITUATED AT THE BOTTOM OF THE AREA SO NO EMERGENCY OUTFALL WEIR IS PROPOSED.



A1810-2 DRA SECTION A-A
1"=40' h
1"=8 v



A1810-1 DRA SECTION B-B
1"=40' h
1"=8 v

PLANS REVIEWED FOR COMPLIANCE IN ACCORDANCE WITH THE HERNANDO COUNTY MUINCODE WITH EXCEPTIONS NOTED
1510464 2/10/26

DATE	REV. BY	REV. NO.	REVISION

WHEN PRINTED TO SCALE, DRAWING SIZE SHALL BE 11" X 17"

REUSE OF DOCUMENT
THIS DOCUMENT, COMPRISED OF THE INCORPORATED IDEAS AND DESIGNS, AS AN INSTRUMENT OF PROFESSIONAL SERVICE, IS THE PROPERTY OF COASTAL ENGINEERING ASSOCIATES, INC. AND IS NOT TO BE USED, IN WHOLE OR IN PART FOR ANY OTHER PURPOSE WITHOUT THE WRITTEN AUTHORIZATION OF COASTAL ENGINEERING ASSOCIATES, INC.

THIS ITEM HAS BEEN DIGITALLY SIGNED AND SEALED BY BRIAN M. MALMBERG ON THE DATE ADJACENT TO THE SEAL. SIGNATURE MUST BE VERIFIED ON ANY ELECTRONIC COPIES.

Coastal engineering associates, inc.
Engineering
Planning
Surveying
Environmental
Transportation
Construction Management
966 Candlelight Boulevard - Brooksville - Florida 34601
(352) 796-9423 - Fax (352) 799-8359
EB-0000142

DRAWING INVALID UNLESS SIGNED, DATED & SEALED BY REGISTERED PROFESSIONAL

HUNTER P. BROWN, P.E.
FL. REG. NO. 74664

COASTAL DESIGN CONSULTANTS

DRA CROSS SECTION PLAN (1)

SOMERSET BAY
HERNANDO COUNTY, FLORIDA

THE ISSUANCE OF THIS PERMIT SHALL NOT BE HELD TO PERMIT OR APPROVE THE VIOLATION OF ANY CITY, COUNTY, OR STATE LAW REGULATION OR ORDINANCE

SHEET DR-3

JOB No. 22005

Exhibit "C" to Easement Agreement
Depiction of Utilities

PRINTED: 11/14/2025 - 8:28am PRINTED BY: JW PATH: L:\20115\Somerset Bay\dwg\ENG\Current\School Improvements\20115-PS.dwg
94
15826/2/#6502053 v9
777

Exhibit "E"

Nongovernmental Entity Human Trafficking Affidavit
Section 787.06(13), Florida Statutes

I, the undersigned, am an officer or representative of SOMERSET LAND, LLC, a Florida limited liability company and attest Somerset Land, LLC does not use coercion for labor or services as defined in section 787.06, Florida Statutes. Under penalty of perjury, I hereby declare and affirm that the above stated facts are true and correct.

SOMERSET LAND, LLC, a Florida limited liability company

By: _____
Print Name: _____
Print Title: _____

STATE OF _____
COUNTY OF _____

The foregoing instrument was sworn to and subscribed before me by means of ☐ physical presence or ☐ online notarization, this _____ day of _____, 2026, by _____, as _____ of SOMERSET LAND, LLC, a Florida limited liability company, who is personally known to me, or produced _____ as identification.

[AFFIX NOTARY SEAL]

_____
Notary Public Signature
Print Notary Name:_____
My commission expires:_____

I, the undersigned, am an officer or representative of ACTS 88, LLC, a Florida limited liability company, a Florida limited liability company and attest ACTS 88, LLC, a Florida limited liability company does not use coercion for labor or services as defined in section 787.06, Florida Statutes. Under penalty of perjury, I hereby declare and affirm that the above stated facts are true and correct.

ACTS 88, LLC, a Florida limited liability company

By: _____
Print Name: _____
Print Title: _____

STATE OF _____
COUNTY OF _____

The foregoing instrument was sworn to and subscribed before me by means of ☐ physical presence or ☐ online notarization, this _____ day of _____, 2026, by _____, as _____ of ACTS 88, LLC, a Florida limited liability company, who is personally known to me, or produced _____ as identification.

_____
Notary Public Signature
Print Notary Name:_____
My commission expires:_____

[AFFIX NOTARY SEAL]

Exhibit "F"

Form of Short Form and Memo of Transfer Agreement

PREPARED BY AND AFTER
RECORDING RETURN TO:
Kristin Kowaleski, Esquire
GrayRobinson, P.A.
PO Box 3324
Tampa, Florida 33601

SHORT FORM AND MEMORANDUM OF TRANSFER AGREEMENT

THIS **SHORT FORM AND MEMORANDUM OF TRANSFER AGREEMENT** ("Memorandum") is made and entered into as of the ____ day of _____, 202__ (the "Effective Date"), by and between by and between **ACTS 88, LLC**, a Florida limited liability company with a mailing address of PO Box 10779, Brooksville, Florida 34603 ("Acts 88"), **SOMERSET LAND, LLC**, a Florida limited liability company, with a mailing address of 18125 Wayne Road, Odessa, Florida 33556 ("Somerset") (collectively, Somerset and Acts shall be referred to as the "Developer"), and **THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA,** a body corporate and public subdivision of the state of Florida, whose address is 919 North Broad Street, Brooksville, FL 34601 (the "District"). Developer and District are each individually referred to herein as a "Party" and collectively as the "Parties".

W I T N E S S E T H:

WHEREAS, District is the owner of that certain real property located in Hernando County, Florida (the "County"), known as Explorer K-8 and identified as Hernando County Parcel No.: R13 423 17 0000 0010 0010 ("District Property"); and

WHEREAS, District and Developer entered into a Transfer Agreement dated effective _____ ___, 2026 (as amended from time to time, the "Transfer Agreement") pursuant to which, Somerset has agreed to transfer to District, and District has agreed to acquire from Somerset, a portion of the Somerset Property depicted on Exhibit "A" attached hereto and incorporated herein, and Acts has agreed to transfer to District, and District has agreed to acquire from Acts, a portion of the Acts Property depicted on Exhibit "B" attached hereto and incorporated herein, both parcels are together with all rights and appurtenances thereto, including, but not limited to, rights of ingress and egress, any and all air space rights and interests and subsurface rights and interests, mineral rights, timber rights, riparian and littoral rights, together with all pertinent rights and interest pertaining to adjacent streets and roadways (collectively referred to as the "Developer Property") all in accordance with the terms and conditions contained in the Transfer Agreement; and

WHEREAS, pursuant to the term so the Transfer Agreement, Developer agreed to extend Explorer Boulevard to the south, and add additional access, perimeter security fencing and gates, queuing, and a new marquee of similar or better quality for the School for the District's school as well as construction and upgrading of District's drainage (collectively, the "Improvement Work"), as more contemplated in that certain Development Agreement dated November 29, 2022, recorded as Instrument Number 2023012862, in Official Records Book 4273, Page 304 in the official records of Hernando County (as amended and updated, the "Development Agreement"); and

WHEREAS, the Parties desire to enter into this Short Form and Memorandum of Transfer Agreement to give notice of said obligations under the Transfer Agreement to all future assignees and developers of the Developer Property and Explorer Boulevard.

NOW, THEREFORE, in consideration of the mutual covenants and agreements set forth herein, and for other valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

1. Recitals. The recitals set forth hereinabove are true and correct in all respects and are incorporated herein by reference as if set forth herein verbatim.

2. Developer's Improvement Work. Pursuant to the Development Agreement, Developer is required, without limitation, to complete the Improvement Work. The parties agree that the plans attached to the Transfer Agreement (the "Plans") have been approved by the District, the County, and Duke Energy Florida LLC, a Florida limited liability company ("Duke") and shall be subject to the approval by any and all jurisdictions having authority over the Improvement Work (collectively, any and all jurisdictions having authority over the Improvement Work shall be referenced as the "Governing Authority"). Any modifications to the Plans attached hereto must be approved in writing by the District's governing board and any Governing Authority.

(d) Timing of Improvement Work. District acknowledges that the timing of the Improvement Work will be governed by the need for access as additional phases of Somerset Bay are developed. Upon submission of the conditional plat application for the next phase of development of Somerset bay, a traffic study or transportation impact analysis which complies with the requirements of the Adequate Public Facilities Ordinance (2009-18) (as may be amended or updated) and is signed and sealed by a licensed Professional Engineer (PE), licensed to practice in the State of Florida, shall be prepared at the Developing Party's (as defined hereinbelow) sole cost. If (i) such traffic study or analysis determines that the proposed development phase causes or contributes to traffic impacts that exceed the adopted level of service standards for any affected roadway segment, intersection, or transportation facility, or that otherwise fails to satisfy applicable transportation concurrency requirements, or (ii) the County independently elects to improve the portion of Explorer Boulevard that is the subject of the Dedication, either such event shall constitute a "Triggering Event". The effective date of the Triggering Event under clause (i) shall be the date of conditional plat approval, and the effective date of the Triggering Event under clause (ii) shall be the date the County breaks ground on Explorer Boulevard. Upon the occurrence of a Triggering Event, the party (the "Developing Party") developing such Phase (i.e., Acts 88, Somerset or their successors and/or assigns) shall commence the Improvement Work within eighteen (18) months from the date of the applicable Triggering Event ("Commencement Deadline"), and shall complete the Improvement Work within eighteen (18) months from the date of commencement ("Completion Deadline"), unless such deadlines are modified by the applicable Governing Authority or by mutual written agreement of the Developing Party and District. If at any time prior to approval of the conditional plat, the County reasonably determines that a traffic study or transportation assessment is necessary, either the County or the District may request that such study be performed, and Developing Party shall cause the same to be completed at the Developing Party's sole cost and expense.

(e) Compliance. All Improvement Work to be completed by Developing Party shall be completed in accordance with the Governing Authority, local and state laws, regulations, ordinances and building codes and shall be completed by appropriate licensed, insured and bonded contractors in a good and workmanlike manner. Developing Party shall be solely responsible for obtaining any and all permits, approvals, and authorizations required by the Governing Authority or regulatory agency in connection with the construction of the Improvement Work, including, without limitation, the District. Developing Party shall submit all required plans and documents to the District (and its third-party building official, if applicable) for review and approval prior to commencement of construction. Developing Party shall pay, at its sole cost and expense, all fees, charges, and expenses assessed by the District's third-party building official or any other reviewing agency for plan review, permitting, and inspections associated with the construction of the Improvement Work. Developing Party shall also comply with all conditions of such permits and approvals and shall promptly provide the District with copies of all permits and inspection reports upon request.

(f) Coordination of Construction. Developing Party shall provide the District with at least ninety (90) days' prior written notice before commencement of the Improvement Work. Developing Party shall coordinate with the District to create a schedule for the Improvement Work for the minimal disruption of School operations. This plan shall be mutually approved by both parties and such approval shall not be unreasonably withheld. Developing Party shall maintain continuous, safe, secure, and convenient access for School buses, staff, parents, emergency vehicles, and students at all times during construction. Any temporary detours or closures affecting access routes shall be coordinated no less than seventy-two (72) hours in advance with the District and shall not occur during School arrival or dismissal hours unless expressly approved in writing by the District. Developing Party shall implement appropriate traffic control measures, signage, and flagging personnel as necessary to ensure safe and efficient traffic flow during all construction activities. Developing Party shall provide the District with at least seventy-two (72) hours' prior written notice before commencement of any construction activities impacting or disrupting utilities serving the School. A traffic control plan, temporary fencing plan, or construction staging plan, if required by the District or Governing Authority, shall be submitted for review and approval prior to commencement of construction. Developing Party shall coordinate construction schedules with the District's Director of Facilities and Construction, or other designee, to minimize disruption to School operations, including testing periods, events, and transportation schedules. Construction activities generating excessive noise, dust, or vibration shall be restricted during regular School hours to the extent reasonably practicable. Any damage to School access drives, parking areas, sidewalks, or related infrastructure caused by construction activities shall be promptly repaired or restored by Developing Party, at its sole cost and to the District's satisfaction.

(g) District Rights Prior to Closing. Developer expressly acknowledges the District's rights to use the Property pursuant to that certain easement recorded in Official Records Book 2102, Page 979, of the Public Records of Hernando County, Florida (the "Easement"). From and after the Effective Date through and including the Closing, Developer shall not, and shall not permit any other party to, interfere with, impair, revoke, terminate, modify, alter, encumber, or otherwise adversely affect the Easement or the District's rights thereunder. Developer further covenants that, aside from the Improvement Work, it shall not cause or allow any construction, development activity, obstruction, grading, utility work, or other condition within the Easement

area that would materially or adversely impact the District's use, access, operation, or enjoyment of the Easement during such period. These obligations shall be absolute, unconditional, and shall survive the Closing. Until commencement of the Improvement Work, Explorer Boulevard and the School access shall continue to operate in their current condition, and Developer shall not make any changes that interfere with such operation.

(h) Drainage Easement. In connection with the grading and slope alterations that are necessary for Developing Party's construction of the Improvement Work, District will be required to obtain a perpetual, non-exclusive drainage easement from Somerset over, upon, across, through and under a portion of Somerset Property. At Closing, Somerset and District will execute and record a Drainage Easement Agreement in the form attached to the Transfer Agreement.

(i) District Takeover Rights. If Developing Party does not commence the Improvement Work by the Commencement Deadline or complete the Improvement Work by the Completion Deadline, then District, at District's sole option, may elect (by providing written notice of such election to the Developing Party) to complete installation of the Improvement Work in a timely manner in accordance with the Plans for such Improvement Work, in which case all direct costs and expenses incurred by District in doing so shall be payable to District from Developing Party plus an amount equal to ten percent (10%) of such direct costs and expenses. All payment requests from District under this section shall be paid within fifteen (15) days after receipt of such invoice and receipts therefor, after which such amounts shall bear interest at ten percent (10%) per annum until paid.

(j) Default. Notwithstanding and in addition to Section 15 of the Transfer Agreement, in the event Developing Party fails to comply with any term or condition of this Section , including but not limited to restoration obligations, or time limitations, District shall have the right, upon written notice to Developing Party, to pursue any and all remedies available at law or in equity. Developing Party shall be responsible for all costs and expenses incurred by District in enforcing the terms of this Section, including reasonable attorneys' fees and costs (whether incurred before or after litigation, at trial or on appeal). The rights and remedies provided herein are cumulative and in addition to any other rights and remedies available under applicable law or under the terms of the Transfer Agreement.

3. Successors; Assignment. The Transfer Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective heirs, successors, assigns and legal representatives. If title to the Somerset Property or the Acts Property is conveyed to a third party at any time, Developer shall provide the District with at least thirty (30) days' prior written notice of such transfer, and any party acquiring title shall be substituted, in all respects, for Acts 88 and/or Somerset (as applicable) with respect to the obligations that run with the land). Any assignee shall assume all of Developer's obligations under the Transfer Agreement pursuant to an Assignment and Assumption Agreement acceptable to the District.

4. Covenants Running with the Land. The Parties acknowledge and agree that the obligations of Developer set forth in the Transfer Agreement, as evidenced by this Memorandum, are intended to and shall run with the land, and shall be binding upon Developer and all successors, assigns, transferees, purchasers, and any other parties acquiring an interest in the Developer Property, whether voluntary or involuntary. The benefits of such obligations shall inure to the

District and its successors and assigns. Developer expressly agrees that any conveyance, assignment, or transfer of the Developer Property shall be made subject to the Transfer Agreement and the Memorandum.

5. Miscellaneous. All capitalized terms not otherwise defined in this Memorandum shall have the meaning ascribed thereto in the Transfer Agreement. Reference is hereby made to the Transfer Agreement for a more complete description of the terms. In the event of any conflict between terms and provisions of this Memorandum and the Transfer Agreement, the terms and provisions of the Transfer Agreement shall prevail and control.

[SIGNATURE PAGES FOLLOW]

IN WITNESS WHEREOF, Developer has caused this instrument to be duly executed in its name by the undersigned as of the date first above written.

WITNESSES:

_____
Print Name: _____
Address: _____
_____

_____
Print Name: _____
Address: _____
_____

ACTS 88:

ACTS 88, LLC, a Florida limited liability company

By:_____
Name:_____
Title:_____

STATE OF FLORIDA
COUNTY OF _____

THE FOREGOING INSTRUMENT was acknowledged before me by means of ☐ physical presence or ☐ online notarization, this _____ day of _____, 2026, by _____, as _____ of ACTS 88, LLC, a Florida limited liability company, on behalf thereof, who is ☐ personally known to me, or ☐ produced _____ as identification.

[AFFIX NOTARY SEAL]

_____
Notary Public Signature
Print Notary Name:_____
My commission expires:_____

[Signatures Continues on Following Page]

WITNESSES:

SOMERSET:

SOMERSET LAND, LLC, a Florida limited liability company

_____
Print Name: _____
Address: _____
_____

By:_____
Name:_____
Title:_____

_____
Print Name: _____
Address: _____
_____

STATE OF FLORIDA)

COUNTY OF _____)

The foregoing instrument was acknowledged before me by means of ☐ physical presence or ☐ online notarization this ___ day of _____, 2026, by _____, as _____ of **SOMERSET LAND, LLC**, a Florida limited liability company, on behalf of the company, and who ☐ is personally known to me or ☐ has produced _____ as identification.

_____
Print Name:_____
Notary Public, State of Florida
My Commission Expires:
My Commission Number:

[Signatures Continues on Following Page]

IN WITNESS WHEREOF, District has caused this instrument to be duly executed in its name by the undersigned as of the date first above written.

WITNESSES:

_____
Print Name: _____
Address: _____
_____

_____
Print Name: _____
Address: _____
_____

DISTRICT:

THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA, a body corporate and public subdivision of the state of Florida

By: _____
Name: _____
Title: _____

STATE OF FLORIDA)
COUNTY OF HERNANDO)

The foregoing instrument was acknowledged before me by means of ☐ physical presence or ☐ online notarization this _____ day of _____, 2026, by _____, as _____ of **THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA**, a body corporate and public subdivision of the state of Florida, on behalf of the School Board, and who ☐ is personally known to me, or ☐ has produced _____ as identification.

_____
Print Name: _____
Notary Public, State of Florida
My Commission Expires:
My Commission Number:

Attest:

By: _____
Name: _____
Title: _____

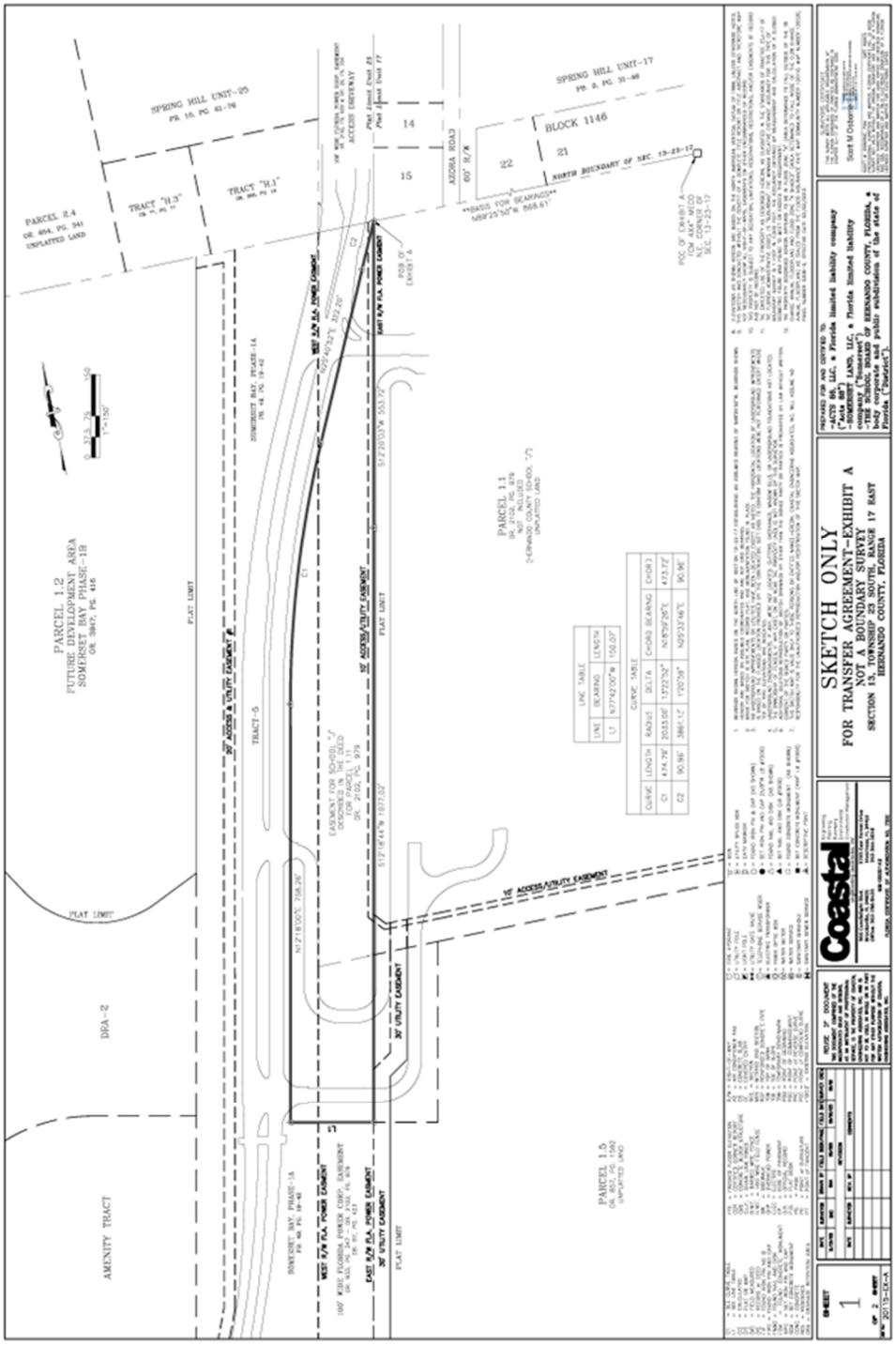
Approved as to Form:

By: _____
Name: _____
Title: _____

Exhibit "A" to Memorandum

Legal Description of Somerset Property

***NOTE*: Legal description and acreage of the Property to be confirmed and updated as necessary upon receipt of the Survey**



/15826/2#65021053 v9

EXHIBIT A LEGAL DESCRIPTION

COMMENCING AT THE NORTHEAST CORNER OF SECTION 13, TOWNSHIP 23 SOUTH, RANGE 17 EAST, HERNANDO COUNTY, FLORIDA; THENCE ALONG THE NORTH BOUNDARY LINE OF SAID SECTION 13, RUN N89°25'50"W, 868.61 FEET TO THE EAST RIGHT-OF-WAY LINE OF A 100 FOOT WIDE POWER EASEMENT AS DESCRIBED IN OFFICIAL RECORDS BOOK 933, PAGE 347 OF THE PUBLIC RECORDS OF HERNANDO COUNTY, FLORIDA, AND THE POINT OF BEGINNING; THENCE ALONG SAID EAST RIGHT-OF-WAY LINE, RUN S12°20'03"W, 553.72 FEET; THENCE S12°18'44"W, 1077.02 FEET; THENCE LEAVING SAID EAST RIGHT-OF-WAY LINE, RUN N77°42'00"W, 150.07 FEET; THENCE N12°18'00"E, 758.26 FEET TO A POINT OF CURVATURE TO THE RIGHT. SAID CURVE BEING CONCAVE TO THE SOUTHEAST, HAVING A RADIUS OF 2033.00 FEET, A CENTRAL ANGLE OF 13°22'52", AND A CHORD BEARING AND DISTANCE OF N18°59'26"E, 473.72 FEET; THENCE ALONG THE ARC OF SAID CURVE 474.79 FEET; THENCE N25°40'52"E, 322.20 FEET TO A POINT OF CURVATURE TO THE LEFT. SAID CURVE BEING CONCAVE TO THE NORTHWEST, HAVING A RADIUS OF 3861.13 FEET, A CENTRAL ANGLE OF 1°20'59", AND A CHORD BEARING OF N25°33'46"E, 90.96 FEET; THENCE ALONG THE ARC OF SAID CURVE 90.96 FEET TO THE NORTH LINE OF SAID SECTION 13, AND THE EAST RIGHT-OF-WAY LINE OF SAID POWER EASEMENT, AND THE POINT OF BEGINNING.

CONTAINING 4.48 ACRES MORE OR LESS.

C1 = SEE CURVE TABLE
L1 = SEE LINE TABLE
(C) = CALCULATED
(P) = PLAT OR MAP
(M) = FIELD MEASURED
(R) = RECORD or DEED
F/P = FOUND IRON PIN NO ID
F/PC = FOUND IRON PIN AND CAP
F/NAD = FOUND NAIL AND DISC
F/MON = FOUND CONCRETE MONUMENT
S/PC = SET IRON PIN AND CAP
S/M = SET CONCRETE MONUMENT
CONC = CONCRETE
RES = RESIDENCE
DRA = DRAINAGE RETENTION AREA

FFE = FINISHED FLOOR ELEVATION
CCR = CERTIFIED CORNER REPORT
CBS = CONCRETE BLOCK STRUCTURE
C.L.F. = CHAIN LINK FENCE
B.W.F. = BARBED WIRE FENCE
H.W.F. = HOG WIRE FIELD FENCE
SW = SIDEWALK
P/L = OVERHEAD POWER
ELEC = ELECTRIC
EP = EDGE OF PAVEMENT
O.R. = OFFICIAL RECORD
P.B. = PLAT BOOK
PG. = PAGE
PC = POINT of CURVATURE
PT = POINT of TANGENT

R/W = RIGHT-OF-WAY
AC = AIR CONDITIONER PAD
CS = CONCRETE SLAB
CE = COVERED ENTRY
SEC. = SECTION
RE/ES = RETAINING END SECTION
RCP = REINFORCED CONCRETE PIPE
TOB = TOP OF BANK
TOE = TOE OF SLOPE
TBM = TEMPORARY BENCHMARK
POB = POINT OF BEGINNING
POC = POINT OF COMMENCEMENT
PRC = POINT of REVERSE CURVE
PCC = POINT of COMPOUND CURVE
+100.0' = EXISTING ELEVATION

= FIRE HYDRANT
= UTILITY POLE
= LIGHT POLE
= UTILITY GATE VALVE
= TELEPHONE SERVICE RISER
= ELECTRIC TRANSFORMER
= FIBER OPTIC BOX
= WATER METER
= WATER SERVICE
= SANITARY MANHOLE
= SANITARY SEWER SERVICE

= SIGN
= UTILITY SPLICE BOX
= CATV MARKER
= FOUND IRON PIN & CAP (AS SHOWN)
= SET IRON PIN AND CAP (S/PIN LB #7200)
= FOUND NAIL AND DISK (AS SHOWN)
= SET NAIL AND DISK (LB #7200)
= FOUND CONCRETE MONUMENT (AS SHOWN)
= SET CONCRETE MONUMENT (4X4" LB #7200)
= DESCRIPTIVE POINT

1. BEARINGS SHOWN HEREON BASED ON THE NORTH LINE OF SECTION 13-23-17 ESTABLISHING AN ASSUMED BEARING OF N89°25'50"W. BEARINGS SHOWN HEREON ARE BASED ON ASSUMED COORDINATES AND ARE NOT GRID BEARINGS.
2. BASIS FOR SKETCH IS SITE PLAN, RECORD PLAT, AND MONUMENTATION FOUND IN PLACE.
3. NO UNDERGROUND IMPROVEMENTS OR UTILITIES HAVE BEEN LOCATED EXCEPT AS NOTED. THE HORIZONTAL LOCATION OF UNDERGROUND IMPROVEMENTS IS BASED ON THE FLAGGED LOCATION PROVIDED BY THE CONTRACTOR. SOFT DIGS TO CONFIRM SAID LOCATIONS WERE NOT PERFORMED EXCEPT WHERE TOP OF PIPE ELEVATIONS ARE INDICATED.
4. UNDERGROUND ENCROACHMENTS, IF ANY, WERE NOT LOCATED. GUTTERS, OVERHANGS, WINDOW SILLS, OR UNDERGROUND FOUNDATIONS NOT LOCATED.
5. THE OWNERSHIP OF FENCES, IF ANY EXIST, ON OR NEAR THE PROPERTY LINES IS NOT KNOWN BY THIS SURVEYOR.
6. USE OF THIS SURVEY FOR CONSTRUCTION OR OTHER DETAILED DRAWINGS BY OTHER THAN THE SIGNED PARTY OR PARTIES IS PROHIBITED BY LAW WITHOUT WRITTEN CONSENT OF THE SIGNED PARTY OR PARTIES.
7. THIS SKETCH MAP IS VALID ONLY TO THOSE PERSONS OR ENTITIES NAMED HEREON. COASTAL ENGINEERING ASSOCIATES, INC. WILL ASSUME NO RESPONSIBILITY FOR THE UNAUTHORIZED REPRODUCTION AND/OR REDISTRIBUTION OF THIS SKETCH MAP.
8. ELEVATIONS AS SHOWN HEREON ARE BASED ON THE NORTH AMERICAN VERTICAL DATUM OF 1988, UNLESS OTHERWISE NOTED.
9. THIS SKETCH WAS CONDUCTED WITHOUT THE BENEFIT OF A COMPLETE TITLE REPORT OR TITLE ABSTRACT AND THEREFORE MAY NOT NECESSARILY SHOW ALL RIGHT-OF-WAYS, EASEMENTS OR OTHER ENCUMBRANCES OF RECORD.
10. THIS PROPERTY IS SUBJECT TO ANY DEDICATION, LIMITATIONS, RESERVATIONS, RESTRICTIONS, AND/OR EASEMENTS OF RECORD NOT SHOWN HEREON.
11. THE EXPECTED USE OF THE PROPERTY AS DESCRIBED HEREON, AS CLASSIFIED IN THE STANDARDS OF PRACTICE (SJ-17 OF THE FLORIDA ADMINISTRATIVE CODE), IS "SUBURBAN". THE MINIMUM RELATIVE DISTANCE ACCURACY FOR THIS TYPE OF BOUNDARY SURVEY IS 1 FOOT IN 7,500 FEET. THE ACCURACY OBTAINED BY MEASUREMENT AND CALCULATION OF A CLOSED GEOMETRIC FIGURE WAS FOUND TO MEET OR EXCEED THIS REQUIREMENT.
12. THE PROPERTY DESCRIBED HEREON APPEARS TO BE IN FLOOD ZONE "A" (AREA DETERMINED TO FALL OUTSIDE OF THE 1% CHANCE ANNUAL FLOODPLAIN) AND FLOOD ZONE "X SHADED" (AREA DETERMINED TO FALL INSIDE OF THE 0.2% CHANCE ANNUAL FLOODPLAIN) AS SCALED FROM THE FLOOD INSURANCE RATE MAP COMMUNITY NUMBER 120110, MAP NUMBER 12053C, PANEL NUMBER 0306-G, EFFECTIVE DATE 02/02/2012.

SHEET	DATE	SURVEYED	DRAWN BY	FIELD BOOK/PAGE	FIELD DATE	SURVEY CREW
2	11/15/23	SMO	SAA	00/000	00/00/23	00/00
OF 2 SHEET	REVISION					
All for 20115-EX-A	DATE	SURVEYOR	REV. BY	COMMENTS		

REUSE OF DOCUMENT
THIS DOCUMENT COMPRISED OF THE INCORPORATED IDEAS AND DESIGNS, AS AN INSTRUMENT OF PROFESSIONAL SERVICE, IS THE PROPERTY OF COASTAL ENGINEERING ASSOCIATES, INC. AND IS NOT TO BE USED, IN WHOLE OR IN PART FOR ANY OTHER PURPOSE WITHOUT THE WRITTEN AUTHORIZATION OF COASTAL ENGINEERING ASSOCIATES, INC.

Coastal Engineering Planning Surveying Environmental Construction Management
engineering associates, inc.
1966 Candlelight Blvd. Brooksville, FL 34601 Office: 352-796-9423
5709 East Forest Drive Inverness, FL 34453 352-344-2016
EB-0000142
FLORIDA CERTIFICATE OF AUTHORIZATION NO. 7200

SKETCH ONLY

FOR TRANSFER AGREEMENT-EXHIBIT A
NOT A BOUNDARY SURVEY
SECTION 13, TOWNSHIP 23 SOUTH, RANGE 17 EAST
HERNANDO COUNTY, FLORIDA

PREPARED FOR AND CERTIFIED TO:
-ACTS 88, LLC, a Florida limited liability company ("Acts 88")
-SOMERSET LAND, LLC, a Florida limited liability company ("Somerset")
-THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA, a body corporate and public subdivision of the state of Florida ("District").

SURVEYORS CERTIFICATE
THIS SURVEY MEETS ALL APPLICABLE REQUIREMENTS OF THE FLORIDA STANDARDS OF PRACTICE AS CONTAINED IN CHAPTER 5J-17 OF THE FLORIDA ADMINISTRATIVE CODE.

Scott M Osborne

SCOTT M. OSBORNE, PSM
PROFESSIONAL SURVEYOR AND MAPPER, FLORIDA CERTIFICATE NO. LS 6508
DATE SIGNED
SURVEY NOT VALID WITHOUT THE ORIGINAL SIGNATURE AND SEAL OF A FLORIDA LICENSED SURVEYOR AND MAPPER. ADDITIONS OR DELETIONS TO SURVEY MAPS BY OTHER THAN THE SAID SIGNING PARTY OR PARTIES IS PROHIBITED WITHOUT THE WRITTEN CONSENT OF THE SIGNING PARTY OR PARTIES. THIS SURVEY MAP AND REPORT CONSISTS OF 2 PAGES AND IS NOT COMPLETE WITHOUT ALL PAGES. THIS SURVEY MAP AND REPORT IS VALID ONLY IF PRINTED ON 24" X 36" PAPER. THIS SURVEY MAP AND REPORT IS VALID ONLY IF PRINTED FROM THE ORIGINAL DOCUMENT SIGNED AND SEALED BY THE SURVEYOR. THIS SURVEY MAP AND REPORT IS VALID ONLY IF PRINTED FROM THE ORIGINAL DOCUMENT SIGNED AND SEALED BY THE SURVEYOR. ADDITIONS OR DELETIONS TO SURVEY MAPS BY OTHER THAN THE SIGNING PARTY OR PARTIES IS PROHIBITED WITHOUT THE WRITTEN CONSENT OF THE SIGNING PARTY OR PARTIES. THIS SURVEY MAP AND REPORT CONSISTS OF 2 PAGES AND IS NOT COMPLETE WITHOUT ALL PAGES. THIS SURVEY MAP AND REPORT IS VALID ONLY IF PRINTED ON 24" X 36" PAPER. THIS SURVEY MAP AND REPORT IS VALID ONLY IF PRINTED FROM THE ORIGINAL DOCUMENT SIGNED AND SEALED BY THE SURVEYOR. THIS SURVEY MAP AND REPORT IS VALID ONLY IF PRINTED FROM THE ORIGINAL DOCUMENT SIGNED AND SEALED BY THE SURVEYOR. ADDITIONS OR DELETIONS TO SURVEY MAPS BY OTHER THAN THE SIGNING PARTY OR PARTIES IS PROHIBITED WITHOUT THE WRITTEN CONSENT OF THE SIGNING PARTY OR PARTIES. THIS SURVEY MAP AND REPORT CONSISTS OF 2 PAGES AND IS NOT COMPLETE WITHOUT ALL PAGES. THIS SURVEY MAP AND REPORT IS VALID ONLY IF PRINTED ON 24" X 36" PAPER. THIS SURVEY MAP AND REPORT IS VALID ONLY IF PRINTED FROM THE ORIGINAL DOCUMENT SIGNED AND SEALED BY THE SURVEYOR.

EXHIBIT-A LEGAL DESCRIPTION (EX-A)

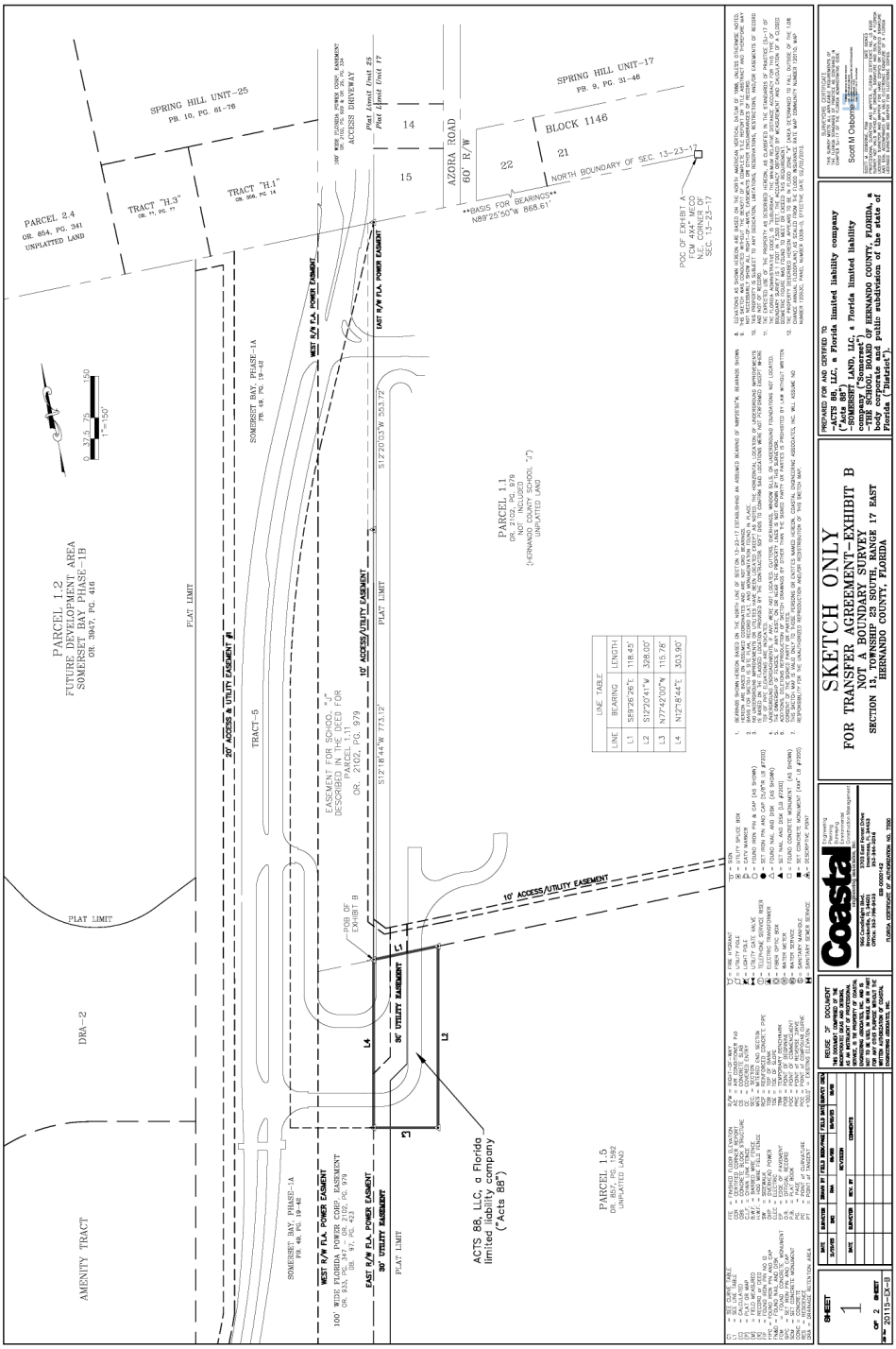
COMMENCING AT THE NORTHEAST CORNER OF SECTION 13, TOWNSHIP 23 SOUTH, RANGE 17 EAST, HERNANDO COUNTY, FLORIDA; THENCE ALONG THE NORTH BOUNDARY LINE OF SAID SECTION 13, RUN N89°25'50"W, 868.61 FEET TO THE EAST RIGHT-OF-WAY LINE OF A 100 FOOT WIDE POWER EASEMENT AS DESCRIBED IN OFFICIAL RECORDS BOOK 933, PAGE 347 OF THE PUBLIC RECORDS OF HERNANDO COUNTY, FLORIDA, AND THE POINT OF BEGINNING; THENCE ALONG SAID EAST RIGHT-OF-WAY LINE, RUN S12°20'03"W, 553.72 FEET; THENCE S12°18'44"W, 1077.02 FEET; THENCE LEAVING SAID EAST RIGHT-OF-WAY LINE, RUN N77°42'00"W, 150.07 FEET; THENCE N12°18'00"E, 758.26 FEET TO A POINT OF CURVATURE TO THE RIGHT. SAID CURVE BEING CONCAVE TO THE SOUTHEAST, HAVING A RADIUS OF 2033.00 FEET, A CENTRAL ANGLE OF 13°22'52", AND A CHORD BEARING AND DISTANCE OF N18°59'26"E, 473.72 FEET; THENCE ALONG THE ARC OF SAID CURVE 474.79 FEET; THENCE N25°40'52"E, 322.20 FEET TO A POINT OF CURVATURE TO THE LEFT. SAID CURVE BEING CONCAVE TO THE NORTHWEST, HAVING A RADIUS OF 3861.13 FEET, A CENTRAL ANGLE OF 1°20'59", AND A CHORD BEARING OF N25°33'46"E, 90.96 FEET; THENCE ALONG THE ARC OF SAID CURVE 90.96 FEET TO THE NORTH LINE OF SAID SECTION 13, AND THE EAST RIGHT-OF-WAY LINE OF SAID POWER EASEMENT, AND THE POINT OF BEGINNING.

CONTAINING 4.48 ACRES MORE OR LESS.

Exhibit "B" to Memorandum

Legal Description of Acts Property

***NOTE*: Legal description and acreage of the Property to be confirmed and updated as necessary upon receipt of the Survey**



/15826/2#65021053 v9

EXHIBIT B LEGAL DESCRIPTION

COMMENCING AT THE NORTHEAST CORNER OF SECTION 13, TOWNSHIP 23 SOUTH, RANGE 17 EAST, HERNANDO COUNTY, FLORIDA; THENCE ALONG THE NORTH BOUNDARY LINE OF SAID SECTION 13, RUN N89°25'50"W, 868.61 FEET TO THE EAST RIGHT-OF-WAY LINE OF A 100 FOOT WIDE POWER EASEMENT AS DESCRIBED IN OFFICIAL RECORDS BOOK 933, PAGE 347 OF THE PUBLIC RECORDS OF HERNANDO COUNTY, FLORIDA; THENCE ALONG SAID EAST RIGHT-OF-WAY LINE, RUN S12°20'03"W, 553.72 FEET; THENCE S12°18'44"W, 773.12 FEET TO THE SOUTH LINE OF PARCEL 1.1 (HERNANDO COUNTY SCHOOL "J") AS RECORDED IN OFFICIAL RECORDS BOOK 2102, PAGE 979 OF THE PUBLIC RECORDS OF HERNANDO COUNTY, FLORIDA, AND THE POINT OF BEGINNING; THENCE ALONG THE SOUTH OF SAID PARCEL 1.1, RUN S89°26'26"E, 118.45 FEET; THENCE LEAVING SAID SOUTH LINE, RUN S12°20'41"W, 328.00 FEET; THENCE N77°42'00"W, 115.78 FEET TO THE EAST RIGHT-OF-WAY LINE OF SAID POWER EASEMENT; THENCE ALONG SAID EAST RIGHT-OF-WAY LINE, RUN N12°18'44"E, 303.90 FEET TO THE POINT OF BEGINNING.

CONTAINING 0.84 ACRES MORE OR LESS.

(C1 = SEE CURVE TABLE
L1 = SEE LINE TABLE
(C) = CALCULATED
(P) = PLAT OR MAP
(M) = FIELD MEASURED
(R) = RECORD or DEED
F/P = FOUND IRON PIN NO ID
F/PC = FOUND IRON PIN AND CAP
F/NAD = FOUND NAIL AND DISK
F/MON = FOUND CONCRETE MONUMENT
S/PC = SET IRON PIN AND CAP
S/M = SET CONCRETE MONUMENT
CONC = CONCRETE
RES = RESIDENCE
DRA = DRAINAGE RETENTION AREA

FFE = FINISHED FLOOR ELEVATION
CCR = CERTIFIED CORNER REPORT
CBS = CONCRETE BLOCK STRUCTURE
C.L.F. = CHAIN LINK FENCE
B.W.F. = BARBED WIRE FENCE
H.W.F. = HOG WIRE FIELD FENCE
SW = SIDEWALK
O/H = OVERHEAD POWER
ELEC = ELECTRIC
EP = EDGE OF PAVEMENT
O.R. = OFFICIAL RECORD
P.B. = PLAT BOOK
PG. = PAGE
PC = POINT of CURVATURE
PT = POINT of TANGENT

R/W = RIGHT-OF-WAY
AC = AIR CONDITIONER PAD
CS = CONCRETE SLAB
CE = COVERED ENTRY
SEC. = SECTION
RCP = REINFORCED CONCRETE PIPE
TOB = TOP OF BANK
TOE = TOE OF SLOPE
TBM = TEMPORARY BENCHMARK
POB = POINT OF BEGINNING
POC = POINT OF COMMENCEMENT
PRC = POINT of REVERSE CURVE
PCC = POINT of COMPOUND CURVE
+100.0' = EXISTING ELEVATION

= FIRE HYDRANT
= UTILITY POLE
= LIGHT POLE
= UTILITY GATE VALVE
= TELEPHONE SERVICE RISER
= ELECTRIC TRANSFORMER
= FIBER OPTIC BOX
= WATER METER
= WATER SERVICE
= SANITARY MANHOLE
= SANITARY SEWER SERVICE

= SIGN
= UTILITY SPLICE BOX
= CATV MARKER
= FOUND IRON PIN & CAP (AS SHOWN)
= SET IRON PIN AND CAP (S/PITH LB #7200)
= FOUND NAIL AND DISK (AS SHOWN)
= SET NAIL AND DISK (LB #7200)
= FOUND CONCRETE MONUMENT (AS SHOWN)
= SET CONCRETE MONUMENT (4X4" LB #7200)
= DESCRIPTIVE POINT)

1. BEARINGS SHOWN HEREON BASED ON THE NORTH LINE OF SECTION 13-23-17 ESTABLISHING AN ASSUMED BEARING OF N89°25'50"W. BEARINGS SHOWN HEREON ARE BASED ON ASSUMED COORDINATES AND ARE NOT GRID BEARINGS.
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6. THIS SKETCH AND DESCRIPTION OR COPIES THEREOF OR SKETCH DRAWINGS BY OTHER THAN THE SIGNED PARTY OR PARTIES IS PROHIBITED BY LAW WITHOUT WRITTEN CONSENT OF THE SIGNED PARTY OR PARTIES.
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SHEET	DATE	SURVEYED	DRAWN BY	FIELD BOOK/PAGE	FIELD DATE	SURVEY CREW
2	11/25/25	SMO	SAA	00/000	00/00/25	00/00
OF 2 SHEET	REVISION					
All for 20115-EX-B	DATE	SURVEYOR	REV. BY	COMMENTS		

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Coastal engineering associates, inc.
Engineering Planning Surveying Environmental Construction Management
Brooksville Office: 966 Candlelight Blvd., Brooksville, FL 34601, 352-796-9423
Inverness Office: 1709 East Fenton Drive, Inverness, FL 34453, 352-344-2016
EB-0000142
FLORIDA CERTIFICATE OF AUTHORIZATION NO. 7200

SKETCH ONLY
FOR TRANSFER AGREEMENT-EXHIBIT B
NOT A BOUNDARY SURVEY
SECTION 13, TOWNSHIP 23 SOUTH, RANGE 17 EAST
HERNANDO COUNTY, FLORIDA

PREPARED FOR AND CERTIFIED TO:
-ACTS 88, LLC, a Florida limited liability company ("Acts 88")
-SOMERSET LAND, LLC, a Florida limited liability company ("Somerset")
-THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA, a body corporate and public subdivision of the state of Florida ("District").

SURVEYORS CERTIFICATE
THIS SURVEY MEETS ALL APPLICABLE REQUIREMENTS OF THE FLORIDA STANDARDS OF PRACTICE AS CONTAINED IN CHAPTER 5J-17 OF THE FLORIDA ADMINISTRATIVE CODE.

Scott M Osborne

SCOTT M. OSBORNE, PSM
PROFESSIONAL SURVEYOR AND MAPPER, FLORIDA CERTIFICATE NO. LS 6585
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DATE SIGNED

TRANSFER AGREEMENT EXHIBIT B LEGAL DESCRIPTION (EX-B)

COMMENCING AT THE NORTHEAST CORNER OF SECTION 13, TOWNSHIP 23 SOUTH, RANGE 17 EAST, HERNANDO COUNTY, FLORIDA; THENCE ALONG THE NORTH BOUNDARY LINE OF SAID SECTION 13, RUN N89°25'50"W, 868.61 FEET TO THE EAST RIGHT-OF-WAY LINE OF A 100 FOOT WIDE POWER EASEMENT AS DESCRIBED IN OFFICIAL RECORDS BOOK 933, PAGE 347 OF THE PUBLIC RECORDS OF HERNANDO COUNTY, FLORIDA; THENCE ALONG SAID EAST RIGHT-OF-WAY LINE, RUN S12°20'03"W, 553.72 FEET; THENCE S12°18'44"W, 773.12 FEET TO THE SOUTH LINE OF PARCEL 1.1 (HERNANDO COUNTY SCHOOL "J") AS RECORDED IN OFFICIAL RECORDS BOOK 2102, PAGE 979 OF THE PUBLIC RECORDS OF HERNANDO COUNTY, FLORIDA, AND THE POINT OF BEGINNING; THENCE ALONG THE SOUTH OF SAID PARCEL 1.1, RUN S89°26'26"E, 118.45 FEET; THENCE LEAVING SAID SOUTH LINE, RUN S12°20'41"W, 328.00 FEET; THENCE N77°42'00"W, 115.78 FEET TO THE EAST RIGHT-OF-WAY LINE OF SAID POWER EASEMENT; THENCE ALONG SAID EAST RIGHT-OF-WAY LINE, RUN N12°18'44"E, 303.90 FEET TO THE POINT OF BEGINNING.

CONTAINING 0.84 ACRES MORE OR LESS.

Exhibit "G"

County Encroachment Agreement

Prepared by:
Shantel W. Ocampo, Counsel Duke Energy Florida, LLC
Data & Document Management
525 South Tryon Street, DEP 21
Charlotte, NC 28202

Property No:
Land Unit No:
Project No:

STATE OF FLORIDA

COUNTY OF HERNANDO

ENCROACHMENT AGREEMENT

THE ENCROACHMENT AGREEMENT ("Agreement"), made this _____ day of _____, 2026 ("Effective Date") by and between **DUKE ENERGY FLORIDA, LLC**, a Florida limited liability company, ("Grantor"), and **HERNANDO COUNTY**, a political subdivision of the State of Florida ("**County**") ("Grantee").

- **Grantor, Duke Energy Florida**, LLC, as successor to Progress Energy Florida, LLC, as successor to Florida Power Corporation ("Duke") has easement rights to property owned by the Hernando County School District Property pursuant to that certain Easement dated April 1, 1927, recorded in Deed Book 97, Page 418 and Order of Taking recorded in Official Records Book 933, Page 347, all in the official records of Hernando County (collectively, the "Easements").
- **Hernando County School District (School District)** owns, operates and maintains a school access road and queuing area known as Explorer Boulevard within the Easement Area. The Explorer Elementary improved access right-of-way will be dedicated to Hernando County.
- **County** has requested that the **School District** dedicate and transfer to the County the **School District** Property to (i) allow the County to incorporate Explorer Boulevard into the County road system so that a collector road for the County is constructed which will eliminate access and traffic issues; and (ii) transfer all maintenance and operational responsibilities to the **County** (the "Dedication"); and
- Grantees desire authority to encroach upon a portion of the Easement Area for the purpose described herein, and Grantor is willing to permit those encroachments under the terms and conditions of this Agreement.

NOW THEREFORE, Grantor for and in consideration of the sum of Ten and No/100 Dollars ($10.00) and other good and valuable consideration to it paid by the Grantee(s), the receipt and sufficiency of which are hereby acknowledged, does hereby grant until **Grantee**, the non-perpetual right to encroach upon the portion of the Easement Area described herein pursuant to the following terms and conditions:

1. **Permitted Encroachments.** Grantor agrees to allow Grantees to encroach upon the Easement Area solely to the extent, location, and manner expressly depicted on Exhibit "A," and only for the purpose of maintaining Explorer Boulevard as shown thereon.

2. **Alterations**. The Permanent Encroachment must be constructed in strict compliance with the design shown on the Plans contemplated by Exhibit A. No alteration from the plans may be made after the construction the Permitted Encroachment which interferes with grantor's safe, reliable, and efficient construction, operation, and maintenance of the existing and future Facilities Located on the Easement Area.

   All applicable Federal, State, and Local Laws, rules and regulations, and the then Existing Transmission Line Asset Protection Guidelines shall govern any alterations to the Permitted Encroachment, including any minimum distances that must be maintained from the Facilities. In areas where minimum distances shown on the plans conflict with TLASG, plans shall govern. Nothing in this Agreement shall be construed to permit changes in elevation of grade to occur other than as expressly allowed or required by the plans or in this Agreement.

3. **Reaffirmation**. Notwithstanding anything to the contrary herein, by executing this Agreement the parties reaffirm the terms of the Easement Document and acknowledge that this Agreement does not permanently alter, limit, or amend those terms. This Agreement only identifies the Permitted Encumbrances as non-hostile and permits them to remain pursuant to the terms of this Agreement. This Agreement does not constitute a transfer of an interest in land or Grantor's rights granted in the Easement Document.

4. **Wetlands and Vegetation**. The Easement Area may not be used by Grantee to satisfy wetland mitigation requirements. Grantee shall not plant any trees or shrubbery in the Easement Area without prior written approval from Grantor.

5. **Grantor Free From Liability**. Grantor shall not be liable for any damages to the Permitted Encroachment resulting from Grantor's use of the Easement Area, nor for any damage to landscaping, driveways, or irrigation systems that may result from Grantor's access to the Easement Area.

6. **Additional Consent May Be Required**. Grantor makes no warranties or representations as to Grantee's contemplated use of the Easement Area, and in no way shall be deemed to have consented to such use on behalf of the owner of the property on which the Easement Area exists. Grantee acknowledges that Grantor's entering into this Agreement does not, by itself, grant any rights to Grantee to use any portion of the Easement Area, and that the consent of other parties (including, without limitation, the owner of the property and any mortgages of such owner) may be required for Grantee to obtain any rights over the property encumbered by the Easement Area.

7. **Grantee's Sole Risk and Expense**. Grantee acknowledges that the use of the Easement Area shall be at Grantee's sole risk and expense. Grantor shall in no way be liable to Grantee for any costs, expenses, losses, damages, or liabilities incurred by Grantee's use of the Easement Area. Grantee shall defend, indemnify, and hold harmless Grantor, its affiliates, subsidiaries, members, managers, officers, agents, employees, successors and assigns (collectively, "Grantor Parties"), from and against any and all claims, actions, costs, expenses, losses, damage, destruction, and liabilities incurred by Grantor Parties relating, directly or indirectly, to Grantee's use of the Easement Area even if caused in whole or in part by the negligence of Grantor Parties but excluding the willful or intentional misconduct of Grantor's Parties. Grantee's indemnity obligations shall survive the termination of this Agreement and are subject to the limitations of F.S. Sec. 768.28.

   All of Grantee's operations, activities, and equipment used within the Easement Area or in proximity to any of the Facilities shall, at all times, be in strict compliance with applicable provisions of the National Electrical Safety Code (NESC), the Occupational Safety and Health Act of 1971 (OSHA), and the OSHA Crane Construction Standards For Power Line Safety, Sections 1926.1408 & .1409. Grantee is further notified and hereby agrees to so notify any of Grantee's employees, agents, contactors, representatives, or other persons engaging in Grantee's activities upon the Easement Area with Grantee's knowledge and under Grantee's supervision or control, that extreme caution is necessary around the Facilities, and in the event of any damages or injuries, Grantee shall immediately report the nature and extent thereof to Grantor's nearest local office or corporate toll free number.

   Grantee shall not use any equipment within the Easement Area that can extend over twelve (12) feet in height above natural ground surface level without prior

written approval from Grantor unless an observer, approved by Grantor, is present during the use. Grantee shall bear all costs associated with the observer.

8. **Transferability.** The rights granted and retained under this Agreement shall inure to the benefit of the heirs, successors, and assigns of the parties, and shall run with the land.
9. **Notice.** Any notices and other communications required under this Agreement or relating hereto shall be in writing and delivered via personal delivery, certified United States mail (return receipt requested), or overnight delivery through a reputable carrier to:

Grantor: Duke Energy Florida, LLC
Attn: Transmission Asset Protection
525 South Tryon Street, DEP21
Charlotte, North Carolina 28202

Grantee: Hernando County
Attn: County Administrator
15470 Flight Path Drive
Brooksville, FL. 34604

10. **Termination**. This Agreement shall terminate or may be terminated in the following instances.

a. If construction of the Permanent Encroachment does not begin within 12 months of the final approval necessary for the construction of the Permitted Encroachments or the relocation by Duke of wooden poles, identified as Structures Str. BWR-40, Str. BWR-40-1/2 and Str. BWR-41 ,whichever occurs later, and continued thereafter at a reasonable pace, then this Agreement shall be subject to termination.
b. If at any point following construction of the approved improvements, Grantor, in its sole discretion, determines that the Permitted Encroachment needs to be modified in order to continue furnishing safe and reliable electric service to its customers, then upon twelve (12) months' notice from Grantor, Grantor and Grantee will work together in a commercially reasonable manner to modify the Permitted Encroachment at the sole expense of Grantee. Grantor acknowledges that the use of the Easement Area as depicted on Exhibit "A" will not interfere with Grantor's ability to continue furnishing safe and reliable electric service to its customers.

c. If Grantee violates any provision of this Agreement, then Grantor may terminate this Agreement with written notice to Grantee. If the violation is non-material, then Grantee shall be entitled to six (6) months to remove the Permitted Encroachment following notice of Grantor's termination. If the breach is material, then such termination shall be immediate. Without limitation, the parties agree that Sections 1, 2, 3, and 4 of this Agreement are material.

d. If Grantee removes or reduces the size of any Permitted Encroachment, it shall not be entitled to restore or expand the Permitted Encroachment to its original size as of the Effective Date. If the Permitted Encroachment is removed in full then this Agreement shall automatically terminate.

11. **Recitals**: The recitals set forth at the opening of this Agreement are incorporated herein as if fully restated in Section 11.

12. **Law and Venue.** This Agreement shall be governed by the laws of the State of Florida without regard to the conflicts of law provisions therein. The parties agree that the proper venue for any dispute related to this agreement is the state or federal courts located in Hernando County, and the parties hereby submit to the jurisdiction thereof.

13. **Entire Agreement**. This Agreement contains the complete understanding of the parties and shall supersede any prior and contemporaneous communications, agreements, and assurances related to the subject matter of this Agreement. Any modification of this Agreement must be agreed to in writing and signed by the parties. This Agreement may be executed in any number of counterparts, each of which will be deemed original, but all of which together shall constitute but one and the same Agreement.

14. **No Waiver.** The failure of Granter in any one or more instances to insist upon compliance with any provision or covenant herein or to exercise any right or privilege herein shall not constitute or be considered as a waiver of such or any similar provision or covenant.

15. **Severability.** If any term of this Agreement is to any extent illegal, otherwise invalid, or incapable of being enforced, such term shall be excluded to the extent of such invalidity or unenforceability. All other terms of this Agreement shall remain in full force and effect. To the extent permitted and possible, the invalid or unenforceable term shall be deemed replaced by a term that is valid and enforceable and that comes closet to expressing the intention of such invalid or unenforceable term.

16. **Cost Recovery**. The prevailing party recover shall reasonable cost, including attorney's fees, incurred in bringing or defending any action or proceeding related to this Agreement.

17. **Replacement.** This Encroachment agreement replaces and supersedes all prior encroachment agreements including the agreement recorded in Hernando County Records, OR Book 2479, page 1084, between Florida Power Corporation and Hernando County School Board.

IN WITNESS WHEREOF, the parties hereby have affixed their names under seal by their duly authorized officers the day and year first above written.

Signed and Sealed in the Presence of:

_____
Witness-Printed Name

_____
Witness-Signature

_____
Witness-Printed Name

_____
Witness-Signature

_____, Grantor
DUKE ENERGY FLORIDA, LLC
A Florida limited liability company

_____
Name: Karen Adams
Title Manager, Land Services – Florida Region

STATE OF FLORIDA

COUNTY OF_____

The foregoing instrument was acknowledged before me this ____ day of _____, 2026, by **Karen Adams. Title Manager, Land Services – Florida Region of DUKE ENERGY FLORIDA, LLC, a Florida limited liability d/b/a Duke Energy**, on behalf of said company, she is personally known to me or has produced _____as identification.

_____
NOTARY PUBLIC, State of _____
My Commission Expires:
(Seal)

(Signatures Continue on Following Page)

IN WITNESS WHEREOF, the parties hereby have affixed their names under seal by their duly authorized officers the day and year first above written.

Signed and Sealed in the Presence of:

_____ _____, Grantee
Witness-Printed Name **Hernando County**

_____
Witness-Signature by _____
Name

_____
Witness-Printed Name

_____
Witness-Signature

STATE OF FLORIDA

COUNTY OF_____

The foregoing instrument was acknowledged before me this ____ day of _____, 2026, by _____, on behalf of said company, she is personally known to me or has produced _____as identification.

_____
NOTARY PUBLIC, State of _____
My Commission Expires:
(Seal)

PREPARED BY AND AFTER
RECORDING RETURN TO:
Kristin Kowaleski, Esquire
GrayRobinson, P.A.
PO Box 3324
Tampa, Florida 33601

DRAINAGE EASEMENT AGREEMENT

THIS **DRAINAGE EASEMENT AGREEMENT** (the "Easement") is made and entered into as of the ____ day of _____, 202___ (the "Effective Date"), by and between by and between **SOMERSET LAND, LLC**, a Florida limited liability company, with a mailing address of 18125 Wayne Road, Odessa, Florida 33556 ("Somerset"), and **THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA,** a body corporate and public subdivision of the state of Florida, whose address is 919 North Broad Street, Brooksville, FL 34601 (the "District"). Somerset and District are each individually referred to herein as a "Party" and collectively as the "Parties".

W I T N E S S E T H:

WHEREAS, Somerset is the owner of that certain real property located in Hernando County, Florida (the "County"), more particularly described on Exhibit "A" attached hereto and incorporated herein by this reference ("Somerset Property"); and

WHEREAS, District is the owner of that certain real property located in the County, more particularly described on Exhibit "B" attached hereto and incorporated herein by this reference ("District Property"); and

WHEREAS, Somerset is connecting one of District's existing drainage retention areas to a new drainage pond on the Somerset Property as set forth on Exhibit "C" attached hereto and incorporated herein (collectively, "Utilities"), and Somerset hereby agrees to accept the detention, retention and drainage from the District Property over, across, on and to the pond ("Somerset Pond") on the Somerset Property (the "Drainage"); and

WHEREAS, District requires a perpetual, non-exclusive easement over the Somerset Property for the Drainage (collectively, the "Drainage Easement").

NOW, THEREFORE, in consideration of the mutual covenants and agreements set forth herein, and for other valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

1. Recitals. The recitals set forth hereinabove are true and correct in all respects and are incorporated herein by reference as if set forth herein verbatim.

2. Grant of Drainage Easement. Somerset does hereby grant, bargain, sell, and convey to District a non-exclusive, permanent easement over and across the Somerset Property, for the benefit of the District Property, for the Drainage. The Drainage shall include storm water drainage

over, under, across and through the Somerset Property to the Somerset Pond. This Easement and rights hereunder shall at all times be subject to the rights of Somerset. Somerset hereby reserves unto itself, and its successors and assigns, the right to utilize the Somerset Property for such purposes as deemed necessary, advisable, appropriate or convenient by Somerset that do not materially adversely affect rights under this Easement.

3. Maintenance. Somerset shall, at Somerset's sole expense, maintain the Utilities in a similar condition as it existed as of the date this instrument was executed by District. Somerset shall not construct any improvements or alter the Utilities in any way without District's prior written consent, except for such improvements and alterations as are necessary to construct and maintain drainage utilities capable of accommodating all current and future stormwater runoff from District Parcel in which case Somerset shall provide the District with prior written notice of such alterations and shall coordinate such construction and alterations with the District. Somerset, at Somerset's expense, shall provide all regular maintenance of the Utilities. If Somerset does not complete such repair or maintenance, District shall have the right, but not the obligation, to make such repair or maintenance, in which event Somerset shall pay District the cost thereof within thirty (30) days after receipt of written notice from District demanding such reimbursement. If any such bill is not paid within thirty (30) days after receipt, interest shall accrue on the unpaid amount at the rate of twelve percent (12%) per year.

4. Covenants Running with Land. The easements and covenants herein shall be easements and covenants running with the land and shall inure to the benefit of and be binding on Somerset Property and District Property, and all future owners of all or any portion thereof, their respective successors and assigns, and all persons claiming under them.

5. Construction. The rule of strict construction shall not apply to the temporary easement rights granted by this Easement. The temporary easement rights granted by this Easement shall be given a reasonable construction and shall be deemed to incorporate and contain such other reasonable terms and provisions as are necessary to carry out the intent of the Parties as set forth in this Easement. No provision of this Easement shall be construed or interpreted to the disadvantage of any Party by any court or other governmental or judicial authority or arbitrator by reason of either Party being deemed

6. Notice. Notice shall be delivered to the addresses contained herein, or as further directed by either party upon written notice to the other party, and shall be deemed to have been given upon (a) receipt by recipient if personally delivered, (b) delivery to a recognized courier, delivery service such as Federal Express, or postmark by the U.S. Postal Service, or (c) delivery by electronic mail provided that the receiving party provides acknowledgment of receipt:

Somerset: Somerset Land, LLC.
Ron Bastyr, Manager
18125 Wayne Road
Odessa, Florida 33556
Email: ronbastyr@yahoo.com

District: SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA
919 North Broad Street

Brooksville, FL 34601
ATTN: Superintendent
Email: pinder_r@hcsb.k12.fl.us

With a copy to: SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA
919 North Broad Street
Brooksville, FL 34601
ATTN: School Board Attorney & General Counsel
Email: mockler_c@hcsb.k12.fl.us

And: GRAY ROBINSON, P.A.
Attn: Kristin Kowaleski, Esq.
101 East Kennedy Blvd, Suite 4000
Tampa, Florida 33602
Email: Kristin.kowaleski@gray-robinson.com

Either party hereto may change the address for Notice specified above by giving the other party ten (10) days' advance written notice of such change of address. Notices given otherwise than by mail shall be deemed given upon actual receipt thereof.

7. No Third-Party Beneficiaries. This Easement is for the benefit of the Parties hereto only, and no third party shall be deemed a beneficiary of the terms of this Easement, unless specifically provided for herein. No person or entity shall be deemed a beneficiary of the terms of this Easement, unless specifically provided for herein. This Easement shall not constitute a dedication to the public, and no person or entity shall have any rights or entitlements pursuant to the terms of this Easement, including, without limitation, the right to utilize the Temporary Easement Area, except as specifically set forth herein.

8. Amendments and Waivers. This Easement shall not be amended, modified, altered, or changed in any respect whatsoever, except by a further agreement in writing duly executed by the Parties and recorded in the Public Records of Hernando County or by court order. No delay or omission of any Party in the exercise of any right accruing upon any default of any Party shall impair such right or be construed to be a waiver thereof, and every such right may be exercised at any time during the continuance of such default. A waiver by any Party of a breach of, or a default in, any of the terms and conditions of this Easement by any other Party shall not be construed to be a waiver of any subsequent breach of or default in the same or any other provision of this Easement.

9. Immunity. Nothing in this Easement shall be deemed or construed as a waiver of immunity or limits of liability of District to the extent provided by Section 768.28, *Florida Statutes*, and nothing in this Easement shall inure to the benefit of any third party for the purpose of allowing any claim which would otherwise be barred under the doctrine of sovereign immunity or by operation of law.

10. Miscellaneous. This Easement contains the entire understanding of the Parties with respect to the matters set forth herein and no other agreement, oral or written, not set forth herein,

nor any course of dealings of the Parties, shall be deemed to alter or affect the terms and conditions set forth herein. If any provision of this Easement, or portion thereof, or the application thereof to any person or circumstances, shall, to the extent be held invalid, inoperative or unenforceable, the remainder of this Easement, or the application of such provision or portion thereof to any other persons or circumstances, shall not be affected thereby; it shall not be deemed that any such invalid provision affects the consideration for this Easement; and each provision of this Easement shall be valid and enforceable to the fullest extent permitted by law. This Easement shall be construed in accordance with the laws of the State of Florida. The section headings in this Easement are for convenience only, shall in no way define or limit the scope or content of this Easement, and shall not be considered in any construction or interpretation of this Easement or any part hereof. Where the sense of this Easement requires, any reference to a term in the singular shall be deemed to include the plural of said term, and any reference to a term in the plural shall be deemed to include the singular of said term. Nothing in this Easement shall be construed to make the Parties hereto partners or joint ventures or render either of said Parties liable for the debts or obligations of the other. This Easement may be executed in counterparts, each of which shall constitute an original, but all taken together shall constitute one and the same Easement. This Easement shall be governed in accordance with Florida Law. Venue for any dispute arising under this Easement shall lie exclusively in the courts located in Hernando County, Florida.

[Remainder of Page Intentionally Blank]

IN WITNESS WHEREOF, Somerset has caused this instrument to be duly executed in its name by the undersigned as of the date first above written.

WITNESSES:

_____
Print Name: _____
Address: _____
_____

_____
Print Name: _____
Address: _____
_____

SOMERSET:

SOMERSET LAND, LLC, a Florida limited liability company

By:_____
Name:_____
Title:_____

STATE OF FLORIDA)

COUNTY OF _____)

The foregoing instrument was acknowledged before me by means of ☐ physical presence or ☐ online notarization this ___ day of _____, 202___, by _____, as _____ of **SOMERSET LAND, LLC**, a Florida limited liability company, on behalf of the company, and who ☐ is personally known to me or ☐ has produced _____ as identification.

_____
Print Name:_____
Notary Public, State of Florida
My Commission Expires:
My Commission Number:

[Signatures Continues on Following Page]

IN WITNESS WHEREOF, District has caused this instrument to be duly executed in its name by the undersigned as of the date first above written.

WITNESSES:

_____
Print Name: _____
Address: _____
_____

_____
Print Name: _____
Address: _____
_____

DISTRICT:

THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA, a body corporate and public subdivision of the state of Florida

By: _____
Name: _____
Title: _____

STATE OF FLORIDA)
COUNTY OF HERNANDO)

The foregoing instrument was acknowledged before me by means of ☐ physical presence or ☐ online notarization this _____ day of _____, 202__, by _____, as _____ of **THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA**, a body corporate and public subdivision of the state of Florida, on behalf of the School Board, and who ☐ is personally known to me, or ☐ has produced _____ as identification.

_____
Print Name: _____
Notary Public, State of Florida
My Commission Expires:
My Commission Number:

Attest:

By: _____
Name: _____
Title: _____

Approved as to Form:

By: _____
Name: _____
Title: _____

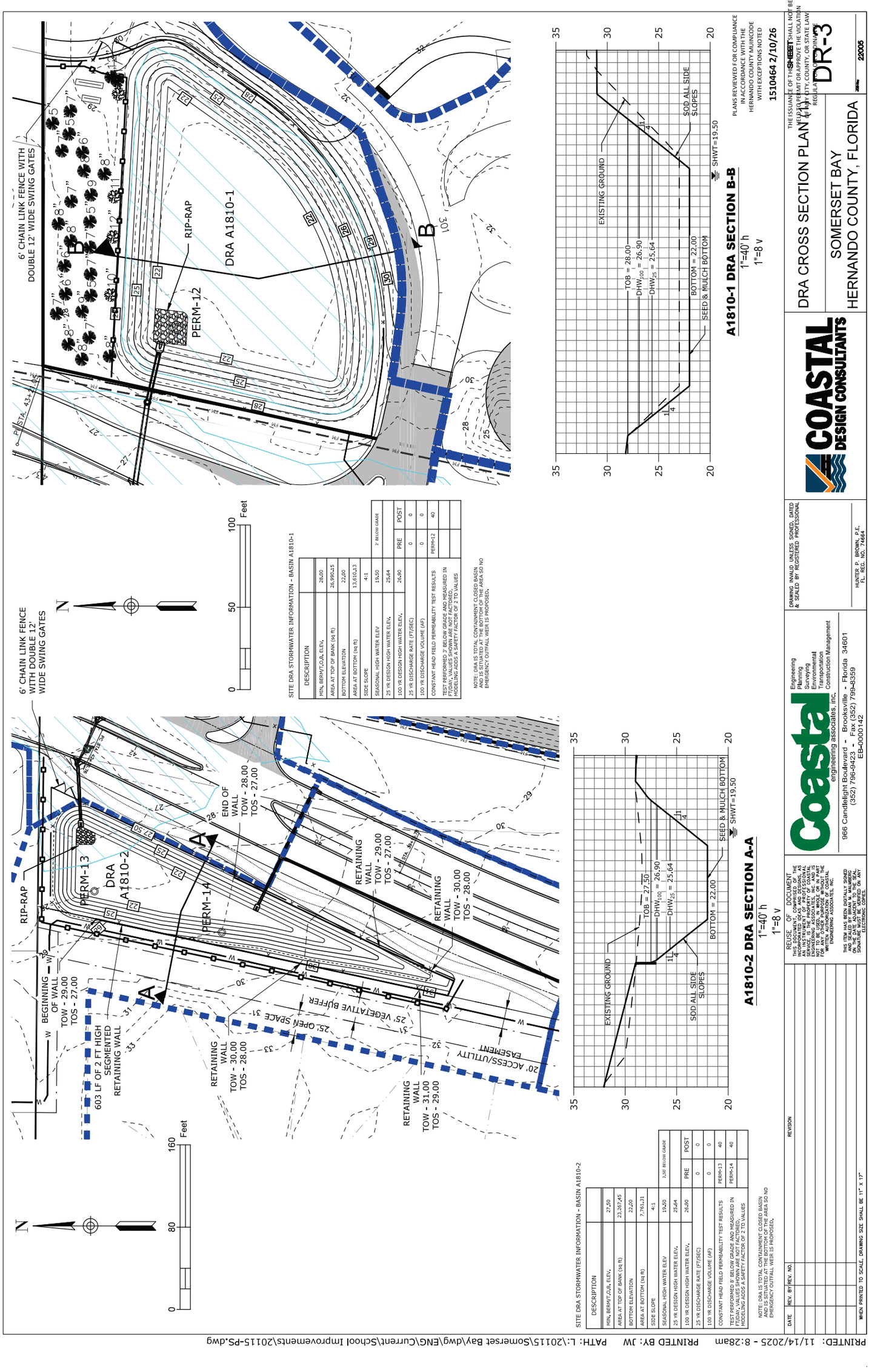
Exhibit "A"

Legal Description of Somerset Property

Exhibit "B"

Legal Description of District Property

Exhibit "C"
Depiction of Utilities



#65027562 v2

811

Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name: No Financial Impact

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

B. Item Currently Not Budgeted -**

Funding Source

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Amount $

Funding Source

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Amount $

C. History

Check one:
Prior Year Budget: ○
New for Current Year: ○

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****

Hernando School District

School Board Regular Meeting

Agenda Item # 14. 26-3875 6/23/2026

Title and Board Action Requested
Approve the removal, disposal, sale, or exchange of Tangible Property from the District Inventory Records.

Executive Summary
The Director of Purchasing and Warehousing on behalf of the Superintendent of Schools, hereby request the Board's approval to remove items from district fixed asset records. Under Hernando County School Board Policy 7450 and F.S.274.02, F.S. 1001.43, 2 CFR 200.313, attached is a list of items for consideration. After inspection and reconciliation by the cost centers and departments, it is determined that the assets and equipment are obsolete and no longer contributing to the educational programs, have no remaining useful life, or create a safety or environmental hazard. Per Hernando County School Board Policy 7300, any tangible personal property absent from a cost center during the school year needs to be immediately reported to law enforcement and the appropriate district departments by the property custodian. This is a process of the ongoing initiative to expedite, control, and conduct accurate inventory controls districtwide.

My Contact
Christopher Reckner, Director of Purchasing and Warehousing
352-797-7060

2023-28 Strategic Focus Area
Priority 5: Fiscal Transparency and Capital Planning

Financial Impact
No Financial Impact.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

PREV LOCATION	PROP #	DESCRIPTION	AQRD DATE	AQRD PRICE	CURRET VALUE
0392	06200200	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06203900	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06199700	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06199800	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06199900	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06200000	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06200100	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06200300	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06200400	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06200500	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06200600	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06200700	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06200800	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06200900	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06201000	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06201100	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06201200	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06201300	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06201400	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06201500	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06201600	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06201700	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06201800	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06201900	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06202000	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06202100	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06202200	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06202300	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06202400	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06202500	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06202600	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06202700	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06202800	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06202900	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06203000	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00

0392	06203100	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06203200	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06203300	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06203400	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06203500	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06203600	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06203700	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06203800	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06204000	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06204100	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06204200	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06204300	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06204400	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06204500	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06204600	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06204700	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06204800	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06204900	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06205000	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06205100	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06205200	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06205300	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06205400	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06205500	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06198700	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06199000	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06199400	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06199300	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06199600	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06198400	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06198500	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06198600	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06198800	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06198900	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06199100	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06199200	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00

0392	06199500	POLYVISION ENO BOARD	06/30/11	$1,432.00	$0.00
0392	06905100	HP SWITCH	12/22/17	$3,519.08	$0.00
0392	1000006223	DELL POWEREDGE CPU	02/10/21	$3,003.62	$0.00
0381	05990200	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05990300	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05990400	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05990500	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05990600	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05990700	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05990800	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05990900	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05991000	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05991100	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05999300	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00

0381	05991200	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05991300	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05991400	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05991500	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05993700	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05993500	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05993600	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05993800	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05993900	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05994000	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05994100	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05994200	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00

0381	05994300	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05994400	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05999000	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05994500	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05994600	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05994700	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05994800	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05994900	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05995100	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05995200	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05995300	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05995400	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00

0381	05995500	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05995600	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05995700	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05995800	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05995900	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05999400	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05996000	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05996100	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05996200	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05996300	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05996400	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05996500	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00

0381	05996600	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05996700	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05996800	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05996900	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05997000	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05997100	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05997200	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05997300	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05997400	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05997500	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05997600	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05997700	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00

0381	05997800	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05997900	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05995000	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05998000	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05998200	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05998300	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05998400	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05998500	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05998600	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05998800	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05998900	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05998100	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00

0381	05999800	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05997600	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05991700	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05991800	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05991900	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05992100	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05992200	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05992300	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05992400	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05992500	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05992600	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05992700	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00

0381	05992800	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05992900	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05993000	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05993100	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05993200	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05993300	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0381	05993400	ACHIEVER SKEAKER/DVD/PROJECTOR SYSTEM	06/30/08	$3,328.00	$0.00
0202	1000009465	CHRISTIE DLP VIDEO PROJECTOR	05/20/21	$8,937.11	$0.00
0221	06354000	MACBOOK PRO	03/15/15	$1,044.00	$0.00
0221	05671000	VEGETABLE CUTTER	08/25/06	$2,982.34	$0.00
0221	05942400	TANDBERG CAMERA SYSTEM	01/15/08	$10,948.77	$0.00
0051	06311000	IMAC 21.5	11/26/12	$1,303.68	$0.00
0051	06311100	IMAC 21.5	11/26/12	$1,303.68	$0.00
0051	06312000	IMAC 21.5	11/26/12	$1,303.68	$0.00
0051	06312200	IMAC 21.5	11/26/12	$1,303.68	$0.00
0051	06312500	IMAC 21.5	11/26/12	$1,303.68	$0.00
0051	06312900	IMAC 21.5	11/26/12	$1,303.68	$0.00
0051	06313200	IMAC 21.5	11/26/12	$1,303.68	$0.00
0051	06313700	IMAC 21.5	11/26/12	$1,303.68	$0.00
0051	03324000	LAMINATING MACHINE	02/15/96	$1,095.00	$0.00
0051	02728500	PRO COMPUTER	08/31/90	$1,022.11	$0.00

0051	03050100	PIANO	06/23/94	$2,950.00	$0.00
0051	06038500	IBM X3400	05/21/09	$2,883.48	$0.00
0051	05690500	LVO TP R60	01/11/07	$1,060.00	$0.00
0051	04735100	DATA SWITCH	02/14/02	$3,416.00	$0.00
0051	05234300	HP ROUTING SWITCH	04/22/04	$3,075.00	$0.00
0051	05633500	LVO TP R51	06/29/06	$1,165.00	$0.00
0051	05633600	LVO TP R51	06/29/06	$1,165.00	$0.00
0051	05633300	LVO TP R51	06/29/06	$1,165.00	$0.00
0051	05633400	LVO TP R51	06/29/06	$1,165.00	$0.00
0051	04735500	DATA SWITCH	02/14/02	$1,226.00	$0.00
0051	06375000	LVO TP X1	01/05/16	$1,475.45	$0.00
0051	05799500	LENVO THINKPAD T61	08/09/07	$1,195.00	$0.00
0051	04426000	IBM COMPUTER UNIT	05/11/00	$1,505.61	$0.00
0051	05882700	IMAC 17	10/04/07	$1,018.00	$0.00
0051	04625000	IBM COMPUTER UNIT	04/19/01	$1,158.00	$0.00
0051	05403600	IBM NOTEBOOK G40	02/17/05	$1,554.00	$0.00
0051	05403700	IBM NOTEBOOK G40	02/17/05	$1,554.00	$0.00
0051	05831500	IMAC 17	08/23/07	$1,086.00	$0.00
0051	04691400	IBM COMPUTER UNIT	11/08/01	$1,050.00	$0.00
0051	05899700	LENVO THINKPAD T61	12/20/07	$1,195.00	$0.00
0051	05150000	IBM COMMERCAIL SYSTEM	02/26/04	$1,359.83	$0.00
0051	05150100	IBM COMMERCAIL SYSTEM	02/26/04	$1,359.83	$0.00
0051	05150200	IBM COMMERCAIL SYSTEM	02/26/04	$1,359.83	$0.00
0051	05150600	IBM COMMERCAIL SYSTEM	02/26/04	$1,359.83	$0.00
0051	01510800	IBM COMMERCAIL SYSTEM	02/26/04	$1,359.83	$0.00
0051	01510900	IBM COMMERCAIL SYSTEM	02/26/04	$1,359.83	$0.00
0051	05151000	IBM COMMERCAIL SYSTEM	02/26/04	$1,359.83	$0.00
0051	05151100	IBM COMMERCAIL SYSTEM	02/26/04	$1,359.83	$0.00
0051	05151400	IBM COMMERCAIL SYSTEM	02/26/04	$1,359.83	$0.00
0051	05151700	IBM COMMERCAIL SYSTEM	02/26/04	$1,359.83	$0.00
0051	05242900	IBM EXP R40	07/22/04	$1,322.00	$0.00
0051	05243300	IBM EXP R40	07/22/04	$1,322.00	$0.00
0051	05361200	IBM EXP R51	12/16/04	$1,550.00	$0.00
0051	05361500	IBM EXP R51	12/16/04	$1,550.00	$0.00
0051	05361700	IBM EXP R51	12/16/04	$1,550.00	$0.00
0051	05362000	IBM EXP R51	12/16/04	$1,550.00	$0.00

0051	04126300	IBM LAPTOP COMPUTER	03/05/98	$3,928.80	$0.00
0051	04849900	IBM COMPUTER UNIT	10/03/02	$1,029.47	$0.00
0051	04867800	STORAGE SEVER	10/30/03	$3,752.00	$0.00
0051	06310900	IMAC 21.5	11/26/12	$1,303.68	$0.00
0051	06313400	IMAC 21.5	11/26/12	$1,303.68	$0.00
0051	06313500	IMAC 21.5	11/26/12	$1,303.68	$0.00
0051	04525200	IBM COMPUTER UNIT	08/24/00	$1,099.00	$0.00
0051	06311200	IMAC 21.5	11/26/12	$1,303.68	$0.00
0051	06311500	IMAC 21.5	11/26/12	$1,303.68	$0.00
0051	06311900	IMAC 21.5	11/26/12	$1,303.68	$0.00
0051	06312100	IMAC 21.5	11/26/12	$1,303.68	$0.00
0051	02728600	APPLE PROFESSIONAL COMPUTER	08/31/90	$1,022.11	$0.00
0051	04733400	IBM COMPUTER	02/14/02	$1,050.00	$0.00
0051	05570600	IBM EXP R51	03/23/06	$1,350.00	$0.00
0051	04735000	DATA SWITCH	02/14/02	$3,416.00	$0.00
0051	04735200	DATA SWITCH	02/14/02	$3,416.00	$0.00
0051	04272300	COMPUTER SYSTEM	02/11/99	$2,336.12	$0.00
0051	04907100	ROUTING SWITCH	03/06/03	$1,218.00	$0.00
0051	06062200	IMAC 24	4/0209	$2,199.00	$0.00
0051	05150400	IBM COMMERCAIL SYSTEM	02/26/04	$1,359.83	$0.00
0051	04735300	DATA SWITCH	02/14/02	$1,226.00	$0.00
0051	04735600	DATA SWITCH	02/14/02	$1,226.00	$0.00
0051	04735800	DATA SWITCH	02/14/02	$1,226.00	$0.00
0051	06310800	IMAC 21.5	11/26/12	$1,303.68	$0.00
0051	06311400	IMAC 21.5	11/26/12	$1,303.68	$0.00
0051	06312400	IMAC 21.5	11/26/12	$1,303.68	$0.00
0051	06312800	IMAC 21.5	11/26/12	$1,303.68	$0.00
0051	06313600	IMAC 21.5	11/26/12	$1,303.68	$0.00
0051	06321000	IMAC 21.5	04/18/13	$1,368.00	$0.00
0051	06062400	IMAC 20	04/02/09	$1,376.00	$0.00
0051	04323900	APPLE COMPUTER UNIT	07/22/99	$1,799.00	$0.00
0051	04451000	IBM COMPUTER SYSTEM	03/30/00	$4,914.64	$0.00
0051	06312600	IMAC 21.5	11/26/12	$1,303.68	$0.00
0051	06312700	IMAC 21.5	11/26/12	$1,303.68	$0.00
0051	06313000	IMAC 21.5	11/26/12	$1,303.68	$0.00

0051	06313100	IMAC 21.5	11/26/12	$1,303.68	$0.00
0051	04633200	DATA ROUTING SWITCH	04/19/01	$1,240.00	$0.00
0051	04106600	COMPUTER UNIT	01/15/98	$1,721.00	$0.00
0051	04733500	IBM COMPUTER	02/14/02	$1,050.00	$0.00
0051	04851700	PROJECTOR	11/21/02	$1,656.00	$0.00
0052	06368800	IREADY DIAGNOSTIC	10/01/15	$15,931.00	$0.00
0052	05630800	BRETFORD LAPTOP CART	07/27/06	$1,024.65	$0.00
0052	05030100	EPSON POWERLITE PROJECTOR	06/30/03	$1,260.00	$0.00
0052	05178400	HP PROJECTOR	02/12/04	$1,099.00	$0.00
0052	05096700	HP LASER JET PRINTER	12/04/03	$1,731.45	$0.00
0391	06955700	BLACK MAGIC SWITCHING SYSTEM	04/12/18	$1,661.10	$0.00
0391	05184000	HP DIGITAL CAMERA	02/26/04	$1,099.00	$0.00
0391	06251300	QUAD-CORE MAC PRO	10/27/11	$3,199.00	$0.00
0391	06078000	APPLE MACINTOSH	06/15/09	$1,534.00	$0.00
0391	06315900	APPLE MACINTOSH PRO	12/01/12	$2,797.00	$0.00
0391	06196100	TECH ED MODULE DNA ELECTOPHORESIS	05/12/11	$5,173.23	$0.00
0391	06101700	HP PRINTER	02/15/10	$1,117.00	$0.00
0351	06084400	IMAC 24	09/15/09	$1,434.52	$0.00
0351	06084700	IMAC 24	09/15/09	$1,434.52	$0.00
0351	06022800	BASE UNIT SERVER	09/11/08	$2,694.00	$0.00
0351	06032700	X3400 SERVER	10/23/08	$3,218.86	$0.00
0351	05907200	12 STUDENT WORKSTATION	02/07/08	$5,170.00	$0.00
0351	05153000	IBM COMMERCAIL SYSTEM LAPTOP	02/19/04	$1,359.83	$0.00
0351	05082200	CISCO DATA ROUTING SWITCH	10/23/03	$1,395.00	$0.00
0351	05082400	CISCO DATA ROUTING SWITCH	10/23/03	$1,395.00	$0.00
0351	04911900	DATA ROUTING SWITCH	04/16/03	$1,003.19	$0.00
0351	04912300	DATA ROUTING SWITCH	04/16/03	$1,003.19	$0.00
0351	05152700	IBM LAPTOP COMPUTER	02/19/04	$1,359.83	$0.00
0351	05261100	CASH COUTING MACHINE	05/13/04	$1,895.00	$0.00
0351	05153200	IBM LAPTOP COMPUTER	02/19/04	$1,359.83	$0.00
0351	04912000	DATA ROUTING SWITCH	04/16/03	$1,003.19	$0.00
0351	04912600	DATA ROUTING SWITCH	04/16/03	$1,003.19	$0.00

0351	05033300	POWER MAC COMPUTER	06/26/03	$1,588.00	$0.00
0351	05370200	IBM LAPTOP COMPUTER	12/02/04	$1,443.00	$0.00
0351	04910800	DATA ROUTING SWITCH	04/16/03	$1,603.19	$0.00
0351	05152200	IBM COMMERCAIL SYSTEM LAPTOP	02/19/04	$1,359.83	$0.00
0351	05152600	IBM COMMERCAIL SYSTEM LAPTOP	02/19/04	$1,359.83	$0.00
0351	04911500	DATA ROUTING SWITCH	04/16/03	$2,203.19	$0.00
0351	04910100	DATA ROUTING SWITCH	04/16/03	$1,603.19	$0.00
0351	05759300	SMART UPS BACK UP	02/09/07	$1,110.00	$0.00
0351	05082300	CISCO DATA ROUTING SWITCH	10/23/03	$1,395.00	$0.00
0351	04907200	INVERTER DC/AC	03/06/03	$1,309.57	$0.00
0351	04911800	DATA ROUTING SWITCH	04/16/03	$1,003.19	$0.00
0351	05153300	IBM COMMERCAIL SYSTEM LAPTOP	02/19/04	$1,359.83	$0.00
0351	05153100	IBM COMMERCAIL SYSTEM LAPTOP	02/19/04	$1,359.83	$0.00
0351	04912700	DATA ROUTING SWITCH	04/16/03	$1,003.19	$0.00
0351	06038600	IBM X3400	05/21/09	$2,883.48	$0.00
0351	04912500	DATA ROUTING SWITCH	04/16/03	$1,003.19	$0.00
0351	04993000	FILESERVER-XEON	05/29/03	$1,248.94	$0.00
0351	04910300	DATA ROUTING SWITCH	04/16/03	$1,603.19	$0.00
0351	04995600	MULTIMEDIA PROJECTOR	06/05/03	$1,349.29	$0.00
0351	04911700	DATA ROUTING SWITCH	04/16/03	$1,003.19	$0.00
0351	04912800	DATA ROUTING SWITCH	04/16/03	$1,003.19	$0.00
0351	04911000	DATA ROUTING SWITCH	04/16/03	$1,003.19	$0.00
0351	04912100	DATA ROUTING SWITCH	04/16/03	$1,003.19	$0.00
0351	05064000	APPLE IBOOK COMPUTER	06/30/03	$1,178.00	$0.00
0351	06234600	PHOLIPS 55" LCD TV	06/09/11	$1,097.00	$0.00
0351	04995300	MULTIMEDIA PROJECTOR	06/05/03	$1,349.29	$0.00
0351	04996600	MULTIMEDIA PROJECTOR	06/05/03	$1,349.29	$0.00
0351	04995000	MULTIMEDIA PROJECTOR	06/05/03	$1,349.29	$0.00
0351	04911200	DATA ROUTING SWITCH	04/16/03	$2,203.19	$0.00
0351	05152100	IBM COMMERCAIL SYSTEM LAPTOP	02/19/04	$1,359.83	$0.00
0351	04844800	LINE MARKER STRIPPER	05/08/03	$1,295.00	$0.00

0351	05764700	CAFÉ TABLE	08/30/07	$1,464.04	$0.00
0351	05764800	CAFÉ TABLE	08/30/07	$1,464.04	$0.00
0351	05764900	CAFÉ TABLE	08/30/07	$1,464.04	$0.00
0351	05765000	CAFÉ TABLE	08/30/07	$1,464.04	$0.00
0351	05765200	CAFÉ TABLE	08/30/07	$1,464.04	$0.00
0253	04666100	ID CARD PRINTER	07/19/01	$1,737.00	$0.00
0253	03034000	SHAMPOOER MACHINE	01/01/01	$1,172.38	$0.00
0253	06760100	BOXLIGHT PROJECTOR	05/17/17	$2,842.00	$0.00
0253	06760200	BOXLIGHT PROJECTOR	05/17/17	$2,842.00	$0.00
0252	06292100	POLYVISION ENO NEXTGEN	07/26/12	$1,643.00	$0.00
0252	06307400	POLYVISION ENO NEXTGEN	07/26/12	$1,643.00	$0.00
0252	06307500	POLYVISION ENO NEXTGEN	07/26/12	$1,643.00	$0.00
0252	06906000	HP SWITCH	12/22/17	$3,519.08	$0.00
0252	06291100	$1,231.25	07/25/12	$1,643.00	$0.00
0252	06247700	ENO BOARD NEXT GEN	07/15/11	$1,231.25	$0.00
0252	06291300	POLYVISION ENO NEXTGEN	07/25/12	$1,643.00	$0.00
0252	06120500	ENO ACTIVE BOARD	04/29/10	$1,129.00	$0.00
0252	06247800	ENO ACTIVE BOARD	07/15/11	$1,231.25	$0.00
0252	06291500	POLYVISION ENO NEXTGEN	07/25/12	$1,643.00	$0.00
0252	06247900	ENO ACTIVE BOARD	07/15/11	$1,231.25	$0.00
0252	06248000	ENO ACTIVE BOARD	07/15/11	$1,231.25	$0.00
0252	06291900	POLYVISION ENO NEXTGEN	07/25/12	$1,643.00	$0.00
0252	06248100	ENO BOARD NEXT GEN	07/15/11	$1,231.25	$0.00
0252	06248200	ENO ACTIVE BOARD	07/15/11	$1,231.25	$0.00
0252	06290900	ENO ACTIVE BOARD	07/15/11	$1,643.00	$0.00
0252	06290800	POLYVISION ENO NEXTGEN	07/25/12	$1,643.00	$0.00
0252	06290700	ENO ACTIVE BOARD	07/25/12	$1,643.00	$0.00
0252	06248300	ENO ACTIVE BOARD	07/15/11	$1,231.25	$0.00
0252	06290600	ENO ACTIVE BOARD	07/25/12	$1,643.00	$0.00
0252	06290500	ENO ACTIVE BOARD	07/25/12	$1,643.00	$0.00
0252	06290300	POLYVISION ENO NEXTGEN	07/25/12	$1,128.00	$0.00
0252	06290400	POLYVISION ENO NEXTGEN	07/25/12	$1,128.00	$0.00
0252	07161700	HP ELITE CASH REGISTER	10/19/18	$1,092.70	$0.00
0252	06083100	1997 EZ-GO	08/15/09	$1,200.00	$0.00
9210	07299800	HP NOTEBOOK	03/29/19	$1,224.56	$0.00
0211	07070200	COMPUTER SERVER	01/22/18	$3,147.42	$0.00

0211	07070300	K-8 SUPER CORE SOFTWARE	01/22/18	$1,350.00	$0.00
0261	06768800	PROMETHEAN ACTIVPANEL	08/04/17	$4,940.60	$0.00
0261	07111300	PROMETHEAN ACTIVPANEL	07/30/18	$4,117.08	$0.00
0261	07389200	PROMETHEAN ACTIVPANEL	6/032019	$3,021.05	$0.00
0261	07476000	PROMETHEAN ACTIVPANEL	12/06/19	$3,286.00	$0.00
0261	06396400	PROMETHEAN ACTIVPANEL	09/09/16	$4,021.15	$0.00
0251	06327700	BRETFORD LAPTOP CART	06/27/13	$2,599.95	$0.00
0251	06904700	HP SWITCH	12/22/17	$3,519.18	$0.00
0251	05977100	INTERACTIVE WHITE BOARD	05/22/08	$1,194.00	$0.00
0251	06022700	DELL FILESERVER	09/11/08	$2,694.00	$0.00
0251	05546600	TOSHIBA MULTI-MEDIA PROJECTOR	01/19/05	$1,346.58	$0.00
0251	05655100	POWERHEART AED	08/10/06	$1,339.00	$0.00
0251	05786300	IBM LAPTOP COMPUTER	06/21/07	$1,060.00	$0.00
0251	04754500	TREATMENT TABLE	03/14/02	$1,000.00	$0.00
0251	05423000	EDUCATOR LAMINATOR	06/30/05	$1,236.90	$0.00
0251	05148900	IBM COMPUTER SYSTEM	02/05/04	$1,359.83	$0.00
0251	05081600	EPSON POWERLITE PROJECTOR	10/18/03	$1,466.71	$0.00
0251	03191300	HOSPITAL BED	04/19/95	$1,751.80	$0.00
0251	03484800	HOSPITAL STRETCHER	12/04/96	$1,506.00	$0.00
0251	02871900	TOTE TRAY CABINET	01/06/93	$1,333.00	$0.00
0251	06253100	DEL LAPTOP	10/13/11	$1,221.50	$0.00
0251	06230500	DELL FILESERVER	06/30/11	$5,294.13	$0.00
0251	06252700	DEL LAPTOP	10/13/11	$1,221.50	$0.00
0251	04858100	TOSHIBA COPIER	10/24/02	$1,350.00	$0.00
0251	04899300	MULTIMEDIA PROJECTOR	03/06/03	$1,550.00	$0.00
0251	04848900	SHREDDER PAPER	09/26/02	$1,016.95	$0.00
0251	05070600	IBM COMPTER SERVER	08/21/03	$3,068.00	$0.00
0251	04367600	PROSIMA LCD PROJECTOR	05/11/00	$3,399.00	$0.00
0251	02999300	PA SOUND SYSTEM	05/01/92	$3,000.00	$0.00
0251	04371900	DIGITAL CAMCORDER	09/30/99	$3,275.00	$0.00
0251	04573000	DIGITAL CAMERA	11/30/00	$1,258.00	$0.00
0251	05976900	INTERACTIVE WHITE BOARD	05/22/08	$1,194.00	$0.00
0251	04706500	LUMANS LCD PROJECTOR	11/08/01	$3,214.00	$0.00
0251	04569800	DIGITAL CAMERA	10/26/00	$1,324.00	$0.00

0251	04749400	HP PRINTER	02/21/02	$6,225.00	$0.00
0251	03381300	STEREO SYSTEM	06/26/96	$1,076.95	$0.00
0251	05068100	CONDUCTORS SYSTEM	09/11/03	$1,523.00	$0.00
0251	05098900	FLEXXIBLE FURNITURE WALL	02/26/04	$1,215.00	$0.00
0251	04192600	COMPUTER UNIT	08/12/98	$1,294.00	$0.00
0251	05831300	APPLE IMAC 17	08/23/07	$1,086.00	$0.00
0251	06306100	DELL POWER SERVER	09/27/12	5/131.02	$0.00
0251	06253400	DELL LATITUDE LAPTOP	10/13/11	$1,221.50	$0.00
9002	06365000	FRANKE EVOLUTION ESPRESSO MACHINE	08/01/15	$10,300.00	$0.00
9002	06064200	SS CAN RACK	03/16/09	$1,220.51	$0.00
9002	06000100	MAYTAG RANGE	06/30/08	$1,125.88	$0.00
9002	06000200	MAYTAG FRIDGE	06/30/08	$1,849.88	$0.00
9002	05043400	30 QT. MIXER	01/16/03	$9,219.00	$0.00
9005	05419100	MEDIUM PACER	05/12/05	$1,935.00	$0.00
9005	06074600	MOBILE CHAIR	06/04/09	$1,590.00	$0.00
9005	04324900	DYNAMIC STANDER	06/30/99	$1,495.00	$0.00
9005	05565600	TOILETING SYSTEM	01/19/06	$1,208.00	$0.00
9005	05858000	DEVICE TECH/SPEAK	08/23/07	$1,043.00	$0.00
9005	04750600	PRONE STANDER	07/18/02	$1,230.00	$0.00
9005	05418900	DYNAMIC STANDER	05/12/05	$3,080.00	$0.00
9005	04477700	DYNAMIC STANDER	05/18/00	$1,825.00	$0.00
9005	02887900	MOBILE ADAPTER STANDER	01/19/93	$1,000.00	$0.00
9005	05105100	LARGE SEATING SYSTEM	01/22/04	$1,104.00	$0.00
9005	05105200	SUPINE BOARD	01/22/04	$1,300.00	$0.00
9005	05311100	PACER GAIT TRAINER	10/21/04	$1,206.00	$0.00
9005	05401400	DYNAMIC STANDER	12/15/04	$2,575.00	$0.00
9005	06123300	MEDIUM PACER	05/14/10	$2,486.25	$0.00
9005	04436000	DYNAMIC STANDER	02/17/00	$1,525.00	$0.00
9005	03030500	PUPPET WHEELCHAIR	06/29/94	$1,032.22	$0.00
9005	05094800	GAIT TRAINER	12/11/03	$1,449.00	$0.00
9005	05023700	MEDIUM GAIT TRAINER	08/07/03	$1,147.00	$0.00
9300	05088500	IBM LAPTOP COMPUTER	12/11/03	$1,301.00	$0.00
9300	05554601	LAPTOP	01/12/06	$1,000.00	$0.00
9300	04200300	DESK UNIT	09/02/98	$1,163.99	$0.00
9300	04200200	DESK UNIT	09/02/98	$1,163.98	$0.00

9300	05273800	IBM THINKPAD LAPTOP	07/22/04	$1,549.00	$0.00
9300	04834600	IBM COMPUTER UNIT	08/08/02	$1,138.00	$0.00
9600	06313800	APPLE IMAC 21.5	11/26/12	$1,543.68	$0.00
9600	06235600	EXPLORER PLUS CAMERA SYSTEM	06/22/11	$1,000.00	$0.00
9600	04170400	AIR COMPRESSOR	05/27/98	$1,697.00	$0.00
9600	1000006327	LENOVO THINKPAD LAPTOP	03/09/21	$1,114.53	$0.00
9220	06907000	HP SWITCH	12/22/17	$3,519.08	$0.00
9220	04274100	DESK UNIT	02/25/99	$1,216.04	$0.00
9220	04207300	DESK UNIT	07/25/98	$1,270.00	$0.00
9220	04789200	IBM PRINTER	05/16/02	$4,080.00	$0.00
9220	05069800	GREENLEE TEXTRON CABLE TESTER	07/08/04	$1,749.75	$0.00
9220	04998000	ROUTING SWITCH	05/29/03	$1,005.00	$0.00
9220	05670200	POWER SUPPY	11/16/06	$30,874.00	$0.00
9220	06006500	HP PROCURVE SWITCH	06/25/08	$1,389.00	$0.00
9220	04813600	ROUTING DATA SWITCH	06/20/02	$2,931.00	$0.00
9220	04813700	ROUTING DATA SWITCH	06/20/02	$2,931.00	$0.00
9500	04934800	TRAINING FIRE ALARM PANEL	05/22/03	$1,200.00	$0.00
9500	02882600	OSCILLOSCOPE	02/17/93	$1,356.25	$0.00
9500	03528200	WIRE/CABLE LOCATOR	04/16/97	$4,494.77	$0.00
9500	04104900	COMPUTER MONITOR ANALYZER	01/07/98	$3,795.00	$0.00
9500	04298000	WAVE FORM ANALYZER	03/25/99	$2,870.00	$0.00
9500	04320700	MOD FURNITURE SYSTEM	09/02/99	$3,665.81	$0.00
9500	06789900	DESKTOP LABEL PRINTER	09/27/17	$1,195.81	$0.00
9500	03114000	LEVEL DISC	01/11/95	$1,095.00	$0.00
9500	04319600	HAND HELD CABLE LOCATOR	05/20/99	$1,887.00	$0.00
9500	04181300	TV ANALYZER	05/30/98	$1,995.00	$0.00
9500	03364500	HIGH VOLT FAULT LOCATOR	05/15/96	$1,641.00	$0.00
9500	05605300	RF SIGNAL METER	05/25/06	$1,131.63	$0.00
9500	03126600	SIGNAL LEVEL METER	02/16/95	$2,540.24	$0.00
0271	06368900	IREADY DIAGNOSTIC MATH & READING	10/01/15	$3,500.00	$0.00
0271	06905900	HP SWITCH	12/22/17	$3,519.08	$0.00

Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name: No Financial Impact

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

Account Name:

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

B. Item Currently Not Budgeted -**

Funding Source:

Account Name:

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Amount $

Funding Source:

Account Name:

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Amount $

C. History

Check one:
Prior Year Budget: ○
New for Current Year: ○

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****

Hernando School District

School Board Regular Meeting

Agenda Item # 15. 26-3877 6/23/2026

Title and Board Action Requested
Approve the Deletion of Surplus Property from District Inventory Records.

Executive Summary
The Director of Purchasing and Warehousing on behalf of the Superintendent of Schools, hereby requests the Board's approval to delete surplus property from inventory records. A list of the surplus items is attached. The Warehouse and Property Control Department will schedule a public auction with the District's retained auctioneer services vendor, Atkinson Auctioneers, to conduct the auction. Schools and departments will be notified of the property items available for preview prior to the auction and sale.

My Contact
Christopher Reckner, Director of Purchasing and Warehousing
352-797-7060

2023-28 Strategic Focus Area
Other

Financial Impact
ESTIMATE $150,000.00 revenue generated. See attached budget sheet. If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

PALLET #	DESCRIPTION	PROPERTY #	AQRD DATE	AQRD PRICE	LOCATION	PRICE
500	2004 IC BUS (402)	05084900	02/12/04	$79,246.85	9600	
501	2005 IC BUS (415)	05311900	03/10/05	$80,538.85	9600	
502	2005 IC BUS (417)	05312100	03/10/05	$80,538.85	9600	
503	2005 IC BUS (419)	05312300	03/10/05	$80,538.85	9600	
504	2004 THOMAS (424)	05312800	10/01/04	$70,269.85	9600	
505	2004 THOMAS (425)	05312900	10/01/04	$70,269.85	9600	
506	2004 THOMAS (428)	05313200	10/01/04	$70,269.85	9600	
507	2004 THOMAS (429)	05313300	10/01/04	$70,269.85	9600	
508	2006 THOMAS (446)	05548800	07/27/06	$74,021.85	9600	
509	2006 THOMAS (451)	05549300	07/27/06	$74,021.85	9600	
510	2006 THOMAS (452)	05549400	07/27/06	$74,021.85	9600	
511	2006 THOMAS (453)	05549500	07/27/06	$74,021.85	9600	
512	2006 THOMAS (454)	05549600	07/27/06	$74,021.85	9600	
513	2006 THOMAS (456)	05549800	07/27/06	$74,021.85	9600	
514	2006 THOMAS (458)	05550000	07/27/06	$74,021.85	9600	
515	2006 THOMAS (460)	05550200	07/27/06	$74,021.85	9600	
516	2006 THOMAS (464)	05550600	07/27/06	$74,021.85	9600	
517	2007 THOMAS (467)	05661600	05/30/07	$74,041.85	9600	
518	2007 THOMAS (468)	05662400	05/30/07	$74,041.85	9600	
519	2007 THOMAS (469)	05662500	05/30/07	$74,041.85	9600	
520	2007 THOMAS (470)	05662100	05/30/07	$74,041.85	9600	
521	2007 THOMAS (471)	05661900	05/30/07	$74,041.85	9600	
522	2007 THOMAS (472)	05661500	05/30/07	$74,041.85	9600	
523	2007 THOMAS (473)	05661800	05/30/07	$74,041.85	9600	
524	2007 THOMAS (474)	05661100	05/30/07	$81,199.85	9600	
525	2007 THOMAS (483)	05661700	05/30/07	$74,041.85	9600	
526	2007 THOMAS (485)	05661200	05/30/07	$74,041.85	9600	
527	2010 BLUEBIRD (508)	06130600	04/15/10	$99,457.10	9600	
528	2010 BLUEBIRD (509)	06130700	04/15/10	$99,457.10	9600	

529	2010 BLUEBIRD (510)	06130800	04/15/10	$99,457.10	9600
530	2010 BLUEBIRD (513)	06130300	04/15/10	$99,457.10	9600
531	2010 BLUEBIRD (514)	06129900	04/15/10	$99,457.10	9600
532	2010 BLUEBIRD (515)	06130200	04/15/10	$99,457.10	9600
533	2010 BLUEBIRD (516)	06130500	04/15/10	$99,457.10	9600
534	2010 BLUEBIRD (517)	06130400	04/25/10	$99,457.10	9600

PAYMENT

Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name _____

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

Account Name _____

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

B. Item Currently Not Budgeted -**

Funding Source GENERAL FUND

Account Name SALE OF SURPLUS PROPERTY (REVENUE)

Account Number

1100	3493	0000	9006	00000	
Fund	Function	Object	Cost Center	Project	Sub Project

Amount $ 150,000.00 ESTIMATED

Funding Source _____

Account Name _____

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Amount $ _____

C. History

Check one:
Prior Year Budget: ○
New for Current Year: ⊗

Prior Year Approved Budget: $ 0

Prior Year Actual Spent: $ 0

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****

Hernando School District

School Board Regular Meeting

Agenda Item # 16. 26-3839 6/23/2026

Title and Board Action Requested

Approve the Purchase Order in the amount of $200,000 to BloomBoard for the renewal of the Associate Teacher Program

Executive Summary

The Director of Human Resources, on behalf of the Superintendent of Schools, hereby requests the Board approve a purchase order for BloomBoard to support the continuation of the Associate Teacher Substitute (ATS) program, originally implemented during the 2023-2024 school year.

Since its inception, the program has produced 26 graduates as of the conclusion of the 2025-2026 school year, with an additional 37 participants currently enrolled. Funding for this initiative, along with related efforts such as mentor supplements and alternative certification retention supports, is provided through vacancy funds and does not result in any additional cost to the general fund. This strategic use of vacancy funds allows the District to invest in the development of future certified educators, many of whom are valued members of our community and have previously served as paraprofessionals or in other instructional support roles.

My Contact

Alexis Brown
Director of Human Resources
352-797-7000 ext. 70445

2023-28 Strategic Focus Area

Priority 2: Talent Management

Financial Impact

See attached budget sheet.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

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BloomBoard

Hernando County School District
and
BloomBoard

"Learn It" University Program Proposal

Presented to

Alexis Brown, Human Resources Director
Ray Pinder, Superintendent of Schools

Presented by

Michelle Licata, Ed.D.
Senior Partnerships Manager
754-262-6067
michelle.licata@bloomboard.com

May 13, 2026

Proposal Expiration: June 30, 2026

Kelly A. Pogue
Approved as to Form
by WSH Attorney
06/09/2026 09:25 am

THE MATERIAL CONTAINED HEREIN IS CONFIDENTIAL AND IS SUBJECT TO RESTRICTIONS ON ITS DISCLOSURE. The recipient hereof acknowledges that the information contained herein is the exclusive, proprietary, and confidential property of BloomBoard Inc. (BBI) and shall be at all times regarded, treated and protected as such by the Recipient.

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PROPOSAL SUMMARY

BloomBoard, Inc. ("**BBI**") is a talent development company with a core focus in supporting the preparation, advancement, and retention of PreK-12 educators. BBI partners with school districts across the country to embed educator advancement programs into the day-to-day logistics of the classroom. The fully accredited, portfolio-based degree and certification programs offered on its cloud-based technology platform (the "**BBI Platform**") are tailored to honor educators' valuable time while effectively attracting and retaining top-tier talent. BBI works with a diverse array of higher education institutions to offer its district partners affordable residency-like degree and certification programs that develop educators' skills and advance their careers through a unique on-the-job learning model.

The Hernando County School District ("**HCSD**") is the leading catalyst and advocate for public education on the west, central coast of Florida. HCSD educated approximately 23,000 students in grades Pre-K-12 across 23 schools. HCSD employs almost 1,500 teachers. In the HCSD Strategic Plan published in 2018, the district established five Pillars to direct its collective focus and resources over the next five years. One of the Pillars is titled "People," with the objective of strategically recruiting, developing, and retaining quality staff by providing staff with the appropriate coaching, support, and professional learning opportunities:

> Hernando County School District, Pillar 2 lists three objectives, at the time of this proposal, two of which can be satisfied using BloomBoard programs (with the third coming soon):
>
> - *Objective A: enhance recruitment and hiring process.*
> - *Objective B: Build leadership capacity at all levels* (program coming soon through BloomBoard)
> - *Objective C: increase the employee retention rate of qualified personnel.*
>
> (HCSD Strategic Plan, Pillar 2)

To assist Hernando County School District in achieving these objectives and addressing the current teacher recruiting challenges, BBI is prepared to work with HCSD to offer the following unique Educator Advancement Program (the "**Program**") to HCSD staff and teachers. This Program will assist the Hernando County School District in its efforts to recruit, develop, and retain highly qualified staff.

> Bachelor's Degree Programs: These Programs provide job-embedded coursework, coaching, and classroom experience to enable aspiring educators to complete the credit hours necessary to earn a fully accredited Bachelor's Degree in Early Childhood Education, Elementary Education, and/or Special Education (the "**B.S. Degree Programs**") and be eligible to apply for a teaching certificate pending compliance with all relevant state requirements.

The Program courses are offered by BBI's higher education partners on the BBI Platform. Prior to commencing cohort engagement, BBI and the District will engage in a planning session to confirm the Program components to be prioritized by HCSD, the number of participants who will enroll in the Program(s), and the desired Program timing. BBI and HCSD will plan the launch dates for each

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Program cohort and work together to promote the opportunities within the HCSD community. Concurrently, BBI will also provide registered apprenticeship process management consulting services to the District if requested, as detailed in the next section of this proposal.

Program Components

The Educator Advancement Programs offered by BBI's university partners on the BBI Platform require learners to participate actively in a combination of portfolio-based activities, from actual classroom practice. The number of courses and credit hours within a Program will vary depending upon the Program selected. Each course within a Program includes a set of portfolio-based unit assessments. Participants will have access to collaboration tools on the BBI Platform, which they can use to engage with cohort peers and faculty as they work through the unit assessments within each course. Faculty provide coaching and lead synchronous classes to guide participants through learning activities and portfolio development. Learning activities build upon key concepts with research, case studies, and other examples. Synchronous office hours include structured collaborative discussions and support for various learning activities, portfolio creation, and platform navigation. Participants demonstrate their knowledge and skill by submitting a specific portfolio of artifacts for each unit.

If desired by the District, BBI can also provide strategic consultation, design support, and technical assistance to help the district obtain Registered Apprenticeship ("RA") approval from the U.S. Department of Labor ("USDOL") for qualifying Programs. A Registered Apprenticeship confers a nationally recognized credential for apprentices and may unlock state and federal workforce dollars to fund the Program(s).

If the District's state or commonwealth provides funding for RA programs, and the district is interested in pursuing that funding, BBI can provide strategic consultation, design support, and technical assistance at no additional cost to help the District obtain RA program approval from the USDOL for qualifying Programs. RA programs require districts to provide additional information about applicants and complete compliance tasks in accordance with USDOL regulations, including, but not limited to:

- Salary schedules for classified staff and teachers
- Signing of various official RA program documents
- Tracking and maintenance of demographic data of all program applicants (e.g., names, addresses, race/ethnicity, gender, Veteran status, etc.)
- Systematic tracking of basis of selection for all applicants (e.g., assigning application and interview scores)
- Use of USDOL templates for apprentice progress tracking by mentors

If the District elects to pursue RA program approval and related funding opportunities, the District must commit to completing the required application and compliance tasks. BBI will support the District in completing these tasks.

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District Expectations and Assurances

HCSD will operate under the following expectations and assurances:

- HCSD will identify participants for enrollment in the Bachelor of Science Programs,
- HCSD will pay the District's portion of the Program fees for each participant in a timely manner, consistent with the District Investment outlined in the Pricing section of this proposal.
- For the residency components of the Program(s) to be successful, HCSD will agree to abide by the applicable Programmatic Assurances set forth in Appendix A, which are also incorporated by reference into BBI's Educator Advancement Program Terms and Conditions.
- Unless otherwise compelled via legal request (e.g. FOIA, etc.), HCSD will keep the terms of this agreement strictly confidential and will not share any structure or pricing information with outside parties without express written consent from BBI.
- HCSD will ensure that all participants are prepared to connect to the BBI Platform to engage in the Program(s) according to the following technical requirements:
    - The BBI Platform used to deliver the Program courses and unit assessments currently supports SSO utilizing SAML2.0.
    - Browser compatibility – Chrome and Safari are recommended for full Platform functionality. Due to lack of CSS support, Internet Explorer is not advised.
    - No third-party browser plugin software is required for full Platform functionality (e.g. Flash, Java, etc.)

Bloom Board Expectations and Deliverables

Through this partnership, BBI will operate under the following expectations and is committed to providing the following deliverables:

- BBI will support HCSD in its efforts to identify participants for enrollment in the Bachelor's Degree Program.
- BBI will provide support to HCSD to enable the district to implement the Program(s) consistent with the applicable Programmatic Assurances set forth in Appendix A.
- BBI will coordinate with BBI's university partners on an ongoing basis to facilitate successful Program implementation and timely issuance of credit hours and degrees by BBI's university partners to successful Program candidates.
- BBI will provide all Program participants with access to BBI Platform licenses to engage in the Program courses and unit assessments. Platform access will include portfolio submission and review tools and services, virtual collaboration and facilitation tools and services, and access to public and private resources associated with each unit.
- With leadership from the HCSD team, the BBI Educator Success Team will support the expansion of the Programs based upon the results of this implementation.

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TIMELINE

High-Level Project Plan (Tentative and Subject to Change):

- **Fall 2025:** HCSD and BBI sign a partnership agreement.
- **Fall 2025:** HCSD and BBI engage in planning sessions to determine the implementation plan, launch dates, and cohort numbers for the Bachelor's Degree program. BBI supports HCSD in the District's efforts to identify participants to enroll in the Program cohorts, including the creation and distribution of promotional materials, communication plans, and implementation plans.
- **November 2025:** Program participants will complete the application process to become students of BBI's university partners, and HCSD and BBI will launch the first Program cohorts.
- **Ongoing Throughout Program Term**: BBI and HCSD will support participants as they engage in the Program coursework and unit assessments using the BBI Platform. Ongoing technical support is available through BBI's online help center.
- **Ongoing Throughout Program Terms**: BBI and HCSD leadership will engage in semi-regular check-in calls, as needed, to discuss Program feedback, onboarding logistics, and partnership successes and challenges.
- **Spring/Fall 2026:** The BBI Educator Success Team and HCSD staff will conduct a mid-Program check-in to assess the progress of the Program participants and determine potential Program course corrections and/or subsequent next steps.
- **Spring 2026:** The BBI Educator Success Team and HCSD will meet to assess the outcomes of the initial implementation year and discuss Program expansion options for Academic Year 2026-2027.

PRICING

Total Cost: $74,950

- **Bachelor's Degree Program Fees:**

  Two-Year AA > BS Program
  - **TUITION:** $30,000 per participant in total tuition for the standard two-year program (excluding federal financial aid and apprenticeship funding subsidies).
  - **DISTRICT INVESTMENT:** Per year per participant, total District investment payment due upon enrollment:
    - $7,495 per year for two years ($14,990 total)
    - **Total District Investment:** 5 participants X $14,990 = $74,950
  - **ANTICIPATED PARTICIPANT AID**: $6,050 expected contribution per year per participant. The actual participant contribution may vary depending upon the total amount of additional funding sources, including financial aid, workforce funding, and the final District Investment. Should financial aid fall below this threshold, District agrees to pay for the shortage thereby ensuring District's participants have no out of pocket expense for the program.

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- **Additional Fees to be Paid by Participants:** Participants will be required to pay certain non-tuition fees directly to BBI's IHE partner, including but not limited to application, graduation, transcript, technology, and materials fees.

- **NOTE**: Depending upon the outcome of the transcript review conducted by BBI's IHE partner, some participants may be required to take additional courses to fulfill the requirements of the degree Program. Tuition for such courses will be billed at the time the participants are required to enroll in the additional courses.

Upon execution of a binding contract, this Proposal will be governed by the BloomBoard Educator Advancement Program Terms and Conditions, along with any attached Scope of Work or Sales Order. Together, these documents will collectively constitute the 'Agreement' between BloomBoard and the entity to which this Proposal is addressed.

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Appendix A: Programmatic Assurances

Definitions

- **Mentor Teacher:** The teacher who will be reasonably available to the resident during working hours to provide feedback, advice, and/or guidance and is willing to provide mentorship/guidance to the resident as progress is made through the program.
    - The mentor must meet university and/or state requirements for mentors under which the candidate completes student teaching requirements. These requirements apply for mentors during the internship semester(s). There is flexibility with other semesters. When necessary, the mentor may be a school administrator or instructional coach who meets the state requirements and works with the candidate and the teacher whose class the resident is working in. Florida mentors must have:
        - completed clinical education training program (training offered online),
        - five years of teaching experience,
        - reading endorsement,
        - ESOL endorsement,
        - teaching license at the level that you are providing mentorship for (early childhood, elementary, exceptional student), and
        - an "effective" or above rating in three most recent evaluations.
    - This teacher's classroom will typically serve as the primary residency placement, the place in which the candidate can observe, work one-on-one with students, lead small groups, and teach whole classes as required by clinical hours and student teaching. As necessary, this teacher will assist the candidate in identifying other placements to engage in clinical experiences and/or student teaching.
- **Organizational Lead**: An individual within the system who is able to coordinate with mentors, coordinate schedules and navigate decision making regarding the residents' time, monitor resident progress, and support interventions, as needed.
- **Time in Residence**: Time each day/week in which the resident is working on program assignments, observing teaching, and teaching or co-teaching in one-on-one, small group, or whole group settings, usually under the supervision of the mentor.

Assurances

1. **Clinical Residency**: The district shall allow candidates to complete field experience and student teaching requirements, as set forth by Barry University and the Florida Department of Education. Each candidate shall have regularly scheduled time (e.g., one period per day or the equivalent of five periods per week) in their residency placement to work on coursework, do observations, and practice teaching methods as required by the coursework.

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a) **Class Authority**: Each candidate must have a similar level of access and permissions as would typically be afforded to a student teacher completing a clinical placement, including the opportunity to regularly lead lessons, make instructional decisions (e.g., pacing, grouping of students, formative assessment methods, etc.), interact with parents, and review pertinent information about their students in accordance with school/school system policies, as required by the coursework. Residents also need to either own or co-own the classroom space and culture, including the opportunity to establish norms and routines.

b) **Access to Curriculum**: Each candidate shall be provided with curriculum and instructional materials in each subject area they are assigned to teach, including but not limited to a scope and sequence, unit plans, necessary texts, detailed lesson plans, assessments, and student-facing materials. While candidates may make adjustments to lessons to meet the needs of students, they should not be expected to develop their own instructional materials.

c) **Permission to Video**: The District shall permit candidates to record video for artifacts as needed for assignments, for the purpose of submitting them to the BloomBoard platform for analysis and review by Barry University faculty. The District shall ensure candidates understand the necessary permissions for adhering to school/school system policies regarding student and employee privacy. The District will work with the Union as necessary to ensure candidates have this permission.

d) **Placement**

i) **Early Childhood Program Candidates:** Each candidate shall ideally be assigned to an early childhood (Pre-K) or lower elementary (K–2) placement during their time in residency, and have access to a group of students for four to six weeks at a time (as opposed to changing classrooms every day). If the candidate is placed in an early childhood (Pre-K) setting, they will need access to K–2nd grade level classroom to complete some assignments, particularly during methods coursework. When completing specialization coursework, candidates should have access to Pre-K or Kindergarten classrooms to complete some assignments.

ii) **Elementary Program Candidates**: Each candidate shall ideally be assigned to a general education 1st through 6th grade elementary classroom, during their time in residency, and have access to a group of students for four to six weeks at a time (as opposed to changing classrooms every day). Candidates may be placed in a Kindergarten classroom for their residency but will need access to 1st through 6th grade level classroom to complete some assignments, particularly during methods coursework.

iii) **Special Education Program Candidates**: Each candidate shall work with students who have IEPs in a K-12 placement and work on content-based coursework (math, ELA, science, social studies) aligned to the state content standards during their time in residency when completing content-specific coursework.

iv) **Every Subject Area**: Each candidate shall have the ability to teach in each subject area (ELA, math, science, and social studies) as needed during terms in which the candidate is taking specified methods coursework, if not self-contained.

2. **Local Candidate Support**

a. The mentor will be reasonably available to the resident during working hours to provide feedback, advice, and/or guidance. If the candidate is a long-term sub or teacher of record, the

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ideal mentor is one with the same grade and subject assignments such that they share a curriculum, or be an instructional coach for the participant.

b. The District shall ensure that all mentors attend program orientation and training.

3. **FAFSA and other Grants**: As determined by the district funding strategy, candidates will apply for FAFSA and other identified and agreed upon federal, state, and/or local funding opportunities, as well as additional available federal and state funding for the residency program annually or on the timeline required by the program.

4. **Best Practices**: The district acknowledges the following best practices and agrees to consider them.
   a. Candidate Agreement with District (MOU): Utilize a memo/commitment of understanding (template) with candidates, stipulating the terms of the benefit including costs, repayments and employment requirements.
   b. Principals: Ensure principals at participating schools attend a BBI information session and provide their candidate(s) the time, resources, and access to classrooms necessary to engage in the program coursework, complete the assignments, and meet university field experience hours, including student teaching requirements.
   c. Organizational Lead: Assign a senior-level instructional coach or curriculum director as Organizational Lead. This person shall: attend Program training(s); regularly and consistently communicate with BBI to track participant progress and support program implementation; and coordinate with BBI to train mentors, principals, and other staff as needed.
   d. Program candidates should receive the same informational communications and be invited to attend the same professional development and meetings as teachers with similar grade/subject assignments, as appropriate. Districts provide initial orientation on the following topics: ethics/professional conduct rules, FERPA, technology-related policies, and any policies specific to the school/system.
   e. When videotaping classrooms with students and/or school staff, work with candidates to accommodate for students or staff who have not given permission to be on video – this can often be accomplished by having those individuals sit out of the range of the camera and/or placing them with the backs of their heads to the camera.

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BloomBoard

Payment correspondence:
accountsreceivable@bloomboard.com

211 N Whitfield St
Floor 7
Pittsburgh, PA 15206

Order Number	00005418
Created Date	5/13/2026
Expiration Date	6/26/2026
Contract Start Date	7/1/2026
Contract End Date	6/30/2026
Contact Name	Alexis Brown
Account Name	Hernando County School District
Opportunity ID	Opp#-009723

Prepared By	Michelle Licata
Email	michelle.licata@bloomboard.com

Bill To Name	Hernando County School District
Bill To	919 North Broad Street Brooksville, Florida 34601 United States

Product	List Price	Anticipated Participant Aid*	Discount	Sales Price	Quantity	Total Price
Barry - (FL) Bachelor of Science in Education - Infancy-Early Childhood, Early & Middle Childhood, or Special Education K-12 - (60 credits)	$30,000.00	$12,100.00	$2,910	$14,990.00	5.00	$74,950.00

Grand Total $74,950.00

Terms and Conditions

This Sales Order incorporates and is subject to the BBI Terms and Conditions set forth at https://bloomboard.com/terms/program-terms-and-conditions/and the attached agreement (collectively the "Agreement"). The Agreement constitutes a binding contract entered into by and between BloomBoard, Inc. a Delaware corporation with its principal place of business at 211 N Whitfield St. Floor 7 Pittsburgh, PA 15206 ("BBI") and the entity listed below as the Client ("Client").

Additional Fees to be Paid by Participants: Participants may be required to pay certain non-tuition fees directly to BBI's EPP partners, including but not limited to application, graduation, and transcript fees. Participants may also be required to pay licensure fees established by their state department of education and fees required to take the teacher certification exams. These fees are in addition to the prices set forth in this Sales Order.

District Investment Rollover: If the District remits the fees set forth in this Sales Order to BBI but does not enroll the number of participants specified above, the District may apply unused fees to enroll participants in future programs ("Rollover Funds"). Provided, however, the fees set forth in this Sales Order reflect the tuition rates as of the date of this Sales Order and are subject to change. Therefore, if the District applies Rollover Funds to enroll participants in a future program, the fees due from the District for such programs will be based upon the approved tuition rates intended to be in effect at the time of such enrollment, and BBI will incorporate the then-approved tuition rates into any new Sales Order and invoice the District accordingly.

Invoicing Schedule: Charges due shall be payable thirty (30) days from the invoice date.
Annual invoicing based on actual enrollment.

*Anticipated Participant Aid

On average, participant financial aid from Pell, grants, and other applicable sources is expected to be $12,100 per participant. Should financial aid fall below this threshold, District agrees to pay for the shortage thereby ensuring District's participants have no out of pocket expense for the program.

Acceptance of Terms

CLIENT

Signature: _____

Name: _____

Title: _____

Date: _____

BBI

Signature: Signed by: Sanford Kenyon E9FE91C81B494B7...

Name: Sanford Kenyon

Title: Chief Executive Officer

Date: 5/13/2026

Email address of person responsible for Invoices:

_____

Invoices are sent from **quickbooks@notification.intuit.com** — please add to your safe senders list to prevent delivery issues.

Kelly A. Pogue
Approved as to Form
by WSH Attorney
06/09/2026 09:24 am

6/16/2026 1:36:17 PM
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BloomBoard

Payment correspondence:
accountsreceivable@bloomboard.com

5401 Walnut Street
Suite 200
Pittsburgh, PA 15232

Order Number	00005299
Created Date	4/29/2025
Expiration Date	6/30/2025
Contract Start Date	1/5/2026
Contract End Date	6/27/2026
Contact Name	Ray Pinder
Account Name	Hernando County School District
Opportunity ID	Opp#-009074

Prepared By	Michelle Licata
Email	michelle.licata@bloomboard.com

Bill To Name	Hernando County School District
Bill To	919 North Broad Street Brooksville, Florida 34601 United States

Product	Sales Price	Quantity	Total Price
Bachelor of Science in Education (Infancy-Early Childhood, Early & Middle Childhood, or Special Education K-12)	$14,990.00	10.00	$149,900.00

Grand Total $149,900.00

Terms and Conditions

The parties agree that for the January 2026, Barry University First Cohort, Client elects to be invoiced for the total fees due under this Agreement in two annual installments in the following amounts:

January 2026 Invoice (Year 1): 10 participants = $74,950

January 2027 Invoice (Year 2): 10 participants = $74,950

Invoices will be billed on the number of enrolled participants.

Acceptance of Terms

CLIENT

Signature: Shannon Rodriguez

Name: Shannon Rodriguez

Title: Board Chair

Date: 6/24/25

Email address of person responsible for Invoices:

BBI

Signature: DocuSigned by: Sanford Kenyon E9FE91C81B494B7...

Name: Sanford Kenyon

Title: Chief Executive Officer

Date: 4/29/2025

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BloomBoard

Payment correspondence:
accountsreceivable@bloomboard.com

5401 Walnut Street
Suite 200
Pittsburgh, PA 15232

Order Number	00005186
Created Date	5/9/2024
Expiration Date	6/30/2024
Contract Start Date	7/1/2024
Contract End Date	6/30/2027
Account Name	Hernando County School District
Opportunity ID	Opp#-008658

Prepared By	Michelle Licata
Email	michelle.licata@bloomboard.com

Bill To Name	Hernando County School District
Bill To	919 North Broad Street Brooksville, Florida 34601 United States

Product	Product Code	Line Item Description	Quantity	Subtotal	Total Price
Full Bachelor's Degree Program (120 credits)		5 @ $9,950 (X 3 years)	5.00	$149,250.00	$149,250.00
Teacher Apprenticeship-based Bachelor's Degree Program	DPB-BB-00001	15 @ $7750 (x 2 years)	15.00	$232,500.00	$232,500.00

Grand Total $381,750.00

Terms and Conditions

This Sales Order incorporates and is subject to the Terms and Conditions (https://bloomboard.com/terms/program-terms-and-conditions/) and any attached Scope of Work or Proposal document, collectively the "Agreement", and constitutes a binding contract entered into by and between BloomBoard, Inc. a Delaware corporation with its principal place of business at 5401 Walnut St. Suite #200 Pittsburgh, PA 15232 ("BBI") and the entity listed below as the Client ("Client").

The Parties agree that, for Cohort 4, Client elects to be invoiced for the total fees due under this Agreement in three annual installments in the following amounts. Client shall pay the installments within the time period set forth on the respective invoices.

January 2025 Invoice (Year 1): 20 participants = $166,000 (5 participants at $9,950 each + 15 participants at $7,750 each)
January 2026 Invoice (Year 2): 20 participants = $166,000 (5 participants at $9,950 each + 15 participants at $7,750 each)
January 2027 Invoice (Year 3): 5 participants at $9,950 each = $49,750

Additionally, Client acknowledges that, per the attached sales orders, the following fees will be invoiced in the 2024-2025 school year.

Sales Order 5055: $112,500 due July 2024 (Year 2 of Cohort 1)
Sales Order 5168: $97,500* due January 2025 (Year 2 of Cohort 2)

*Original year 2 invoice amount of $105,000 reduced by $7,500 to account for the delayed start of one participant. BloomBoard will invoice for Year 2 of that participant in July 2025.

Acceptance of Terms

CLIENT

Signature: Linda K. Prescott
Name: Linda K. Prescott
Title: Board Chair
Date: 6/25/24

BBI

Signature: DocuSigned by: Sanford Kenyon E9FE91C81B494B7...
Name: Sanford Kenyon
Title: Chief Executive Officer
Date: 6/4/2024

Email address of person responsible for invoices:

Approved as to form & content for HCSD:
Kevin M. Sullivan
Attorney, BGR&H
6:10 pm, Jun 13, 2024

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Customer: Hernando County SD

Date	Term	No.	Customer	Amount	Status	Payment Date
07/01/2026	Fall 2026 Year 1	XXXX	Hernando County SD	74,950.00	NEW	
01/01/2027	Spring 2025 Year 3	1542	Hernando County SD	49,750.00	OPEN	
01/01/2027	Jan 2027 Barry Cohort #1 (Year 2)	XXXX	Hernando County SD	74,950.00	OPEN	
				199,650.00	**Total**	

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STANDARD ADDENDUM TO AGREEMENTS WITH THE HERNANDO COUNTY SCHOOL BOARD

WHEREAS, the undersigned has entered into an Agreement or Contract (hereinafter Agreement) with the Hernando County School Board; and,

WHEREAS, the Agreement sets forth the general terms and conditions of the relationship between the parties; and,

WHEREAS, the undersigned acknowledges that the School Board is the contracting authority for the Hernando County School Board and there are certain standard contract terms expected to be in every agreement by the School Board; and,

WHEREAS, the undersigned hereby agrees that these standard terms are part of the Agreement with the School Board.

1. The Contractor hereby agrees to indemnify, defend and hold the School Board harmless from and against any and all damages of any nature whatsoever which are caused or materially contributed to by the negligent, reckless or intentional acts of the Indemnifying Party.

2. To the extent that the agreement requires the School Board to indemnify Contractor, it shall only be to the extent of the limits set forth in section 768.28(5), Florida Statutes. and then only for the negligent or wrongful act or omission of any officer or employee of the School Board acting within the scope of the officer's/employee's office or employment under circumstances in which the state or such agency or subdivision, if a private person, would be liable to the claimant. Further, except as specifically provided herein, the School Board does not waive any defense of sovereign immunity. It is further understood and agreed by the parties to this agreement that no officer or employee may be held personally liable except as provided by section 768.28 (9), Florida Statutes. Notwithstanding the foregoing, the School Board intends to avail itself of the benefits of section 768.28 and of other statutes and common law governing sovereign immunity to the fullest extent possible. However, in no event will the School Board's liability under this provision exceed the sum of the lesser of the following: (a) the amount paid by the School Board to Contractor or (b) the amounts identified as statutory limits pursuant to section 768.28, Florida Statutes. if applicable. Nothing in this Agreement is intended to inure to the benefit of any third party for the purpose of allowing any claim which would otherwise be barred under the doctrine of sovereign immunity or by operation of law.

3. The parties agree to each pay their own attorneys' fees and costs relating to the negotiation of the Agreement and this Addendum and in relation to any action to enforce the terms of either document.

4. As may be applicable, all persons providing goods or services to the School Board pursuant the Agreement shall undergo the necessary background screening described in section 1012.465, Florida Statutes at their own cost before coming onto School Board property.

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5. If the Agreement requires the expenditure of funds for more than one fiscal year, the Agreement shall be subject to termination by the School Board without cause upon a thirty (30) day notice.

6. Any conflict between the terms of this Addendum and the parties original Agreement or subsequent modifications thereof are to be resolved in favor of this Addendum.

7. The Agreement and this Addendum are to be construed in accordance with the laws of the State of Florida, and the parties hereby agree that performance of the terms and provisions of the Agreement are to be performed solely within the State of Florida. The Parties agree that the Circuit Court for the Fifth Judicial Circuit, Hernando County, Florida (hereinafter "Court"), shall have sole and exclusive jurisdiction to enforce the terms of this Agreement, notwithstanding any provisions in the Agreement to the contrary, and the Parties further agree that they will present any disputes under this Agreement, including, without limitation, any claims for breach or enforcement of this Agreement, exclusively to the Court.

8. The payment obligation of the School Board created by the Agreement is conditioned upon the availability of funds that are appropriated or allocated for the payment of services or products. If such funds are not allocated and available, the Agreement may be terminated by the School Board at the end of the period for which funds are available. The School Board shall notify the Contractor at the earliest possible time before such termination. No penalty shall accrue to the School Board in the event this provision is exercised, and the School Board shall not be obligated or liable for any future payments due or for any damages as a result of such termination.

9. If, and to the extent the agreement provides for the payment of any applicable sales taxes, the Parties acknowledge that the School Board is an entity which is exempt from the same as provided by section 212.08(6), Florida Statutes.

10. The Parties agree that in the event Contractor files for bankruptcy, insolvency or receivership during the term of this agreement, the School Board may, at its option, terminate and cancel said contract, in which event all rights hereunder shall immediately cease and terminate.

11. Neither party shall be liable to the other, nor deemed in default under this Agreement to the extent that such party's performance under this Agreement is rendered impossible, impractical, or prevented by reason of force majeure. For purposes of this Agreement, the term "force majeure" means an occurrence that is beyond the control of the party affected and occurs without fault or negligence on behalf of either party. Without limiting the foregoing, force majeure includes acts of God; acts of the public enemy; war; riots; strikes; labor disputes; civil disorders; fires; floods; hurricanes, epidemics, pandemics, government regulations, and the issuance or extension of existing government orders of the United States, the State of Florida, or local county and municipal governing bodies, which prevents performance of the contract for all or part of the term of the Agreement.

12. Notwithstanding any provision to the contrary in the agreement, all payments due from the School Board for non-construction services hereunder shall be governed by the provisions

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of Chapter 218, Florida Statutes.

13. If, and to the extent that the agreement provides for reimbursement of travel and related expenses, the Parties agree that such reimbursements shall be subject to the reimbursement schedules contained in Section 112.061, Florida Statutes.

14. Contractor confirms that neither it nor its principals are suspended, debarred, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this contract by any governmental department or agency. This certification is a material representation of fact upon which reliance will be placed when the School Board executes this agreement. If it is later determined that Contractor knowingly rendered an erroneous certification, in addition to the other remedies available to School Board, School Board may terminate the Agreement for default by Contractor.

15. E-Verify. Pursuant to section 448.095, Florida Statutes, Contractor shall use the U.S. Department of Homeland Security's E-Verify system https://e-verify.uscis.gov/emp, to verify the employment eligibility of all employees hired during the term of this Agreement. If Contractor enters into a contract with a subcontractor, the subcontractor must provide Contractor with an affidavit stating the subcontractor does not employ, contract with, or subcontract with an unauthorized alien and the Contractor shall provide a copy of such affidavit to the School Board upon receipt and shall maintain a copy for the duration of the Agreement. Failure to comply with this provision is a material breach of the Agreement and the School Board may choose to terminate the Agreement at its sole discretion and seek damages pursuant to Florida Statute. By signing below, Contractor affirms that it is registered with and uses the E-Verify system, is otherwise in compliance with section 448.095, Florida Statutes, and acknowledges that it is required to maintain such compliance throughout the term of any Contract entered between the parties.

16. Public records compliance provisions. Any confidentiality provisions in the Agreement shall be read in harmony with Florida's Public Records Act, Chapter 119, Florida Statutes. No provisions in the Agreement can be exercised to frustrate the requirements of the law for the release of records. The parties recognize that the School Board is a governmental entity, subject to Florida law regarding public access to records under Florida Statute, Chapter 119. As such, the Parties agree that only such information as is exempt and confidential under the provisions of law shall be considered confidential under the Term of this agreement and Any confidentiality provisions in the Agreement shall be read in harmony with Florida's Public Records Act, Chapter 119, Florida Statutes. No provisions in the Agreement can be exercised to frustrate the requirements of the law for the release of records. To the extent Contractor provides School Board any information which it believes is confidential or exempt, Contractor shall notify School Board of the specific information that it believes is confidential, as well as the basis for the exemption. Additionally, to the extent that the Contractor has any obligation to act in agency for the School Board, it shall maintain its records subject to section 119.0701, Fla. Stat. If and to the extent that contractor has access to any other confidential information regarding the School Board (such as security information as contemplated by section 119.071(c), Fla. Stat.), the Contractor agrees to use reasonable measures to maintain the confidentiality of such information.

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17. To the extent Contractor maintains information that is subject to a public record request, it shall provide the public access to such records in accordance with, and subject to the applicable statutory terms and fees. Failure to do so will be considered a material breach of the original Agreement resulting in immediate termination with no penalty to School Board, and Contractor will indemnify and hold the School Board harmless for any and all damages and expenses suffered as a result of the material breach and contract termination. Contractor must comply with Florida public records laws, including but not limited to chapter 119, Florida Statutes and section 24 of article I of the Constitution of Florida, and specifically agrees to:

a. Keep and maintain public records required by the School Board in order to perform the service under this agreement; and

b. Upon request from the School Board's custodian of public records, provide the School Board with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in chapter 119, Florida Statutes, or as otherwise provided by law; and

c. Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the contract term and following completion of the contract if the contractor does not transfer the records to the School Board; and

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

IF THE CONTRACTOR HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THE CONTRACTOR'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS CONTRACT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS AT 919 N. BROAD STREET, BROOKSVILLE, FL 34601, Ellerman_a@hcsb.k12.fl.us or (352) 797-7009.

Notwithstanding any other provisions of law or statutory interpretation, failure of the Contractor to abide by the terms of these public records provisions shall be deemed a material breach of this agreement and the School Board may enforce the terms of this provision in the form of a court proceeding and shall, as a prevailing party, be entitled to reimbursement of all reasonable attorney's fees and costs associated with that proceeding. This provision shall survive any termination or expiration of the contract.

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18. If the Contractor receives any student information / records as a result of this agreement, it will maintain any such information / records as confidential and will not release same to any third parties without the express written approval of the School Board, except third parties who are essential to Contractor's delivery of its services to the School Board and who are bound to maintain the confidentiality of student information/records, and prohibited from unauthorized redisclosure of such information. Furthermore, Contractor agrees to maintain and utilize all such student information/records in accordance with the FERPA regulations and only as provided for in the Agreement and this Addendum. If student information/records are requested by way of subpoena or court order, Contractor shall notify the School Board of such request in writing including a copy of the subpoena or order and shall otherwise comply with the FERPA regulations.

19. Contractor agrees to execute an Affidavit Regarding the Use of Coercion for Labor and Services as required by section 787.06(13), Florida Statutes.

20. If the Contractor receives access to an individual s personal identifying information as a result of this agreement, Contractor agrees to provide the School Board with an affidavit signed by an officer or representative of the Contractor under penalty of perjury attesting that the Contractor does not meet any of the criteria in section 287.138(2)(a) to (c), Florida Statutes.

21. Contractor acknowledges that it will comply with all applicable Florida and Federal laws, ordinances, rules and regulations.

Signed and dated by authorized representatives as provided below:

Contractor:

Signed by:
Sanford Kenyon
E9FE91C81B494B7...

Printed Name: Sanford Kenyon
Title: CEO
Date: 5/19/2026

Approved as to Content & Form
Caroline Mocker, Esq.
Staff Counsel, HCSD
8:55 am, 04/24/2025

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State of Florida

Affidavit Regarding the Use of Coercion for Labor and Services

Respondent Vendor Name: BloomBoard, Inc.

Vendor FEIN: 27-2138231

Vendor's Authorized Representative Name and Title: Sanford Kenyon, CEO

Address: 211 N Whitfield St, Floor 7

City: Pittsburgh State: PA ZIP: 15206

Phone Number: 650-567-5656

Email Address: sanford.kenyon@bloomboard.com

Section 787.06(14), Florida Statutes requires all nongovernmental entities executing, renewing, or extending a contract with a governmental entity to provide an affidavit signed by an officer or representative of the nongovernmental entity under penalty of perjury that the nongovernmental entity does not use coercion for labor or services as defined in that statute.

The Hernando County School District, Florida is a governmental entity for purposes of this statute.

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

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

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

Signed by:
By: Sanford Kenyon
E9FE91C81B494B7...
AUTHORIZED SIGNATURE

Print Name and Title: Sanford Kenyon, CEO

Date: 5/18/2026

Approved as to Content & Form
CarolineMockler, Esq.
Staff Counsel, HCSD
8:46 am, 04/25/2025

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FOREIGN COUNTRY OF CONCERN ATTESTATION
(PUR 1355)

This form must be completed by an officer or representative of an entity submitting a bid, proposal, or reply to, or entering into, renewing, or extending, a contract with a Governmental Entity which would grant the entity access to an individual's Personal Identifying Information. Capitalized terms used herein have the definitions ascribed in Rule 60A-1.020, F.A.C.

Name of entity is not owned by the government of a Foreign Country of Concern, is not organized under the laws of nor has its Principal Place of Business in a Foreign Country of Concern, and the government of a Foreign Country of Concern does not have a Controlling Interest in the entity.

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

Printed Name: Sanford Kenyon

Title: Chief Executive Officer

Signature: Signed by: Sanford Kenyon E9FE91C81B494B7... Date: 5/18/2026

Approved as to Content & Form
CarolineMockler, Esq.
Staff Counsel, HCSD
8:49 am, 04/25/2025

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Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

B. Item Currently Not Budgeted -**

Funding Source: Funded in 26-27 Budget from Vacancies General Fund

Account Name: General Fund

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project
1100	5100	1210/2XXX	XXXX	XXXXX	

Amount $ 200,000.00

Funding Source

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Amount $

C. History

Check one:
Prior Year Budget: ◉
New for Current Year: ○

Prior Year Approved Budget: $ 365,650.00
Prior Year Actual Spent: $ 271,695.00

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****

B. Item Currently Not Budgeted -**

Funding Source: Funded in 25-26 Budget from Vacancies-General Fund

Account Name: General Fund

Account Number: 1100 (Fund) 5100 (Function) 1210/2XXX (Object) XXXX (Cost Center) XXXXX (Project) ____ (Sub Project)

Amount $ _____

Funding Source _____

Account Name _____

Account Number _____ (Fund) _____ (Function) _____ (Object) _____ (Cost Center) _____ (Project) _____ (Sub Project)

Amount $ _____

C. History

Check one:
Prior Year Budget: ◉
New for Current Year: ○

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

Agenda Item # 17. 26-3866 6/23/2026

Title and Board Action Requested

Approve the renewal of Bid No. 22-962-34 RN: Food and Supply Purchasing Services for the purchase of food, food related products and supplies from HPS, LLC's contracted vendor, which is currently Gordon Food Services, Inc., for an estimated annual expenditure of $7,503,440.00.

Executive Summary

The Director of Food and Nutrition Services, on behalf of the Superintendent of Schools, hereby requests the Board approval for the renewal of Bid No. 22-962-34 RN: Food & Supply Purchasing Services, awarded to HPS, LLC., a Group Purchasing Organization (GPO), for the purchase of food, food related products and supplies through their contracted vendor for our school cafeterias district-wide. In 2022, a Request for Proposal (RFP) was issued for a Group Purchasing Organization (GPO) for food and food related products and supplies. The contract was established and awarded to HPS, LLC. This contract will allow the Hernando County School District to take advantage of the GPO's competitive pricing. The current contracted vendor through HPS, LLC is Gordon Food Services, Inc. This contract will also include the annual membership fee to HPS, LLC of $3,440.00. The period for this bid is 7/1/2026 through 6/30/2027.

My Contact

Holly Longo
Director of Food and Nutrition Services
352-797-7028 x71409
Longo_h@hcsb.k12.fl.us

2023-28 Strategic Focus Area

Priority 3: Safe and Healthy Learning Environment

Financial Impact

See attached budget sheet.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

PURCHASING AGENDA ITEM

Hernando County School District

School Board Approval Meeting: **June 23, 2026**

RFP No. 22-962-34 RN

RFP Title: Food & Supply Purchasing Services

Recommend approval of this agenda item under the specific category below:

☐Lowest Bid(s)	☐Request for Proposal(s)	☐Low Bid(s) Meeting Specification	☐Rejection/Cancellation
☐Revised Award	☒Renewal of Contract	☐Sole Source	☐Re-Award (Partial/Whole)
☐Bid Termination	☐Revisions/Amendments to Bid	☐Bid Extension	☐Emergency
☐Reversed Auction	☐ Piggyback Cooperative		

Bid Contract Period: 07/01/2026 through 06/30/2027 ☐ N/A – One Time Purchase

Contract Type: ☐ Estimated Dollar Amount | ☐ Firm, Fixed Dollar Amount | ☐ Firm, Fixed Unit Prices | ☒ Firm, Fixed Unit Prices, Hourly Rates, Fees and/or Percentages

Renewal Options:	No. of Terms Remaining	☐ Length of Each Term (month)	☒ Length of Each Term (year)	☐ None
	1		1	

Rationale/Reason: Renewal of contract. In 2022, a Request for Proposal (RFP) was issued for a Group Purchasing Organization (GPO) for food and food related products and supplies. The contract was established and awarded to HPS, LLC and allows the School District to take advantage of their (HPS) competitively bid pricing for food and non-food supply items for our cafeterias. The current contracted vendor for such items is Gordon Food Service, Inc. This contract also includes the annual membership fee to HPS, LLC.

Bidders Electronically Downloaded From Bidnet Direct Website:	**Bids Received:**	**No Bids:**	**Late Bids:**	**Rejected Bids:**	☒ **N/A – Bids Not Required:** Renewal

Submitted By: Christopher Reckner
Director of Purchasing & Warehousing

School(s): District Wide

Requested By: Holly Longo
Director of Food & Nutrition

Department(s): Food & Nutrition

Recommended award (See attached)

T/C CODE: 2234

This renewal establishes a contract with HPS, LLC, a Group Purchasing Organization (GPO), to provide an extensive purchasing program for food and food related products and supplies. It allows the school district to take advantage of the competitively procured pricing by the GPO. The current contracted vendor through HPS, LLC is Gordon Food Service.

Contract Pricing/Value (annually):

HPS, LLC membership fee:	$3,440.00
Food & Food Related Products & Supplies:	$7,000,000.00 (estimated) to HPS, LLC's contracted vendor, currently Gordon Food Service, Inc.

Complete Section A or B; and C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name: Food Services / Food

Account Number: 4110 (Fund) | 7600 (Function) | 5700 (Object) | All School Sites (Cost Center) | 00100 (Project) | 00000 (Sub Project)

Original Approved Budget	+	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$ 7,500,000.00		$

Account Name: Food Services / Dues and Fees

Account Number: 4110 (Fund) | 7600 (Function) | 7300 (Object) | 9002 (Cost Center) | 00000 (Project) | 0000 (Sub Project)

Original Approved Budget	+	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$ 3440.00		$

B. Item Currently Not Budgeted -**

Funding Source:
Account Name:
Account Number: (Fund) | (Function) | (Object) | (Cost Center) | (Project) | (Sub Project)
Amount $

Funding Source:
Account Name:
Account Number: (Fund) | (Function) | (Object) | (Cost Center) | (Project) | (Sub Project)
Amount $

C. History

Check one:
Prior Year Budget: ☑
New for Current Year: ☐

Prior Year Approved Budget: $ 8,975,000.00
Prior Year Actual Spent: $ 8,640,786.00

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****

Hernando School District

School Board Regular Meeting

Agenda Item # 18. 26-3872 6/23/2026

Title and Board Action Requested

Approve the renewal of the piggyback of the Citrus County Schools, ITB No. 2023-48: Ice Cream Products, awarded to DeConna Ice Cream Company Inc., for the purchase of various ice cream/frozen products for an estimated annual expenditure of $80,000.00.

Executive Summary

The Director of Food and Nutrition Services, on behalf of the Superintendent of Schools, hereby requests the Board approval for the renewal of the piggybacking of Citrus County Schools, ITB No 2023-48: Ice Cream Products, awarded to DeConna Ice Cream Company, Inc. for the purchase of various ice cream/frozen products. All products offered to students are USDA Smart Snack compliant. The bid contract period is 7/1/2026 through 6/30/2027. HCSB Bid #24-380-03 PB RN has been assigned for internal tracking purposes.

My Contact

Holly Longo
Director of Food and Nutrition Services
352-797-7028 x71409
Longo_h@hcsb.k12.fl.us

2023-28 Strategic Focus Area

Priority 3: Safe and Healthy Learning Environment

Financial Impact

See attached budget sheet.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

PURCHASING AGENDA ITEM

Hernando County School District

School Board Approval Meeting: **June 23, 2026**

Bid No. 24-380-03 PB RN **Bid Title:** Ice Cream Products

Recommend approval of this agenda item under the specific category below:

☐Lowest Bid(s)	☐Request for Proposal(s)	☐Low Bid(s) Meeting Specification	☐Rejection/Cancellation
☐Revised Award	☐Renewal of Contract	☐Sole Source	☐Re-Award (Partial/Whole)
☐Bid Termination	☐Revisions/Amendments to Bid	☐Bid Extension	☐Emergency
☐Reversed Auction	☒ Piggyback Cooperative		

Bid Contract Period: 07/01/2026 through 06/30/2027 ☐ N/A – One Time Purchase

Contract Type: ☐ Estimated Dollar Amount ☐ Firm, Fixed Dollar Amount ☒ Firm, Fixed Unit Prices ☐ Firm, Fixed Unit Prices, Hourly Rates, Fees and/or Percentages

Renewal Options:

No. of Terms Remaining	☐ Length of Each Term (month)	☒ Length of Each Term (year)	☐ None
2		1	

Rationale/Reason: Renewal of the Piggyback Citrus County Schools, ITB #2023-48: Ice Cream Products, awarded to DeConna Ice Cream Company, Inc., for the purchase of various ice cream/frozen products. HCSB Bid #24-380-03 PB has been assigned for internal tracking purposes.

Bidders Electronically Downloaded From Public Purchase Website: n/a	Bids Received:	No Bids:	Late Bids:	Rejected Bids:	☒ N/A – Bids Not Required: Piggyback

Submitted By: Christopher Reckner
Director of Purchasing & Warehousing

School(s): District Wide

Requested By: Holly Longo
Director of Food & Nutrition

Department(s): Food & Nutrition

Recommended award, description of items and prices: (See attached)

T/C CODE: 2403

Piggyback Citrus County Schools ITB #2023-48: Ice Cream Products

DeConna Ice Cream Company, Inc.

Item #	Product Description	Units per Case	Unit Case Cost	Unit Case Cost Eff. 07.01.2026	Individual Item Cost
1	DEC057 Deconna 4 oz. Mango Fruit Bar	12	$11.00	$11.00	$0.92
~~2~~	~~Fruit Bar – Pineapple~~	NO LONGER AVAILABLE			
~~3~~	~~DEC050 Deconna 4 oz. Strawberry Fruit Bar~~	NO LONGER AVAILABLE			
4	DEC455 DECONNA 3 oz. LF Cotton Candy Push Up	24	$8.50	$8.50	$0.35
5	DEC452 Deconna 3 oz LF Chocolate Vanilla Ripple Ice Cream in Plastic Cup	24	$8.50	$8.50	$0.35
6	DEC453 Deconna 3 oz LF Strawberry Vanilla Ripple Ice Cream in Plastic Cup	24	$8.50	$8.50	$0.35
7	DEC454 Deconna 3 oz. LF ½ Vanilla ½ Chocolate Ice Cream In Plastic Cup	24	$8.50	$8.50	$0.35
8	DEC451 Deconna 3 oz LF Vanilla Ice Cream in Plastic Cup	24	$8.50	$8.50	$0.35
9	GAR008 Garber 4 oz No Fat No Sugar added Chocolate Ice Cream in Styrofoam Cup	24	$9.50	$9.50	$0.40
10	GAR007 Garber 4 oz No Fat No Sugar added Vanilla Ice Cream in Styrofoam Cup	24	$9.50	$9.50	$0.40
11	DEC120 Deconna 4 oz LF Birthday Cake Ice Cream in a Sugar Cone	24	$14.00	$14.75	$0.61
12	*WBB227 Wells Blue Bunny 3oz Chocolate Éclair	24	$12.00	$13.00	$0.54
13	DEC119 Deconna 4 oz LF Cookies and Cream Ice Cream in a Sugar Cone	24	$13.75	$13.75	$0.57
~~14~~	~~GAR015 Garber 3 oz Cotton Candy Push Up~~	NO LONGER AVAILABLE			
~~15~~	~~RCH026 RICH 2.5 oz Cotton Candy Twirl Bar~~	NO LONGER AVAILABLE			
16	DEC107 Deconna 2.5 oz Double Dare Sour Cherry Bar	24	$9.00	$9.00	$0.38
17	*WBB201 WELLS BLUE BUNNY 2.5 oz Fudge Bar	24	$10.00	$10.75	$0.45
18	DEC049 Deconna RF 4 oz Cookie and Cream Ice Cream Sandwich	24	$11.50	$11.50	$0.48
19	*WBB203 WELLS BLUE BUNNY Orange Cream Bar	24	$10.00	$10.00	$0.42
~~20~~	~~GAR001 Garber 3 oz Orange Juice Push Up~~	NO LONGER AVAILABLE			
~~21~~	~~DEC108 Deconna 2.5 oz Orange Stuff Bar~~	NO LONGER AVAILABLE			
22	RCH009 RICH 2.75 oz Polar Pole – Cherry	24	$12.50	$12.50	$0.52
23	DEC079 Deconna Ice Cream 4 oz LF Vanilla Ice Cream Sandwich	24	$11.50	$11.50	$0.48
24	GAR352 GARBER 4 oz RF Vanilla Chocolate Ice Cream in a Sugar Cone	24	$13.75	$13.75	$0.57
25	RCH013 RICH 3.75 oz Sour Blue Raspberry Cyclone Cup	24	$13.50	$13.50	$0.56
26	RCH019 RICH 2.5 oz Sour Cherry Bar	24	$9.00	$9.00	$0.38
27	*WBB228 WELLS BLUE BUNNY 3 oz Strawberry Shortcake	24	$12.00	$13.00	$0.50
28	Dec106 Deconna 2.5 oz Typhoon Blue Raspberry Lemonade Bar	24	$8.50	$8.50	$0.35
29	DEC105 Deconna 2.5 oz Typhoon Cotton Candy Bar	24	$9.00	$9.00	$0.38
30	DEC039 Deconna 2.75 oz Mini Moo Vanilla Ice Cream Sandwich	24	$8.00	$8.00	$0.33
31	ROS014 ROSATI 4 oz Sour Apple Crybaby Cup	90	$38.00	$38.00	$0.42
32	ROS016 ROSATI 4.4 oz Sour Cherry Crybaby Cup	90	$38.00	$38.00	$0.42
33	ROS015 ROSATI 4.4 oz Emoji Cherry/Lime Ice Cup	90	$38.00	$38.00	$0.42
34	DEC102 Deconna 4.4 oz Typhoon Blue Raspberry Lemonade Ice Cup	90	$38.00	$38.00	$0.42

Item #	Product Description	Units per Case	Unit Case Cost	Unit Case Cost Eff. 07.01.2026	Individual Item Cost
35	GAR009 GARBER 4 oz Orange Sherbet in Styrofoam Cup	24	$9.50	$9.50	$0.40
36	DEC109 DECONNA 2.5 oz Bubble Gum Bar	24	$9.00	$9.00	$0.38
37	DEC110 DECONNA 2.5 oz Watermelon Bar	24	$9.00	$9.00	$0.38
38	DEC046 DECONNA 4 oz RF Birthday Cake Ice Cream Sandwich	24	$11.50	$11.50	$0.48
39	DEC086 DECONNA 3.75 oz Watermelon Sour Apple Screwball	24	$14.00	$14.00	$0.58
40	DEC087 DECONNA 3.75 oz Cotton Candy Screwball	24	$14.00	$14.00	$0.58

(*) Approved Substitute

Vendor agrees to:

Provide freezer chests to each site at no additional cost.
Provide 3' spoons at no additional cost.

Contact Information:
Name: Nick DeConna
(352) 591-4418
nick@deconna.com

Complete Section A or B; and C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name: Food Service

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project
	4110E	7600	5700	9002	00100	00000

Original Approved Budget	+ - Budget Amendments	- Expenditures / Encumbrances To Date	= Current Available Budget	- Present Request	= Remaining Balance Available
$ 8,975,000.00	$ -	$ -	$ 313,537.60	$ 80,000.00	$ 233,537.60

Account Name: _____

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+ - Budget Amendments	- Expenditures / Encumbrances To Date	= Current Available Budget	- Present Request	= Remaining Balance Available
$	$	$	$	$	$

B. Item Currently Not Budgeted -**

Funding Source: _____

Account Name: _____

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project

Amount $ _____

Funding Source: _____

Account Name: _____

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project

Amount $ _____

C. History

Check one:
Prior Year Budget: ☑
New for Current Year: ☐

Prior Year Approved Budget: $ 70,000.00
Prior Year Actual Spent: $ 76,173.00

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****

Hernando School District

School Board Regular Meeting

Agenda Item # 19. 26-3873 6/23/2026

Title and Board Action Requested
Approve the Adoption and Purchase of Wayground as a District Educational Engagement Platform for Grades K-12 and Authorize the Issuance of a Purchase Order in an Estimated Amount of $79,743.30

Executive Summary
The Supervisor of Instructional Technology, on behalf of the Superintendent of Schools, hereby requests the Board to approve the adoption and purchase of Wayground as a District Educational Engagement Platform for grades K-12. This adoption will consolidate existing student-facing instructional tools, replacing both Nearpod and Seesaw with a single, unified platform that supports interactive teaching and learning.

Wayground provides students with engaging learning experiences through interactive lessons, formative assessments, and collaborative activities, while allowing teachers to deliver real-time feedback and monitor student understanding. Teachers will have access to a library of standards-aligned content, along with tools to create and customize their own interactive instructional materials.

This recommendation follows a district-wide pilot conducted from February through April 2026, which provided teachers and students with the opportunity to evaluate the platform's effectiveness in supporting instruction and engagement. Detailed findings from the February - April 2026 district-wide pilot are included in the attached workshop presentation.

By consolidating multiple platforms into a single solution, the district will reduce application redundancy, streamline the user experience for students and teachers, and realize cost savings while maintaining - and enhancing - access to high-quality instructional technology tools.

The license will be valid for one year. Wayground is the supplier and publisher of this proprietary and copyrighted material.

The cost for the District License will be paid out of Technology Millage and is subject to collection of that source of revenue. If Millage funding changes or is discontinued, alternative funding sources will be identified.

My Contact
Jesse Diaz
Supervisor of Instructional Technology
352-797-7000 ext. 70150
diaz_j@hcsb.k12.fl.us

2023-28 Strategic Focus Area
Priority 1: Student Success

Financial Impact

See attached budget sheet.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

Wayground

Hernando County School District

Board Workshop | June 9, 2026

WAYGROUND

formerly Quizizz

Wayground

Wayground is a unified teaching, learning, and assessment platform that helps districts bring instruction, practice, assessments, interactive video, and reporting into one place. Teachers can quickly create engaging, standards-aligned resources, while district leaders get better visibility into usage, student progress, and instructional consistency across schools.

- 🗓️ **Unified platform** — instruction, practice, assessment, and reporting in one place
- ✏️ **Teachers created resources** — engaging lessons, practice activities, assessments, and interactive videos
- 🤖 **AI-assisted content creation** — build standards-aligned resources in minutes, not hours
- ♿ **Built-in accommodations** — text-to-speech, language support, extended time, and more
- 📊 **District-level reporting** — usage visibility, learning progress, and instructional consistency
- 🎯 **Standards alignment** — easy mapping to state and national standards
- 🚀 **Built for scale** — Improving teacher efficiency and drive deeper student engagement at scale

Wayground vs. Nearpod & Seesaw

Nearpod | Seesaw

- Nearpod: Interactive lessons and teacher-led presentations
- Seesaw: Student portfolios, family communication, elementary focus
- Each tool solves one workflow
- Limited cross-tool reporting or standards alignment
- Separate licensing, and support rep for each platform
- Assessment and practice require additional tools

Wayground

- Interactive instruction + practice + assessment + video — all in one
- AI-powered content creation and standards alignment built in
- Accommodations embedded.
- District-wide reporting across all activity types
- One platform, one investment, one admin experience
- Works K–12: generalizes beyond elementary.

Canvas Integration

- 🔗 **Native Canvas integration** — Wayground activities live inside Canvas, not alongside it
- 📋 **Teacher workflow: Create or select activity in Wayground** → Assign through Canvas → Students access from Canvas → Results flow back to inform instruction
- 📉 **Zero extra logins** — students find assignments where they already go
- ⚡ **Reduced teacher lift** — no tool-switching, no copy-paste, no duplicate gradebooks
- 📈 **Better data visibility** — activity results and engagement insights available without leaving your LMS workflow
- ✅ **Implementation-ready** — straightforward for IT, straightforward for teachers

Why We Explored a New Approach

Low Usage of Existing Platforms

Current platforms Nearpod and Seesaw show low and inconsistent usage across the district, limiting overall impact

Limited Visibility

District leadership lacks a unified view into instructional activity, lesson delivery, and student engagement across classrooms

High Teacher Interest/Request

Teachers have expressed interest, through surveys and other feedback channels, in using Wayground as a tool to enhance instructional presentations

IEP/504 Accommodations

Lack of standardized delivery of IEP and 504 accommodations creates inconsistency in student support across the district

Current State vs. Where We Want to Be

TODAY

- Multiple disconnected platforms per school
- Low district-level usage or engagement data
- Accommodations managed manually per tool

GOAL

- One platform for instruction, practice, and formative assessment
- Real-time visibility into usage, engagement and outcomes
- Centralized accommodations that follow each student

Pilot at a Glance

28
Schools
Rostered

1,617
Teachers
Rostered

3 Mo.
Jan - Apr 2026
Free extended access through June

What the Pilot Evaluated

- **Instruction & student engagement**, impact on classroom delivery, participation, and consistency of use across schools
- **Teacher adoption & efficiency**, ease of onboarding, sustained usage, and impact on planning time and instructional workflow
- **Platform consolidation potential**, ability to streamline multiple tools into a single platform and reduce fragmentation across the district
- **Implementation & scalability**, rostering, SSO, professional development, and readiness for districtwide rollout
- **Accessibility & student support**, built-in accommodations and consistency of learning experience for all students

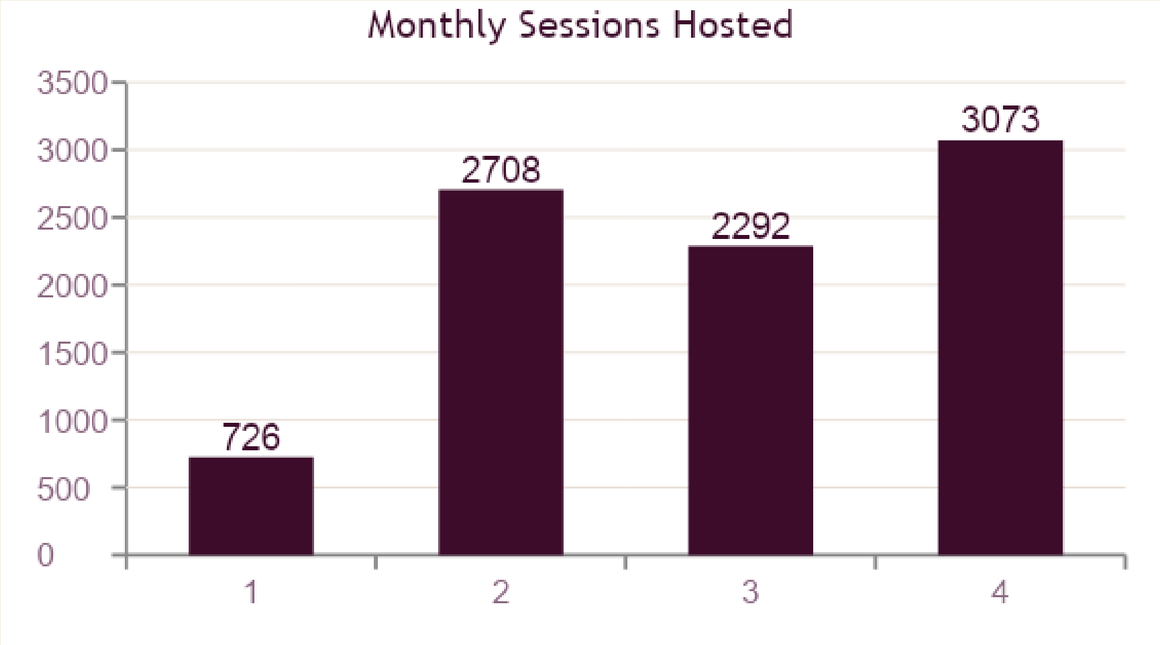
Pilot Results: Usage & Engagement

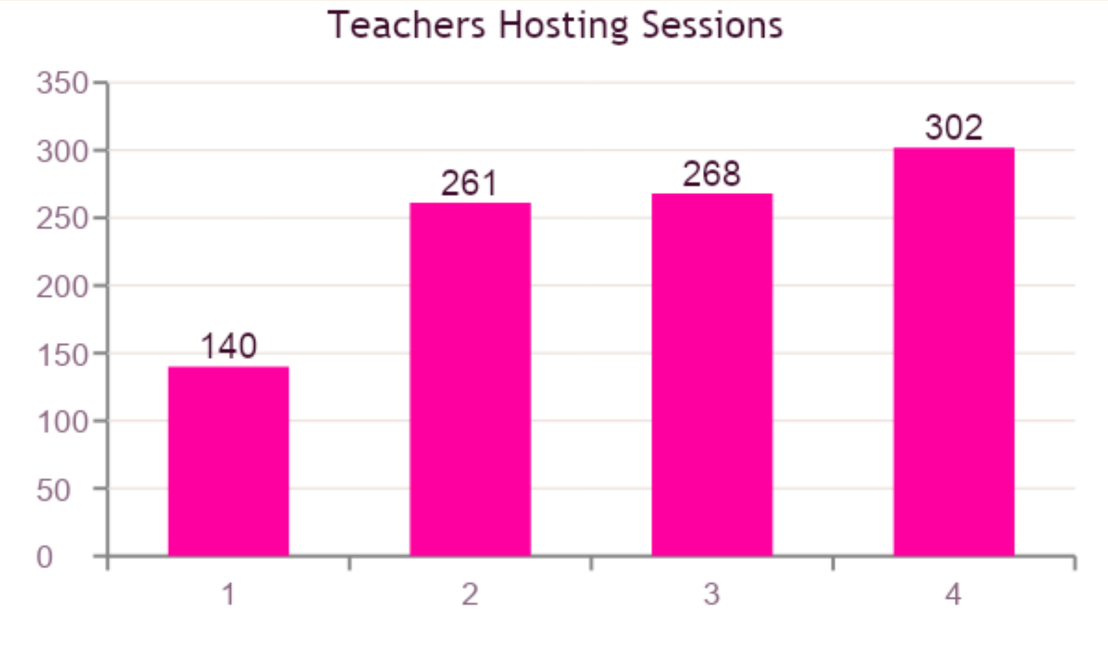
8,421
Sessions Hosted

391
Teachers Active

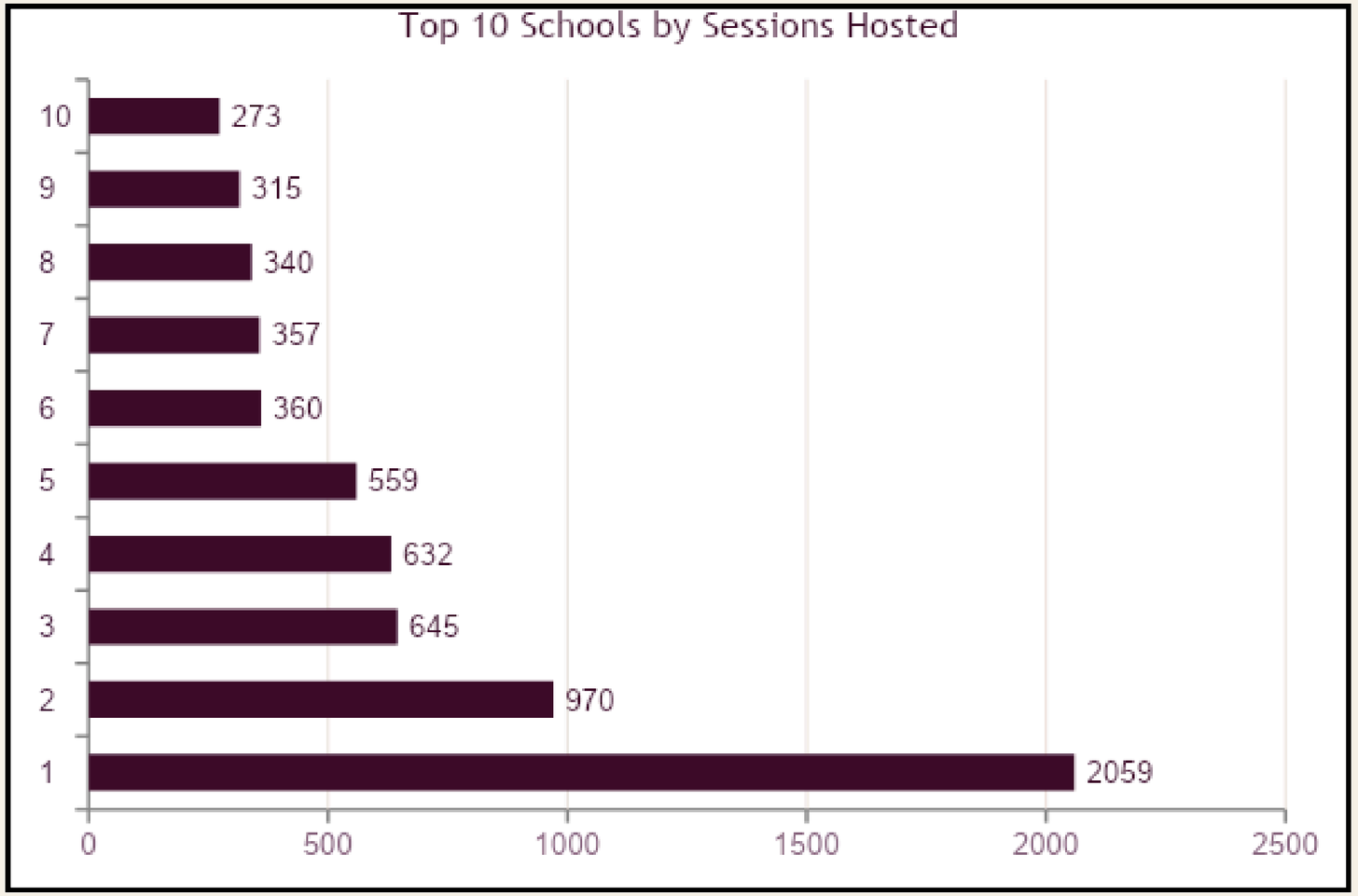
25 of 28
Schools Active

90.5M
Student Responses





Adoption Across our Schools



Broad Reach

25 of 28 schools had active session usage, including elementary, middle, high school, K-8, and CTE campuses

Teacher Depth

Fox Chapel MS had 38 active teachers, Explorer K-8 had 34, and Suncoast Elementary had 28

Organic Growth

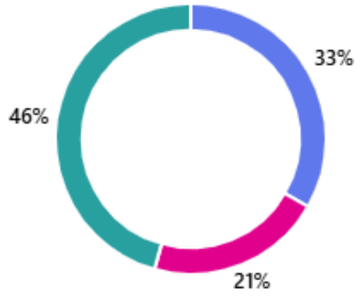
Teacher adoption grew without an implementation requirement. Usage expanded as teachers shared results with colleagues

District Staff Survey Results

1. Teaching Level

More details

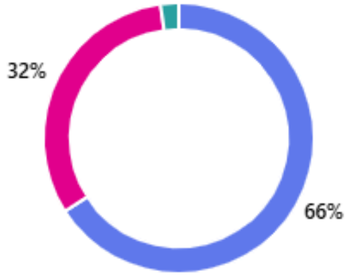
High School	46
Middle School	29
Elementary school	63



2. Rate your level of comfort with instructional technology

More details

Very comfortable	91
Somewhat comfortable	44
Not very comfortable	3

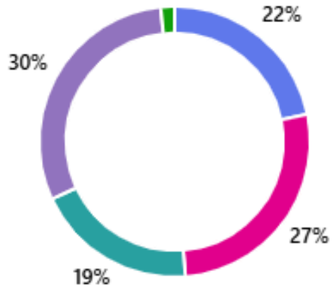


District Staff Survey Results

3. Select all the instructional technology application you used this year in your classroom

More details

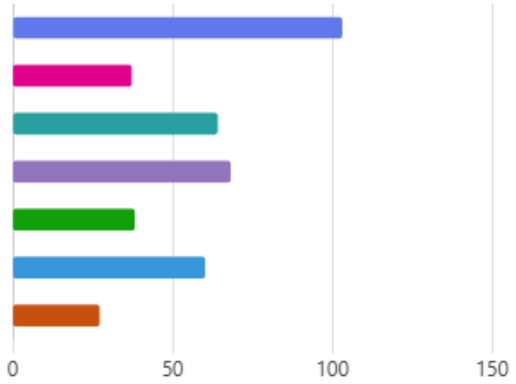
Canvas	79
Canva	98
Nearpod	70
Wayground	110
Seesaw	6



4. If you used Wayground which features did you try? (Select all that apply)

More details

Assessments	103
Passages	37
Presentations	64
Videos	68
Flashcards	38
Accommodations	60
Did not use Wayground	27



District Staff Survey Results

5. Did you participate or use Wayground during our pilot (it's ok if you didn't.)

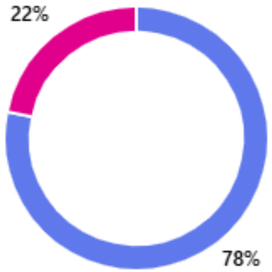
More details

No	61
Yes	77

6. At this point, if the district had to make a decision to only purchase one interactive tech platform which would you pick?

More details

Wayground	108
Nearpod	30



What Our Teachers Are Saying

Time Savings

“I absolutely love the feature where you can download your quiz and Wayground will come up with similar questions for the students to engage with. It's so much simpler than typing out all the questions and answer choices like we have to do in Blooket or Kahoot.”

Student Engagement

“I love that I can make flashcards for tests quickly and easily. I can even assign a small grade for it. I love that I can make accommodated quizzes and tests easily. There are many different question types to choose from: multiple choice, short answer, long answer, true/false, etc. My favorite thing about Wayground is being able to make interactive, responsive slide presentations that everyone can participate in. I have used it for years and it just keeps getting better.”

Instructional Clarity

“We LOVE the Wayground Accommodations! The question types are fun too! Can't wait to learn more.”

Consolidation

“I use Wayground every day in the classroom. It is very easy to navigate and the students are used to it and love it. They prefer it over any other educational platform.”

What Our Teachers Are Saying

Time Savings

Wayground is easy to use, and when dealing with Tech Support from Wayground on a issue, they answered within 24 hours and worked to resolve the issue, staying in contact with me daily to keep me up to date, or to try what they had fixed to see if the issue had been corrected!

Student Engagement

I use Wayground every day in the classroom. It is very easy to navigate and the students are used to it and love it. They prefer it over any other educational platform.

Instructional Clarity

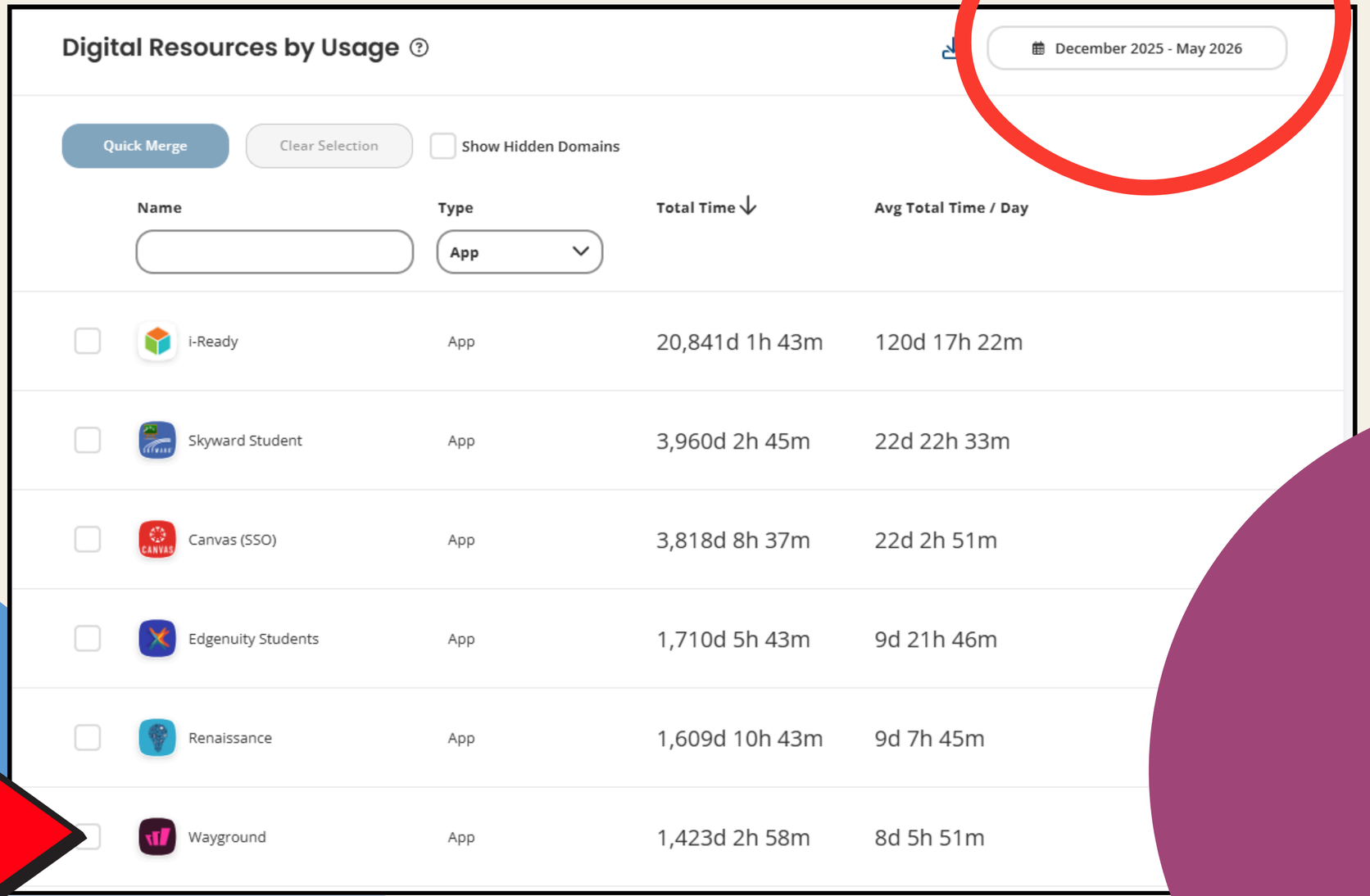
Wayground has great accommodations and truly aligns with our State Science Standards.

Consolidation

Wayground is designed in such a way that it incorporates Ai and accommodations in order to help achieve student success.

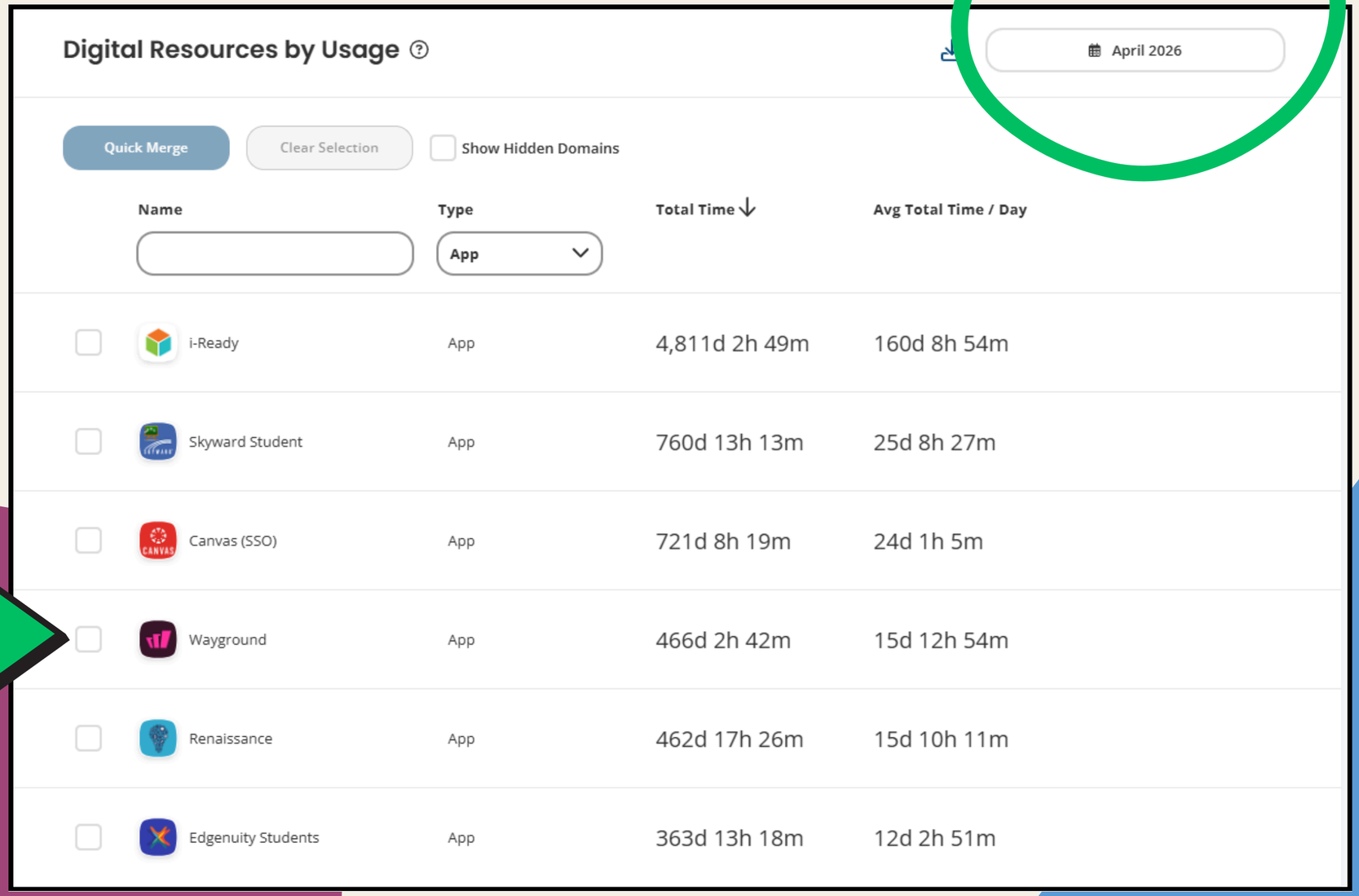
ClassLink Analytics:

Usage over Time



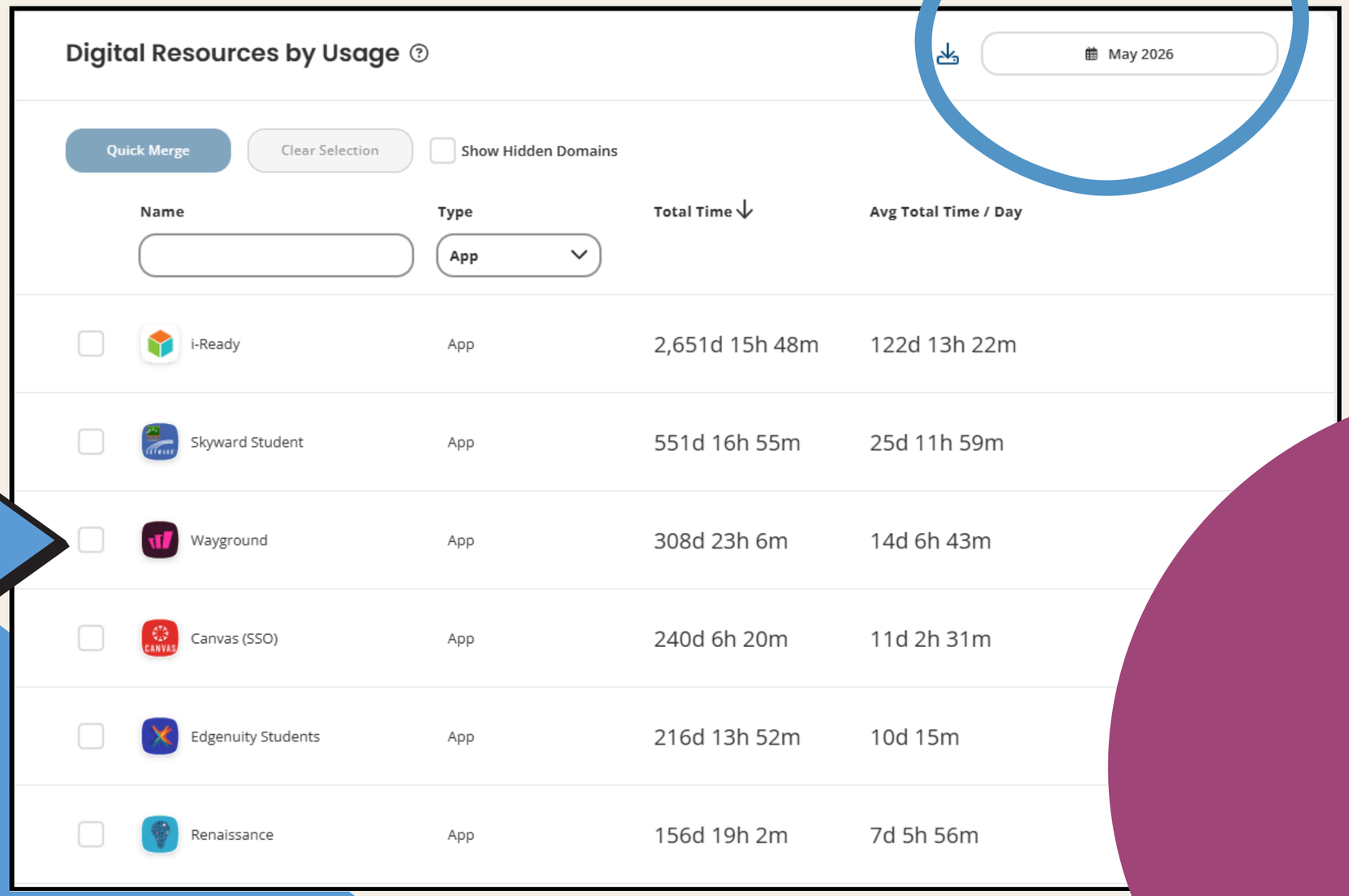
ClassLink Analytics:

Usage over Time

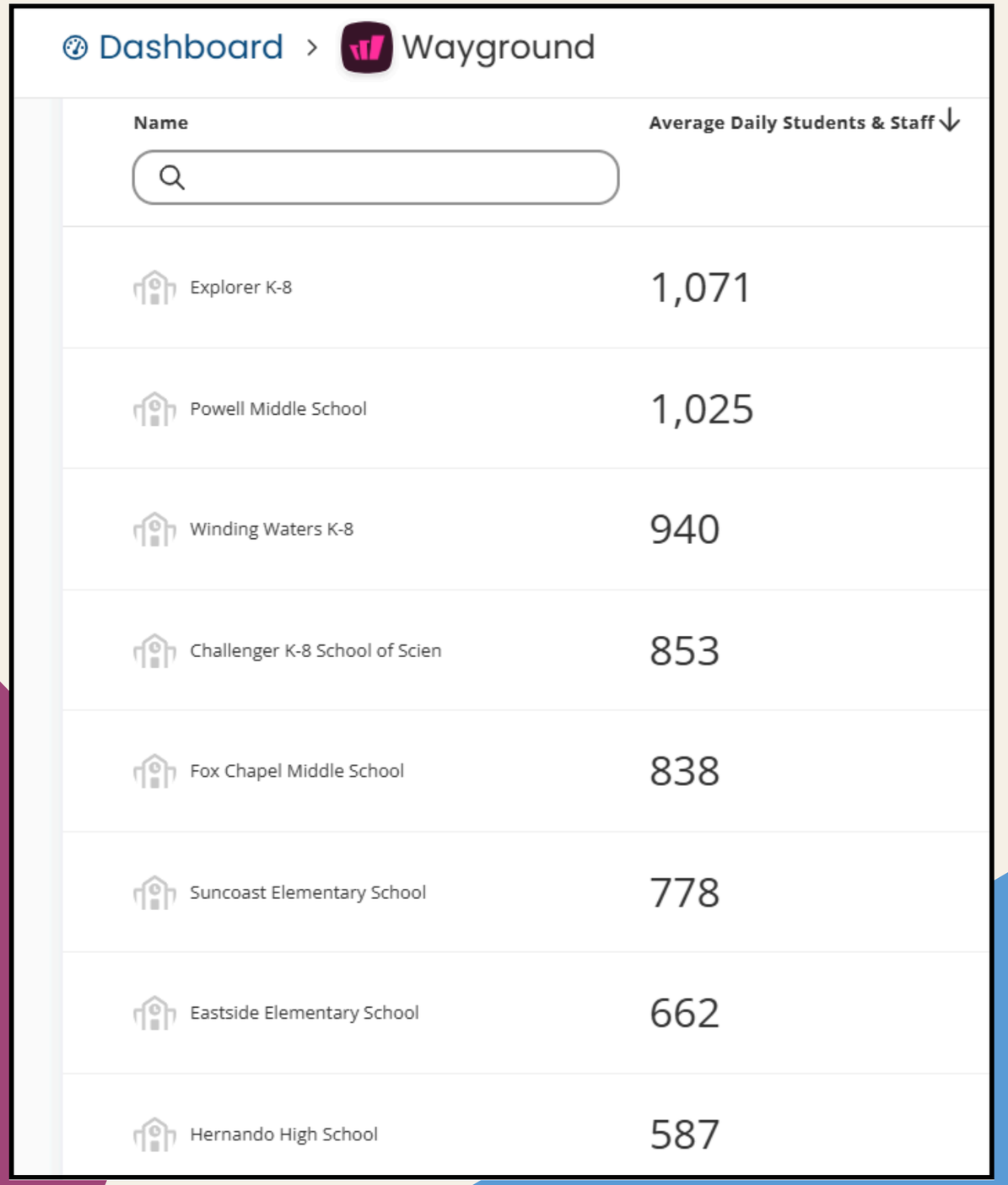


ClassLink Analytics:

Usage over Time



ClassLink Analytics:
Average Use by School



Assessment & Instruction

6,459 assessment sessions conducted during the pilot

77% of all sessions included a formal assessment component

4.2x increase in sessions hosted from January to April

302 teachers actively hosting by the final month

Differentiation & Opportunity

- 5,314 sessions used built-in accommodations (63% of all sessions)
- 30+ accommodations: extended time, text-to-speech, dyslexia font, translation in 18+ languages
- Supports ELL students with Spanish, Haitian Creole, Vietnamese, Portuguese, Arabic, and more
- Central Accommodations Management allows case managers to set IEP/504 plans once, applied everywhere

Implementation & Rollout Plan

1

Summer 2026

Onboarding & PD

Live training sessions (recorded for async access), administrator reporting training, instructional coach enablement, automated rostering via Clever/ClassLink

2

August 2026

Soft Launch

Day 1 readiness for 2026-27 school year, dedicated Customer Success Manager assigned, early adopter teachers serve as building champions

3

Fall 2026

Full District Launch

All schools active, ongoing support and coaching, quarterly usage reviews with district leadership

Investment & Risk Mitigation

Investment Value

- Consolidates multiple platform licenses into a single contract
- Volume-based pricing scales with district enrollment
- Interactive video elements may offer future cost savings with other applications
- Replaces Nearpod, Edpuzzle, and other per-tool costs

Low Risk

- Pilot already completed with strong results across 25 schools
- 391 teachers adopted voluntarily, not as a requirement
- Minimal workflow disruption -- integrates with Canvas-LMS and ClassLink
- Dedicated onboarding and Customer Success support included at no additional cost

Recommendation

Based on pilot results, we recommend district-wide adoption of Wayground for the 2026-2027 school year.

The pilot demonstrated strong teacher adoption, broad school participation, measurable instructional investment, and positive student feedback.

Next Steps

1. Board approval for district-wide adoption
2. Contract finalization and procurement (June-July 2026)
3. Summer onboarding and professional development
4. Full district launch on Day 1 of the 2026-2027 school year

Board Action Requested: Approve district-wide Wayground adoption for 2026-2027

Thank you!

Hernando County School District
Academic Services Division

Instructional Technology

WAYGROUND
formerly Quizizz

Wayground Order Form

Q-79937

Wayground provides educators with a supplemental curriculum platform that helps bridge district priorities with classroom realities and get students to hit grade-level standards faster..

We’re grateful for the opportunity to support your organization with a site license.

This order form expires on 6/30/2026

PREPARED FOR
Hernando

Estimated Enrollment: 23,000

Subscription Start Date: 7/1/2026

Subscription End Date: 6/30/2027

Product Name	Quantity	Subscription Term	Price	Subtotal
District	23,000	12	$3.47	$79,743.30
			TOTAL:	$79,743.30

Additional Notes:

Quizizz Implementation Contact

Contact Full Name

Contact Email

The subscription period will start when this order form is signed by the customer unless otherwise indicated in writing and accepted by both parties.

Upon approval of this quote, Quizizz will issue an invoice and can begin onboarding at the organization's earliest convenience.

Next Steps

1. Please review this order form and send any follow-up questions to our team.
2. Have the right person approve the order and issue a purchase order if necessary.
3. Our team will issue an invoice and begin onboarding your teachers.

TERMS

Sales tax exempt

Your Organization is exempt from state sales tax.

Renewals

Unless otherwise specified, Quizizz will send a renewal invoice 1 month prior to the license expiration for the following 12 months. If you do not wish to renew your license, please provide 60 days notice to Quizizz.

Bill To

Ship To

Client Signature

STANDARD ADDENDUM TO AGREEMENTS WITH THE HERNANDO COUNTY SCHOOL BOARD

WHEREAS, the undersigned has entered into an Agreement or Contract (hereinafter Agreement) with the Hernando County School Board; and,

WHEREAS, the Agreement sets forth the general terms and conditions of the relationship between the parties; and,

WHEREAS, the undersigned acknowledges that the School Board is the contracting authority for the Hernando County School Board and there are certain standard contract terms expected to be in every agreement by the School Board; and,

WHEREAS, the undersigned hereby agrees that these standard terms are part of the Agreement with the School Board.

1. The Contractor hereby agrees to indemnify, defend and hold the School Board harmless from and against any and all damages of any nature whatsoever which are caused or materially contributed to by the negligent, reckless or intentional acts of the Indemnifying Party.

2. To the extent that the agreement requires the School Board to indemnify Contractor, it shall only be to the extent of the limits set forth in section 768.28(5), Florida Statutes. and then only for the negligent or wrongful act or omission of any officer or employee of the School Board acting within the scope of the officer's/employee's office or employment under circumstances in which the state or such agency or subdivision, if a private person, would be liable to the claimant. Further, except as specifically provided herein, the School Board does not waive any defense of sovereign immunity. It is further understood and agreed by the parties to this agreement that no officer or employee may be held personally liable except as provided by section 768.28 (9), Florida Statutes. Notwithstanding the foregoing, the School Board intends to avail itself of the benefits of section 768.28 and of other statutes and common law governing sovereign immunity to the fullest extent possible. However, in no event will the School Board's liability under this provision exceed the sum of the lesser of the following: (a) the amount paid by the School Board to Contractor or (b) the amounts identified as statutory limits pursuant to section 768.28, Florida Statutes. if applicable. Nothing in this Agreement is intended to inure to the benefit of any third party for the purpose of allowing any claim which would otherwise be barred under the doctrine of sovereign immunity or by operation of law.

3. The parties agree to each pay their own attorneys' fees and costs relating to the negotiation of the Agreement and this Addendum, and in relation to any action to enforce the terms of either document.

4. As may be applicable, all persons providing goods or services to the School Board pursuant the Agreement shall undergo the necessary background screening described in section 1012.465, Florida Statutes at their own cost before coming onto School Board property.

5. If the Agreement requires the expenditure of funds for more than one fiscal year,

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the Agreement shall be subject to termination by the School Board without cause upon a thirty (30) day notice.

6. Any conflict between the terms of this Addendum and the parties original Agreement or subsequent modifications thereof are to be resolved in favor of this Addendum.

7. The Agreement and this Addendum are to be construed in accordance with the laws of the State of Florida, and the parties hereby agree that performance of the terms and provisions of the Agreement are to be performed solely within the State of Florida.. The Parties agree that the Circuit Court for the Fifth Judicial Circuit, Hernando County, Florida, hereinafter ("Court") have sole and exclusive jurisdiction to enforce the terms of this Agreement, notwithstanding any provisions in the Agreement to the contrary, and the Parties further agree that they will present any disputes under this Agreement, including, without limitation, any claims for breach or enforcement of this Agreement, exclusively to the Court. Neither Party shall waive the right to a trial by jury.

8. The payment obligation of the School Board created by the Agreement is conditioned upon the availability of funds that are appropriated or allocated for the payment of services or products. If such funds are not allocated and available, the Agreement may be terminated by the School Board at the end of the period for which funds are available. The School Board shall notify the Contractor at the earliest possible time before such termination. No penalty shall accrue to the School Board in the event this provision is exercised, and the School Board shall not be obligated or liable for any future payments due or for any damages as a result of such termination.

9. If, and to the extent the agreement provides for the payment of any applicable sales taxes, the Parties acknowledge that the School Board is an entity which is exempt from the same as provided by section 212.08(6), Florida Statutes.

10. The Parties agree that in the event Contractor files for bankruptcy, insolvency or receivership during the term of this agreement, the School Board may, at its option, terminate and cancel said contract, in which event all rights hereunder shall immediately cease and terminate.

11. Neither party shall be liable to the other, nor deemed in default under this Agreement to the extent that such party's performance under this Agreement is rendered impossible, impractical, or prevented by reason of force majeure. For purposes of this Agreement, the term "force majeure" means an occurrence that is beyond the control of the party affected and occurs without fault or negligence on behalf of either party. Without limiting the foregoing, force majeure includes acts of God; acts of the public enemy; war; riots; strikes; labor disputes; civil disorders; fires; floods; hurricanes, epidemics, pandemics, government regulations, and the issuance or extension of existing government orders of the United States, the State of Florida, or local county and municipal governing bodies, which prevents performance of the contract for all or part of the term of the Agreement.

12. Notwithstanding any provision to the contrary in the agreement, all payments due from the School Board for non-construction services hereunder shall be governed by the provisions of Chapter 218, Florida Statutes.

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13. If, and to the extent that the agreement provides for reimbursement of travel and related expenses, the Parties agree that such reimbursements shall be subject to the reimbursement schedules contained in Section 112.061, Florida Statutes.

14. Contractor confirms that neither it nor its principals are suspended, debarred, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this contract by any governmental department or agency. This certification is a material representation of fact upon which reliance will be placed when the School Board executes this agreement. If it is later determined that Contractor knowingly rendered an erroneous certification, in addition to the other remedies available to School Board, School Board may terminate the Agreement for default by Contractor.

15. E-Verify. Pursuant to section 448.095, Florida Statutes, Contractor shall use the U.S. Department of Homeland Security's E-Verify system https://e-verify.uscis.gov/emp, to verify the employment eligibility of all employees hired during the term of this Agreement. If Contractor enters into a contract with a subcontractor, the subcontractor must provide Contractor with an affidavit stating the subcontractor does not employ, contract with, or subcontract with an unauthorized alien and the Contractor shall provide a copy of such affidavit to the School Board upon receipt and shall maintain a copy for the duration of the Agreement. Failure to comply with this provision is a material breach of the Agreement and the School Board may choose to terminate the Agreement at its sole discretion and seek damages pursuant to Florida Statute. By signing below, Contractor affirms that it is registered with and uses the E-Verify system, is otherwise in compliance with section 448.095, Florida Statutes, and acknowledges that it is required to maintain such compliance throughout the term of any Contract entered between the parties.

16. Public records compliance provisions. Any confidentiality provisions in the Agreement shall be read in harmony with Florida's Public Records Act, Chapter 119, Florida Statutes. No provisions in the Agreement can be exercised to frustrate the requirements of the law for the release of records. The parties recognize that the School Board is a governmental entity, subject to Florida law regarding public access to records under Florida Statute, Chapter 119. As such, the Parties agree that only such information as is exempt and confidential under the provisions of law shall be considered confidential under the Term of this agreement. To the extent Contractor provides School Board any information which it believes is confidential or exempt, Contractor shall notify School Board of the specific information that it believes is confidential, as well as the basis for the exemption. Additionally, to the extent that the Contractor has any obligation to act in agency for the School Board, it shall maintain its records subject to section 119.0701, Fla. Stat. If and to the extent that contractor has access to any other confidential information regarding the School Board (such as security information as contemplated by section 119.071(c), Fla. Stat.), the Contractor agrees to use reasonable measures to maintain the confidentiality of such information.

17. To the extent Contractor maintains information that is subject to a public record request, it shall provide the public access to such records in accordance with, and subject to the applicable statutory terms and fees. Failure to do so will be considered a material breach of the original Agreement resulting in immediate termination with no penalty to School Board, and Contractor will indemnify and hold the School Board harmless for any and all damages and

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expenses suffered as a result of the material breach and contract termination. Contractor must comply with Florida public records laws, including but not limited to chapter 119, Florida Statutes and section 24 of article I of the Constitution of Florida, and specifically agrees to:

a. Keep and maintain public records required by the School Board in order to perform the service under this agreement; and

b. Upon request from the School Board's custodian of public records, provide the School Board with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in chapter 119, Florida Statutes, or as otherwise provided by law; and

c. Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the contract term and following completion of the contract if the contractor does not transfer the records to the School Board; and

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

IF THE CONTRACTOR HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THE CONTRACTOR'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS CONTRACT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS AT 919 N. BROAD STREET, BROOKSVILLE, FL 34601, Ellerman_a@hcsb.k12.fl.us or (352) 797-7009.

Notwithstanding any other provisions of law or statutory interpretation, failure of the Contractor to abide by the terms of these public records provisions shall be deemed a material breach of this agreement and the School Board may enforce the terms of this provision in the form of a court proceeding and shall, as a prevailing party, be entitled to reimbursement of all reasonable attorney's fees and costs associated with that proceeding. This provision shall survive any termination or expiration of the contract.

18. If the Contractor receives any student information / records as a result of this agreement, it will maintain any such information / records as confidential and will not release same to any third parties without the express written approval of the School Board, except third parties who are essential to Contractor's delivery of its services to the School Board and who are bound to maintain the confidentiality of student information/records, and prohibited from unauthorized redisclosure of such information. Furthermore, Contractor agrees to maintain and utilize all such

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student information/records in accordance with the FERPA regulations and only as provided for in the Agreement and this Addendum. If student information/records are requested by way of subpoena or court order, Contractor shall notify the School Board of such request in writing including a copy of the subpoena or order and shall otherwise comply with the FERPA regulations.

19. Contractor agrees to execute an Affidavit Regarding the Use of Coercion for Labor and Services as required by section 787.06(14), Florida Statutes.

20. If the Contractor receives access to an individual s personal identifying information as a result of this agreement, Contractor agrees to provide the School Board with an affidavit signed by an officer or representative of the Contractor under penalty of perjury attesting that the Contractor does not meet any of the criteria in section 287.138(2)(a) to (c), Florida Statutes.

21. Contractor acknowledges that it will comply with all applicable Florida and Federal laws, ordinances, rules and regulations.

Signed and dated by authorized representatives as provided below:

Contractor: Quizizz Inc., dba Wayground

Printed Name: Daniella Piyavanich
Title: Operations Lead
Date: 05 / 13 / 2026

Hernando County School Board:

Printed Name: _____
Title: _____
Date: _____

Approved as to Legal Sufficiency
Caroline I. Mockler, Esq.
Staff Counsel, HCSD
10:49 am, 05/06/2026

Doc ID: 0bc40e2b74b53497eba534a64ce2c2f733e4f48d

State of Florida

Affidavit Regarding the Use of Coercion for Labor and Services

Respondent Vendor Name: Quizizz Inc., dba Wayground

Vendor FEIN: 47-4272876

Vendor's Authorized Representative Name and Title: Daniella Piyavanich - Operations lead

Address: 3110 Main Street, Building C

City: Santa Monica, State: California, ZIP: 90405

Phone Number: (818) 281-8574

Email Address: privacy@wayground.com

Section 787.06(14), Florida Statutes requires all nongovernmental entities executing, renewing, or extending a contract with a governmental entity to provide an affidavit signed by an officer or representative of the nongovernmental entity under penalty of perjury that the nongovernmental entity does not use coercion for labor or services as defined in that statute.

The Hernando County School District, Florida is a governmental entity for purposes of this statute.

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

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

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

By: _____

AUTHORIZED SIGNATURE

Print Name and Title: Daniella Piyavanich - Operations lead

Date: 05 / 29 / 2026

Approved as to Content & Form
CarolineMockler, Esq.
Staff Counsel, HCSD
8:46 am, 04/25/2025

FOREIGN COUNTRY OF CONCERN ATTESTATION
(PUR 1355)

This form must be completed by an officer or representative of an entity submitting a bid, proposal, or reply to, or entering into, renewing, or extending, a contract with a Governmental Entity which would grant the entity access to an individual's Personal Identifying Information. Capitalized terms used herein have the definitions ascribed in Rule 60A-1.020, F.A.C.

Name of entity is not owned by the government of a Foreign Country of Concern, is not organized under the laws of nor has its Principal Place of Business in a Foreign Country of Concern, and the government of a Foreign Country of Concern does not have a Controlling Interest in the entity.

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

Printed Name: Daniella Piyavanich

Company Name: Quizizz Inc., dba Wayground

Title: Operations Lead

Signature:

Date: 05 / 06 / 2026

Approved as to Content & Form
Caroline Mockler, Esq.
Staff Counsel, HCSD
8:49 am, 04/25/2025

Doc ID: 390fa19a513b679675ca2bb57b81a4f7904f081f

Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name _____

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

Account Name _____

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

B. Item Currently Not Budgeted -**

Funding Source: To be included in the 2026-2027 Fiscal Year Budget

Account Name: Additional Millage/Instructional Related Tech/Tech-Rentals/Academic Svcs/Voted Millage Technology

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project
1120E	6500	3690	9410	00107	

Amount $ 79,743.30

Funding Source _____

Account Name _____

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Amount $ _____

C. History

Check one:
Prior Year Budget: ○
New for Current Year: ☑

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****

Hernando School District

School Board Regular Meeting

Agenda Item # 20. 26-3874 6/23/2026

Title and Board Action Requested
Approve the Renewal of Bid No. 23-785-40 RN: Classroom Instructional Materials, Supplies and Equipment (Catalog Discount) and Authorize the Purchase of Goods and/or Services from Multiple Vendors for an Estimated Annual Amount of $500,000.00

Executive Summary
The Directors of Elementary and Secondary Programs, on behalf of the Superintendent of Schools, hereby requests the Board to approve the renewal of Bid No. 23-785-40 RN: Classroom Instructional Materials, Supplies and Equipment (Catalog Discount) to multiple vendors listed on the attached tabulation sheet. This tabulation establishes a contract with a pool of responsive, responsible vendors who have met all terms, conditions, and specifications of the solicitation, offering percentage discounts off products from their published catalogs and/or websites. Schools/sites will have the flexibility to obtain quotes from any of the awarded vendors, allowing for the greatest value and to meet the needs of the district. Purchases will be made on an as needed basis and will be charged to various school approved budgets and/or internal accounts.

My Contact
Dr. John Morris
Director of Secondary Programs
352-797-7000 ext. 70443
morris_j@hcsb.k12.fl.us

Tiffany Howard
Director of Elementary Programs
352-797-7000 ext. 70433
howard_t@hcsb.k12.fl.us

2023-28 Strategic Focus Area
Priority 1: Student Success

Financial Impact
See attached budget sheet.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

PURCHASING AGENDA ITEM

Hernando County School District

School Board Approval Meeting: June 23, 2026

Bid No. 23-785-40 RN

Bid Title: Classroom Instructional Material, Supplies & Equipment (Catalog Discount)

Recommend approval of this agenda item under the specific category below:

☐Lowest Bid(s)	☐Request for Proposal(s)	☐Low Bid(s) Meeting Specification	☐Rejection/Cancellation
☐Revised Award	☒Renewal of Contract	☐Sole Source	☐Re-Award (Partial/Whole)
☐Bid Termination	☐Amendment to Contract	☐Bid Extension	☐Emergency
☐Reversed Auction	☐ Piggyback Cooperative	☒Responsive/Responsible Meeting all Specifications	

Bid Contract Period: 07/25/2026 through 07/24/2029 ☐ N/A – One Time Purchase

Contract Type: ☐ Estimated Dollar Amount ☐ Firm, Fixed Dollar Amount ☐ Firm, Fixed Unit Prices ☒ Firm, Fixed Unit Prices, Hourly Rates, Fees and/or Percentages

Renewal Options: No. of Terms Remaining ☐ Length of Each Term (month) ☐ Length of Each Term (year) ☒ None

Rationale/Reason:

Bidders Electronically Downloaded From Bidnet Direct Website:	**Bids Received:**	**No Bids:**	**Late Bids:**	**Rejected Bids:**	☒ **N/A – Bids Not Required:** Renewal

Submitted By: Christopher Reckner
Director of Purchasing & Warehousing

School(s): District Wide

Requested By: John Morris
Director of Secondary Curriculum

Tiffany Howard
Director of Elementary Programs

Department(s): District Wide

Recommended award, description of items and prices: (See attached)

T/C CODE: 2340

This tabulation establishes a contract with suppliers to provide various classroom instructional materials, supplies and equipment, establishing firm, fixed percentage (%) educational discounts off published catalogs and/or websites. Items include, but are not limited to, various classroom instructional materials and supplies and small equipment, etc. **This contract does NOT include the purchase of computers or computer-related equipment, furniture, copiers, or general office supplies, which are covered under a separate contract.**

Vendor	Catalog Name Website Address	Discounts Offered	Key Products From Vendor	Contact Information
ABDO Publishing	www.abdobooks.com	Supplies: Call for pricing Equipment: Call for pricing	Books for different grade levels	Daniel Maskiell 813-340-9841 dmaskiell@abdobooks.com
Age of Learning	www.ageoflearning.com	Supplies: 10% Equipment: Call for Pricing	ABCmouse Early Learning Academy, Adventure Academy, Math, Readying Academy, ReadingIQ, Homeschool+, etc.	Brian Miller school.orders@aofl.com
Amira Learning, Inc.	www.amiralearning.com	Supplies: Call for pricing Equipment: Call for pricing	Reading, Assessment, Instruction, Tutoring & Reading practice, Biliteracy	Mimi Stout Orders@amiralearning.com
Anchorage Medical Equipment & Supplies	www.anchoragemedicalsupply.com	Supplies: 5% Equipment: 5%	Medical supplies and equipment, medical training, medical study guides, medical uniforms & Apparel, Medical Accessories	Dana Griffin 972-391-9177 dgriffin@anchoragemedicalsupplies.com
Attainment Company, Inc.	www.attainmentcompany.com	Supplies: 5% Equipment: 5%	Specialized educational curricula, instructional materials, communication technology(GoTalk devices) literacy program, transition-to-work curricula , educational software & apps.	Theresa O'Connor 800-327-4269 info@attainmentcompany.com
AVI-SPL, LLC	https://shop.avispl.com/	Supplies: 10% Equipment: 10%	Projectors, projector screens, portable screens, interactive white boards, mobile carts, media players, amplifier systems, microphones, etc.	Samantha Somers 813-940-8522 Samantha.somers@avispl.com
Barnes & Noble Booksellers, Inc.	https://classwork.barnesandnoble.com	Supplies: Call for pricing	Books, eBooks, audio books, educational toys & games, STEM & STEAM, Music and Movies	Cheryl Haller 813-210-4077 crm3514@bn.com
Blick Art Materials	www.dickblick.com	Supplies: 20% Equipment: Call for pricing	Art Supplies, Art Equipment	regionsquotes@dickblick.com purchaseorders@dickblick.com
BrainPOP, LLC	www.brainpop.com	Supplies: Call for pricing Equipment: Call for pricing	BrainPOP Subscription, BrainPOP jr., BrainPOP ELL, BrainPOP Science/Math, Game-based learning products	purchaseorders@brainpop.com

Vendor	Catalog Name Website Address	Discounts Offered	Key Products From Vendor	Contact Information
Cengage Group, Inc.	www.cengageschool.com	Supplies: Call for pricing Equipment: Call for pricing	Curriculum & solutions for math, science, social studies, English language learning, library, career & technical education, AP & honors, professional development, supplemental, accreditations	Robin Shapiro 800-877-4253 ext 18102 robin.shapiro@cengage.com
Children's Plus, Inc.	www.hellocpi.com	Supplies: Call for pricing Equipment: Call for pricing	Prebounds, trade hardcovers, trade paperbacks, board books, ebooks, world language	Katrina Elmer 708-231-6824 katrinae@hellocpi.com
Complete Book & Media Supply, LLC	www.completebook.com	Supplies: Call for pricing Equipment: Call for pricing	Books, Subscriptions, Media	800-986-1775 quotes@completebook.com
Coughlan Companies LLC dba Capstone	www.capstonepub.com	Supplies: 10% Equipment: n/a	Print, eBook, Fiction/Nonfiction Books, Picture Books, Board Books, Chapter Books, Graphic Books, IB Books, Capstone Interactive eBook, Popular Brands: Stairway decodables, Spotlight, Brain Candy, Spark, You Choose, Graphic Library, Pebble, Spark, Capstone Value Library.	Melissa Kirchoff 352-223-0682 mjurcgiff@capstonepub.com
Curriculum Associates, LLC	www.curriculumassociates.com	Supplies: Call for pricing Equipment: Call for pricing	Math and ELA Education Software Supplemental resources, Intervention	Jaime Handlin jhandlin@cainc.com
Delaney Educational Enterprises	www.deebooks.com	Supplies: Call for pricing Equipment: Call for pricing	Prebounds, Trade Hardcovers, Trader Paperbacks, Board Books, eBooks, World Language	Customer Service 800-788-5557 cs@deebooks.com
Diskovery Educational Systems	www.diskovery.com	Supplies: 2-15% Equipment: 2-15%	STEM/ STEAM, MakerSpace, Lab & Classroom Supplies, Headphones, Instructional Curriculum Materials, Assistive Technology Devices, Calculators, Device case/ backpacks, Drones, etc	Daniel Wechsler 561-683-8410 dan@diskovery.com
EAI Education	www.eaieducation.com	Supplies: Call for pricing Equipment: Call for pricing	Educational supplies for math, science, STEM, classroom resources, early childhood, Kits: custom kit builder, curriculum kits, hands-on math centers, individual student math kits, math standards kits.	Quote: Kathy Franks 800-770-8010 ext 7600 sales@eaieducation.com POs: Jessica Maisonet info@eaieducation.com

Vendor	Catalog Name Website Address	Discounts Offered	Key Products From Vendor	Contact Information
Early Childhood LLC dba Discount School Supply	www.discountschoolsupply.com	Supplies: 3% Equipment: 3%	Arts & crafts, carpets, active play, dramatic play, outdoor living, stem, science, block play, and more	Kristina Bailey 800-627-2829 serviceteam@discountschoolsupply.com
Encyclopedia Britannica, Inc.	www.britannicaeducation.com	Supplies: Call for pricing Equipment: Call for pricing	Digital subscriptions to its online databases and educational products, i.e. Britannica online school edition, online library edition, academic edition, image quest, expedition, escolar, moderna. Merriam-Webster dictionaries	Laura Cox 800-621-3900 salessupport@eb.com
Explore Learning, LLC	www.explorelearning.com	Supplies: Call for pricing Equipment: Call for pricing	Gizmos, Reflex, Frax, Science4us, Math Solutions, Science Solutions, STEM	sales@explorelearning.com
Fisher Scientific Company, LLC	www.fishersci.com	Supplies: 33% Equipment: Call for pricing	Science laboratory products covering antibodies, chemicals, consumables, lab storages & instruments, life science products, safety,	Sales: mary.gundlach@thermofisher.com; PO: fse.custserv@thermofisher.com
Flinn Scientific, Inc.	www.flinnsci.com	Supplies: 10% Equipment: Call for pricing	Apparatus & Lab Equipment, Chemical Storage cabinets, Chemicals, Instructional resources, Lab supplies, Preserved & Live Materials, Probes & Sensors, Safety supplies, Science Activity Kits, Software & Digital Materials, Science Instruments, Technology, Molecular Biology Instrument	Customer Experience Team 800-452-1261 customercare@flinnsci.com
Follett Content Solutions, LLC	www.titlewave.com	Supplies: Call for pricing Equipment: Call for pricing	Curriculum focused materials, Educational products and database	Kim Kreger kkreger@follettcontent.com 888-511-5114 orders@follettcontent.com
Frog Publications	https://frog.com (Contact Purchasing or bookkeeper for district coupon code. The code should be stated on a PO)	Supplies: Call for pricing Equipment: Call for pricing	Math and reading instructional materials for Pre-K–Grade 5, supporting classroom instruction, intervention, home intervention, and MTSS.	Wendy Alli or Mindi Kocurek 800-777-3764 customerservice@frog.com

Vendor	Catalog Name Website Address	Discounts Offered	Key Products From Vendor	Contact Information
Fun and Function, LLC	www.funandfunction.com	Supplies: 10% Equipment: 10%	Sensory equipment, Classroom management tools, OT/PT/Speech therapy tools, Fidgets, Flexible seating, Sensory rooms	Shulamis Dewick 800-231-632 accounts@funandfunction.com
Glow Forge, Inc	www.glowforge.com	Supplies: Call for pricing Equipment: 7.15%	3D laser printers (Aura, Spark, Plus, and Pro), Proofgrade materials,	Rebecca Sinatra r.sinatra@glowforge.com
Hertzberg-New Method dba Perma-Bound Books, Inc.	www.perma-bound.com	Supplies: Call for pricing Equipment: Call for pricing	Books, Teacher's guides, Teaching aides, DVD's, ebooks, playaways, databases	Shannon Rickert 800-934-6581 books@perma-bound.com
Highscope Educational Research Foundation	highscope.org/publicdemo	Supplies: Call for pricing Equipment: Call for pricing	Early learning curriculum resources, Infant/toddler/preschool STEM toolkit, Supplemental resources, ,Assessment resource, Professional Learning	Highscope Customer Service 800-587-5639 customerservice@highscope.org
Holmquist Education Consulting	www.hecedu.con	Supplies: Call for pricing Equipment: Call for pricing	Career and Technical Education, educational products for grades Pre-K through Post-Secondary Education.	Stephanie Holmquist 813-759-6500 stephie@hecedu.com
IXL Learning, Inc.	www.ixl.com	Supplies: Call for pricing Equipment: Call for pricing HCSD receives automatic access to new content and feature enhancements on IXL. No additional fees for maintenance or version updates.	Educational Software Licenses	IXL Membership Services 855-255-8800 orders@ixl.com
Kaplan Early Learning Company	www.kaplanco.com	Supplies: 10% Equipment: 10%	Curriculum & Assessment, Dramatic Play, Block Play, Art, Fine motor, Puzzles & Games, Sand & Water Play, STEM, Outdoor Learning/ Active Play, Science, Literacy, Soft Home Classroom Accents, Classroom Essentials, Infant & Toddler, professional resource books	Quote: bids@kaplanco.com PO: orders@kaplanco.com 800-334-2014 Ext. 5470
Lakeshore Learning Materials, LLC	www.lakeshorelearning.com	Supplies: 5% Equipment: 5%	Language, books, math, social studies, science, STEM, teacher resource, classroom decorations, etc.	Penny Stone 800-778-4456 orderdept@lakeshorelearning.com

Vendor	Catalog Name Website Address	Discounts Offered	Key Products From Vendor	Contact Information
Learning 2020, Inc. dba Penda Learning	www.pendalearning.com	Email or call to inquire, based on student count. $250 onboarding per site. 30-day demo sandbox account available.	Online digital subscription: Gamified Science Content, AI-Powered Instructions (Cosmos), Assessments & Data Reports, Accessibility Toosl, Automated Pacing Services, Professional development	Corey J. Peloquin 813-537-3632 cpeloquin@pendalearning.com Laurie Marthaler 888-919-0404 support@pendalearning.com
Learning A-Z, LLC	www.learninga-z.com	Supplies: Call for pricing Equipment: Call for pricing	Reading A-Z, Raz-Plus, Vocabulary A-Z, Raz-kids, Raz-Plus, Science A-Z, Writing A-Z, Foundations A-Z, Raz-Plus ELL, Professional development	orders@learninga-z.com
Learning Without Tears	www.lwtears.com	Supplies: Call for pricing Equipment: Call for pricing	Handwriting workbooks, tactile multi-sensory manipulatives, typing software, keyboarding, multilingual learning, professional services	Jennifer Perez 407-421-5184 onlineorders@lwtears.com
Lexia Voyager Sopris, Inc.	www.voyagersopris.com	Supplies: Call for pricing Equipment: n/a	Reading, writing, math intervention products & services	Order Entry 800-547-6747 ext 7278 order.entry@voyagersopris.com
Mackin Book Company dba Mackin Educational Resources	www.mackin.com	Supplies: Call for pricing Equipment: Call for pricing	Print books digital titles, classroom libraries, inquiry kits, text sets, take home summer reading packets, etc.	Quotes Department 800-245-9540 quotes@mackin.com orders@mackin.com
Maxi Aids	www.maxiaids.com	Supplies: 10% Equipment: 10%	Special needs products in areas of vision & blind, hearing & deaf, home healthcare, mobility, technology	Anthony Bernardini 800-522-6294 ext 268 sales@maxiaids.com
MedicalEShop, Inc.	www.medicaleshop.com	Supplies: 1-10% Equipment: 1-27%	Special needs products & equipment, clinical supplies, Wound care, mobility equipment, First Aid & emergency care,	Bob Smith 866-563-6812 csteam@medicaleshop.com
MT Library Services, LLC. dba Junior Library Guild	www.juniorlibraryguild.com	Supplies: Call for pricing Equipment: Call for pricing	Library books, Spanish books, Hi'Lo readers, library book processing, classroom books, bilingual books, library book cataloging	Stephanie Capoziello 800-325-9558 customerservice@juniorlibraryguild.com
Multi-Health Systems	www.mhs.com	Supplies: Call for pricing Equipment: Call for pricing	Clinical Assessments, Education Assessments, Public Safety Assessments, Talent Assessments	Jodi Kennis 800-456-3003 ext 278 Jodi.kennis@mhs.com

Vendor	Catalog Name Website Address	Discounts Offered	Key Products From Vendor	Contact Information
Nasco Education, LLC District quote discount #52128	www.nascoeducation.com	Supplies: 10-20% Equipment: 10-20%	Educational teaching materials, supplies and equipment in the subjects of Art, Agriculture, Math, Science, STEM/ STEAM, early learning, physical education, health science, SEL & Mental health	Michelle Au/ Michelle Thomas 800-558-9595 orders@nascoeducation.com
NCS Pearson, Inc.	www.pearsonassessments.com	Supplies: Call for pricing Equipment: Call for pricing	educational assessments, clinical testing tools, and digital learning platforms, etc.	Customer Support 800-627-7271 clinicalcustomersupport@pearson.com
Newsela, Inc.	www.newsela.com	Supplies: 20% Equipment: Call for pricing	Newsela ELA, Newsela Social Studies, Newsela Science, Newsela SEL Collection, Newsela Essentials, Newsela PD Pass	Carter Figg 812-360-6094 Carter.figg@newsela.com
Paper Dragon Books	www.paperdragonreads.com	Supplies: 15-18% Equipment: n/a	sunshine state young readers awards, orange blossom nonfiction award, classroom textbooks, teacher resources	Bridget Woolley 407-212-7759 bridget@paperdragonreads.com Cyndee Woolley 239-571-3174 cyndee@paperdragonreads.com
Perfection Learning Corp.	www.perfectionlearning.com	Supplies: Call for pricing Equipment: Call for pricing	Print and digital curriculum, classroom libraries, and test preparations in areas including AP & Honors, Literacy & ELA, Standards-based instruction, World Languages, Social Studies, etc.	Lynne Rubino 866-252-6580 ext. 1205 lrubino@perfectionlearning.com
Pitsco Education, LLC (state bid #"800276" on PO)	www.pitsco.com	Supplies: 4% Equipment: 4%	Robotics, Drones & Aerospace, Computer Science & Coding, Engineering & Structures, Hands-on Science, Competitions & Racing, Early Childhood (STEM Fundamentals, Coding, Literacy & Sensory)	Jared Wetzel 800-835-0686 jwetzel@pitsco.com
Prentke Romich Company dba PRC-Saltillo	www.prc-saltillo.com	Supplies: 5% Equipment: 5%	Communication devices(AAC devices), software & vocabulary systems, Access technologies & accessories, Therapy tools	Order Management Dept 800-262-1933 orderdept@prc-saltillo.com
Project Lead The Way, Inc	www.my.pltw.org	Supplies: Call for pricing Equipment: Call for pricing	STEM curriculum, Biomedical science, Computer science, PLTW programs, etc	Solution Center 317-669-0200 solutioncenter@pltw.org

Vendor	Catalog Name Website Address	Discounts Offered	Key Products From Vendor	Contact Information
Pyramid School Products	www.pyramidsp.com	Supplies: 10% Equipment: Call for pricing	Active play, Arts & Crafts, Blocks & Construction, classroom collection, Classroom Décor, Classroom technology, Dramatic Play, Early Learning, language arts, science, Games, music, STEM, etc.	Larry Miller 800-792-2644 ext 240 orders@pyramidsp.com
Rainbow Book Company	www.rainbowbookcompany.com	Supplies: Call for pricing Equipment: Call for pricing	Prebounds, Trade hardcovers, Trade paperbacks, Board books, Ebooks, World Languages	Customer Service 800-255-0965 cs@rainbowbookcompany.com
Really Good Stuff	www.reallygoodstuff.com	Supplies: 3% Equipment: 3%	Arts & Crafts, Teacher Supplies, Classroom Organization, Curriculum Support, Social-Emotional Learning, Take-home Kits, Play & Learn	solesourcequotes@reallygoodstuff.com purchaseorders@reallygoodstuff.com
S&S Worldwide, Inc.	www.ssww.com	Supplies: 22% Equipment: Call for pricing	Craft kits & Projects, Craft Supplies, Sports & PE, Education, Early Childhood, Senior Activities, Games, Party & Novelty, Special Needs, Holiday & Seasonal hemes, storage, carpets, Rest Time, Dramatic Play, Boards & Easels	Mabel Ramirez 800-642-7354 mabel.ramirez@ssww.com orders@ssww.com
School Datebooks (SDI Innovations)	www.schooldatebooks.com	Supplies: 5% Equipment: n/a	Various size Sketchbooks, customizable sketchbooks,	Erica Connors 765-807-0813 sales@schooldatebooks.com
School Outfitters	www.schooloutfitters.com	Supplies: 2% Equipment: 2% *Call for volume discounts	Makerspace & STEM Tools, Podcasting & Video Production, Robotics, Science lab products & supplies,	Sales Team 800-260-2776 sales@schooloutfitters.com
SketchforSchools Publishing, Inc.	www.sketchforschools.com	Supplies: Call for pricing Equipment: Call for pricing	Standard sketchbooks, customizable sketchbooks	Marianna Miranda 909-771-2511 csrepresentative@sketchforschools.com
Staples Contract & Commercial, LLC	www.staplesadvantage.com	Supplies: Call for pricing Equipment: Call for pricing	Classroom supplies & equipment	Gil Saunders 407-572-5768 gilbert.saunders@staples.com
Stemfinity, LLC	www.stemfinity.com	Supplies: Call for pricing Equipment: Call for pricing	Science, Technology, Engineering, Math, Robotics, 3D printers, AR/VR products, eSports software, programs and hardware, rocketry, drones, and more	Deanna Peacock 800-985-7836 quote@stemfinity.com orders@stemfinity.com

Vendor	Catalog Name Website Address	Discounts Offered	Key Products From Vendor	Contact Information
Super Duper, Inc. d/b/a Super Duper Publications	www.superduperinc.com	Supplies: 3% discount Equipment: 3% discount	Products covering areas such as Articulation, assessment, autism, books, digital library, fun decks, games, hearbuilder, motivational, OT/PT	Customer Help Department 800-277-8737 Customerhelp@superduperinc.com
Sweet Pipes, LLC	www.sweetpipes.com	Supplies: Call for pricing Equipment: Call for pricing	Sweet Pipes Publications, Recorders, Recorder music, Music and Books, Classroom Instruments, Puppets, Teaching Aids, Movement and Dance, Display and Demo, ebooks, etc.	Billy Ferguson 817-227-9922 Sales@sweetpipes.com
Textbook Warehouse, LLC	www.textbookwarehouse.com	Supplies: 5-37% Equipment: n/a	Samples are provided at no extra charge as long as they are returned.	Jackie Lara 800-796-9152 Jackie@textbookwarehouse.com sales@textbookswarehouse.com
The Continental Press, Inc.	www.continentalpress.com	Supplies: Call for Pricing Equipment: Call for Pricing	ESL/ ELL/ ENL, Reading, Mathematics	Pamela Hummel 800-233-0759 edcsr@continentalpress.com
Victor Technology LLC dba The Original Seat Sack Company	www.seatsack.com Reference Quote #: 23-785-40 Hernando	Supplies: 25% Equipment: 25%	Seat Sack, Pouches& Bags, Desk+, Desk Organizers, Calculators, clipboards, cellphone locker/storage tray, name cards,	Michelle Holder 239-596-3065 mholder@victortech.com
Varitronics, LLC	www.variquest.com	Supplies: 2% Equipment: 2%	Perfecta brand Poster Maker, Cutout Maker, Award Maker, and specialized design software for classrooms	Lynette Lefleur-Overman customerservice@variquest.com
Vernier Software & Technology Inc. dba Vernier Science Education	www.vernier.com	Equipment: 5%	Products & software to collect and analyze real-time data for science & STEM education, i.e. Go Direct® Sensors, Vernier Graphical Analysis®, Vernier Video Analysis®, LabQuest® 3, Dynamics Cart & Track Systems, Lab Books, Vernier Connections, etc.	Customer Services 503-277-2440 or 888837-6437 orders@vernier.com quotes@vernier.com contact for warranty repairs/replacement: support@vernier.com
Vista Higher Learning, Inc.	www.vistahigherlearning.com	Supplies: Call for pricing Equipment: Call for pricing	Educational materials for world languages and literacy including textbooks, digital learning platforms, interactive media	Chelsey Grove 857-278-0700 orders@vistahigherlearning.com
VWR International LLC Ward's Science Brands	www.wardsci.com	Ward's Science Brand: Supplies: 20%	Products in areas of Agricultural & Veterinary Science, AP Science, Biology,	Kate Shaw 407-932-9804

Vendor	Catalog Name Website Address	Discounts Offered	Key Products From Vendor	Contact Information
		Equipment: 20% (Exception: price ending in a "9", clearance items)	Chemistry& Chemicals, Custom kits, Elementary science, Environmental science, Forensic Science, Healthcare Education, Lab Equipment and Supplies, Microscopes and Optics, Physics, Technology, etc.	Kate.shaw@avantorsciences.com

Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

B. Item Currently Not Budgeted -**

Funding Source: To be included in the 2026-2027 Fiscal Year Budget

Account Name: Supplies (Classroom, Instructional Materials & related supplies. Orders will be charged to various schools & departments)

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project
1100E	5100	Various	Various	Various	Various

Amount $ 500,000.00

Funding Source

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Amount $

C. History

Check one:
Prior Year Budget: ○
New for Current Year: ☑

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****

Agenda Item # 21. 26-3876 6/23/2026

Title and Board Action Requested

Approve the Renewal of Bid No. 23-968-02 RN: Electrical Repairs & Services, awarded to multiple vendors for Electrical Repairs & Services, and authorize the purchase of services on an as-needed basis for an estimated annual spending of $200,000.00.

Executive Summary

The Director of Maintenance, on behalf of the Superintendent of Schools, hereby requests the Board approve the renewal of Bid No. 23-968-02 RN: Electrical Repairs & Services, awarded to multiple vendors and authorize the purchase of electrical repair services for an estimated annual spending of $200,000.00. Services will be district-wide on an as-needed basis.

My Contact

Director of Maintenance
Joseph Rychcik
8008 Mobley Road
Brooksville, Florida 34601

2023-28 Strategic Focus Area

Priority 5: Fiscal Transparency and Capital Planning

Financial Impact

See attached budget sheet.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

PURCHASING AGENDA ITEM

Hernando County School District

School Board Approval Meeting: June 23, 2026

Bid No. 23-968-02 RN **Bid Title:** Electrical Repairs & Services

Recommend approval of this agenda item under the specific category below:

☐Lowest Bid(s)	☐Request for Proposal(s)	☐Low Bid(s) Meeting Specification	☐Rejection/Cancellation
☐Revised Award	☒Renewal of Contract	☐Sole Source	☐Re-Award (Partial/Whole)
☐Bid Termination	☐Revisions/Amendments to Bid	☐Bid Extension	☐Emergency
☐Reversed Auction	☐ Piggyback Cooperative		

Bid Contract Period: 08/16/2026 through 08/15/2027 ☐ N/A – One Time Purchase

Contract Type: ☐ Estimated Dollar Amount ☐ Firm, Fixed Dollar Amount ☐ Firm, Fixed Unit Prices ☒ Firm, Fixed Unit Prices, Hourly Rates, Fees and/or Percentages

Renewal Options: No. of Terms Remaining ☐ Length of Each Term (month) ☐ Length of Each Term (year) ☒ None

Rationale/Reason:

Bidders Electronically Downloaded From Bidnet Direct Website:	**Bids Received:**	**No Bids:**	**Late Bids:**	**Rejected Bids:**	☒ **N/A – Bids Not Required:** Renewal

Submitted By: Christopher Reckner
Director of Purchasing & Warehousing

School(s): District Wide

Requested By: Joseph Rychcik
Director of Maintenance

Department(s): Support Operations

Recommended award, description of items and prices: (See attached)

T/C CODE: 2302

This tabulation establishes a contract with licensed electrical contractors to provide firm, fixed, hourly labor rates for services and firm percentage (%) rates for parts, supplies and materials (unless materials provided by the district), for anticipated projects district-wide, on an as-needed basis. Projects associated with this bid shall not exceed $200,000.00.

Base 3, LLC dba Gibson Electric

Description	Rate
1. Labor Rates (Straight Time) During Normal or Regular Business Hours Monday - Friday, 7:00 AM to 4:00 PM:	
Foreman w/Truck	$ 65.00/Hour
Supervisor w/Truck	$ 75.00/Hour
Journeyman	$ 65.00/Hour
Helper	$ 55.00/Hour
2. Labor Rates Schools not in Session, Nights, Weekends & Holidays:	
Foreman w/Truck	$ 65.00/Hour
Supervisor w/Truck	$ 75.00/Hour
Journeyman	$ 65.00/Hour
Helper	$ 55.00/Hour
3. **Subcontractor - Percentage Mark-Up** If your company utilizes the services of a subcontractor for a particular project or potion thereof, indicate a percentage mark-up which would be added to their cost. This cost mark-up will be included on your quote and invoice for payment to the district. A copy of the subcontractor's invoice may be requested for verification purposes at any time and when requests for payments are deemed excessive. *Note: Subcontractor's services are only allowed with prior written authorization from the Maintenance and/or Facilities Department (per project).*	20 %
4. **Materials & Supplies – Percentage Mark-Up** Indicate your percentage mark-up on manufacturer's list price for parts, supplies & materials, regardless of the manufacturer	20 %
5. **Equipment Rental – Percentage Mark-Up** Indicate your percentage mark-up on the cost of rental equipment that may be needed for certain projects. A copy of the rental invoice may be requested for verification purposes at any time and when requests for payments are deemed excessive. *The use of rental equipment is only allowed with the authorization from the Maintenance and/or Facilities Department (per project).*	20 %

Warranty: Workmanship – 1 Year
Equipment/Materials/Supplies – 1 Year

Contact Information:

Nick Moreno
(352) 351-0145
nmoreno@geflorida.com

J.F. Electric, LLC

Description	Rate
1. Labor Rates (Straight Time) During Normal Or Regular Business Hours Monday - Friday, 7:00 AM to 4:00 PM:	
Foreman w/Truck	$ 70.00/Hour
Supervisor w/Truck	$ 70.00/Hour
Journeyman	$ 70.00/Hour
Helper	$ 70.00/Hour
2. Labor Rates Schools not in Session, Nights, Weekends & Holidays:	
Foreman w/Truck	$ 105.00/Hour
Supervisor w/Truck	$ 105.00/Hour
Journeyman	$ 105.00/Hour
Helper	$ 105.00/Hour
3. **Subcontractor - Percentage Mark-Up** If your company utilizes the services of a subcontractor for a particular project or potion thereof, indicate a percentage mark-up which would be added to their cost. This cost mark-up will be included on your quote and invoice for payment to the district. A copy of the subcontractor's invoice may be requested for verification purposes at any time and when requests for payments are deemed excessive. *Note: Subcontractor's services are only allowed with prior written authorization from the Maintenance and/or Facilities Department (per project).*	20 %
4. **Materials & Supplies – Percentage Mark-Up** Indicate your percentage mark-up on manufacturer's list price for parts, supplies & materials, regardless of the manufacturer	20 %
5. **Equipment Rental – Percentage Mark-Up** Indicate your percentage mark-up on the cost of rental equipment that may be needed for certain projects. A copy of the rental invoice may be requested for verification purposes at any time and when requests for payments are deemed excessive. *The use of rental equipment is only allowed with the authorization from the Maintenance and/or Facilities Department (per project).*	20 %

Warranty: Workmanship - 1 Year
Equipment/Materials/Supplies - 1 Year (or per manufacturer up to 5 years)
Lighting from Tamlight - 5 years

Contact Information:

John Ferrara
(352) 585-0469
Jfelectric52@yahoo.com

MCS of Tampa, Inc.

Description	Rate
1. Labor Rates (Straight Time) During Normal Or Regular Business Hours Monday - Friday, 7:00 AM to 4:00 PM:	
Foreman w/Truck	$ 75.00/Hour
Supervisor w/Truck	$ 75.00/Hour
Journeyman	$ 50.00/Hour
Helper	$ 50.00/Hour
2. Labor Rates Schools not in Session, Nights, Weekends & Holidays:	
Foreman w/Truck	$ 75.00/Hour
Supervisor w/Truck	$ 75.00/Hour
Journeyman	$ 50.00/Hour
Helper	$ 50.00/Hour
3. **Subcontractor - Percentage Mark-Up** If your company utilizes the services of a subcontractor for a particular project or potion thereof, indicate a percentage mark-up which would be added to their cost. This cost mark-up will be included on your quote and invoice for payment to the district. A copy of the subcontractor's invoice may be requested for verification purposes at any time and when requests for payments are deemed excessive. *Note: Subcontractor's services are only allowed with prior written authorization from the Maintenance and/or Facilities Department (per project).*	10 %
4. **Materials & Supplies – Percentage Mark-Up** Indicate your percentage mark-up on manufacturer's list price for parts, supplies & materials, regardless of the manufacturer	15 %
5. **Equipment Rental – Percentage Mark-Up** Indicate your percentage mark-up on the cost of rental equipment that may be needed for certain projects. A copy of the rental invoice may be requested for verification purposes at any time and when requests for payments are deemed excessive. *The use of rental equipment is only allowed with the authorization from the Maintenance and/or Facilities Department (per project)*	10 %

Warranty: Workmanship – 1 Year
Equipment/Materials/Supplies – 1 Year

Contact Information:

GT GONZALEZ, Chief Strategy Officer
813-928-9841
gtgonzalez@mcsoftampa.com

Suncoast Electric, LC

Description	Rate
1. Labor Rates (Straight Time) During Normal Or Regular Business Hours Monday - Friday, 7:00 AM to 4:00 PM:	
Foreman w/Truck	$ 95.00/Hour
Supervisor w/Truck	$ 95.00/Hour
Journeyman	$ 85.00/Hour
Helper	$ 60.00/Hour
2. Labor Rates Schools not in Session, Nights, Weekends & Holidays:	
Foreman w/Truck	$ 142.50/Hour
Supervisor w/Truck	$ 142.50/Hour
Journeyman	$ 127.50/Hour
Helper	$ 90.00/Hour
3. **Subcontractor - Percentage Mark-Up** If your company utilizes the services of a subcontractor for a particular project or potion thereof, indicate a percentage mark-up which would be added to their cost. This cost mark-up will be included on your quote and invoice for payment to the district. A copy of the subcontractor's invoice may be requested for verification purposes at any time and when requests for payments are deemed excessive. *Note: Subcontractor's services are only allowed with prior written authorization from the Maintenance and/or Facilities Department (per project).*	10 %
4. **Materials & Supplies – Percentage Mark-Up** Indicate your percentage mark-up on manufacturer's list price for parts, supplies & materials, regardless of the manufacturer	10 %
5. **Equipment Rental – Percentage Mark-Up** Indicate your percentage mark-up on the cost of rental equipment that may be needed for certain projects. A copy of the rental invoice may be requested for verification purposes at any time and when requests for payments are deemed excessive. *The use of rental equipment is only allowed with the authorization from the Maintenance and/or Facilities Department (per project)*	10 %

Warranty: Workmanship – 1 Year
Equipment/Materials/Supplies – 1 Year

Contact Information:

Mark Schneegas
(352) 573-1214
suncoastelectric@hotmail.com

Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

B. Item Currently Not Budgeted -**

Funding Source: 2026-2027 Maintenance General Fund Electricians Repairs & Maintenance Account

Account Name: 2026-2027 Maintenance General Fund Electricians Repairs & Maintenance Account

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project
1100 E	8100	3500	9508	49500	

Amount $ 20,000.00

Funding Source: 2026-2027 District Wide Capital & General Fund Accounts

Account Name: 2026-2027 District Wide Capital & General Fund Accounts

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project
3XX/1100	various	various	various	various	

Amount $ 180,000.00

C. History

Check one:
Prior Year Budget: ☑
New for Current Year: ☐

Prior Year Approved Budget: $ 44,517.77

Prior Year Actual Spent: $ 44,517.77

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****

Agenda Item # 22. 26-3879 6/23/2026

Title and Board Action Requested

Approve the renewal of Bid No. 25-60/929-05 RN: Buses & District Wide Vehicles: Specialized Repairs, Equipment, Parts and Accessories, awarded to multiple vendors, and authorize the purchases of goods and services for an estimated annual amount of $641,600.00.

Executive Summary

The Director of Transportation, on behalf of the Superintendent of Schools, hereby requests the Board approve the renewal of Bid No. 25-60/929-05 RN: Buses & District Wide Vehicles: Specialized Repairs, Equipment, Parts and Accessories, awarded to multiple vendors, and authorize the purchases of goods and services, on an as needed basis, for an estimated annual amount of $641,600.00.

My Contact

Ralph Leath
Director of Transportation
352-797-7003

2023-28 Strategic Focus Area

Priority 3: Safe and Healthy Learning Environment

Financial Impact

The cost for this Agenda is $641,600.00. See attached budget sheet. The cost for the previous fiscal year was $546,898.47

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

PURCHASING AGENDA ITEM

Hernando County School District

School Board Approval Meeting: June 23, 2026

Bid No. 25-060/929-05 RN

Bid Title: Buses & District Wide Vehicles: Specialized Repairs, Equipment, Parts & Accessories

Recommend approval of this agenda item under the specific category below:

☐Lowest Bid(s) ☐Request for Proposal(s) ☐Responsive/Responsible Submittals ☐Rejection/Cancellation
☐Revised Award ☒Renewal of Contract ☐Sole Source ☐Re-Award (Partial/Whole)
☐Bid Termination ☐Revisions/Amendments to Bid ☐Contract Extension ☐Emergency
☐Piggyback Cooperative

Bid Contract Period: 08/13/2026 through 08/12/2027 ☐ N/A – One Time Purchase

Contract Type: ☐ Estimated Dollar Amount ☐ Firm, Fixed Dollar Amount ☐ Firm, Fixed Unit Prices ☒ Firm, Fixed Unit Prices, Hourly Rates, Fees and/or Percentages

Renewal Options:

No. of Terms Remaining	☐ Length of Each Term (month)	☒ Length of Each Term (year)	☐ None
- 2 -		- 1 -	

Rationale/Reason: Renewal of the contract for one year term.

Bidders Electronically Downloaded From Bidnet Direct Website:	**Bids Received:**	**No Bids:**	**Late Bids:**	**Rejected Bids:**	☒ **N/A – Bids Not Required:** Renewal

Submitted By: Christopher Reckner
Director of Purchasing & Warehousing

School(s): District Wide

Requested By: Ralph Leath
Director of Transportation

Department(s): Transportation

Recommended award, description of items and prices: (See attached)

T/C CODE: 2505

This tabulation establishes a contract with responsive and responsible suppliers to provide specialized repair services for all district owned school buses, white fleet (i.e. automobile, trucks, box trucks, pickups, cargo vans, mini vans) and forklifts, that cannot be handled in house by district staff. The contract establishes a firm fixed hourly labor rate and percentage discount/markup (+/-) on parts and material. Repair services are to take place either on district site(s) or vendor's place of business with vendor to provide pickup and drop off of the buses/vehicles requiring service. On certain designated projects, the district may supply the parts/materials necessary to complete a job. On those designated projects, labor rates/services ONLY shall apply. This contract shall also allow for the purchase of equipment, parts, supplies and material needed for repairs that are to be performed in-house by district staff. The contract establishes firm percentage discounts (-) off manufacturer's published pricelist, catalog or website, whichever price is more advantageous to the district.

Vendors were awarded the following line items based on their submitted bid documents.

Advanced Tire Service, LLC

Service

Item No.	Description	Hourly Rate
1.	Labor Rates – School Bus Repairs	N/A
2.	Labor Rates – Body Repairs on School Buses	N/A
3.	Labor Rates – Prep, Paint and Finish for Accident Repairs for School Buses	N/A
4.	Labor Rates – White Fleet (Gasoline)	$95.00
5.	Labor Rates – White Fleet (Diesel)	$115.00
6.	Labor Rates – Body Repairs on White Fleet	N/A
7.	Labor Rates – Prep, Paint and Finish for Accident Repairs on White Fleet	N/A
8.	Labor Rates – Utility Trailer	$95.00
9.	Labor Rates – Forklifts	N/A

Additional Pricing:

Materials, Parts & Supplies needed for above repairs to be performed by vendor: ☒ Percentage Discount (-) 10 %

Equipment, Parts, Supplies, Etc. purchased for repairs to be performed in-house by District staff: Percentage Discount (-) ***off*** Manufacturer's List, Catalog or Website Price (whichever is more favorable for the District) 0 %

* No additional fees will be accepted for the use of the Visa Card

Contact Information for Quotes and Purchase Orders – Representative Assigned to this Contract:

Contact Name: Craig Hare
Phone Number: 352-844-7300
Email Address: atsoffice@advancedtireservicefl.com
Website: www.advancedtireservicefl.com

Brooksville Transmissions Inc.

Service

Item No.	Description	Hourly Rate
1.	Labor Rates – School Bus Repairs	165.00
2.	Labor Rates – Body Repairs on School Buses	N/A
3.	Labor Rates – Prep, Paint and Finish for Accident Repairs for School Buses	N/A
4.	Labor Rates – White Fleet (Gasoline)	165.00
5.	Labor Rates – White Fleet (Diesel)	165.00
6.	Labor Rates – Body Repairs on White Fleet	N/A
7.	Labor Rates – Prep, Paint and Finish for Accident Repairs on White Fleet	N/A
8.	Labor Rates – Utility Trailer	N/A
9.	Labor Rates – Forklifts	N/A

Additional Pricing:

Materials, Parts & Supplies needed for above repairs to be performed by vendor: ☒ Percentage Markup (+) 30 %

Warranty Information: All full rebuilds come with a 3-year plus 10 100,000-mile nationwide warranty.

Additional Information: Provide any additional information not previously addressed in this document:
*Cheques payment only *

Contact Information for Quotes and Purchase Orders – Representative Assigned to this Contract:

Contact Name: Chris & Jayne Fuller
Phone Number: 352-796-6544
Email Address: brktrans@yahoo.com

Contact Information for Warranty Repairs and Replacements: Same as above

Website: www.brooksvilletransmissionrepairs.com

Florida Detroit Diesel – Allison

Service

Item No.	Description	Hourly Rate
1.	Labor Rates – School Bus Repairs	$ 195.00
2.	Labor Rates – Body Repairs on School Buses	N/A
3.	Labor Rates – Prep, Paint and Finish for Accident Repairs for School Buses	N/A
4.	Labor Rates – White Fleet (Gasoline)	N/A
5.	Labor Rates – White Fleet (Diesel)	N/A
6.	Labor Rates – Body Repairs on White Fleet	N/A
7.	Labor Rates – Prep, Paint and Finish for Accident Repairs on White Fleet	N/A
8.	Labor Rates – Utility Trailer	N/A
9.	Labor Rates – Forklifts	N/A

Additional Pricing:

Materials, Parts & Supplies needed for above repairs Select One:
to be performed by vendor:

☒ Percentage Discount (-) 38 %

☒ Percentage Markup (+) 38 %

Warranty Information:

All parts warrantied for 1 year/unlimited mileage.
All factory Allison Retrans warrantied for 2 years / unlimited mileage;
All labor/workmanship warrantied for 180 days

* No additional fees will be accepted for the use of the Visa Card

Contact Information for Quotes and Purchase Orders – Representative Assigned to this Contract:

Contact Name: Derek D Gallo
Phone Number: 813-621-5651
Email Address: d.gallo@kirbycorp.com

Contact Information for Warranty Repairs and Replacements: Same as above

Website: www.FDDA.com

Florida Transportation Systems, Inc

Service

Item No.	Description	Hourly Rate
1.	Labor Rates – School Bus Repairs	$175.00
2.	Labor Rates – Body Repairs on School Buses	N/A
3.	Labor Rates – Prep, Paint and Finish for Accident Repairs for School Buses	N/A
4.	Labor Rates – White Fleet (Gasoline)	N/A
5.	Labor Rates – White Fleet (Diesel)	N/A
6.	Labor Rates – Body Repairs on White Fleet	N/A
7.	Labor Rates – Prep, Paint and Finish for Accident Repairs on White Fleet	N/A
8.	Labor Rates – Utility Trailer	N/A
9.	Labor Rates – Forklifts	N/A

Additional Pricing:

Materials, Parts & Supplies needed for above repairs to be performed by vendor: ☒ Percentage Discount (-) 10-30 %

Equipment, Parts, Supplies, Etc. purchased for repairs to be performed in-house by District staff Percentage Discount (-) ***off*** Manufacturer's List, Catalog or Website Price (whichever is more favorable for the District) 10-30 %

Warranty Information: One Year Parts

* No additional fees will be accepted for the use of the Visa Card

Contact Information for Quotes and Purchase Orders – Representative Assigned to this Contract:

Contact Name: Marion Brown
Phone Number: 813-564-4929
Email Address: mbrown@fts4buses.com

Contact Information for Warranty Repairs and Replacements:

Contact Name: Jeff Kirkland
Phone Number: 800-282-8617 ext.204
Email Address: jeff.kirkland@fts4buses.com

Website: www.fts4buses.com

Integrity Auto Group of Hernando dba Dynamic Auto Body

Service

Item No.	Description	Hourly Rate
1.	Labor Rates – School Bus Repairs	$ 50.00
2.	Labor Rates – Body Repairs on School Buses	$ 50.00
3.	Labor Rates – Prep, Paint and Finish for Accident Repairs for School Buses	$ 50.00
4.	Labor Rates – White Fleet (Gasoline)	$ 50.00
5.	Labor Rates – White Fleet (Diesel)	$ 50.00
6.	Labor Rates – Body Repairs on White Fleet	$ 50.00
7.	Labor Rates – Prep, Paint and Finish for Accident Repairs on White Fleet	$ 50.00
8.	Labor Rates – Utility Trailer	$ 50.00
9.	Labor Rates – Forklifts	$ 50.00

Additional Pricing:

Materials, Parts & Supplies needed for above repairs to be performed by vendor:

☐ Percentage Discount (-) 0 %

☐ Percentage Markup (+) 0 %

Equipment, Parts, Supplies, Etc. purchased for repairs to be performed in-house by District staff

Percentage Discount (-) ***off*** Manufacturer's List, Catalog or Website Price (whichever is more favorable for the District)

0 %

Warranty Information: 1 Year

* No additional fees will be accepted for the use of the Visa Card

Contact Information for Quotes and Purchase Orders – Representative Assigned to this Contract:

Contact Name: Matt Muluaney

Phone Number: 352-263-4572 or 352-797-0449

Email Address: info@dynamicautobodyshop.com

Contact Information for Warranty Repairs and Replacements: Same as above

Knights Auto Body Inc.

Service

Item No.	Description	Hourly Rate
1.	Labor Rates – School Bus Repairs	$ 40.00
2.	Labor Rates – Body Repairs on School Buses	$ 40.00
3.	Labor Rates – Prep, Paint and Finish for Accident Repairs for School Buses	$ 40.00
4.	Labor Rates – White Fleet (Gasoline)	$ 40.00
5.	Labor Rates – White Fleet (Diesel)	$ 40.00
6.	Labor Rates – Body Repairs on White Fleet	$ 40.00
7.	Labor Rates – Prep, Paint and Finish for Accident Repairs on White Fleet	$ 40.00
8.	Labor Rates – Utility Trailer	$ 40.00
9.	Labor Rates – Forklifts	$ 40.00

Additional Pricing:

Materials, Parts & Supplies needed for above repairs
to be performed by vendor: ☒ Percentage Discount (-) 5 %

Warranty Information: 5 years

* No additional fees will be accepted for the use of the Visa Card

Contact Information for Quotes and Purchase Orders – Representative Assigned to this Contract:

Contact Name: David Knight
Phone Number: 352-573-8052
Email Address: dkbrooksville@aol.com / knightsautobodyinc@gmail.com

Contact Information for Warranty Repairs and Replacements: same as above

Matco Tools Corporation

Service

Item No.	Description	Hourly Rate
1.	Labor Rates – School Bus Repairs	N/A
2.	Labor Rates – Body Repairs on School Buses	N/A
3.	Labor Rates – Prep, Paint and Finish for Accident Repairs for School Buses	N/A
4.	Labor Rates – White Fleet (Gasoline)	N/A
5.	Labor Rates – White Fleet (Diesel)	N/A
6.	Labor Rates – Body Repairs on White Fleet	N/A
7.	Labor Rates – Prep, Paint and Finish for Accident Repairs on White Fleet	N/A
8.	Labor Rates – Utility Trailer	N/A
9.	Labor Rates – Forklifts	N/A

Additional Pricing:

Equipment, Parts, Supplies, Etc. purchased for repairs to be performed in-house by District staff — Percentage Discount (-) ***off*** Manufacturer's List, Catalog or Website Price (whichever is more favorable for the District)

10–58 %

Warranty Information: Any tool or parts branded with the Matco Tools is warranted against defects in materials and workmanship via Matco or authorized representatives, no charge.

* No additional fees will be accepted for the use of the Visa Card

Contact Information for Quotes and Purchase Orders – Representative Assigned to this Contract:

Contact Name: Don Ryburn

Phone Number: 863-660–3131

Email Address: don.ryburn@matcotools.com / teched@matcotools.com

Contact Information for Warranty Repairs and Replacements: Same as above

Website: www.matcotools.com

Matthews Bus Alliance Inc.

Service

Item No.	Description	Hourly Rate
1.	Labor Rates – School Bus Repairs	$ 125.00
2.	Labor Rates – Body Repairs on School Buses	N/A
3.	Labor Rates – Prep, Paint and Finish for Accident Repairs for School Buses	N/A
4.	Labor Rates – White Fleet (Gasoline)	N/A
5.	Labor Rates – White Fleet (Diesel)	N/A
6.	Labor Rates – Body Repairs on White Fleet	N/A
7.	Labor Rates – Prep, Paint and Finish for Accident Repairs on White Fleet	N/A
8.	Labor Rates – Utility Trailer	N/A
9.	Labor Rates – Forklifts	N/A

Additional Pricing:

Materials, Parts & Supplies needed for above repairs to be performed by vendor: ☒ Percentage Discount (-) fleet %

Equipment, Parts, Supplies, Etc. purchased for repairs to be performed in-house by District staff: Percentage Discount (-) ***off*** Manufacturer's List, Catalog or Website Price (whichever is more favorable for the District)

fleet %

Warranty Information: 1 Year

* No additional fees will be accepted for the use of the Visa Card

Contact Information for Quotes and Purchase Orders – Representative Assigned to this Contract:

Contact Name: Donna Matura

Phone Number: 407-656-1175 ext. 421

Email Address: dmatura@matthewsbusesflorida.com

Contact Information for Warranty Repairs and Replacements: same as above

Website: www.matthewsbusesflorida.com

O'Reilly Automotive Stores, Inc. dba O'Reilly Auto Parts

Pricing

Materials, Parts & Supplies needed for repairs

☒ Percentage Discount (-) list less than 41% or better

Equipment, Parts, Supplies, Etc. purchased for repairs to be performed in-house by District staff

Percentage Discount (-) ***off*** Manufacturer's List, Catalog or Website Pric (whichever is more favorable for the District)

list less than 41% or better

Warranty Information: 1 year unless noted otherwise on the invoice

Additional Information: Provide any additional information not previously addressed in this document:

Discounts vary by product lines. Many products will have discounts greater than 41%. List price appears for each item on every invoice and in the online customer catalog at www.firstcallonline.com for easy verification of the minimum guaranteed discount for every item, List less 41% or better. Prices are updated daily, as needed. Discounts well be held firm for the entire term, including all renewals. Prompt payment discount terms 2% 10, Net 20. See attached Line card for parts and equipment categories and attached School Bus flier.

Exceptions: Indicate any exceptions the district should consider pertaining to your submittal (specifications, warranty, pricing, etc.):

- Special Order items may require freight. If applicable, freight will be quoted before order and billed as a separate line item on the invoice.
- Discounts are held firm, unit prices are subject to fluctuation, up and down, without notice based on costs from manufacturers and market forces.
- Parts are ordered and delivered as needed. There will be no unfulfilled part of the contract if termination is required.
-O'Reilly Auto Parts is not a federal contractor and shall not be paid with federally appropriated funds. O'Reilly reserves the right to refuse acceptance of federally funded POs without such refusal creating a breach of the contract

* No additional fees will be accepted for the use of the Visa Card

Contact Information for Quotes and Purchase Orders – Representative Assigned to this Contract:

Store 4453, 806 S. Broad St., Brooksville, FL. 34601

Contact Name: Charles Sweatman, Store Manager

Phone Number: (352) 796-6326 or (352) 848-0886

Email Address: purchaseorders@oreillyauto.com

Contact Information for Warranty Repairs and Replacements: Same as above

Store 4895, 12275 Cortez Blvd, Brooksville, FL. 34613

Contact Name: Bradley Haas, Store Manager

Phone Number: (352) 573-2000

Email Address: purchaseorders@oreillyauto.com

Contact Information for Warranty Repairs and Replacements: Same as above

Customer catalog: www.firstcallonline.com

Retail: www.oreillyauto.com

Reliable Transmission Service, Inc.

Service

Item No.	Description	Hourly Rate
1.	Labor Rates – School Bus Repairs	$200.00
2.	Labor Rates – Body Repairs on School Buses	N/A
3.	Labor Rates – Prep, Paint and Finish for Accident Repairs for School Buses	N/A
4.	Labor Rates – White Fleet (Gasoline)	N/A
5.	Labor Rates – White Fleet (Diesel)	N/A
6.	Labor Rates – Body Repairs on White Fleet	N/A
7.	Labor Rates – Prep, Paint and Finish for Accident Repairs on White Fleet	N/A
8.	Labor Rates – Utility Trailer	N/A
9.	Labor Rates – Forklifts	N/A

Additional Pricing:

Materials, Parts & Supplies needed for above repairs to be performed by vendor: ☒ Percentage Discount (-) 10 %

Equipment, Parts, Supplies, Etc. purchased for repairs to be performed in-house by District staff: Percentage Discount (-) ***off*** Manufacturer's List, Catalog or Website Price (whichever is more favorable for the District) 10 %

Warranty Information: 1 Year Parts / 90 days labor

Additional Information: Provide any additional information not previously addressed in this document:
- Percentage discount is for Allison transmission parts price schedule.
- Labor rate is for Allison transmission repairs, troubleshooting or R&R at HCSB Facility or RTS Tampa shop, however, pickup and delivery service is not available at this time.

* No additional fees will be accepted for the use of the Visa Card

Contact Information for Quotes and Purchase Orders – Representative Assigned to this Contract:
Contact Name: Claude Peppers
Phone Number: 813-677-8883
Email Address: tampasw@rtsallison.com / claudep@rtsallison.com
Contact Information for Warranty Repairs and Replacements: Sams as above
Website: www.rtsallison.com

Sun State International Trucks LLC

Service

Item No.	Description	Hourly Rate
1.	Labor Rates – School Bus Repairs	$160 (In shop) $165 (Mobile)
2.	Labor Rates – Body Repairs on School Buses	N/A
3.	Labor Rates – Prep, Paint and Finish for Accident Repairs for School Buses	N/A
4.	Labor Rates – White Fleet (Gasoline)	N/A
5.	Labor Rates – White Fleet (Diesel)	N/A
6.	Labor Rates – Body Repairs on White Fleet	N/A
7.	Labor Rates – Prep, Paint and Finish for Accident Repairs on White Fleet	N/A
8.	Labor Rates – Utility Trailer	N/A
9.	Labor Rates – Forklifts	N/A

Additional Pricing:

Materials, Parts & Supplies needed for above repairs to be performed by vendor: Select One: ☒ Percentage Discount (-) NF-3 %

Equipment, Parts, Supplies, Etc. purchased for repairs to be performed in-house by District staff: Percentage Discount (-) ***off*** Manufacturer's List, Catalog or Website Price (whichever is more favorable for the District)

NF-3 %

Warranty Information: 1-year unlimited mileage

Additional Information: Provide any additional information not previously addressed in this document:
Free pick-up & delivery on shop repairs. Warranty will offer by product, minimum 1-year of coverage from installation.
NF = National Fleet Pricing. Tape available upon request. Full ecommerce site access available.

* No additional fees will be accepted for the use of the Visa Card

Contact Information for Quotes and Purchase Orders – Representative Assigned to this Contract:

Contact Name: Matt Belmore
Phone Number: 813-621-1331
Email Address: mbelmore@sunstateintl.com

Contact Information for Warranty Repairs and Replacements: Same as above

Website: www.sunstateintl.com

Tampa Spring Company

Service

Item No.	Description	Hourly Rate
1.	Labor Rates – School Bus Repairs	$ 100.00
2.	Labor Rates – Body Repairs on School Buses	N/A
3.	Labor Rates – Prep, Paint and Finish for Accident Repairs for School Buses	N/A
4.	Labor Rates – White Fleet (Gasoline)	N/A
5.	Labor Rates – White Fleet (Diesel)	N/A
6.	Labor Rates – Body Repairs on White Fleet	N/A
7.	Labor Rates – Prep, Paint and Finish for Accident Repairs on White Fleet	N/A
8.	Labor Rates – Utility Trailer	$100.00
9.	Labor Rates – Forklifts	N/A

Additional Pricing:

Materials, Parts & Supplies needed for above repairs to be performed by vendor: ☒ Percentage Markup (+) 28 %

Warranty Information: 1 Year

* No additional fees will be accepted for the use of the Visa Card

Contact Information for Quotes and Purchase Orders – Representative Assigned to this Contract:

Contact Name: John Messina Jr.
Phone Number: 813-933-2805
Email Address: jmessina@tampaspringco.com

Contact Information for Warranty Repairs and Replacements:

Contact Name: H. Smith
Phone Number: 813-933-2805
Email Address: hsmith@tampaspringco.com

Website: www.tampaspringco.com

Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name: General Fund / Transportation

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project
	1100	7800	3500	9602	40100	

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$ 120,000.00		$ - 73,053.25		$ 46,429.72		$ 517.03		$ .00		$ 517.03

Account Name:

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

B. Item Currently Not Budgeted -**

Funding Source: General Fund - Included in the 2026/2027 Budget Request

Account Name: Outside Repairs & Maintenance

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project
	1100	7800	3500	9602	40100	

Amount $ 120,000.00

Funding Source:

Account Name:

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project

Amount $

C. History

Check one:
Prior Year Budget: ⊗
New for Current Year: ○

Prior Year Approved Budget: $_125,000.00__
Prior Year Actual Spent: $ 40,821.83__

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****

Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name: General Fund / Transportation

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project
1100	7800	5100	9602	40100	

Original Approved Budget	+ - Budget Amendments	- Expenditures / Encumbrances To Date	= Current Available Budget	- Present Request	= Remaining Balance Available
$ 57,600.00	$ 30,450.28	$ 53,081.23	$ 34,969.05	$ .00	$ 34,969.05

Account Name: General Fund / Transportation

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project
1100	7800	5500	9602	40100	

Original Approved Budget	+ - Budget Amendments	- Expenditures / Encumbrances To Date	= Current Available Budget	- Present Request	= Remaining Balance Available
$ 464,000.00	$ - 48,905.48	$ 410,719.25	$ 4,375.27	$ .00	$ 4,375.27

B. Item Currently Not Budgeted -**

Funding Source: General Fund - Included in the 2026/2027 Budget Request

Account Name: Supplies

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project
1100	7800	5100	9602	40100	

Amount: $ 57,600.00

Funding Source: General Fund - Included in the 2026/2027 Budget Request

Account Name: Repair Parts

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project
1100	7800	5500	9602	40100	

Amount: $ 464,000.00

C. History

Check one:
Prior Year Budget: ⊗
New for Current Year: ○

	(5100)	(5500)
Prior Year Approved Budget:	$ 57,000.00	$580,000.00
Prior Year Actual Spent:	$ 55,254.35	$450,822.29

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****

Agenda Item # 23. 26-3880 6/23/2026

Title and Board Action Requested

Approve the Purchase of Goods and/or Services from Curriculum Associates and Authorize Purchase Orders in an Amount Not to Exceed $1,000,000.00

Executive Summary

The Director of Research and Accountability, Director of Elementary Programs, Director of Secondary Programs, Director of Federal Programs and Director of Technology and Information Services, on behalf of the Superintendent of Schools, hereby requests the Board to approve the purchase of goods and services from Curriculum Associates. This program includes:

- A diagnostic for reading and math for all students in Grades K-8 to determine instructional support needed (Rule 6A-6.053(8)(b)4, F.A.C.)
- Meets the requirement of a dyslexia screener (s.1008.25(9) F.S.)
- Provides an alternate assessment for third grade promotion (s. 1008.25.(7)(b)(3), F.S.)
- Informs schools of students that require additional intervention (Rule 6A-6.053(5), F.A.C.)

The diagnostic generates district, school, class, and student data that teachers can use for differentiated instruction. An additional component is the instructional path that provides interactive lessons targeted to student's individual needs. Curriculum Associates is the core curriculum for intensive reading and math for and intervention time, all of which are on the current Florida Department of Education approved Comprehensive Evidence-based Reading Plan. Finally, Curriculum Associates also provides coaching to schools to support teachers with instruction and planning. Curriculum Associates is the supplier and publisher of this proprietary and copyrighted material.

The total amount is not to exceed $1,000,000.00. Funding beyond the quote is being requested to support the possibility of additional grant funding for schools, including charter schools and private schools, as well as our schools.

My Contact

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352-797-7000 ext. 70465
merschbach_j@hcsb.k12.fl.us

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schlechter_m@hcsb.k12.fl.us

Joseph Amato
Director of Technology & Information Services
352-797-7000 ext. 70102
amato_j@hcsb.k12.fl.us

2023-28 Strategic Focus Area
Priority 1: Student Success

Financial Impact
See attached budget sheet.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

CURRICULUM ASSOCIATES

Program Evaluation / Evaluation of Services

i-Ready Reading & Math · Hernando County Schools

DISTRICT	PROGRAMS	GRADE BAND	DATE
Hernando County Schools	i-Ready Reading & Math	Grades K–8	April 2026

WHAT IS i-READY?

i-Ready is a teacher-directed instructional tool, not a general-purpose device. It has two components:

i-Ready Inform™ Adaptive assessment. Administered up to 3x/year. Gives teachers precise data on each student's level.

i-Ready Personalized Instruction Short, digital lessons aligned to teacher instruction and based on each student's needs.

i-Ready is designed precisely for that responsible middle ground: purposeful, limited, teacher-led, and evidence-based. The question school boards should ask about any digital tool is not simply "how many minutes?" but "is this time instructionally meaningful and improving student outcomes?"

Curriculum Associates has been a print publisher for more than 50 years. We added digital tools because educators faced a persistent challenge: how to meet the individual needs of every student in a classroom with many different learning styles, strengths, and needs. Technology, used intentionally, helps teachers do this more effectively. **It does not replace teacher expertise — it strengthens it.**

Note on terminology: i-Ready Inform is the updated name for the adaptive assessment previously called the "i-Ready Inform." The name better reflects its purpose: informing instruction. If stakeholders reference the "i-Ready Inform," they are referring to the same tool.

1. Why is this program being purchased? What need is the program designed to meet? Provide a description of the program and include any relevant data.

■ NEED & PURPOSE

i-Ready Reading and i-Ready Math (Assessment and Personalized Instruction) are being purchased to support teachers in providing every student with adaptive, data-driven instruction precisely targeted to their individual skill gaps. Students across all grade levels enter classrooms performing at varying levels, and i-Ready supports teachers in consistently delivering differentiated instruction to every learner. i-Ready addresses this by diagnosing each student's exact instructional level across all key domains and automatically routing them to online lessons designed to close identified gaps. We are not the assessment *of* learning but the assessment ***for*** learning, which allows educators to tailor instruction at the varying levels of students.

■ PROGRAM DESCRIPTION

i-Ready, published by Curriculum Associates, includes three core components: (1) an adaptive diagnostic (i-Ready Inform) administered up to three times per year — Beginning, Middle, and End of Year; (2) i-Ready Personalized Instruction, an online adaptive learning component that routes each student to lessons at their unique instructional level; and (3) the i-Ready Teacher Toolbox, an online resource hub that equips teachers with data-driven instructional materials for both whole class and small group settings.

Reading domains: phonological awareness, phonics, high-frequency words, vocabulary, and comprehension. Math domains: number and operations, algebra and algebraic thinking, measurement and data, and geometry.

■ TEACHER TOOLBOX — MATH and Reading

The i-Ready Math Teacher Toolbox provides teachers with a curated library of whole group lessons and small group differentiated printable lesson plans organized by FL benchmarks, directly aligned to i-Ready Inform data. Resources include prerequisite skills lessons, fluency activities, formative assessments, manipulative-based activity mats, and problem-solving graphic organizers. Teachers use Toolbox data to pull small groups based on shared skill gaps identified by i-Ready Inform, then deliver targeted, teacher-led lessons using printable instructional materials. These lessons are designed to complement and extend the work students do independently in i-Ready Personalized Instruction.

The i-Ready Reading Teacher Toolbox provides teachers with whole group and small group lesson plans organized by FL Benchmarks. Resources include decodable reader sets, phonics word sort activities, vocabulary practice cards, fluency passages, comprehension graphic organizers, and read-aloud guides. Teachers use Inform data to identify student groupings and deliver structured, teacher-led small group lessons using printable materials — directly connecting what students work on in Personalized Instruction to explicit, teacher-directed instruction at the small group table.

■ PROFESSIONAL LEARNING SUPPORT

Professional Learning with Curriculum Associates is a **continual process** supporting educators at every level, from first-year teachers to seasoned veterans. It is tailored to the specific needs of each building and district. PL is available in person, virtually, and through self-paced online formats throughout the school year.

Beginning-of-year training includes interpreting i-Ready Inform results, using Personalized Instruction reports, and leveraging Teacher Toolbox for data-driven small groups and leveled lessons, with administrator sessions on dashboards, growth reports, and walkthroughs. Ongoing support includes data analysis sessions, Teacher Toolbox deep dives to focus on supporting teacher led instruction, optional coaching from Curriculum Associates PL, and year-round self-paced online learning.

■ **NEW THIS YEAR- COMMUNITY SESSIONS**

Community Sessions are a new PL option available to buildings that have **purchased a day of Professional Learning**. These flexible sessions allow teachers to select topics based on their individual needs and join at a time of their choosing. This format is especially designed to support new teachers in building foundational i-Ready skills, while advanced i-Ready educators continue to deepen their practice.

i-Ready Inform and Personalized Instruction — Community Session Topics Include:
Starting Strong with i-Ready
Student Data Chats
Growth Model Orientation
Personalized Instruction Orientations
Teacher Toolbox Classroom Resources
Teacher Toolbox Standards-Based Instruction
What's New in i-Ready
Preparing for i-Ready Inform
Student Data Tracking
Keeping Momentum with i-Ready
Planning Instruction to Address Challenging Skills and Content

■ **RESEARCH BASE**

i-Ready meets ESSA Tier I and Tier II evidence standards. I-Ready has also received High Ratings from NCII on Academic Screening, Progress Monitoring and Intervention categories. Studies conducted by Curriculum Associates and independent researchers demonstrate that students who use i-Ready Personalized Instruction at the recommended usage level of 30-49 minutes per week per subject with 70% of lessons passed, show significantly greater academic growth than comparison peers.

2. Who is the target population?

All students in Grades K–8 where i-Ready has been implemented. The program serves students performing below, at, and above grade level due to its adaptive nature, which adjusts lesson content to each learner's individual instructional level. i-Ready is particularly valuable for students with identified skill gaps and those receiving Tier 2 or Tier 3 support within the district's Multi-Tiered System of Supports (MTSS) framework.

i-Ready is included on Florida's state-approved K–12 Comprehensive Evidence-Based Reading Plan, affirming its alignment with Florida's literacy standards and expectations. Additionally, Florida's reading retention requirements make it critical that districts have reliable, valid tools to identify students performing below grade level as early as possible and provide targeted intervention, a role i-Ready Inform and Personalized Instruction are specifically designed to fulfill.

i-Ready Inform also serves as Hernando County Schools' state-mandated dyslexia screener, meeting Florida's requirement that districts screen students for indicators of dyslexia. i-Ready provides the data required to identify students who may need additional reading support under Florida statute.

3. Is the program in the planning or implementation stage? If it has been implemented, how long has it been in place?

Implementation stage. i-Ready has been in place in Hernando County Schools for 10 year(s), first implemented during the 2016-2017 school year.

4. What resources are needed to support the program?

e.g., staff, funding, space, time, technology, etc.

YEAR	RESOURCES	Department	Cost
Ongoing	i-Ready Reading & Math district license (student seats, Grades K–8)	*Academic Services*	See quotes
Ongoing	Student devices (1:1 ratio recommended) and reliable Wi-Fi for all classrooms	Academic Services	No cost
Ongoing	IT setup, rostering, and SSO configuration (via Clever, ClassLink, or manual import)	*Academic Services*	No cost
Ongoing	Ongoing PL sessions tailored to school and district goals.	*Academic Services*	See quote
Ongoing	Teacher time: 30-49 min/week per subject for Personalized Instruction; time for Teacher Toolbox small group instruction	*Academic Services*	Staff time
Ongoing	Print supplies for Teacher Toolbox materials — decodable readers, lesson pages, graphic organizers, exit tickets	*Academic Services*	Varies by school
Ongoing	Administrator and instructional coach time for walkthroughs, data reviews, and coaching cycles	*Academic Services*	Staff time

5. What are the program's intended outcomes?

What are you expecting the program to do? (not measurable)

Students will receive reading and math instruction tailored to their individual needs, both through i-Ready Personalized Instruction (student-driven, online) and through teacher-led small group lessons delivered using Teacher Toolbox print resources by FL Benchmark needs. Teachers use i-Ready Inform data to form flexible small groups and deliver targeted, structured lessons aligned to each group's identified skill gaps.

Through Professional Learning, teachers will develop confidence in interpreting Inform data, forming instructional groups, selecting and delivering Teacher Toolbox lessons, and connecting small group instruction to Personalized Instruction. Instructional coaches and administrators will build capacity to support teachers through data-informed walkthroughs, coaching conversations grounded in i-Ready reports, and ongoing goal-setting.

i-Ready, including the Teacher Toolbox and its PL support structures, will serve as a foundational assessment and instructional system within the district's MTSS framework, supporting both the identification of student needs and the delivery of differentiated Tier 1 and Tier 2 and Tier 3 instruction.

6. How do you plan to progress monitor fidelity and effectiveness of the program?

Explain the process — reports, walkthroughs, etc.

■ PERSONALIZED INSTRUCTION

Program administrators and school leaders will review the i-Ready Instructional Usage Report monthly to verify that students are completing the recommended 30-49 minutes per week per subject and passing 70% of lessons. Classroom walkthroughs will confirm active student engagement during independent i-Ready work time.

■ TEACHER TOOLBOX / TEACHER-LED INSTRUCTION

Walkthroughs will include observation of teacher-led instruction to confirm that teachers are using Inform data to form groups, referencing Teacher Toolbox lesson plans, and utilizing printable Toolbox materials with students. Hernando's Curriculum Pacing Guide includes Toolbox lessons to meet their FL Benchmark instruction. Administrators will look for evidence that small group instruction is data-driven, and that lesson content aligns to Hernando's pacing guides.

■ MONITORING OF EFFECTIVENESS

Inform results will be reviewed after each administration window using the i-Ready Growth Report and Student Inform Results Report. The i-Ready team meets with the District three times per year to analyze data trends and action plan for targeted next steps.

7. What criteria will be used to judge the program performance?

Proficiency, gains, domains, etc.

■ USAGE

The i-Ready Personalized Instruction Summary Report offers the ability to track student progress on usage metrics. Based on our efficacy research, to increase student outcomes, the recommendation is 30-49 minutes of instruction and passing 70% of lessons. The data can be tracked on a weekly basis by leaders and teachers.

■ GROWTH

Decrease the percent of students performing two or more grade levels below in Reading and Math. This is measured by comparing i-Ready Proficiency Levels from end of year 2024-2025 to 2025-2026.

■ PROFICIENCY

Percentage of students meeting proficiency on the Florida Assessment of Student Thinking (FAST) in ELA and Math, including proficiency rates and learning gains. Year-over-year trends compared against prior school year FAST results to demonstrate improvement.

8. Describe what the program must accomplish to be considered successful (Return on Investment).

This is the measurable goal.

■ USAGE

Usage is measured by the average Time on Task per student falling within the 30–49 minute weekly range per subject, with 70% or more of lessons passed. Data source: i-Ready Personalized Instruction Summary.

■ GROWTH

There will be a decrease in the percent of students performing two or more grade levels below comparing i-Ready Reading and Math end of year proficiency year over year. Data source: i-Ready Inform results.

■ PROFICIENCY

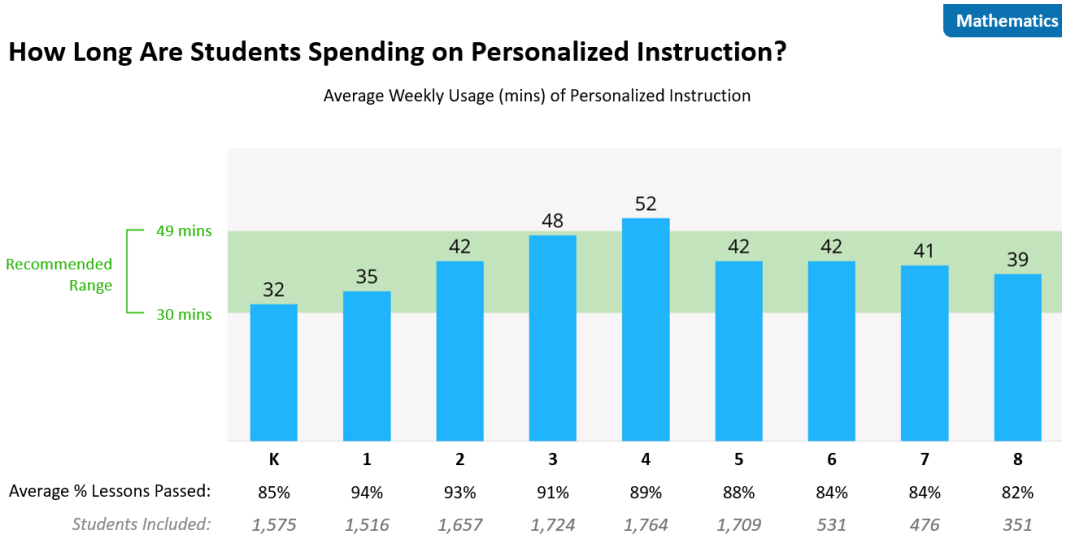
i-Ready Inform provides a point of entry for every student, meeting them where they are academically and informing exactly where instruction needs to support. Rather than measuring only whether students have reached grade level, i-Ready Inform shows growth from each student's individual starting point, making progress visible for all learners. District proficiency results are tracked through both i-Ready Inform end-of-year data and Florida's statewide FAST assessment.

9. Is a program evaluation required at this time? If yes, provide the data and complete the Data Summary page.

Yes, a program evaluation is recommended after each year of implementation. Evaluation data should include:

(1) Usage: Instructional Usage Monitoring the average Time on Task in the 30-49 minute range and the percent of lessons passed at 70% or higher.

Math Usage:

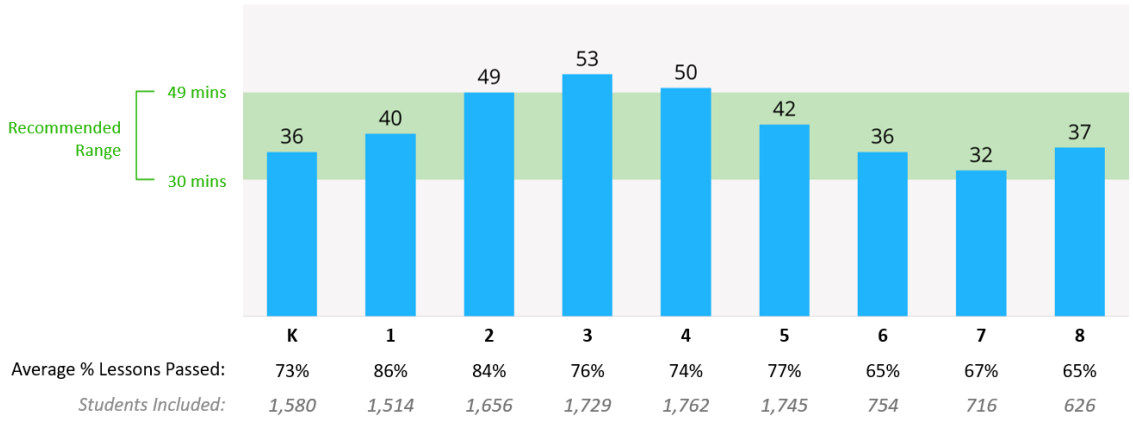


Reading Usage:

Reading

How Long Are Students Spending on Personalized Instruction?

Average Weekly Usage (mins) of Personalized Instruction



(2) Growth: There will be a decrease in the percent of students performing two or more grade levels below comparing i-Ready Reading and Math end of year proficiency year over year.

Percent of Students Performing 2+ Grade Levels Below in Reading 24-25	Percent of Students Performing 2+ Grade Levels Below in Reading 25-26
19%	18%

Percent of Students Performing 2+ Grade Levels Below in Math 24-25	Percent of Students Performing 2+ Grade Levels Below in Math 25-26
15%	13%

(3) Proficiency: A comparison of on-grade-level rates from the prior year FAST Proficiency to the current year FAST Proficiency.

	FAST ELA	
Grade	FAST Proficiency — 2024–25	FAST Proficiency — 2025–26
K	62%	58%
1	56%	62%
2	53%	53%
3	58%	61%
4	52%	57%
5	52%	58%
6	55%	60%
7	55%	57%
8	52%	60%

	FAST MATH	
Grade	FAST Proficiency — 2024–25	FAST Proficiency — 2025–26
K	60%	66%
1	64%	69%
2	63%	65%
3	63%	65%
4	54%	61%
5	45%	49%
6	53%	54%
7	52%	50%
8	58%	67%

Curriculum Associates

Quote ID: 438846.3 **Date:** 5/11/2026 **Quote Valid through:** 12/31/2026

End User:
Lynette Mackey
For Each 1 Reach 1 Mentoring Co
7318 Sunshine Grove Rd,
Brooksville, FL 34613
lmforeach1@gmail.com

Bill To:
Magen Schlechter
Hernando County School District
919 N. Broad Street
Brooksville, FL 34601
schlechter_m@hcsb.k12.fl.us
3527977000

Your Representative:
Duke Chinn
9542323021
dchinn@cainc.com

Title 1 Students

i-Ready

Product Name	Item #	Qty	Net Price	Total
i-Ready Assessment and Personalized Instruction Math Per Student License 1 Year	13087.0	13	$35.75	$464.75
i-Ready Assessment and Personalized Instruction Reading Per Student License 1 Year	13089.0	13	$35.75	$464.75
			i-Ready Subtotal:	$929.50

Total	
List Total:	$929.50
Savings:	$0.00
Merchandise Total:	$929.50
Voucher/Credit:	$0.00
Estimated Tax:	$0.00
Estimated Shipping:	$0.00
Total:	**$929.50**

Special Notes

Please make PO out to Curriculum Associates.

F.O.B.: N. Billerica, MA 01862
Shipping: Shipping based on MDSE total
Terms: Net 30 days, pending credit approval
Fed. ID: #26-3954988

Please submit this quote with your purchase order

N1

Submitting Your Order

Placing an order is easy! Simply refer to the guide below when preparing your Purchase Order.

Submit Your Purchase Order and Corresponding Quote To: orders@cainc.com
Need Help Placing an Order? Contact: **orders@cainc.com** or **1 (800) 225-0248**

1. Purchase Order Number and Date

2. Bill-To or Invoice-To Name and Address

3. Ship-To Name and Address

4. Items and Quantities
Does your quote include a "for budgeting" note? Ensure all items and quantities are final.

5. Subtotals for Merchandise, Freight, Tax, and the Purchase Order Grand Total
A current tax-exempt certificate must be on file to honor exemption status.

1 Purchase Order

Pleasant Meadows
Regional School District

Purchase Order: 312773
Date: 7/1/2025

2 Bill To:
Pleasant Meadows School District
ATTN: Accounts Payable
47 Whipple Rd
Pleasant Meadows, MA 01234
(978) 123-4567
Vendor Name: Curriculum Associates

3 Ship To:
Pleasant Meadows School District
ATTN: Adam Smith, Warehouse Mgr
47 Whipple Rd
Pleasant Meadows, MA 01234
(978) 123-4567

4

Product	Quantity	Unit Price	Extended Amount
23456.0 Reading Student Book G2	75	$15.00	$1,125.0
23456.9 Reading Teacher Book G2	3	$30.00	$90.00
23457.0 Math Student Book G2	75	$15.00	$1,125.00
23457.9 Math Teacher Book G2	3	$30.00	$90.00
12345.0 Digital School License	1	$7,000.00	$7,000.00

5

Subtotal	$9,430.00
Freight	$267.30
Tax	$0.00
Total	$9,697.30

Notes:
6 Reference Quote # 12456.1
Pack materials by school site. Deliver between 7/14/25–7/25/25. **7**
8 Warehouse open Monday–Thursday 8 a.m.–3 p.m. in July.

9 *Sarah Johnson*
Purchasing Manager

6. Quote Number
Quote total and Purchase Order total must match.

7. Delivery Window
Must be at least seven to 10 days

8. Delivery Instructions
For example, please indicate weekdays and times the location is open for deliveries.

9. Signature of Authorized Official
If required by your administration

Note: We are unable to accept requisitions or signed quotes.

White-Glove Delivery:
Available upon request for $500 per shipment location, subject to our carrier partner's availability. Please notify us of this request prior to submitting your Purchase Order so we can include the service on your quote properly.

Please Consider Processing and Transit Times as You Are Preparing to Place Your Order
Orders lighter than 500 pounds are shipped via UPS. Orders heavier than 500 pounds are shipped via freight carrier. Reference the maps on the following page for our estimated transit times.

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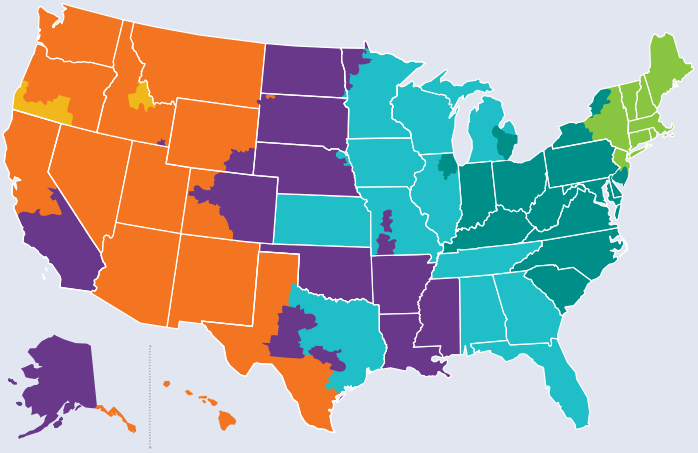
Estimated Transit Times

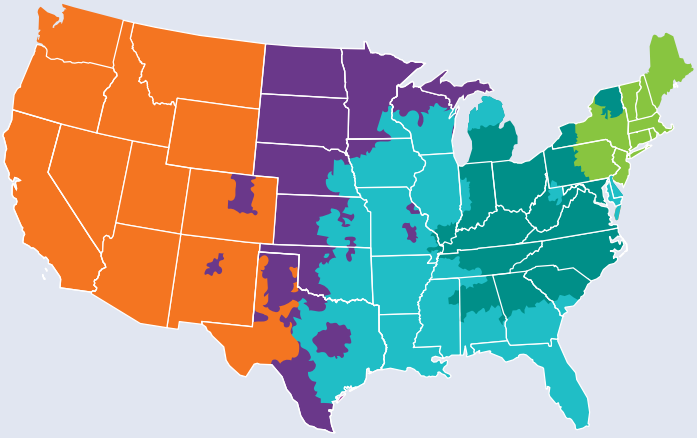
Please factor in the following lead times when arranging for delivery of our printed materials.

Shipping varies by location and shipping method from our warehouse in Littleton, MA. Locations considered to be remote, including locations within contiguous and non-contiguous states, may require additional transit days and special carrier services. See the maps below for further explanation.



Orders Lighter Than 500 Pounds:
Generally ship via UPS*

- 1 Day
- 2 Days
- 3 Days
- 4 Days
- 5 Days
- 6 Days



Orders Heavier Than 500 Pounds:
Generally ship via freight carrier

- 1 Day
- 2 Days
- 3 Days
- 4 Days
- 5+ Days

*The threshold for UPS orders may be raised during peak season (i.e., June–September). Please note that UPS deliveries may arrive over several days.

Additional Tips for Successful Delivery:

- Indicate on your Purchase Order if you would like to ship to a central location, such as a district warehouse, or to individual schools.
- Select a delivery window when someone will be at the delivery location to accept the order. **Notify others, such as front office or custodial staff, about the delivery.**

Need Help Placing an Order?
Contact: orders@cainc.com or 1 (800) 225-0248

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Curriculum Associates®

Placing an Order

Email: Orders@cainc.com

Submit PO by Mail:
ATTN: CUSTOMER SERVICE DEPT.
Curriculum Associates LLC
153 Rangeway Rd
North Billerica, MA 01862-2013

Submit Order by Check:
Curriculum Associates, LLC
PO Box 936600
Atlanta, GA 31193-6600

Please visit CurriculumAssociates.com for more information about placing orders or contact CA's customer service department (1- 800-225-0248) and reference quote number for questions.
Please attach quote to all signed purchase orders.
If tax exempt, please submit a valid exemption certificate with PO and quote in order to avoid processing delays. Exemption certificates can also be submitted to exempt@cainc.com.

Shipping Policy

Unless otherwise noted, shipping costs are calculated as follows:

Order Amount	Freight Amount
$74.99 or less	Max charge of $12.75
$75.00 to $999.99	12% of order
$1,000 to $4,999.99	10% of order

Order Amount	Freight Amount
$5,000.00 to $99,999.99	9% of order
$100,000 and more	8% of order

Please contact your local CA representative or customer service (1-800-225-0248) for expedited shipping rates. The weight limit for an expedited order is **500lbs**.

The enhanced shipping and handling services listed below are available upon request subject to the availability of our carrier partners. Please notify us of these delivery requests prior to submitting your PO so that we can include the service on your quote appropriately:

- White Glove Delivery Service $1000/delivery/site

If our carrier partners are unable to deliver to the location instructed on the PO or you need to change the time or location of delivery, one or more of the following fees may be applicable:

- Delivery Address Change $500/shipment location
- Freight Storage $1000/shipment location
- Freight Carrier Redelivery $350/pallet

Unless otherwise expressly indicated, the shipping terms for all deliveries is FOB CA's Shipping Point (whether to a CA or third party facility). Risk of loss and title is passed to purchaser upon transfer of the goods to carrier, standard shipping charges (listed above) are added to the invoice or included in the unit price unless otherwise specified.

Supply chain challenges outside of Curriculum Associates' control may impact inventory availability for print product. We recommend submission of purchase orders as soon as possible to help ensure timely delivery.

Payment Terms

Payment terms are as follows:

- With credit approval: Net 30 days
- Without credit approval: payment in full at time of order
- Accounts must be current before subsequent shipments are made

To ensure payment processing is timely and environmentally conscious, CA encourages ACH payments. If you would like to pay via ACH, please request remittance information by emailing AR@cainc.com.
Please send any payment notifications to payments@cainc.com. Credit card payments are only accepted for purchases under $50,000.

Invoice Receipt Preference

CA is pleased to offer electronic invoice delivery. Electronic invoice delivery allows CA to deliver your invoice in a timely and environmentally friendly manner. To request electronic invoice delivery please contact the CA Accounts Receivable team at invoices@cainc.com or by fax (1- 800-366-1158). Please reference your quote number, provide a valid email address where the invoice should be directed, and indicate you would like to opt into electronic invoice delivery.

Terms of Service

Customer's use of i-Ready® shall be subject to the i-Ready Terms and Conditions of Use, which
Customer's professional learning sessions will expire two years following the date of your pu
whichever comes first and are subject to the Professional Learning Terms of Service, which
policies. To the extent that any of the terms herein come into conflict with CA's existing cont
into good faith negotiations to re-negotiate the terms herein.

Vendor's proposed Purchase Order terms rejected to the extent inconsistent with School Board's purchasing instructions. Purchase subject to terms of School Board Standard Addendum. http://www.hernandoschools.org/departments/purchasing/vendor-information

Return Policy

For any non-print products - your subscription may be terminated and you may request a pro-rata refund for unused services within 90 days of license start date. For Professional Learning services, you may request a refund for unused services within 90 days of purchase date. After 90 days, your non-print products and Professional Learning purchase shall be final and no refunds are available. Except for materials sold on a non-refundable basis, purchaser may return, at purchaser risk and expense, purchased print materials with pre-approval from CA's Customer Service department within 12 months of purchase. Please examine your order upon receipt. Before returning material, call CA's Customer Service department (1 -800-225-0248 option 2) for return authorization and documentation. When returning material, please include your return authorization number and the return form that will be provided to you by CA's Return department. We do not accept returns on unused i-Ready or Toolbox licenses®, materials that have been used and/or are not in "saleable condition," and individual components of kits or sets including but not limited to BRIGANCE® Kits, Ready ® student and teacher sets, i-Ready Classroom® student and teacher sets, and Magnetic Foundation and Literacy classroom kits.

Curriculum Associates

Prepared For:
Gina Michalicka
Hernando Co SD
919 N Broad St,
Brooksville, FL 34601

4/16/2026

Dear Gina Michalicka,

Thank you for requesting a price quote from Curriculum Associates. The chart below provides a summary of the products and i-Ready Partner Services included. If you have any questions or would like any changes, please contact us.

Implementation Starting: 2026-2027 Quote ID: 446049.4 Quote Valid through: 12/31/2026

Product	List Price	Net Price
i-Ready	$496,810.00	$461,726.30
Toolbox	$161,594.00	$137,354.90
Professional Learning	$140,600.00	$45,600.00
i-Ready Partners Services	$34,000.00	$0.00
	List Total:	$833,004.00
	Savings:	$188,322.80
	Shipping/Tax/Other:	$0.00
	Total:	**$644,681.20**

Thank you again for your interest in Curriculum Associates.

Sincerely

Jaime Handlin

jhandlin@cainc.com

i-Ready Partners Services Includes:

- *Initial Implementation Services: Provisioning, Initial Rostering, Hosting, Technology Assessment*
- *Implementation Management: Implementation Guidance, Realtime Achievement Data After Every Assessment, Ongoing Data Management*
- *Staff Development Consultation and Resources: Consultative services to help you plan and make the most of Professional Learning sessions, and i-Ready Central Self-Service Resources*
- *Technical Support: Proactive Network Monitoring & Issue Notification, Annual Health Check, Technical Support*

Please submit this quote with your purchase order

Curriculum Associates

Quote ID: 446049.4 **Date:** 4/16/2026 **Quote Valid through:** 12/31/2026

Prepared For:
Gina Michalicka
Hernando Co SD
919 N Broad St,
Brooksville, FL 34601
michalicka_g@hcsb.k12.fl.us
352-797-7000 x433

Your Representative:
Jaime Handlin

jhandlin@cainc.com

Brooksville ES 885 N Broad St, Brooksville, FL 34601

Total Building Enrollment: 648, Grade Range: PK - 5

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Complement Professional Learning Sessions	Multiple	40124.0	1	$0.00	$0.00	$0.00
Professional Learning Interactive Community Session Site License AY 26-27	Multiple	47165.0	1	$5,000.00	$0.00	$0.00
Professional Learning Session (up to 6 hours) AY 26-27	Multiple	38559.0	1	$2,400.00	$2,400.00	$2,400.00
Teacher Toolbox Access Florida BEST Math Per Site 501-800 students 1 Year	K-8	35079.0	1	$4,080.00	$3,468.00	$3,468.00
i-Ready Assessment and Personalized Instruction Math and Reading Site License 501-800 Students 1 Year	K-8	15004.0	1	$24,330.00	$22,626.90	$22,626.90
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$2,000.00	$0.00	$0.00
Teacher Toolbox Access Florida ELA Per Site 501-800 students 1 Year - Includes Magnetic Comprehension + Ready Reading NCC	K-8	35073.0	1	$4,140.00	$3,519.00	$3,519.00
					Subtotal:	$32,013.90
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$32,013.90

Challenger Sch of Sci+Math 13400 Elgin Blvd, Spring Hill, FL 34609

Total Building Enrollment: 1456, Grade Range: K - 8

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Complement Professional Learning Sessions	Multiple	40124.0	1	$0.00	$0.00	$0.00
Professional Learning Interactive Community Session Site License AY 26-27	Multiple	47165.0	1	$5,000.00	$0.00	$0.00
Professional Learning Session (up to 6 hours) AY 26-27	Multiple	38559.0	1	$2,400.00	$2,400.00	$2,400.00
Teacher Toolbox Access Florida BEST Math Per Site 1201 or more students 1 Year	K-8	35081.0	1	$5,500.00	$4,675.00	$4,675.00
i-Ready Assessment and Personalized Instruction Math and Reading Site License 1201 or more Students 1 Year	K-8	15006.0	1	$34,840.00	$32,401.20	$32,401.20
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$2,000.00	$0.00	$0.00
Teacher Toolbox Access Florida ELA Per Site 1201 or more students 1 Year - Includes Magnetic Comprehension + Ready Reading NCC	K-8	35075.0	1	$5,580.00	$4,743.00	$4,743.00
					Subtotal:	$44,219.20
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$44,219.20

Chocachatti ES 4135 California St, Brooksville, FL 34604

Total Building Enrollment: 738, Grade Range: PK - 5

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Complement Professional Learning Sessions	Multiple	40124.0	1	$0.00	$0.00	$0.00
Professional Learning Interactive Community Session Site License AY 26-27	Multiple	47165.0	1	$5,000.00	$0.00	$0.00
Professional Learning Session (up to 6 hours) AY 26-27	Multiple	38559.0	1	$2,400.00	$2,400.00	$2,400.00
Teacher Toolbox Access Florida BEST Math Per Site 501-800 students 1 Year	K-8	35079.0	1	$4,080.00	$3,468.00	$3,468.00
i-Ready Assessment and Personalized Instruction Math and Reading Site License 501-800 Students 1 Year	K-8	15004.0	1	$24,330.00	$22,626.90	$22,626.90
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$2,000.00	$0.00	$0.00
Teacher Toolbox Access Florida ELA Per Site 501-800 students 1 Year - Includes Magnetic Comprehension + Ready Reading NCC	K-8	35073.0	1	$4,140.00	$3,519.00	$3,519.00
					Subtotal:	$32,013.90
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$32,013.90

D S Parrott MS 19220 Youth Dr, Brooksville, FL 34601

Total Building Enrollment: 745, Grade Range: 6 - 8

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Complement Professional Learning Sessions	Multiple	40124.0	1	$0.00	$0.00	$0.00
Professional Learning Interactive Community Session Site License AY 26-27	Multiple	47165.0	1	$5,000.00	$0.00	$0.00
Professional Learning Session (up to 6 hours) AY 26-27	Multiple	38559.0	1	$2,400.00	$2,400.00	$2,400.00
Teacher Toolbox Access Florida BEST Math Per Site 501-800 students 1 Year	K-8	35079.0	1	$4,080.00	$3,468.00	$3,468.00
i-Ready Assessment and Personalized Instruction Math and Reading Site License 501-800 Students 1 Year	K-8	15004.0	1	$24,330.00	$22,626.90	$22,626.90
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$2,000.00	$0.00	$0.00
Teacher Toolbox Access Florida ELA Per Site 501-800 students 1 Year - Includes Magnetic Comprehension + Ready Reading NCC	K-8	35073.0	1	$4,140.00	$3,519.00	$3,519.00
					Subtotal:	$32,013.90
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$32,013.90

Deltona ES 2055 Deltona Blvd, Spring Hill, FL 34606

Total Building Enrollment: 804, Grade Range: PK - 5

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Complement Professional Learning Sessions	Multiple	40124.0	1	$0.00	$0.00	$0.00
Professional Learning Interactive Community Session Site License AY 26-27	Multiple	47165.0	1	$5,000.00	$0.00	$0.00
Professional Learning Session (up to 6 hours) AY 26-27	Multiple	38559.0	1	$2,400.00	$2,400.00	$2,400.00
Teacher Toolbox Access Florida BEST Math Per Site 801-1200 students 1 Year	K-8	35080.0	1	$5,060.00	$4,301.00	$4,301.00
i-Ready Assessment and Personalized Instruction Math and Reading Site License 801-1200 Students 1 Year	K-8	15005.0	1	$31,170.00	$28,988.10	$28,988.10
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$2,000.00	$0.00	$0.00
Teacher Toolbox Access Florida ELA Per Site 801-1200 students 1 Year - Includes Magnetic Comprehension + Ready Reading NCC	K-8	35074.0	1	$5,140.00	$4,369.00	$4,369.00
					Subtotal:	$40,058.10
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$40,058.10

Eastside ES 27151 Roper Rd, Brooksville, FL 34602

Total Building Enrollment: 714, Grade Range: PK - 5

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Complement Professional Learning Sessions	Multiple	40124.0	1	$0.00	$0.00	$0.00
Professional Learning Interactive Community Session Site License AY 26-27	Multiple	47165.0	1	$5,000.00	$0.00	$0.00
Professional Learning Session (up to 6 hours) AY 26-27	Multiple	38559.0	1	$2,400.00	$2,400.00	$2,400.00
Teacher Toolbox Access Florida BEST Math Per Site 501-800 students 1 Year	K-8	35079.0	1	$4,080.00	$3,468.00	$3,468.00
i-Ready Assessment and Personalized Instruction Math and Reading Site License 501-800 Students 1 Year	K-8	15004.0	1	$24,330.00	$22,626.90	$22,626.90
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$2,000.00	$0.00	$0.00
Teacher Toolbox Access Florida ELA Per Site 501-800 students 1 Year - Includes Magnetic Comprehension + Ready Reading NCC	K-8	35073.0	1	$4,140.00	$3,519.00	$3,519.00
					Subtotal:	$32,013.90
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$32,013.90

Endeavor Academy 14063 Ken Austin Pkwy, Brooksville, FL 34613

Total Building Enrollment: 48, Grade Range: 7 - 11

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Complement Professional Learning Sessions	Multiple	40124.0	1	$0.00	$0.00	$0.00
Professional Learning Interactive Community Session Site License AY 26-27	Multiple	47165.0	1	$5,000.00	$0.00	$0.00
Professional Learning Session (up to 6 hours) AY 26-27	Multiple	38559.0	1	$2,400.00	$2,400.00	$2,400.00
i-Ready Assessment Math Per Student License Grades 9-12 1 Year	9-12	14928.0	88	$8.25	$4.00	$352.00
i-Ready Assessment and Personalized Instruction Math Per Student License 1 Year	Multiple	13087.0	48	$35.75	$33.25	$1,596.00
i-Ready Personalized Instruction Math Add On Per Student License 1 Year	Multiple	13178.0	88	$27.50	$27.50	$2,420.00
Teacher Toolbox Access Math and Reading Per Student 1 Year	Multiple	16060.0	48	$22.00	$18.70	$897.60
i-Ready Assessment Reading Per Student License Grades 9-12 1 Year	9-12	14936.0	88	$8.25	$4.00	$352.00
i-Ready Assessment and Personalized Instruction Reading Per Student License 1 Year	Multiple	13089.0	48	$35.75	$33.25	$1,596.00
i-Ready Personalized Instruction Reading Add On Per Student License 1 Year	Multiple	13171.0	88	$27.50	$27.50	$2,420.00
					Subtotal:	$12,033.60
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$12,033.60

Explorer K-8 School 10252 Northcliffe Blvd, Spring Hill, FL 34608

Total Building Enrollment: 1485, Grade Range: PK - 8

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Complement Professional Learning Sessions	Multiple	40124.0	1	$0.00	$0.00	$0.00
Professional Learning Interactive Community Session Site License AY 26-27	Multiple	47165.0	1	$5,000.00	$0.00	$0.00
Professional Learning Session (up to 6 hours) AY 26-27	Multiple	38559.0	1	$2,400.00	$2,400.00	$2,400.00
Teacher Toolbox Access Florida BEST Math Per Site 1201 or more students 1 Year	K-8	35081.0	1	$5,500.00	$4,675.00	$4,675.00
i-Ready Assessment and Personalized Instruction Math and Reading Site License 1201 or more Students 1 Year	K-8	15006.0	1	$34,840.00	$32,401.20	$32,401.20
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$2,000.00	$0.00	$0.00
Teacher Toolbox Access Florida ELA Per Site 1201 or more students 1 Year - Includes Magnetic Comprehension + Ready Reading NCC	K-8	35075.0	1	$5,580.00	$4,743.00	$4,743.00
					Subtotal:	$44,219.20
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$44,219.20

Fox Chapel MS 9412 Fox Chapel Ln, Spring Hill, FL 34606

Total Building Enrollment: 815, Grade Range: 6 - 8

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Complement Professional Learning Sessions	Multiple	40124.0	1	$0.00	$0.00	$0.00
Professional Learning Interactive Community Session Site License AY 26-27	Multiple	47165.0	1	$5,000.00	$0.00	$0.00
Professional Learning Session (up to 6 hours) AY 26-27	Multiple	38559.0	1	$2,400.00	$2,400.00	$2,400.00
Teacher Toolbox Access Florida BEST Math Per Site 801-1200 students 1 Year	K-8	35080.0	1	$5,060.00	$4,301.00	$4,301.00
i-Ready Assessment and Personalized Instruction Math and Reading Site License 801-1200 Students 1 Year	K-8	15005.0	1	$31,170.00	$28,988.10	$28,988.10
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$2,000.00	$0.00	$0.00
Teacher Toolbox Access Florida ELA Per Site 801-1200 students 1 Year - Includes Magnetic Comprehension + Ready Reading NCC	K-8	35074.0	1	$5,140.00	$4,369.00	$4,369.00
					Subtotal:	$40,058.10
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$40,058.10

Hernando Co SD 919 N Broad St, Brooksville, FL 34601

Total Building Enrollment: 16101, Grade Range: PK - 12

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Professional Learning Add On Leadership Session AY 26-27	Multiple	38632.0	1	$0.00	$0.00	$0.00
					Subtotal:	$0.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$0.00

Hernando Eschool 1070 Varsity Dr, Brooksville, FL 34601

Total Building Enrollment: 64, Grade Range: 1 - 12

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Complement Professional Learning Sessions	Multiple	40124.0	1	$0.00	$0.00	$0.00
Professional Learning Interactive Community Session Site License AY 26-27	Multiple	47165.0	1	$5,000.00	$0.00	$0.00
Professional Learning Session (up to 6 hours) AY 26-27	Multiple	38559.0	1	$2,400.00	$2,400.00	$2,400.00
i-Ready Assessment and Personalized Instruction Math Per Student License 1 Year	Multiple	13087.0	64	$35.75	$33.25	$2,128.00
Teacher Toolbox Access Math and Reading Per Student 1 Year	Multiple	16060.0	64	$22.00	$18.70	$1,196.80
i-Ready Assessment and Personalized Instruction Reading Per Student License 1 Year	Multiple	13089.0	64	$35.75	$33.25	$2,128.00
					Subtotal:	$7,852.80
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$7,852.80

John D Floyd ES 3139 Dumont Ave, Spring Hill, FL 34609

Total Building Enrollment: 870, Grade Range: PK - 5

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Complement Professional Learning Sessions	Multiple	40124.0	1	$0.00	$0.00	$0.00
Professional Learning Interactive Community Session Site License AY 26-27	Multiple	47165.0	1	$5,000.00	$0.00	$0.00
Professional Learning Session (up to 6 hours) AY 26-27	Multiple	38559.0	1	$2,400.00	$2,400.00	$2,400.00
Teacher Toolbox Access Florida BEST Math Per Site 801-1200 students 1 Year	K-8	35080.0	1	$5,060.00	$4,301.00	$4,301.00
i-Ready Assessment and Personalized Instruction Math and Reading Site License 801-1200 Students 1 Year	K-8	15005.0	1	$31,170.00	$28,988.10	$28,988.10
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$2,000.00	$0.00	$0.00
Teacher Toolbox Access Florida ELA Per Site 801-1200 students 1 Year - Includes Magnetic Comprehension + Ready Reading NCC	K-8	35074.0	1	$5,140.00	$4,369.00	$4,369.00
					Subtotal:	$40,058.10
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$40,058.10

Moton ES 7175 Emerson Rd, Brooksville, FL 34601

Total Building Enrollment: 636, Grade Range: PK - 5

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Complement Professional Learning Sessions	Multiple	40124.0	1	$0.00	$0.00	$0.00
Professional Learning Interactive Community Session Site License AY 26-27	Multiple	47165.0	1	$5,000.00	$0.00	$0.00
Professional Learning Session (up to 6 hours) AY 26-27	Multiple	38559.0	1	$2,400.00	$2,400.00	$2,400.00
Teacher Toolbox Access Florida BEST Math Per Site 501-800 students 1 Year	K-8	35079.0	1	$4,080.00	$3,468.00	$3,468.00
i-Ready Assessment and Personalized Instruction Math and Reading Site License 501-800 Students 1 Year	K-8	15004.0	1	$24,330.00	$22,626.90	$22,626.90
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$2,000.00	$0.00	$0.00
Teacher Toolbox Access Florida ELA Per Site 501-800 students 1 Year - Includes Magnetic Comprehension + Ready Reading NCC	K-8	35073.0	1	$4,140.00	$3,519.00	$3,519.00
					Subtotal:	$32,013.90
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$32,013.90

Pine Grove ES 14411 Ken Austin Pkwy, Brooksville, FL 34613

Total Building Enrollment: 888, Grade Range: PK - 5

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Complement Professional Learning Sessions	Multiple	40124.0	1	$0.00	$0.00	$0.00
Professional Learning Interactive Community Session Site License AY 26-27	Multiple	47165.0	1	$5,000.00	$0.00	$0.00
Professional Learning Session (up to 6 hours) AY 26-27	Multiple	38559.0	1	$2,400.00	$2,400.00	$2,400.00
Teacher Toolbox Access Florida BEST Math Per Site 801-1200 students 1 Year	K-8	35080.0	1	$5,060.00	$4,301.00	$4,301.00
i-Ready Assessment and Personalized Instruction Math and Reading Site License 801-1200 Students 1 Year	K-8	15005.0	1	$31,170.00	$28,988.10	$28,988.10
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$2,000.00	$0.00	$0.00
Teacher Toolbox Access Florida ELA Per Site 801-1200 students 1 Year - Includes Magnetic Comprehension + Ready Reading NCC	K-8	35074.0	1	$5,140.00	$4,369.00	$4,369.00
					Subtotal:	$40,058.10
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$40,058.10

Powell MS 4100 Barclay Ave, Brooksville, FL 34609

Total Building Enrollment: 1041, Grade Range: 6 - 8

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Complement Professional Learning Sessions	Multiple	40124.0	1	$0.00	$0.00	$0.00
Professional Learning Interactive Community Session Site License AY 26-27	Multiple	47165.0	1	$5,000.00	$0.00	$0.00
Professional Learning Session (up to 6 hours) AY 26-27	Multiple	38559.0	1	$2,400.00	$2,400.00	$2,400.00
Teacher Toolbox Access Florida BEST Math Per Site 801-1200 students 1 Year	K-8	35080.0	1	$5,060.00	$4,301.00	$4,301.00
i-Ready Assessment and Personalized Instruction Math and Reading Site License 801-1200 Students 1 Year	K-8	15005.0	1	$31,170.00	$28,988.10	$28,988.10
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$2,000.00	$0.00	$0.00
Teacher Toolbox Access Florida ELA Per Site 801-1200 students 1 Year - Includes Magnetic Comprehension + Ready Reading NCC	K-8	35074.0	1	$5,140.00	$4,369.00	$4,369.00
					Subtotal:	$40,058.10
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$40,058.10

Spring Hill ES 6001 Mariner Blvd, Spring Hill, FL 34609

Total Building Enrollment: 780, Grade Range: PK - 5

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Complement Professional Learning Sessions	Multiple	40124.0	1	$0.00	$0.00	$0.00
Professional Learning Interactive Community Session Site License AY 26-27	Multiple	47165.0	1	$5,000.00	$0.00	$0.00
Professional Learning Session (up to 6 hours) AY 26-27	Multiple	38559.0	1	$2,400.00	$2,400.00	$2,400.00
Teacher Toolbox Access Florida BEST Math Per Site 501-800 students 1 Year	K-8	35079.0	1	$4,080.00	$3,468.00	$3,468.00
i-Ready Assessment and Personalized Instruction Math and Reading Site License 501-800 Students 1 Year	K-8	15004.0	1	$24,330.00	$22,626.90	$22,626.90
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$2,000.00	$0.00	$0.00
Teacher Toolbox Access Florida ELA Per Site 501-800 students 1 Year - Includes Magnetic Comprehension + Ready Reading NCC	K-8	35073.0	1	$4,140.00	$3,519.00	$3,519.00
					Subtotal:	$32,013.90
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$32,013.90

Suncoast ES 11135 Quality Dr, Spring Hill, FL 34609

Total Building Enrollment: 912, Grade Range: PK - 5

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Complement Professional Learning Sessions	Multiple	40124.0	1	$0.00	$0.00	$0.00
Professional Learning Interactive Community Session Site License AY 26-27	Multiple	47165.0	1	$5,000.00	$0.00	$0.00
Professional Learning Session (up to 6 hours) AY 26-27	Multiple	38559.0	1	$2,400.00	$2,400.00	$2,400.00
Teacher Toolbox Access Florida BEST Math Per Site 801-1200 students 1 Year	K-8	35080.0	1	$5,060.00	$4,301.00	$4,301.00
i-Ready Assessment and Personalized Instruction Math and Reading Site License 801-1200 Students 1 Year	K-8	15005.0	1	$31,170.00	$28,988.10	$28,988.10
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$2,000.00	$0.00	$0.00
Teacher Toolbox Access Florida ELA Per Site 801-1200 students 1 Year - Includes Magnetic Comprehension + Ready Reading NCC	K-8	35074.0	1	$5,140.00	$4,369.00	$4,369.00
					Subtotal:	$40,058.10
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$40,058.10

West Hernando MS 14325 Ken Austin Pkwy, Brooksville, FL 34613

Total Building Enrollment: 666, Grade Range: 6 - 8

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Complement Professional Learning Sessions	Multiple	40124.0	1	$0.00	$0.00	$0.00
Professional Learning Interactive Community Session Site License AY 26-27	Multiple	47165.0	1	$5,000.00	$0.00	$0.00
Professional Learning Session (up to 6 hours) AY 26-27	Multiple	38559.0	1	$2,400.00	$2,400.00	$2,400.00
Teacher Toolbox Access Florida BEST Math Per Site 501-800 students 1 Year	K-8	35079.0	1	$4,080.00	$3,468.00	$3,468.00
i-Ready Assessment and Personalized Instruction Math and Reading Site License 501-800 Students 1 Year	K-8	15004.0	1	$24,330.00	$22,626.90	$22,626.90
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$2,000.00	$0.00	$0.00
Teacher Toolbox Access Florida ELA Per Site 501-800 students 1 Year - Includes Magnetic Comprehension + Ready Reading NCC	K-8	35073.0	1	$4,140.00	$3,519.00	$3,519.00
					Subtotal:	$32,013.90
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$32,013.90

Westside ES 5400 Applegate Dr, Spring Hill, FL 34606

Total Building Enrollment: 486, Grade Range: PK - 5

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Complement Professional Learning Sessions	Multiple	40124.0	1	$0.00	$0.00	$0.00
Professional Learning Interactive Community Session Site License AY 26-27	Multiple	47165.0	1	$5,000.00	$0.00	$0.00
Professional Learning Session (up to 6 hours) AY 26-27	Multiple	38559.0	1	$2,400.00	$2,400.00	$2,400.00
Teacher Toolbox Access Florida BEST Math Per Site 351-500 students 1 Year	K-8	35078.0	1	$3,550.00	$3,017.50	$3,017.50
i-Ready Assessment and Personalized Instruction Math and Reading Site License 351-500 Students 1 Year	K-8	15003.0	1	$20,660.00	$19,213.80	$19,213.80
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$2,000.00	$0.00	$0.00
Teacher Toolbox Access Florida ELA Per Site 351-500 students 1 Year - Includes Magnetic Comprehension + Ready Reading NCC	K-8	35072.0	1	$3,600.00	$3,060.00	$3,060.00
					Subtotal:	$27,691.30
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$27,691.30

Winding Waters School 12240 Vespa Way, Weeki Wachee, FL 34614

Total Building Enrollment: 1557, Grade Range: PK - 8

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Complement Professional Learning Sessions	Multiple	40124.0	1	$0.00	$0.00	$0.00
Professional Learning Interactive Community Session Site License AY 26-27	Multiple	47165.0	1	$5,000.00	$0.00	$0.00
Professional Learning Session (up to 6 hours) AY 26-27	Multiple	38559.0	1	$2,400.00	$2,400.00	$2,400.00
Teacher Toolbox Access Florida BEST Math Per Site 1201 or more students 1 Year	K-8	35081.0	1	$5,500.00	$4,675.00	$4,675.00
i-Ready Assessment and Personalized Instruction Math and Reading Site License 1201 or more Students 1 Year	K-8	15006.0	1	$34,840.00	$32,401.20	$32,401.20
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$2,000.00	$0.00	$0.00
Teacher Toolbox Access Florida ELA Per Site 1201 or more students 1 Year - Includes Magnetic Comprehension + Ready Reading NCC	K-8	35075.0	1	$5,580.00	$4,743.00	$4,743.00
					Subtotal:	$44,219.20
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$44,219.20

Total	
List Total:	$833,004.00
Savings:	$188,322.80
Merchandise Total:	$644,681.20
Voucher/Credit:	$0.00
Estimated Tax:	$0.00
Estimated Shipping:	$0.00
Total:	**$644,681.20**

Special Notes

Please make PO out to Curriculum Associates.
All i-Ready purchases require professional learning.
5% discount applied to i-Ready site licenses based on scope of quote.
15% i-Ready Partnership Discount applied to ELA Toolbox contingent upon purchase of i-Ready.

Customer is eligible for the FL i-Ready Florida Loyalty discount applicable to accounts with 120+ months of continuous service and receives an additional 2% off the cost of i-Ready.

F.O.B.: N. Billerica, MA 01862
Shipping: Shipping based on MDSE total
Terms: Net 30 days, pending credit approval
Fed. ID: #26-3954988

Please submit this quote with your purchase order

Y20

Submitting Your Order

Placing an order is easy! Simply refer to the guide below when preparing your Purchase Order.

Submit Your Purchase Order and Corresponding Quote To: orders@cainc.com
Need Help Placing an Order? Contact: **orders@cainc.com** or **1 (800) 225-0248**

1. Purchase Order Number and Date

2. Bill-To or Invoice-To Name and Address

3. Ship-To Name and Address

4. Items and Quantities
Does your quote include a "for budgeting" note? Ensure all items and quantities are final.

5. Subtotals for Merchandise, Freight, Tax, and the Purchase Order Grand Total
A current tax-exempt certificate must be on file to honor exemption status.

1 Purchase Order

Pleasant Meadows
Regional School District

Purchase Order: 312773
Date: 7/1/2025

2 Bill To:
Pleasant Meadows School District
ATTN: Accounts Payable
47 Whipple Rd
Pleasant Meadows, MA 01234
(978) 123-4567
Vendor Name: Curriculum Associates

3 Ship To:
Pleasant Meadows School District
ATTN: Adam Smith, Warehouse Mgr
47 Whipple Rd
Pleasant Meadows, MA 01234
(978) 123-4567

4

Product	Quantity	Unit Price	Extended Amount
23456.0 Reading Student Book G2	75	$15.00	$1,125.0
23456.9 Reading Teacher Book G2	3	$30.00	$90.00
23457.0 Math Student Book G2	75	$15.00	$1,125.00
23457.9 Math Teacher Book G2	3	$30.00	$90.00
12345.0 Digital School License	1	$7,000.00	$7,000.00

5

Subtotal	$9,430.00
Freight	$267.30
Tax	$0.00
Total	$9,697.30

Notes:
6 Reference Quote # 12456.1
Pack materials by school site. Deliver between 7/14/25–7/25/25. **7**
8 Warehouse open Monday–Thursday 8 a.m.–3 p.m. in July.

9 *Sarah Johnson*
Purchasing Manager

6. Quote Number
Quote total and Purchase Order total must match.

7. Delivery Window
Must be at least seven to 10 days

8. Delivery Instructions
For example, please indicate weekdays and times the location is open for deliveries.

9. Signature of Authorized Official
If required by your administration

Note: We are unable to accept requisitions or signed quotes.

White-Glove Delivery:
Available upon request for $1000 per shipment location, subject to our carrier partner's availability. Please notify us of this request prior to submitting your Purchase Order so we can include the service on your quote properly.

Please Consider Processing and Transit Times as You Are Preparing to Place Your Order
Orders lighter than 500 pounds are shipped via UPS. Orders heavier than 500 pounds are shipped via freight carrier. Reference the maps on the following page for our estimated transit times.

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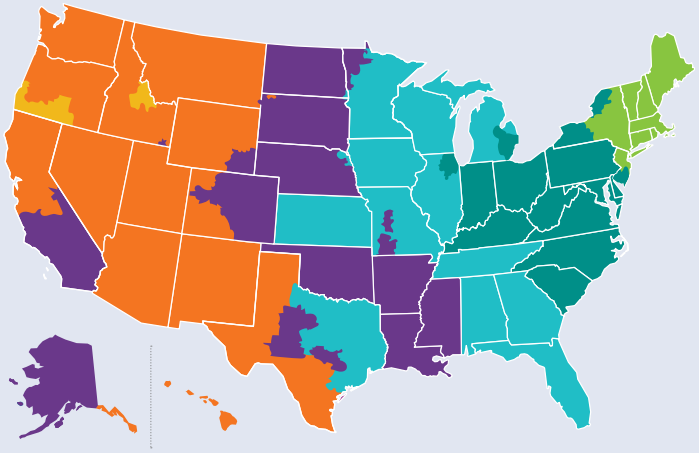
Estimated Transit Times

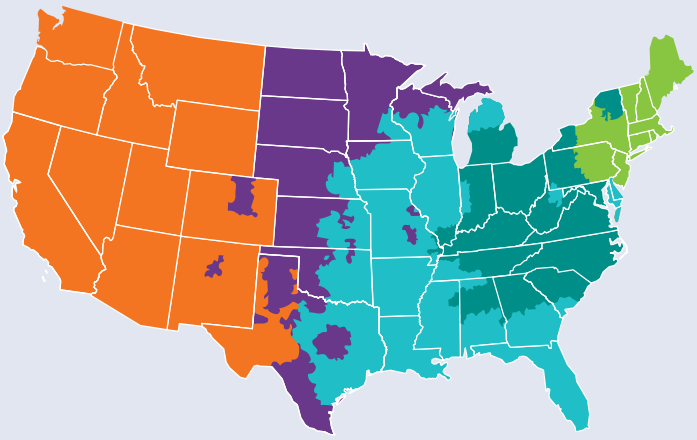
Please factor in the following lead times when arranging for delivery of our printed materials.

Shipping varies by location and shipping method from our warehouse in Littleton, MA. Locations considered to be remote, including locations within contiguous and non-contiguous states, may require additional transit days and special carrier services. See the maps below for further explanation.



Orders Lighter Than 500 Pounds:
Generally ship via UPS*

- 1 Day
- 2 Days
- 3 Days
- 4 Days
- 5 Days
- 6 Days



Orders Heavier Than 500 Pounds:
Generally ship via freight carrier

- 1 Day
- 2 Days
- 3 Days
- 4 Days
- 5+ Days

*The threshold for UPS orders may be raised during peak season (i.e., June–September). Please note that UPS deliveries may arrive over several days.

Additional Tips for Successful Delivery:

- Indicate on your Purchase Order if you would like to ship to a central location, such as a district warehouse, or to individual schools.
- Select a delivery window when someone will be at the delivery location to accept the order. **Notify others, such as front office or custodial staff, about the delivery.**

Need Help Placing an Order?
Contact: orders@cainc.com or 1 (800) 225-0248

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Curriculum Associates®

Information on Professional Learning Sessions

Protecting the health and safety of the educators we serve and their students, as well as the health and safety of our employees, is of paramount importance to Curriculum Associates. In the event of a (i) government-declared public health emergency or (ii) weather event, that materially impacts in-person instruction, sessions may transition to a virtual format. Curriculum Associates' policy is to only provide PL sessions in person where one of our employees can reach the session site by car and where adequate safety measures are in place to protect the health of our session leaders and participants. Curriculum Associates reserves the right to switch any session from in-person to virtual if we cannot safely reach a session site, or if adequate health safety measures cannot be put in place.

If your school or district will not permit visitors at the time of a scheduled session, Curriculum Associates would be happy to provide an equivalent live, virtual session via videoconference. Similarly, Curriculum Associates will comply with your school or district's health and safety requirements regarding on-site visitors if we are given adequate advance notice.

Any questions regarding scheduling in-person or virtual training sessions should be directed to pdoperations@cainc.com.

Curriculum Associates®

Notice for Usage of Teacher Toolbox Materials

Thank you for your interest in Teacher Toolbox! Teacher Toolbox is a digital collection of instructional materials, designed to support teachers in delivering research-based instruction, remediation, and enrichment to students in Grades K–8.

Your Teacher Toolbox subscription provides access to Teacher Toolbox content for Grades K–8. During this time, educators may use Teacher Toolbox materials during whole class and small group instruction, for individual assignments, and may post student-facing Teacher Toolbox PDFs on a password-protected learning management system (LMS). Please be aware that files expire on June 30 of each year for purposes of Teacher Toolbox maintenance and updates. If you add files to an LMS, this expiration date may require that you re-load these files after this date.

Curriculum Associates, 153 Rangeway Road, North Billerica MA 01862-2013
Phone: 800-225-0248, Fax: 800-366-1158, E-Mail: orders@cainc.com, Website: CurriculumAssociates.com

i-Ready Partners

Unparalleled Service and Educator Support

The *i-Ready Partners* team was born from our core value: the quality of our services is as important as the quality of our products. Know that when you implement our programs, your local *i-Ready Partners* will be there to support your team every step of the way.

Service Components

Our *i-Ready Partners* team is tasked with helping you implement our programs to meet ambitious district goals. *i-Ready Partners* support includes:

- **An Account Manager You Know on a First-Name Basis:** Dedicated account managers are your point of connection to a powerful network of *i-Ready* experts focused on making your implementation successful.
- **Consultative Professional Development Planning:** Tailored professional development plans ensure that PD is tied to your implementation goals and that educators are equipped to optimize the use of our programs from day one.
- **Real-Time Achievement Data after Every Assessment:** Detailed student achievement analytics to empower data-driven practices in classrooms.
- **Educational Consultants to Help You Know What's Coming Next:** Educational consultants to keep you up to speed on our latest research, development, and best practices.
- **Technical Support and Health Checks:** Proactive support that anticipates and heads off issues before they start—and is there for you should they arise.

Account Management

Professional Development

Educational Consultants

Achievement Analytics

Technical Support

Your *i-Ready Partners* Team

Dedicated to helping you implement *i-Ready* programs and achieve your district goals

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Curriculum Associates®

Placing an Order

Email: Orders@cainc.com

Submit PO by Mail:
ATTN: CUSTOMER SERVICE DEPT.
Curriculum Associates LLC
153 Rangeway Rd
North Billerica, MA 01862-2013

Submit Order by Check:
Curriculum Associates, LLC
PO Box 936600
Atlanta, GA 31193-6600

Please visit CurriculumAssociates.com for more information about placing orders or contact CA's customer service department (1- 800-225-0248) and reference quote number for questions.
Please attach quote to all signed purchase orders.
If tax exempt, please submit a valid exemption certificate with PO and quote in order to avoid processing delays. Exemption certificates can also be submitted to exempt@cainc.com.

Shipping Policy

Unless otherwise noted, shipping costs are calculated as follows:

Order Amount	Freight Amount
$74.99 or less	Max charge of $12.75
$75.00 to $999.99	12% of order
$1,000 to $4,999.99	10% of order

Order Amount	Freight Amount
$5,000.00 to $99,999.99	9% of order
$100,000 and more	8% of order

Please contact your local CA representative or customer service (1-800-225-0248) for expedited shipping rates. The weight limit for an expedited order is **500lbs**.

The enhanced shipping and handling services listed below are available upon request subject to the availability of our carrier partners. Please notify us of these delivery requests prior to submitting your PO so that we can include the service on your quote appropriately:

- White Glove Delivery Service $1000/delivery/site

If our carrier partners are unable to deliver to the location instructed on the PO or you need to change the time or location of delivery, one or more of the following fees may be applicable:

- Delivery Address Change $500/shipment location
- Freight Storage $1000/shipment location
- Freight Carrier Redelivery $350/pallet

Unless otherwise expressly indicated, the shipping terms for all deliveries is FOB CA's Shipping Point (whether to a CA or third party facility). Risk of loss and title is passed to purchaser upon transfer of the goods to carrier, standard shipping charges (listed above) are added to the invoice or included in the unit price unless otherwise specified.

Supply chain challenges outside of Curriculum Associates' control may impact inventory availability for print product. We recommend submission of purchase orders as soon as possible to help ensure timely delivery.

Payment Terms

Payment terms are as follows:

- With credit approval: Net 30 days
- Without credit approval: payment in full at time of order
- Accounts must be current before subsequent shipments are made

To ensure payment processing is timely and environmentally conscious, CA encourages ACH payments. If you would like to pay via ACH, please request remittance information by emailing AR@cainc.com.
Please send any payment notifications to payments@cainc.com. Credit card payments are only accepted for purchases under $50,000.

Invoice Receipt Preference

CA is pleased to offer electronic invoice delivery. Electronic invoice delivery allows CA to deliver your invoice in a timely and environmentally friendly manner. To request electronic invoice delivery please contact the CA Accounts Receivable team at invoices@cainc.com or by fax (1- 800-366-1158). Please reference your quote number, provide a valid email address where the invoice should be directed, and indicate you would like to opt into electronic invoice delivery.

Terms of Service

Customer's use of i-Ready® shall be subject to the i-Ready Terms and Conditions of Use, whi
learning sessions will expire two years following the date of your purchase order or the impl
are subject to the Professional Learning Terms of Service, which can be found at curriculumas
of the terms herein come into conflict with CA's existing contractual obligations and legal liabi
negotiate the terms herein.

Vendor's proposed Purchase Order terms rejected to the extent inconsistent with School Board's purchasing instructions. Purchase subject to terms of School Board Standard Addendum. http://www.hernandoschools.org/departments/purchasing/vendor-information

Return Policy

For any non-print products - your subscription may be terminated and you may request a pro-rata refund for unused services within 90 days of license start date. For Professional Learning services, you may request a refund for unused services within 90 days of purchase date. After 90 days, your non-print products and Professional Learning purchase shall be final and no refunds are available. Except for materials sold on a non-refundable basis, purchaser may return, at purchaser risk and expense, purchased print materials with pre-approval from CA's Customer Service department within 12 months of purchase. Please examine your order upon receipt. Before returning material, call CA's Customer Service department (1 -800-225-0248 option 2) for return authorization and documentation. When returning material, please include your return authorization number and the return form that will be provided to you by CA's Return department. We do not accept returns on unused i-Ready or Toolbox licenses®, materials that have been used and/or are not in "saleable condition," and individual components of kits or sets including but not limited to BRIGANCE® Kits, Ready ® student and teacher sets, i-Ready Classroom® student and teacher sets, and Magnetic Foundation and Literacy classroom kits.

STANDARD ADDENDUM TO AGREEMENTS WITH
THE HERNANDO COUNTY SCHOOL BOARD

WHEREAS, the undersigned (the "Contractor") has entered into an Agreement or Contract (hereinafter Agreement) with the Hernando County School Board (the "School Board"); and,

WHEREAS, the Agreement sets forth the general terms and conditions of the relationship between the parties; and,

WHEREAS, the undersigned acknowledges that the School Board is the contracting authority for the Hernando County School Board and there are certain standard contract terms expected to be in every agreement by the School Board; and,

WHEREAS, the undersigned hereby agrees that these standard terms are part of the Agreement with the School Board.

1. The Contractor hereby agrees to indemnify, defend and hold the School Board harmless from and against any and all third party claims for damages of any nature whatsoever which are caused or materially contributed to by the negligent, reckless or intentional acts of the Contractor.

2. To the extent that the Agreement requires the School Board to indemnify Contractor, it shall only be to the extent of the limits set forth in section 768.28(5), Florida Statutes. and then only for the negligent or wrongful act or omission of any officer or employee of the School Board acting within the scope of the officer's/employee's office or employment under circumstances in which the state or such agency or subdivision, if a private person, would be liable to the claimant. Further, except as specifically provided herein, the School Board does not waive any defense of sovereign immunity. It is further understood and agreed by the parties to this Agreement that no officer or employee may be held personally liable except as provided by section 768.28 (9), Florida Statutes. Notwithstanding the foregoing, the School Board intends to avail itself of the benefits of section 768.28 and of other statutes and common law governing sovereign immunity to the fullest extent possible. However, in no event will the School Board's liability under this provision exceed the sum of the lesser of the following: (a) the amount paid by the School Board to Contractor or (b) the amounts identified as statutory limits pursuant to section 768.28, Florida Statutes. if applicable. Nothing in this Agreement is intended to inure to the benefit of any third party for the purpose of allowing any claim which would otherwise be barred under the doctrine of sovereign immunity or by operation of law.

3. The parties agree to each pay their own attorneys' fees and costs relating to the negotiation of the Agreement and this Addendum and in relation to any action to enforce the terms of either document.

4. As may be applicable, all persons providing goods or services to the School Board on School Board property pursuant the Agreement shall undergo the necessary background screening described in section 1012.465, Florida Statutes at their own cost before coming onto School Board property.

5. If the Agreement requires the expenditure of funds for more than one fiscal year, the Agreement shall be subject to termination by the School Board without cause upon a thirty (30) day notice.

6. Any conflict between the terms of this Addendum and the parties original Agreement or subsequent modifications thereof are to be resolved in favor of this Addendum.

7. The Agreement and this Addendum are to be construed in accordance with the laws of the State of Florida, and the parties hereby agree that performance of the terms and provisions of the Agreement are to be performed solely within the State of Florida. The Parties agree that the Circuit Court for the Fifth Judicial Circuit, Hernando County, Florida (hereinafter "Court"), shall have sole and exclusive jurisdiction to enforce the terms of this Agreement, notwithstanding any provisions in the Agreement to the contrary, and the Parties further agree that they will present any disputes under this Agreement, including, without limitation, any claims for breach or enforcement of this Agreement, exclusively to the Court.

8. The payment obligation of the School Board created by the Agreement is conditioned upon the availability of funds that are appropriated or allocated for the payment of services or products. If such funds are not allocated and available, the Agreement may be terminated by the School Board at the end of the period for which funds are available. The School Board shall notify the Contractor at the earliest possible time before such termination. No penalty shall accrue to the School Board in the event this provision is exercised, and the School Board shall not be obligated or liable for any future payments due or for any damages as a result of such termination. Should the School Board terminate the Agreement for non-appropriation of funds, the School Board shall pay Contractor for goods and/or services received prior to such termination upon such termination.

9. If, and to the extent the agreement provides for the payment of any applicable sales taxes, the Parties acknowledge that the School Board is an entity which is exempt from the same as provided by section 212.08(6), Florida Statutes.

10. The Parties agree that in the event Contractor files for bankruptcy, insolvency or receivership during the term of this Agreement, the School Board may, at its option, terminate and cancel the Agreement, in which event all rights hereunder shall immediately cease and terminate.

11. Neither party shall be liable to the other, nor deemed in default under this Agreement to the extent that such party's performance under this Agreement is rendered impossible, impractical, or prevented by reason of force majeure. For purposes of this Agreement, the term "force majeure" means an occurrence that is beyond the control of the party affected and occurs without fault or negligence on behalf of either party. Without limiting the foregoing, force majeure includes acts of God; acts of the public enemy; war; riots; strikes; labor disputes; civil disorders; fires; floods; hurricanes, epidemics, pandemics, government regulations, and the issuance or extension of existing government orders of the United States, the State of Florida, or local county and municipal governing bodies, which prevents performance of the contract for all or part of the term of the Agreement.

12. Notwithstanding any provision to the contrary in the Agreement, all payments due from the School Board for non-construction services hereunder shall be governed by the provisions of Chapter 218, Florida Statutes.

13. If, and to the extent that the agreement provides for reimbursement of travel and related expenses, the Parties agree that such reimbursements shall be subject to the reimbursement schedules contained in Section 112.061, Florida Statutes.

14. Contractor confirms that neither it nor its principals are suspended, debarred, proposed for debarment, declared ineligible, or voluntarily excluded from participation in the Agreement by any governmental department or agency. This certification is a material representation of fact upon which reliance will be placed when the School Board executes the Agreement. If it is later determined that Contractor knowingly rendered an erroneous certification, in addition to the other remedies available to School Board, School Board may terminate the Agreement for default by Contractor.

15. E-Verify. Pursuant to section 448.095, Florida Statutes, Contractor shall use the U.S. Department of Homeland Security's E-Verify system https://e-verify.uscis.gov/emp, to verify the employment eligibility of all employees hired during the term of this Agreement. If Contractor enters into a contract with a subcontractor for the performance of services specific to the Agreement, the subcontractor must provide Contractor with an affidavit stating the subcontractor does not employ, contract with, or subcontract with an unauthorized alien and the Contractor shall provide a copy of such affidavit to the School Board upon receipt and shall maintain a copy for the duration of the Agreement. Failure to comply with this provision is a material breach of the Agreement and the School Board may choose to terminate the Agreement at its sole discretion and seek damages pursuant to Florida Statute. By signing below, Contractor affirms that it is registered with and uses the E-Verify system, is otherwise in compliance with section 448.095, Florida Statutes, and acknowledges that it is required to maintain such compliance throughout the term of any Contract entered between the parties.

16. Public records compliance provisions. Any confidentiality provisions in the Agreement shall be read in harmony with Florida's Public Records Act, Chapter 119, Florida Statutes. No provisions in the Agreement can be exercised to frustrate the requirements of the law for the release of records. The parties recognize that the School Board is a governmental entity, subject to Florida law regarding public access to records under Florida Statute, Chapter 119. As such, the Parties agree that only such information as is exempt and confidential under the provisions of law shall be considered confidential under the term of the Agreement and any confidentiality provisions in the Agreement shall be read in harmony with Florida's Public Records Act, Chapter 119, Florida Statutes. No provisions in the Agreement can be exercised to frustrate the requirements of the law for the release of records. To the extent Contractor provides School Board any information which it believes is confidential or exempt, Contractor shall notify School Board of the specific information that it believes is confidential, as well as the basis for the exemption. Additionally, to the extent that the Contractor has any obligation to act in agency for the School Board, it shall maintain its records subject to section 119.0701, Fla. Stat. If and to the extent that contractor has access to any other confidential information regarding the School Board (such as security information as contemplated by section 119.071(c), Fla. Stat.), the Contractor agrees to use reasonable measures to maintain the

confidentiality of such information.

17. To the extent Contractor maintains information that is subject to a public record request, it shall provide the public access to such records in accordance with, and subject to the applicable statutory terms and fees. Failure to do so will be considered a material breach of the original Agreement resulting in immediate termination with no penalty to School Board, and Contractor will indemnify and hold the School Board harmless for any and all damages and expenses suffered as a result of the material breach and contract termination. Contractor must comply with Florida public records laws, including but not limited to chapter 119, Florida Statutes and section 24 of article I of the Constitution of Florida, and specifically agrees to:

a. Keep and maintain public records required by the School Board in order to perform the service under the Agreement; and

b. Upon request from the School Board's custodian of public records, provide the School Board with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in chapter 119, Florida Statutes, or as otherwise provided by law; and

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

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

IF THE CONTRACTOR HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THE CONTRACTOR'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS CONTRACT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS AT 919 N. BROAD STREET, BROOKSVILLE, FL 34601, Ellerman_a@hcsb.k12.fl.us or (352) 797-7009.

Notwithstanding any other provisions of law or statutory interpretation, failure of the Contractor to abide by the terms of these public records provisions shall be deemed a material breach of the Agreement and the School Board may enforce the terms of this provision in the form of a court proceeding and shall, as a prevailing party, be entitled to reimbursement of all reasonable

attorney's fees and costs associated with that proceeding. This provision shall survive any termination or expiration of the Agreement.

18. If the Contractor receives any student information / records as a result of the Agreement, it will maintain any such information / records as confidential and will not release same to any third parties without the express written approval of the School Board, except third parties who are essential to Contractor's delivery of its services to the School Board and who are bound to maintain the confidentiality of student information/records, and prohibited from unauthorized redisclosure of such information. Furthermore, Contractor agrees to maintain and utilize all such student information/records in accordance with the Family Educational Rights and Privacy Act ("FERPA") regulations and only as provided for in the Agreement and this Addendum. If student information/records are requested by way of subpoena or court order, Contractor shall notify the School Board of such request in writing including a copy of the subpoena or order and shall otherwise comply with the FERPA regulations, unless prohibited by law. For the avoidance of doubt, "student information/records" do not include de-identified data, which refers to information generated from usage of Contractor's proprietary software solutions from which all personally identifiable information has been removed or obscured so that it does not identify individuals and there is no basis to believe that the information can be used to identify individuals ("De-identified Data"). Contractor maintains the perpetual right to use De-identified Data for product development, product functionality and research purposes, as allowed under FERPA.

19. Contractor agrees to execute an Affidavit Regarding the Use of Coercion for Labor and Services as required by section 787.06(13), Florida Statutes.

20. If the Contractor receives access to an individual s personal identifying information as a result of this agreement, Contractor agrees to provide the School Board with an affidavit signed by an officer or representative of the Contractor under penalty of perjury attesting that the Contractor does not meet any of the criteria in section 287.138(2)(a) to (c), Florida Statutes.

21. Contractor acknowledges that it will comply with all applicable Florida and Federal laws, ordinances, rules and regulations.

Signed and dated by authorized representatives as provided below:

Contractor: Curriculum Associates, LLC

T.h Sipe, Jr.
Printed Name: John Sipe, Jr.
Title: Executive Vice President
Date: 5/6/2026

Hernando County School Board:

Printed Name: _____
Title: _____
Date:

Approved as to Legal Sufficiency
Caroline I. Mockler, Esq.
Staff Counsel, HCSD
11:34 am, 05/06/2026

DPA-2026-7098-AA

VENDOR-SPECIFIC ('MODIFIED') STUDENT DATA PRIVACY AGREEMENT

(Florida National Data Privacy Agreement (NDPA) Standard VERSION 2)

Hernando County School Board

And

Curriculum Associates LLC

Version 2

Authored by Members of the Student Data Privacy Consortium (SDPC) &

Mark Williams, Fagen, Friedman & Fulfrost LLP

Approved as to Legal Sufficiency
Caroline I. Mockler, Esq.
Staff Counsel, HCSD
10:57 am, 05/13/2026

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This document may only be used by A4L Community members and may not be altered in any substantive manner.

This Student Data Privacy Agreement ("DPA") is entered into on the date of full execution (the "Effective Date") and is entered into by and between:

[Hernando County School Board],

located at [919 N. Broad Street, Brooksville, FL 34601] (the "LEA")

and

[Curriculum Associates LLC],

located at [153 Rangeway Road, North Billerica, Massachusetts, 01862] (the "Provider").

PREAMBLE

WHEREAS, the Provider is providing educational or digital Services, as defined in Exhibit "A", to LEA, which Services may include: (a) cloud-based Services for the digital storage, management, and retrieval of pupil records; and/or (b) digital educational software that authorizes Provider to access, store, and use pupil records; and

WHEREAS, the Provider and LEA have entered into a Service Agreement (as defined herein), to provide certain Services to the LEA as set forth in the Service Agreement, and this DPA (collectively the "Agreement"),

WHEREAS, the Provider and LEA recognize the need to protect personally identifiable student information and other regulated data exchanged between them as required by applicable laws and regulations, such as the Family Educational Rights and Privacy Act ("FERPA") at 20 U.S.C. 1232g (34 C.F.R. Part 99); the Protection of Pupil Rights Amendment ("PPRA") at 20 U.S.C. 1232h; and the Children's Online Privacy Protection Act ("COPPA") at 15 U.S.C. 6501-6506 (16 C.F.R. Part 312),

WHEREAS, the Provider and LEA desire to enter into this DPA for the purpose of establishing their respective obligations and duties in order to comply with applicable laws and regulations.

NOW THEREFORE, for good and valuable consideration, LEA and Provider agree as follows:

LEA and Provider agree to the additional terms or modifications detailed in Exhibit "H".

Special Provisions. (Check if Required)

☑ If checked, the Supplemental State Terms attached hereto as Exhibit "G" are hereby incorporated by reference into this DPA in their entirety.

General Offer of Privacy Terms.

☑ If checked, the Provider has signed Exhibit "E" to the SDPC Standard Clauses, otherwise known as "General Offer of Privacy Terms" enabling other LEAs to enter into the same terms of this DPA with Provider.

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The **designated representative for the LEA** for this DPA is:

Name: Ray Pinder Title: Superintendent

Address: 919 N. Broad Street, Brooksville, FL 34601

Phone: (352) 797 7001 Email: pinder_r@hcsb.k12.fl.us

The **designated representative for the Provider** for this DPA is:

Name: Legal Department Title:

Address: 153 Rangeway Road, North Billerica, MA 01862

Phone: 800 225 0248 Email: customercontracts@cainc.com

IN WITNESS WHEREOF, LEA and Provider execute this DPA as of the Effective Date.

LEA: [Hernando County School Board]

Signed By: Date:

Printed Name: Ray Pinder Title/Position: Superintendent

PROVIDER: [Curriculum Associates LLC]

Signed By: John Sipe, Jr. Date: 5/1/2026

Printed Name: John Sipe, Jr. Title/Position: Executive Vice President

Each Party is responsible to promptly notify the other Party of changes to the notice information.

Notices to Provider

[Curriculum Associates LLC]
[Legal Department]
[153 Rangeway Road, North Billerica, MA 01862]
[customercontracts@cainc.com]

Notices to LEA

[Hernando County School Board]
[Superintendent]
[919 N. Broad Street, Brooksville, FL 34601]
[pinder_r@hcsb.k12.fl.us]

With a copy to (if provided):

[ ]
[ ]
[ ]

With a copy to (if provided):

[Caroline Mockler, Esq.]
[919 N. Broad Street, Brooksville, FL 34601]
[mockler_c@hcsb.k12.fl.us]

Security Notices to Provider (Required per Section 5.3)

[CISO]
[ ]
[153 Rangeway Road, North Billerica, MA 01862]
[customercontracts@cainc.com]

Security Notices to LEA (Required per Section 5.3)

[Joseph G. Amato]
[Director of Technology and Information Services]
[919 N. Broad Street, Brooksville, FL 34601]
[amato_j1@hcsb.k12.fl.us]

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STANDARD CLAUSES

ARTICLE I: PURPOSE AND SCOPE

1.1 Purpose of DPA.

The purpose of this DPA is to describe the duties and responsibilities to protect Student Data including compliance with all applicable federal and state privacy laws, rules, and regulations, all as may be amended from time to time. In performing the Services, the Provider shall be considered a School Official with a legitimate educational interest, and performing Services otherwise provided by the LEA. With respect to its use and maintenance of Student Data, Provider shall be under the direct control and supervision of the LEA as set forth in this DPA and the Service Agreement.

1.2 Description of Products and Services.

A description of all products and services covered by the Agreement, and information specific to this DPA, are listed in Exhibit "A". If a Provider needs to update any information on Exhibit "A" (such as updating with new provided services), they may do so by completing the Addendum template provided by the A4L Community and sending a copy to the LEA.

Provider may add or delete products or services subject to this DPA under the following circumstances:

1. Deleted products or services: The products or services have been discontinued and are no longer available from the Provider.
2. Added products or services: The added products or services are either:
    a. a direct replacement, or substantially equivalent to the original products or services listed in the DPA, or
    b. the added products or services result in enriched new or enhanced capabilities, new modules, technology advancements and or service categories relating to the listed products or services that Provider did not have at the time the DPA was signed.

If an added product or service requires additional Data Elements, Provider must complete the relevant portion of the Addendum template to update Exhibit "B".

Provider may not make any change to Exhibit "A" via an Addendum, except adding or deleting products or services. LEA is under no obligation to acquire added products or services, and has no ability under the DPA to prevent deletion of products or services. Subject to the limitations in this section, an Addendum is automatically incorporated into this DPA when LEA is notified by Provider, in accordance with the notification provisions of this DPA, of the Addendum's existence and contents.

1.3 Student Data to Be Provided.

In order to perform the services, the Provider shall process Student Data as identified by the Provider in the Schedule of Data, attached hereto as Exhibit "B". Student Data may be provided by the LEA or created by students, as set forth fully in the definition of Student Data in Exhibit "C". If a Provider needs to update any information on Exhibit "B", they may do so by completing the Addendum template provided by the A4L Community and sending a copy to the LEA.

Provider may delete data elements from Exhibit "B" if they are no longer used by the Provider.

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Provider must add data elements to Exhibit "B", when a material change has occurred, regardless of whether the added data elements are either one of the following:

1. used to better deliver the original products or services listed in the DPA, or
2. used to deliver added products or services that result in new or enhanced capabilities, new modules, technology advancements and or service categories relating to the listed products or services that Provider did not have at the time the DPA was signed. Such new products or services must be designated in the Addendum template as changes to Exhibit "A".

The Provider must notify the LEA, in accordance with the notification provisions of this DPA, of the existence and contents of an Addendum modifying Exhibit "B". The LEA will have thirty (30) days from receipt to object to the Addendum. If no written objection is received it will become incorporated into the DPA between the parties.

1.4 DPA Definitions.

Capitalized terms used in this DPA shall have the meanings set forth in Exhibit "C". With respect to the treatment of Student Data, in the event of a conflict, definitions used in this DPA shall prevail over terms used in any other writing, including, but not limited to, the Service Agreement.

ARTICLE II: DATA OWNERSHIP AND AUTHORIZED ACCESS

2.1 Student Data Property of LEA.

As between LEA and Provider, all Student Data processed by the Provider, or created by students (as set forth fully in the definition of Student Data in Exhibit "C"), pursuant to the Agreement is and will continue to be the property of and under the control of the LEA. The Provider further acknowledges and agrees that all copies of such Student Data processed by the Provider, including any modifications or additions or any portion thereof from any source, are also subject to the provisions of this DPA in the same manner as the original Student Data. The Parties agree that as between them, all rights, including all intellectual property rights in and to Student Data contemplated per the Service Agreement, shall remain the exclusive property of the LEA.

2.2 Parent, Legal Guardian and Student Access.

The LEA shall establish reasonable procedures by which a parent, legal guardian, or eligible student (as defined in FERPA) may review Student Data and request deletion or modification, and request delivery of a copy of the Student Data. In support of this, the Provider shall establish reasonable procedures by which the LEA may access, and correct if necessary, Education Records and/or Student Data, and make a copy of the data available to the LEA or (at the LEA's direction) to the parent, legal guardian or eligible student directly. If the LEA is not able to review or update the Student Data itself, Provider shall respond in a reasonably timely manner (and no later than thirty (30) days from the date of the request or pursuant to the time frame required under state law for an LEA to respond to a parent, legal guardian or student, whichever is sooner) to the LEA's request for Student Data held by the Provider to view or correct as necessary.

In the event that a parent or legal guardian of a student or eligible student contacts the Provider to correct, delete, review or request delivery of a copy of any of the Student Data collected by or generated through the Services, the Provider shall refer that person to the LEA, who will follow the necessary and proper procedures regarding

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the requested information. In the event that any person other than those listed contacts the Provider about any Student Data, the Provider shall refer that person to the LEA, except as provided in Section 4.4.

2.2.1 This NDPA does not impede the ability of students to download, export, or otherwise save or maintain their own Student Generated Content directly from Provider or for Provider to provide a mechanism for such download, export, transfer or saving to students, or the student's parent or legal guardian. Nor does it impede the ability of Providers to offer LEAs features to allow such ability.

2.2.2 In the event that Student Generated Content is transferred to the control of the student, parent or legal guardian, the copy of such Student Generated Content that is in the control of such person is no longer considered Student Data.

2.3 Subprocessors.

Provider shall enter into a Subprocessor Agreement with all Subprocessors performing functions for the Provider in order for the Provider to provide the Services pursuant to the Service Agreement, whereby the Subprocessors agree to protect Student Data in a manner no less stringent than the terms of this DPA. Every Subprocessor Agreement must provide that the Subprocessor will not Sell the Student Data. The terms of a Subprocessor Agreement shall not be materially modified by the Subprocessor unless notice is provided to the Provider.

ARTICLE III: DUTIES OF LEA

3.1 Provide Data in Compliance with Applicable Laws.

LEA shall use the Services and provide Student Data in compliance with all applicable federal and state privacy laws, rules, and regulations, all as may be amended from time to time.

3.2 Annual Notification of Rights.

If the LEA has a policy of disclosing Education Records and/or Student Data under FERPA (34 CFR § 99.31(a)(1)), LEA shall include a specification of criteria for determining who constitutes a School Official and what constitutes a legitimate educational interest in its annual notification of rights.

3.3 Reasonable Precautions.

LEA shall employ administrative, physical, and technical safeguards designed to protect usernames, passwords, and any other means of gaining access to the Services and/or hosted Student Data from unauthorized access, disclosure, or acquisition by an unauthorized person.

3.4 Unauthorized Access Notification and Assistance.

LEA shall notify Provider within seventy-two (72) hours of any confirmed Data Breach to the Services, LEA's account or any Student Data that poses a privacy or security risk. If requested by Provider, LEA will provide reasonable assistance to Provider in any efforts by Provider to investigate and respond to such Data Breach.

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ARTICLE IV: DUTIES OF PROVIDER

4.1 Privacy and Security Compliance.

The Provider shall comply with all laws and regulations applicable to Provider's protection of Student Data privacy and security, and at the direction of the LEA shall cooperate with any state or federal government initiated audit of the LEA's use of the Services.

4.2 Authorized Use.

The Student Data processed pursuant to the Services shall be used by the Provider for no purpose other than performing the Services outlined in Exhibit "A", or as instructed by the LEA.

4.3 Provider Employee Obligation.

Provider shall require all of Provider's employees who have access to Student Data to comply with all applicable provisions of this DPA with respect to the Student Data shared under the Service Agreement. Provider agrees to require and maintain an appropriate confidentiality agreement from each employee with access to Student Data pursuant to the Service Agreement.

4.4 No Disclosure.

Provider acknowledges and agrees that it shall not sell or disclose any Student Data or any portion thereof, including without limitation, user content or other non-public information and/or personally identifiable information contained in the Student Data.

4.4.1 Exceptions to No Disclosure.

4.4.1.1 This prohibition against disclosure will not apply to Student Data where disclosure is directed or permitted by the LEA or this DPA.

4.4.1.2 The provision to not sell Student Data shall not apply to a Change of Control.

4.4.1.3 This prohibition against disclosure shall not apply to Student Data disclosed pursuant to a judicial order or lawfully issued subpoena or warrant.

4.4.1.4 This prohibition against disclosure shall not apply to Student Data disclosed to Subprocessors performing Services on behalf of the Provider pursuant to this DPA.

4.4.1.5 Should law enforcement or other government entities ("Requesting Party(ies)") provide a judicial order or lawfully issued subpoena or warrant to the Provider with a request for Student Data held by the Provider pursuant to the Services, the Provider shall notify the LEA in advance of a compelled disclosure to the Requesting Party.

4.4.1.6 Notification under 4.4.1.5 is not required if the judicial order or lawfully issued subpoena or warrant states not to inform the LEA of the request.

4.4.1.7 Should the LEA be presented with a judicial order or lawfully issued subpoena or warrant to disclose Student Generated Content or other Student Data, the Provider shall cooperate with the LEA in delivering such data.

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4.4.1.8 This prohibition against disclosure shall not apply to LEA-authorized users of the Services, which may include parents and legal guardians.

4.4.1.9 This prohibition against disclosure shall not apply to protect the safety of users or others, if and only if, an LEA employee who has specifically been authorized to declare a health or safety emergency has done so and all requirements under 34 CFR §§ 99.31(a)(10) and 99.36 have been fulfilled by the LEA.

4.4.1.10 This prohibition against disclosure shall not apply to protect the integrity or security of the Service, where such disclosure is made to a Subprocessor engaged by Provider for the specific purpose of investigating a potential Data Breach as set forth in 5.4.

4.5 De-Identified Data

Provider agrees not to attempt to re-identify De-Identified Student Data without the written direction of the LEA. De-Identified Student Data may be used by the Provider for those purposes allowed under applicable laws, for the purposes allowed for the processing of Student Data under this DPA, as well as the following purposes: (1) assisting the LEA or other governmental agencies in conducting research and other studies; (2) research, development, and improvement of the Provider's educational sites, Services, or applications, and to demonstrate the effectiveness of the Services; and (3) for adaptive learning purpose and for customized student learning. Provider's use of De-Identified Student Data shall survive termination of this DPA or any request by LEA to return or dispose of Student Data. Except for Subprocessors, Provider agrees not to transfer De-identified Student Data to any third party unless the transfer is expressly directed or permitted by the LEA or this DPA. Such Subprocessors must be subject to equivalent terms of the DPA including this one. Prior to publishing any document that names the LEA, the Provider shall obtain the LEA's written approval of the manner in which De-Identified Student Data is presented. If Provider chooses to create De-Identified Data, its process must comply with either NIST de-identification standards or US Department of Education guidance on de-identification.

4.6 Disposition of Data.

Upon written request from the LEA, Provider shall dispose of or provide a mechanism for the LEA to transfer Student Data obtained under the Service Agreement, within sixty (60) days of the date of said request and according to a schedule and procedure as the Parties may reasonably agree.

If the Provider has a standard retention and destruction schedule, that schedule shall apply to Student Data as long as this DPA is active. The Provider's practice relating to retention and disposition of Student Data shall be provided to the LEA upon request.

At the termination of this DPA, the Provider shall, unless directed otherwise by the LEA, dispose of, or delete Student Data obtained by the Provider under the Agreement within sixty (60) days of termination (unless otherwise required by law). If the Agreement has lapsed or is not terminated, the Student Data shall be deleted when directed or permitted by the LEA, according to Provider's standard destruction schedule, or as otherwise required by law. The LEA may provide the Provider with special instructions for the disposition of the Student Data, by transmitting to Provider Exhibit "D", attached hereto. The duty of the Provider to dispose of or delete Student Data shall not extend to De-Identified Data or to Student-Generated Content that has been transferred or kept pursuant to Section 2.2.2.

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4.7 Advertising Limits.

Provider is prohibited from using, disclosing, or selling Student Data to (a) inform, influence, or enable Targeted Advertising; (b) develop a profile of a student, family member/guardian or group, for any purpose other than providing the Service to LEA; or (c) for any commercial purpose other than to provide the Service to the LEA, or as authorized by the LEA or the parent/guardian. Targeted Advertising is strictly prohibited. However, this section does not prohibit Provider from using Student Data (i) for adaptive learning or customized student learning (including generating personalized learning recommendations); or (ii) to make product recommendations to account holders that are not considered Targeted Advertising (this exception does not apply where the Provider is relying on the LEA to provide consent on behalf of the parent under COPPA); or (iii) to notify account holders about new education product updates, features, or Services that are not considered Targeted Advertising or from otherwise using Student Data as permitted in this DPA and its accompanying exhibits.

Before making product recommendations under section (ii) above, Provider must disclose the existence of those recommendations to LEA in writing, in sufficient detail that LEA can fulfill any obligations under applicable law (e.g. PPRA).

ARTICLE V: DATA SECURITY AND BREACH PROVISIONS

5.1 Data Storage.

If Student Data is stored outside the United States, Provider will provide a list of Countries where data is stored, in Exhibit "B".

5.2 Security Audits.

Provider will conduct a security audit or assessment no less than once per year, and upon a Data Breach. Upon 10 days' notice and execution of confidentiality agreement, Provider will provide the LEA with a copy of the audit report, subject to reasonable and appropriate redaction.

5.3 Data Security.

The Provider agrees to utilize administrative, physical, and technical safeguards designed to protect Student Data from unauthorized access, disclosure, acquisition, destruction, use, or modification. The Provider shall adhere to any applicable law relating to data security of Student Data. The Provider shall implement an adequate Cybersecurity Framework that incorporates one or more of the nationally or internationally recognized standards set forth in Exhibit "F". Additionally, Provider may choose to further detail its security programs and measures in Exhibit "F". Provider shall provide, in the Preamble to the DPA, contact information of an employee who LEA may contact if there are any data security concerns or questions.

5.4 Data Breach.

In the event that Provider confirms a Data Breach, the Provider shall provide notification to LEA within seventy-two (72) hours of confirmation of the Data Breach, unless notification within these time limits would disrupt investigation of the Data Breach by law enforcement. In such an event, notification shall be made within a reasonable time after the Data Breach. Provider shall follow the following process:

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(1) The Data Breach notification described above shall include, at a minimum, the following information to the extent known by the Provider and as it becomes available:

- (a) The name and contact information of the Provider subject to this section,
- (b) the date of the notice,
- (c) the date of the Data Breach, the estimated date of the Data Breach, or the date range within which the Data Breach occurred,
- (d) Whether the notification was delayed as a result of a law enforcement investigation, if legally permissible to share that information,
- (e) A general description of the Data Breach, if that information is possible to determine at the time the notice is provided,
- (f) A description of the Student Data reasonably believed to have been the subject of the Data Breach; and
- (g) Identification of impacted individuals.

(2) Provider agrees to adhere to all applicable federal and state laws with respect to a Data Breach related to the Student Data, including any required responsibilities and procedures for notification and mitigation of any such Data Breach.

(3) Provider further acknowledges and agrees to have a written Data Breach response plan that is consistent with applicable industry standards and federal and state law for responding to a Data Breach, involving Student Data and agrees to provide LEA, upon reasonable written request, with a summary of said written Data Breach response plan.

(4) LEA shall provide notice and facts surrounding the Data Breach to the affected students, parents, or guardians.

(5) In the event of a Data Breach originating from LEA's use of the Service or otherwise a result of LEA's actions or inactions, Provider shall reasonably cooperate with LEA to the extent necessary to expeditiously secure Student Data and may request costs incurred as a result of such Data Breach.

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CONTRACT TERMS

Term and Termination. In the event that either Party seeks to terminate this DPA, they may do so by written notice if the Service Agreement has lapsed or has been terminated. Either party may terminate this DPA and any Service Agreement or contract if the other party breaches any terms of this DPA. This DPA shall stay in effect for as long as the Provider retains the Student Data, as set forth in section Article IV, Section 4.6. In the case of a "Change of Control" the LEA has the authority to terminate the DPA if it reasonably believes that the successor cannot uphold the terms and conditions herein or having a contract with the successor would violate the LEA's policies or state or federal law.

Data Disposition on Service Agreement Termination. If the Service Agreement is terminated, the Provider shall dispose of all of LEA's Student Data pursuant to Article IV, Section 4.6 of the Standard Clauses.

Notices. All notices or other communication required or permitted to be given hereunder must be made in writing and may be given via e-mail transmission, or first-class mail, or mutually agreed upon method sent to the designated representatives documented in the Preamble.

Priority of Agreements. This DPA shall govern the treatment of Student Data in order to comply with the privacy protections, including those found in FERPA and all applicable privacy statutes identified in this DPA. With respect to the treatment of Student Data only, in the event there is conflict between the terms of the DPA and the Service Agreement, Terms of Service, Privacy Policies, or with any other bid/RFP, license agreement, or writing, the terms of this DPA shall apply and take precedence. In the event of a conflict between Exhibit "H", the SDPC Standard Clauses, and/or the Supplemental State Terms in Exhibit "G", Exhibit "H" will control, followed by Exhibit "G". Except as described in this paragraph herein, all other provisions of the Service Agreement shall remain in effect.

Entire Agreement. This DPA and the Service Agreement ("the Agreement") constitute the entire agreement of the Parties relating to the subject matter hereof and supersedes all prior communications, representations, or agreements, oral or written, by the Parties relating thereto. This DPA may be amended and the observance of any provision of this DPA may be waived (either generally or in any particular instance and either retroactively or prospectively) only with the signed written consent of both Parties.

Severability. Any provision of this DPA that is prohibited or unenforceable in any jurisdiction shall, as to such jurisdiction, be ineffective to the extent of such prohibition or unenforceability without invalidating the remaining provisions of this DPA, and any such prohibition or unenforceability in any jurisdiction shall not invalidate or render unenforceable such provision in any other jurisdiction. Notwithstanding the foregoing, if such provision could be more narrowly drawn so as not to be prohibited or unenforceable in such jurisdiction while, at the same time, maintaining the intent of the Parties, it shall, as to such jurisdiction, be so narrowly drawn without invalidating the remaining provisions of this DPA or affecting the validity or enforceability of such provision in any other jurisdiction.

Governing Law; Venue and Jurisdiction. This DPA will be governed by and construed in accordance with the laws of the state of the LEA, without regard to conflicts of law principles. Each party consents and submits to the sole and exclusive jurisdiction to the state and federal courts for the county of the LEA for any dispute arising out of or relating to this DPA or the transactions contemplated hereby.

Successors Bound. This DPA is and shall be binding upon the respective successors in interest to Provider in the event of a Change of Control. In the event of a Change of Control, the Provider shall provide written notice to the LEA no later than sixty (60) days after the closing date of such Change of Control. Such notice shall include

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a written, signed assurance that the successor will assume the obligations of the DPA and any obligations with respect to Student Data within the Service Agreement.

Authority. Each signatory confirms they are authorized to bind their institution to this DPA in its entirety.

Waiver. No delay or omission by either party to exercise any right here under shall be construed as a waiver of any such right and both parties reserve the right to exercise any such right from time to time, as often as may be deemed expedient.

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EXHIBIT A: PRODUCTS AND SERVICES

This DPA covers access to and use of [Curriculum Associates LLC]'s existing Services that collect, process, or transmit Student Data, as identified below:

Limited licenses to i Ready and associated digital products and professional learning services as identified in one or more of Provider's price quotes that have been accepted by the LEA, as indicated by LEA issuance of one or more purchase orders.

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EXHIBIT B: SCHEDULE OF STUDENT DATA

All Data Elements identified in this Exhibit are correct at time of signature.

Data Elements Collected by Product (required and optional):

Category of Data / Data Elements	i Ready	Enter product(s) name	Enter product(s) name	Enter product(s) name	Enter product(s) name	Enter product(s) name	Enter product(s) name
Application Technology MetaData							
IP Addresses of users, use of cookies, etc.	R						
Other application technology metadata							
If 'Other' checked, please specify below checked box:							
Application Use Statistics							
Meta data on user interaction with application	R						
Assessment							
Standardized test scores							
Observation data							
Voice recordings							
Other assessment data							
If 'Other' checked, please specify below checked box:							
Attendance							
Student school (daily) attendance data							

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Category of Data / Data Elements	i Ready	Enter product(s) name	Enter product(s) name	Enter product(s) name	Enter product(s) name	Enter product(s) name	Enter product(s) name
Student class attendance data							
Communication							
Online communication captured (emails, blog entries)							
Conduct							
Conduct or behavioral data							
Demographics							
Data of birth	R						
Place of birth							
Gender	O						
Ethnicity or race	O						
Language information (native, or primary language spoken by student)	R						
Other demographic information	O						
If 'Other' checked, please specify below checked box:	migrant status						
Enrollment							
Student school enrollment	R						
Student grade level	R						
Homeroom							
Guidance counselor							
Specific curriculum programs							
Year of graduation							

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Category of Data / Data Elements	i Ready	Enter product(s) name	Enter product(s) name	Enter product(s) name	Enter product(s) name	Enter product(s) name	Enter product(s) name
Other enrollment information							
If 'Other' checked, please specify below checked box:							
Parent/Guardian Contact Information							
Address							
Email							
Phone							
Parent/Guardian ID							
Parent ID number (created to link parents to students)							
Parent/Guardian Name							
First and/or last							
Schedule							
Student scheduled courses							
Teacher names	R						
Special Indicator							
English language learner information	O						
Low-income status	O						
Medical alerts/health data							
Student disability information							
Specialized education Services (IEP or 504)	O						
Living situations (homeless/foster care)							
Other indicator information	O						

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Category of Data / Data Elements	i Ready	Enter product(s) name	Enter product(s) name	Enter product(s) name	Enter product(s) name	Enter product(s) name	Enter product(s) name
If 'Other' checked, please specify below checked box:	Migrant Status and Gifted Eligibility Data						
Student Contact Information							
Address							
Email	O			O	O		
Phone							
Student Identifiers							
Local (school district) ID number	R						
State ID number	R						
Provider/app assigned student ID number	R						
Student app username	R						
Student app passwords	R						
Student Name							
First and/or last	R						
Student In App Performance							
Program/application performance (e.g. typing program – student types 60 wpm, reading program – student reads below grade level)	R						
Student Program Membership							
Academic or extracurricular activities a student may belong to or participate in							

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Student Survey Responses							
Student responses to surveys or questionnaires							
Student Work							
Student generated content; writing, pictures, etc.							
Other student work data							
If 'Other' checked, please specify below checked box:							
Transcript							
Student course grades							
Student course data							
Student course grades/performance scores							
Other transcript data							
If 'Other' checked, please specify below checked box:							
Transportation							
Student bus assignment							
Student pick up and/or drop off location							
Student bus card ID number							
Other transportation data							

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If 'Other' checked, please specify below checked box:							
Other							
Other data collected							
If 'Other' checked, please list each additional data element used, stored, or collected by your application below checked box:							
None							
No student data collected at this time. Provider will immediately notify LEA if this designation is no longer applicable.							

If Student Data is stored outside the United States, Provider shall list below the Countries where data is stored:

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EXHIBIT C: DEFINITIONS

Change of Control: Any merger, acquisition, consolidation or other business reorganization or sale of all or substantially all of the assets of Provider or of the portion of Provider that performs the Services in the Service Agreement.

Contextual Advertising: Contextual advertising is the delivery of advertisements based upon a current visit to a Web page or a single search query, without the collection and retention of data about the consumer's online activities over time.

De-Identified Data: Records and information are considered to be De-Identified when all personally identifiable information has been removed or obscured, such that the remaining information does not reasonably identify a specific student, including, but not limited to, any information that, alone or in combination is linkable to a specific student.

Data Breach: An unauthorized release, access to, disclosure or acquisition of Student Data that compromises the security, confidentiality or integrity of the Student Data maintained by the Provider in violation of applicable state or federal law.

Educational Records: Educational Records shall have the meaning set forth under FERPA 20 U.S. C. 12 32 g(a)(5)(A). For additional context see also the 'Student Data' definition.

LEA: For the purpose of this DPA, the LEA is the educational entity that is a Party to this Agreement. An LEA can be a state agency, an educational service agency, a charter school or school system or a private school or school system, in addition to the federal definition of Local Education Agency (LEA).

Metadata: Means information that provides meaning and context to other data being collected including, but not limited to date and time records and purpose of creation. Metadata that have been stripped of all direct and indirect identifiers are not considered Personally Identifiable Information or Student Data.

Originating LEA: An educational entity otherwise meeting the definition of LEA that originally executes the DPA in its entirety (including the marked checkbox enabling Exhibit "E") with the Provider.

School Official: For the purposes of this DPA and pursuant to FERPA 34 CFR § 99.31(b), a School Official is a contractor that: (1) Performs an institutional service or function for which the agency or institution would otherwise use employees; (2) Is under the direct control of the agency or institution with respect to the use and maintenance of Student Data including Educational Records; and (3) Is subject to FERPA 34 CFR § 99.33(a) governing the use and re-disclosure of Personally Identifiable Information from Educational Records.

Service Agreement: Refers to the quote, corresponding contract, purchase order or terms of service and/or terms of use.

Student Data: Student Data includes any data, whether gathered, created or inferred by Provider or provided by LEA or its users, students, or students' parents/guardians, for a school purpose, that is descriptive of the student including, but not limited to, information in the student's Educational Record, persistent unique identifiers, or any other information or identification number that would provide information about a specific student. Student Data includes Metadata that has not been stripped of all direct and indirect identifiers. Student Data further includes "Personally Identifiable Information (PII)," as defined in 34 C.F.R. § 99.3 and as defined under any applicable state law. Student Data shall constitute Education Records for the purposes of this DPA, and for the purposes of federal, state, and local laws and regulations. Student Data as specified in Exhibit "B" is confirmed

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to be collected or processed by the Provider pursuant to the Services. Student Data shall not include properly De- Identified Data or anonymous usage data regarding a student's or LEA's use of Provider's Services.

Student Generated Content: The term "Student Generated Content" means materials or content created by a student in the services including, but not limited to, essays, research reports, portfolios, creative writing, music or other audio files, photographs, videos, and account information that enables ongoing ownership of student content. "Student Generated Content" does not include student responses to a standardized assessment where student possession and control would jeopardize the validity and reliability of that assessment.

Subprocessor: For the purposes of this DPA, the term "Subprocessor" (sometimes referred to as the "Subcontractor") means a party other than LEA or Provider, who Provider uses for data collection, analytics, storage, or other service to operate and/or improve its service, and who has access to or storage of Student Data, including security, storage, analytics, and other processing activities necessary to perform a Provider business purpose.

Subprocessor Agreement: An agreement between Provider and a third party Subprocessor. A Subprocessor Agreement includes either a written agreement or an acceptance of terms and conditions (e.g., click through agreements).

Subscribing LEA: An educational entity otherwise meeting the definition of LEA that was not party to the original Service Agreement and who accepts the Provider's General Offer of Privacy Terms by executing Exhibit "E".

Targeted Advertising: Targeted Advertising means presenting an advertisement to a student where the selection of the advertisement is based on Student Data or inferred over time from the usage of the Provider Internet web site, online service or mobile application by such student or the retention of such student's online activities or requests over time for the purpose of targeting subsequent advertisements. "Targeted Advertising" does not include Contextual Advertising.

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EXHIBIT D: SPECIAL INSTRUCTIONS FOR DISPOSITION OF DATA

After this DPA takes effect, if the LEA has special requirements for the disposition of Student Data that are not expressed in 4.6 Disposition of Data, the LEA may fill in this form and deliver it to the Provider.

The Provider and the LEA must not fill in this form at the initiation of the DPA.

The Provider shall act on Exhibit "D" from the designated representative of the LEA or their designee (Preamble or Exhibit "E" for Subscribing LEA).

Hernando County School Board ("LEA") instructs Provider to dispose of Student Data obtained by Provider pursuant to the terms of the DPA between LEA and Provider. The terms of the Disposition are set forth below:

1. **Extent of Disposition**
   - ☐ Disposition is partial. The scope of Student Data to be disposed of is set forth below or found in an attachment to this Directive:
     Insert categories of Student Data here
   - ☐ Disposition is complete. Disposition extends to all Student Data.
2. **Nature of Disposition**
   - ☐ Disposition shall be by destruction or deletion of Student Data.
   - ☐ Disposition shall be by a transfer of Student Data. The Student Data shall be transferred to the following site as follows:
     Insert of attach special instructions
3. **Timing of Disposition**
   Student Data shall be disposed of by the following date:
   - ☐ As soon as commercially practicable
   - ☐ On Provider's standard destruction schedule
   - ☐ By Insert Date
4. **De-Identified Data**
   - ☐ The Provider certifies that they have De-Identified the data, as defined elsewhere in this Agreement, and disposed of all copies of Student Data that were not De-Identified in accordance with this Schedule and the DPA. The Provider will notify LEA in accordance with the notification requirements of the DPA using this form.
     As of Enter Date
5. **Other:**

Signature(s)		**Notice of Verified Disposition of Data**	
Authorized Representative of LEA	Date	Authorized Representative of Provider	Date

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EXHIBIT E: GENERAL OFFERS OF TERMS

Page 1 of 2: OFFER OF TERMS

Provider and the Subscribing LEA (named below) agree by signing this General Offer of Privacy Terms ("General Offer") that they are bound by the same terms as the DPA between Provider and Hernando County School Board ("**Originating LEA**") dated 5/1/2026.

Provider and Subscribing LEA agree that the information below will be replaced throughout the DPA with the information specific to the Subscribing LEA filled in below for the Subscribing LEA. This General Offer shall extend only to the terms set forth in this DPA and shall not necessarily bind Provider or Subscribing LEA to any other terms entered into between Provider and Originating LEA. Any commercial terms, such as price, term, or schedule of Services, relating to Subscribing LEA's use of the Provider's Services shall be determined solely between Provider and Subscribing LEA.

If Provider makes changes to Exhibit "A" or Exhibit "B" in accordance with sections 1.2 and 1.3 respectively, Provider must complete the Addendum template provided by the A4L Community and notify the Originating LEA and all Subscribing LEAs in accordance with the notification provisions of this DPA, of the Addendum's existence and contents. With regard to a Subscribing LEA, an Addendum is automatically incorporated into this DPA when Subscribing LEA is notified by Provider. If an Addendum modifies Exhibit "B", the LEA will have thirty (30) days from receipt to object. If no written objection is received it will become incorporated into the DPA between the parties.

The Provider may withdraw the General Offer (for future use or for LEAs that have not already accepted it) in the event of: (1) a material change in the applicable privacy statutes; or (2) a material change in the Services and products listed in the Service Agreement. Notification of a withdrawal shall be submitted to ndpa_requests@A4L.org.

Subscribing LEAs shall send the signed Exhibit "E" to Provider at the following email address: customercontracts@cainc.com

The below signatory confirms they are authorized to bind their institution to this DPA as in its entirety.

RESOURCE NAME(S):

[i Ready]
[ ]
[ ]
[ ]

PROVIDER: [Curriculum Associates LLC]

Signed By: T.L. Sipe, Jr. Date: 5/1/2026

Printed Name: John Sipe, Jr. Title/Position: Executive Vice President

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Exhibit "E" (continued)

Originating LEA: Hernando County School Board
Resource Names: i Ready
Provider Name: Curriculum Associates LLC

Page 2 of 2: Insert Name of Subscribing LEA

A Subscribing LEA, by signing a separate Service Agreement with Provider, and by its signature below, accepts the General Offer of Privacy Terms. The Subscribing LEA and the Provider shall therefore be bound by the same terms of this DPA for the term of the DPA between the Originating LEA and the Provider. ****PRIOR TO ITS EFFECTIVENESS, SUBSCRIBING LEA MUST DELIVER NOTICE OF ACCEPTANCE TO PROVIDER.**** Please note, by signing this Exhibit you are also agreeing to any language that may be included in Exhibits to the Originating DPA beyond this Exhibit "E". The below signatory confirms they are authorized to bind their institution to this DPA as in its entirety.

Subscribing LEA: Insert Name of Subscribing LEA

Signed By: _____ Date: _____

Printed Name: _____ Title/Position: _____

School District Name: _____

Designated Representative of LEA:

Name: _____ Title: _____

Address: _____

Telephone: _____ Email: S

Notices to Subscribing LEA: The Provider and Subscribing LEA are each responsible to promptly notify the other Party of changes to the notice information.

Security Notices to Subscribing LEA

[LEA Security Name]
[LEA Security Role]
[LEA Security Postal Address]
[LEA Security Email Address]

[LEA Name]
[LEA Role]
[919 N. Broad Street, Brooksville, FL 34601]
[LEA Email Address]

With a copy to (if provided):

LEA Legal Counsel
LEA Legal Counsel Postal Address
LEA Legal Email Address

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EXHIBIT F: ADEQUATE CYBERSECURITY FRAMEWORKS

Provider must mark one or more frameworks with which it complies.

The Provider may change which framework it complies with without invalidating or changing the DPA, but must notify the LEA of such change in accordance with the notification requirements of the DPA.

FRAMEWORK(S)	
	Global Education Security Standard - https://sdpc.a4l.org/gess/
X	NIST Cybersecurity Framework (CSF)
X	NIST SP 800-53 Security and Privacy Controls for Information systems and organizations
	NIST SP 800-171 Protecting Controlled Unclassified Information in Nonfederal Systems and Organizations
X	ISO 27000 series, Standards for implementing organization security and management practices
	CIS Center for Internet Security Critical Security Controls
	Cybersecurity Maturity Model Certification (CMMC, ~FAR/DFAR)

This space is provided for optional security programs and measures as noted in section 5.3:

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EXHIBIT G: Supplemental SDPC State Terms for Florida

Providers/Operators are to comply with the Florida Student Online Personal Information Protection Act, Florida Statute 1006.1494. This Act (effective 7/1/2023 and initiated from SB 662 in 2023) establishes new and different terms than those outlined in the National Student Data Privacy Agreement contained herein. Providers/Operators are subject to all ofthe Act's privacy terms, including, but not limited to the following:

1. An operator may not knowingly do any of the following:

a. Engage in targeted advertising on the operator's site, service, or application, or targeted advertising on any other site, service, or application if the targeting of the advertising is based on any information, including covered information and persistent unique identifiers, which the operator has acquired because of the use of that operator's site, service or application for K-12 school purposes.

b. Use covered information, including persistent unique identifiers, created, or gathered by the operator's site service, or application to amass a profile of a student, except in furtherance of k-12 school purposes.

c. Share, sell, or rent a student's information, including covered information

2. An operator shall do all the following:

a. Collect no more covered information that is reasonably necessary to operate an Internet website, online service, online application, or mobile application.

b. Implement and maintain reasonable security procedures and practices appropriate to the nature of the covered information which are designed to protect it from unauthorized access destruction, use, modification, or disclosure.

c. Unless a parent or guardian expressly consents to the operator retaining a student's covered information, delete the covered information at the conclusion of the course, or corresponding program and no later than 90 days after a student is no longer enrolled in a school within the district, upon notice by the school district.

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EXHIBIT H: DESCRIPTION OF 'AGREED TO' CHANGES

LEA and Provider agree to the following additional or replacement terms and modifications:

[This is a free text field that the parties can use to add or modify terms in or to the DPA. This field can also be used for partial or complete replacement of the DPA with a marked up version. If there are no additional, replaced, or modified terms, this field should read "None."]

Please refer to the attached "Exhibit H 1" for Provider's modifications.

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EXHIBIT H-1:
Additional Terms and Modifications to the NDPA Standard Version 2.0

This Exhibit H-1 ("Additional Terms or Modifications") to Standard Student Data Privacy Agreement (National Data Privacy Agreement (NDPA) Standard VERSION 2) ("DPA")(" by and between the School Board of Hernando County, Florida (the "Local Education Agency" or "LEA") and Curriculum Associates, LLC (the "Provider"), is hereby incorporated into the DPA and amends the DPA (and all supplemental terms and conditions, and policies applicable to the DPA) as follows:

Article II Data Ownership and Authorized Access

Section 2.2 ("Parent, Legal Guardian and Student Access") is hereby deleted in its entirety and replaced with the following:

The LEA shall establish reasonable procedures by which a parent, legal guardian, or eligible student (as defined in FERPA) may review Student Data and request deletion or modification, and request delivery of a copy of the Student Data. In support of this, the Provider shall establish reasonable procedures by which the LEA may access, and correct if necessary, Education Records and/or Student Data, and make a copy of the data available to the LEA or (at the LEA's direction) to the parent, legal guardian or eligible student directly. If the LEA is not able to review or update the Student Data itself, Provider shall respond in a reasonably timely manner (and no later than thirty (30) days from the date that ~~of~~ the request is provided to Provider or pursuant to the time frame required under state law for an LEA to respond to a parent, legal guardian or student, whichever is sooner, provided that request is provided to the Provider in a timely manner) to the LEA's request for Student Data held by the Provider to view or correct as necessary.

In the event that a parent or legal guardian of a student or eligible student contacts the Provider to correct, delete, review or request delivery of a copy of any of the Student Data collected by or generated through the Services, the Provider shall refer that person to the LEA, who will follow the necessary and proper procedures regarding the requested information. In the event that any person other than those listed contacts the Provider about any Student Data, the Provider shall refer that person to the LEA, except as provided in Section 4.4.

2.2.1 This NDPA does not impede the ability of students to download, export, or otherwise save or maintain their own Student Generated Content directly from Provider or for Provider to provide a mechanism for such download, export, transfer or saving to students, or the student's parent or legal guardian. Nor does it impede the ability of Providers to offer LEAs features to allow such ability.

2.2.2 In the event that Student Generated Content is transferred to the control of the student, parent or legal guardian, the copy of such Student Generated Content that is in the control of such person is no longer considered Student Data.

Article IV: Duties of Provider

Section.4.5. ("De-Identified Data") is hereby revised by deleting the second to last sentence of the section and replacing it with the following:

Except for Subprocessors and as permitted by applicable law, Provider agrees not to transfer de-identified Student Data to any party unless that party agrees in writing not to attempt re-identification.

Section 4.6. ("Disposition of Data") is hereby deleted in its entirety and replaced with the following:

Upon written request from the LEA, Provider shall dispose of or provide a mechanism for the LEA to transfer Student Data obtained under the Service Agreement, within sixty (60) days of the date of said request and according to a schedule and procedure as the Parties may reasonably agree.

If the Provider has a standard retention and destruction schedule, that schedule shall apply to Student Data as long as this DPA is active. The Provider's practice relating to retention and disposition of Student Data shall be provided to the LEA upon written request.

At the termination of this DPA, the Provider shall, at the LEA's election, unless directed otherwise by the LEA, dispose of, or delete Student Data obtained by the Provider under the Agreement within sixty (60) days of termination (unless otherwise required by law), with the exception of backups, which will be deleted automatically over time in accordance with Provider's data retention and destruction policies. If the Agreement has lapsed or is not terminated, the Student Data shall be deleted when directed or permitted by the LEA, according to Provider's standard destruction schedule, or as otherwise required by law. The LEA may provide the Provider with special instructions for the disposition of the Student Data, by transmitting to Provider Exhibit "D", attached hereto. The duty of the Provider to dispose of or delete Student Data shall not extend to De-Identified Data or to Student-Generated Content that has been transferred or kept pursuant to Section 2.2.2.

Article V: Data Security and Breach Provisions

Section 5.2. ("Security Audits") is hereby revised by adding language clarifying that privacy and security audits conducted by the LEA in accordance with this section will be subjected to Provider's confidentiality obligations to its other customers. Provider will provide the LEA with summary copies of the audit report upon signature of a non-disclosure agreement.

Contract Terms

("Term and Termination") is hereby revised to clarify that, if the Service Agreement is terminated, the Provider shall destroy all of LEA's Student Data pursuant to Section 4.6.

HERNANDO SCHOOL DISTRICT
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Federal Terms & Conditions

Provisions for Non-Federal Entity Contracts Under Federal Awards (Appendix II to 2 CFR Part 200)

All purchases made by a non-Federal entity under a Federal award must contain provisions covering the following, as applicable. These provisions are required and apply under certain conditions when federal funds are expended to make purchases by the Hernando County School District.

1. **EQUAL EMPLOYMENT OPPORTUNITY:**
Except as otherwise provided under 41 CFR, Part 60, this section applies to federally assisted construction contracts. If applicable, the Contractor agrees to comply with the provisions of 41 CFR, Part 60-1.4(b) during the performance of this contract. The provisions may be found in Attachment A to these Federal Terms and Conditions.

2. **DAVIS-BACON ACT:**
(34 CFR 80.36(i)(5)): All vendors, contractors and subcontractors must comply with the Davis-Bacon Act (40 U.S.C. 276a to 276a–7) as supplemented by Department of Labor regulations (29 CFR part 5). (Construction contracts in excess of $2,000 awarded by grantees and subgrantees when required by Federal grant program legislation). (Applies to construction contracts in excess of $2,000 awarded by the district and subgrantees when required by Federal grant program legislation).

3. **COPELAND "ANTI-KICKBACK" ACT:**
(34 CFR 80.36(i)(4)): All vendors, contractors and subcontractors must comply with the Copeland "Anti-Kickback" Act (18 U.S.C. 874) as supplemented in Department of Labor regulations (29 CFR part 3). (Applies to all contracts and subgrants for construction or repair).

4. **CONTRACT WORK HOURS & SAFETY STANDARDS ACT:**
(34 CFR 80.36(i)(6)): All vendors, contractors and subcontractors must comply with Sections 103 and 107 of the Contract Work Hours and Safety Standards Act (40 U.S.C. 327–330) as supplemented by Department of Labor regulations (29 CFR part 5). (Applies to all construction contracts awarded by the district and subgrantees in excess of $2000, and in excess of $2500 for other contracts, which involve the employment of mechanics or laborers).

5. **RIGHTS TO INVENTIONS MADE UNDER A CONTRACT OR AGREEMENT:**
If the Federal award meets the definition of "funding agreement", the recipient or sub-recipient must comply with the requirements of 37 CFR Part 401 "Right to Inventions Made by Nonprofit Organization and Small Business Firms Under Government Grants, Contracts and Cooperative Agreement s", and any implementing regulations issued by awarding agency.

6. **CLEAN AIR ACT**
(34 CFR 80.36(i)(12)): All vendors, contractors and subcontractors must comply with all applicable standards, orders, or requirements issued under section 306 of the Clean Air Act (42 U.S.C. 7401-7671q.), section 508 of the Clean Water Act (33 U.S.C. 1251-1387), Executive Order 11738, and Environmental Protection Agency regulations (40 CFR part 15).(Applies to contracts, subcontracts, and subgrants of amounts in excess of $100,000).

7. **BYRD ANTI-LOBBYING AMENDMENT:**
Contractors that apply or solicitation for an award of $100,000 or more must file the required certification. Each tier certifies to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant or any other award covered by 31 U.S.C. 1352. Each tier must also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the non-Federal award.

HERNANDO SCHOOL DISTRICT
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8. **RECOVERED MATERIALS:**
Section 6002 (EPA) 40 CFR Part 247: For contracts using Federal funding, Contractor and subcontractor agree to comply with Section 6002 of the Solid Waste Disposal Act, as amended by the Resource Conservation and Recovery Act, and the regulatory provisions of 40 CFR, Part 247. In the performance of this contract and to the extent practicable, the Contractor and subcontractors are to procure items containing the highest percentage of recovered materials as designated by the Environmental Protection Agency (EPA) under 40 CFR, Part 247 whenever the purchase price of the item exceeds $10,000 or the value of the quantity acquired during the preceding fiscal year exceeded $10,000.

9. **FEDERAL DEBARMENT CERTIFICATION:**
Certification regarding debarment, suspension, ineligibility and voluntary exclusion, as required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR, 85, defined at 34 CFR Part 85, Section 85.105 and 85.110-(ED80-0013).

A. *The prospective lower tier ($25,000) participant certifies, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.*

B. *Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall provide an explanation.*

10. **ADMINISTRATIVE, CONTRACTURAL OR LEGAL REMEDES:**
If the vendor/contractor fails to perform to the district's satisfaction any material requirement of the contract or is in violation of a material provision of the contract, the district shall provide written notice to the contractor requesting that the breach or noncompliance be remedied within a set time frame outlined. Nonperformance by a vendor /contractor is any failure to follow the terms, conditions, and/or specifications as outlined in the contract.

11. **HATCH ACT:**
(5U.S.C. 1501-1508 AND 7324-7328: The vendor/contractor will comply with the provisions of the Hatch Act, which limits the political activities of employees whose principle employment activities are funded in whole or in part with federal funds.

12. **CONTRACT TERMINATION FOR CONVENIENCE:**
The Superintendent (or designee) reserves the right to terminate a vendor's contract in whole or in part when it is determined in its sole discretion that it is in the district's best interest to do so. The Superintendent (or designee) will notify the vendor of the intent to terminate, in writing, at least (30) days prior to the effective date of the termination, and the contract will officially terminate at the end of the (30) day grace period. The vendor shall not be entitled to recover any cancellation charges or lost profits.

13. **CONTRACT TERMINATION FOR CAUSE:**
The Superintendent (or designee) reserves the right to terminate a vendor's contract for just cause, without penalty. The Superintendent (or designee) will notify the vendor of the intent to terminate, in writing, at least (30) days prior to the effective date of the termination, and the contract will officially terminate at the end of the (30) day grace period. The vendor may request reconsideration of this decision in writing at any time during the 30 day grace period. The request must be addressed to the Director of Finance & Purchasing who will initiate an internal review of the matter. If the vendor's input is required as part of the reconsideration process, the vendor will be notified when and where to appear. Requests for reconsideration received after the (30) day grace period will be denied. Upon termination of a contract, the Board reserves the right to rescind and re-award a contract to the next low bidder, if determined to be in the best interest of the district to do so.

HERNANDO SCHOOL DISTRICT
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Provisions for Non-Federal Entity Contracts Under Federal Awards
(Federal Program Requirements - USDA)

In addition to the contract provisions required under Appendix II to 2 CFR, Part 200, these provisions are required by the United States Department of Agriculture ("USDA"), as applicable, when federal funds are expended to make purchases by the Hernando County School District.

14. **RECORDS RETENTION:**
(34 CFR 80.36(i)(11)): All vendors, contractors and subcontractors must retain all records pertaining to this contract for three years after the District makes final payments and all other pending matters are closed.

15. **CIVIL RIGHTS:**
The Vendor shall comply with Title VI of the Civil Rights Act of 1964, as amended; USDA regulations implementing Title IX of the Education Amendments; Section 504 of the Rehabilitation Act of 1973; Age Discrimination Act of 1975; 7 C.F.R. Parts 15, 15a, and 15b; and FNS Instruction 113-1, Civil Rights Compliance and Enforcement—Nutrition Programs and Activities, and any additions or amendments.

16. **BUY AMERICAN:**
(7 CFR PART 210.21 (D)) - Section 104(d) of the William F. Goodling Child Nutrition Reauthorization Act of 1998 (Public Law 105-336) added a provision, Section 12(n) to the NSLA (42 USC 1760(n)), the District is required to purchase, to the maximum extent practicable, domestic commodity or product. Section 12(n) of the NSLA defines "domestic commodity or product" as an agricultural commodity that is produced in the United States and a food product that is processed in the United States using substantial agricultural commodities that are produced in the United States. "Substantial" means that over 51 percent of the final processed product consists of agricultural commodities that were grown domestically. Products from Guam, American Samoa, Virgin Islands, Puerto Rico, and the Northern Mariana Islands are allowed under this provision as territories of the United States. The Buy American provision (7 CFR Part 210.21(d)) is one of the procurement standards the District must comply with when purchasing commercial food products served in the school meals programs.

17. **ENERGY POLICY AND CONSERVATION ACT:**
Contractor and Subcontractor agree to comply with mandatory standards and policies relating to energy efficiency as contained in the state energy conservation plan issued in compliance with the Energy Policy and Conservation Act (Pub. L. 94-163, 89 Stat. 871).

18. **DISCOUNTS, REBATES, AND CREDITS:**
The vendor shall disclose all discounts, rebates, allowances, and incentives received by the company from its suppliers. All goods, services, or monies received as the result of any equipment or USDA Food rebates shall be credited to the District's nonprofit food service account.

HERNANDO SCHOOL DISTRICT
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Provisions for Non-Federal Entity Contracts Under Federal Awards
(Federal Program Requirements - FEMA)

In addition to the contract provisions required under Appendix II to 2 CFR, Part 200, these provisions are required by the Federal Emergency Management Agency ("FEMA"), as applicable, when federal funds are expended to make purchases by the Hernando County School District.

19. **ACCESS TO RECORDS:**
The following access to records requirements apply to this contract:
   a. The Contractor agrees to provide the District, the State of Florida, the FEMA Administrator, the Comptroller General of the United States, or any of their authorized representatives access to any books, documents, papers, and records of the Contractor which are directly pertinent to this contract for the purposes of making audits, examinations, excerpts, and transcriptions.
   b. The Contractor agrees to permit any of the foregoing parties to reproduce by any means whatsoever or to copy excerpts and transcriptions as reasonably needed.
   c. The Contractor agrees to provide the FEMA Administrator or his authorized representatives access to construction or other work sites pertaining to the work being completed under the contract.

20. **DHS SEAL, LOGO, AND FLAGS:**
The Contractor shall not use the Department of Homeland Security ("DHS") seal(s), logos, crests, or reproductions of flags or likenesses of DHS agency officials without specific FEMA preapproval.

21. **COMPLIANCE WITH FEDERAL LAW, REGULATIONS, AND EXECUTIVE ORDERS:**
This is an acknowledgment that FEMA financial assistance will be used to fund the contract only. The Contractor will comply with all applicable federal laws, regulations, executive orders, FEMA policies, procedures, and directives.

22. **NO OBLIGATION BY FEDERAL GOVERNMENT:**
The Federal Government is not a party to this contract and is not subject to any obligations or liabilities to the non-Federal entity, contractor, or any other party pertaining to any matter resulting from the contract.

23. **PROGRAM FRAUD AND FALSE OR FRAUDULENT STATEMENTS OR RELATED ACTS:**
The Contractor acknowledges the 31 U.S.C. Chap. 38 (Administrative Remedies for False Claims and Statements) applies to the Contractor's actions pertaining to this contract.

Approved as to Content & Form
Caroline Mocker, Esq.
Staff Counsel, HCSD
10:23 am, 04/29/2025

By signing of this document, the vendor/contractor understands and certifies that they are in compliance with and/or will comply with, all the terms and conditions as specifically stated, where applicable. The vendor/contractor understands that Federal Funding Provisions apply to all contracts where Federal funds are used as a source for the purchase of goods and services. The contract/vendor awarded must not take exception to any part of these regulations.

Company Name (Print): Curriculum Associates, LLC Date: 5/1/2026

Authorized Signature: J.H. Sipe, Jr.

Printed Name: John Sipe, Jr.

Title: Executive Vice President

1013

State of Florida

Affidavit Regarding the Use of Coercion for Labor and Services

Respondent Vendor Name: Curriculum Associates, LLC

Vendor FEIN: 26-3954988

Vendor's Authorized Representative Name and Title: John Sipe, Jr., Executive Vice President

Address: 153 Rangeway Road

City: North Billerica State: MA ZIP: 01862-2013

Phone Number: 800-225-0248

Email Address: customercontracts@cainc.com

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

The Hernando County School District, Florida is a governmental entity for purposes of this statute.

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

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

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

By: J.h Sipe, Jr.

AUTHORIZED SIGNATURE

Print Name and Title: John Sipe, Jr., Executive Vice President

Date: 5/1/2026

Approved as to Content & Form
Caroline Mocker, Esq.
Staff Counsel, HCSD
8:46 am, 04/25/2025

FOREIGN COUNTRY OF CONCERN ATTESTATION
(PUR 1355)

This form must be completed by an officer or representative of an entity submitting a bid, proposal, or reply to, or entering into, renewing, or extending, a contract with a Governmental Entity which would grant the entity access to an individual's Personal Identifying Information. Capitalized terms used herein have the definitions ascribed in Rule 60A-1.020, F.A.C.

Name of entity is not owned by the government of a Foreign Country of Concern, is not organized under the laws of nor has its Principal Place of Business in a Foreign Country of Concern, and the government of a Foreign Country of Concern does not have a Controlling Interest in the entity.

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

Printed Name: John Sipe, Jr.

Title: Executive Vice President

Signature: J. Sipe, Jr. Date: 5/1/2026

Approved as to Content & Form

Caroline Mocker, Esq.

Staff Counsel, HCSD

8:49 am, 04/25/2025

Complete Section A or B; and C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name _____

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

Account Name _____

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

B. Item Currently Not Budgeted -**

Funding Source: To be included in the 2026-2027 Fiscal Year Budget
Account Name: Reading Allocation

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project
	1100E	5100	5100	9410	44700	

Amount $ 499,535.25

Funding Source: To be included in the 2026-2027 Fiscal Year Budget
Account Name: Instructional Materials

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project
	1100E	5100	5100	9410	50400	

Amount $ 499,535.25

C. History

Check one:
Prior Year Budget: ○
New for Current Year: ⊘

Prior Year Approved Budget: $ _____
Prior Year Actual Spent: $ _____

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****

Complete Section A or B; and C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name _____

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

Account Name _____

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

B. Item Currently Not Budgeted -**

Funding Source: To be included in the 2026-2027 Fiscal Year Budget

Account Name: Title I

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project
4210E	5100	3690	9480	82700	

Amount $ 929.50

Funding Source _____

Account Name _____

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Amount $ _____

C. History

Check one:
Prior Year Budget: ○
New for Current Year: ◉

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****

Hernando School District

School Board Regular Meeting

Agenda Item # 24. 26-3883 6/23/2026

Title and Board Action Requested

Approve the renewal of the Risk Management Program Contract and Instructional Services Program Contract with Putnam County School Board on Behalf of the North East Florida Educational Consortium and Issuance of a PO in the Amount of $3,949,669.15 for the Contract and Non-Consortium Member fee.

Executive Summary

The Supervisor of Risk, Benefits & Wellness, on behalf of the Superintendent of Schools, hereby requests the Board Approve the renewal of the Risk Management Program Contract and Instructional Services Program Contract Between the Hernando County School Board and the Putnam County School Board on Behalf of the North East Florida Educational Consortium for the Purpose of Providing Protection Against Losses through the Purchase of Various Property and Casualty Insurance Policies and Funding of Our Self-Insured Loss Funds. The Contract Also Provides Risk Management Services Including Safety Training, Claims Administration and Instructional Services. The Cost of the Risk Management Program Last Fiscal Year was $4,021,631.85 a savings of $71,962.70.

My Contact

Awilda R. Fonte
Supervisor of Risk, Benefits and Wellness
(352) 797-7247
fonte_a@hcsb.k12.fl.us

2023-28 Strategic Focus Area

Other

Financial Impact

See attached budget sheet.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

North East Florida Educational Consortium
2026-2027 Membership

This signature page is incorporated into and subject to all terms and conditions of the master contractual agreement between the District School Board of Hernando County and the District School Board of Putnam County on behalf of the North East Florida Educational Consortium.

Hernando County District Schools is participating in the following programs for 2026-2027:

Program:	Fee:
Main Contract #731-27-030	$11,682.63
Instructional Services Program (ISP) - #27-030-A1	$27,000.00
Risk Management - #27-030-A10	$3,949,669.15

APPROVED AND RECOMMENDED FOR SIGNING

District School Board of Hernando County

_____
by Ray Pinder, Superintendent

Dated: _____

_____
by Kayce Hawkins, Chairperson

Dated: _____

District School Board of Putnam County

_____
by Richard M. Surrency, Sr. Ed.D., Superintendent

Dated: 6-9-26

_____
by Phil Leary, Chairperson

Dated: 6-9-26

Kelly A. Pogue
Approved as to Form
by WSH Attorney
06/16/2026 09:16 am

North East Florida Educational Consortium

_____
by Dr. Patrick J. Wnek, Executive Director

Dated: 6/9/26

CONTRACTUAL AGREEMENT

731-27-030

The District School Board of Hernando County

AND

The District School Board of Putnam County on behalf of the

North East Florida Educational Consortium

THIS CONTRACT between the District School Board of Hernando County, herein referred to as the **BOARD**, and the District School Board of Putnam County on behalf of the North East Florida Educational Consortium, herein referred to as **NEFEC**, is for the purpose of providing services and/or products that may not be otherwise available to the Board or provided with greater efficiency at less cost. Such services and/or products are more specifically described in subsequent contract attachments which, upon approval, become a part of this contract.

NOW THEREFORE, in consideration of the mutual covenants and conditions hereinafter stated, the above described parties covenant and agree as follows:

1. The above stated recital is true and correct and is incorporated herein by reference as a Contract term.
2. This contract shall begin on July 1, 2026. All work shall be completed by June 30, 2027, unless otherwise indicated in specific attachments.
3. No payment will be invoiced or paid for any work performed after June 30, 2027, unless otherwise indicated in specific attachments.
4. NEFEC shall be in compliance with the following:
   (a) Title 42 United States Code Section 2000d (Section 601, Title VI, Civil Rights Act of 1964, as amended). NEFEC shall be in compliance with Sections 1011.62 and 1012.98 as amended by Florida Statutes and State Board Rules where applicable.
   (b) Title 29 United States Code Section 794 (Section 504, Rehabilitation Act of 1973, as amended).
   (c) Title 20 United States Code Section 1681 (Section 901, Title IX, Pub. L. 92-318, prohibiting discrimination on the basis of sex) unless NEFEC has been declared exempt or deferred from these provisions.

   Performance by the Board of any of its obligations under this contract shall

be subject to NEFEC's compliance with such provisions.

5. The performance by the Board of any of its obligations under this contract shall be subject to and contingent upon the availability of monies lawfully applicable for such purposes. If the Board deems, at any time during the term of the contract, that monies lawfully applicable to any attachment to this contract shall not be available for the remainder of the term, the Board shall immediately so notify NEFEC by phone, fax or e-mail to be followed in writing no less than five (5) days after the determination, whereupon the obligations of the parties herein shall end upon the giving of such notice, and such attachments of this contract shall be considered as canceled by mutual consent as provided in Paragraph 6.

6. Upon Contract cancellation, only the costs actually accrued to the date of cancellation will be due and payable and all work completed and paid for prior to the effective date of the cancellation of the contract will become the property of the Board and will be turned over promptly by NEFEC. Any services(s) and/or product(s) reflected in the attachments to this contract may, in addition to the reason provided in paragraph 5, above, be canceled only by:

   (a) mutual consent of both parties, or

   (b) either party upon giving ninety (90) days written notice to the other, unless otherwise indicated in specific attachments.

7. Should NEFEC be unable to deliver as required in this contract, NEFEC may propose a contract amendment. There is no obligation on the part of the Board to concur in such a proposal or to accept late delivery of any product except and unless the failure to deliver is due to an "act of God" or "force majeure". An "act of God" or "force majeure" is defined as An "act of God" or "force majeure" is defined for purposes of this contract as strikes, lockouts, sit-downs, material or labor restrictions by any governmental authority, unusual transportation delays, riots, floods, washouts, explosions, earthquakes, fire, storms, weather (including wet grounds or inclement weather which prevents construction), acts of the public enemy, wars, insurrections and any other cause not reasonably within the control of NEFEC and which by the exercise of due diligence NEFEC is unable, wholly or in part, to prevent or overcome. Unless this contract is properly amended, in the event of non-delivery, all liability for payments for the product(s) by the Board shall expire on the day following the specified due date.

8. This contract may be changed or modified only by an amendment executed in the same manner as the original.

9. This is a flat fee contract. No amounts will be due, nor will there be any Board obligation, except for payments specified to be made, and then only if products are delivered on or before the date(s) specified or as may be amended pursuant to other provisions in this contract.

10. NEFEC shall provide to the Board written progress reports for each attachment to the contract as may be reasonably requested. Invoices shall be prepared for the amount due as specified in each attachment to the contract and delivered to the district administrator with appropriate reports and/or products. The district administrator will review each report and/or product and confirm to the finance officer over his/her signature on the invoice accompanying such progress and/or final reports that all obligations of NEFEC have been met pursuant to the contract and that payment should be made according to such invoices.

11. The Board agrees as follows:

    (a) To cooperate in all matters requiring concurrences or approval.

    (b) To designate in writing to NEFEC a district administrator to act for the Board in all matters pertaining to this contract up to and including all reports, drafts, products and invoices.

    (c) To pay to NEFEC the amount indicated in each attachment for the product(s) and/or services(s) reflected therein. All payments are due in forty (40) days from the date on the invoice, in accordance to 215.422, Florida Statue. If payment is not made within ninety (90) days service(s) will be discontinued, unless brought to the NEFEC Board's attention for further action.

12. NEFEC agrees to provide the products(s) and/or services(s) as per each attachment to this contract.

13. Each Attachment to this Contract is incorporated by reference herein. Any additional Attachments, executed after the effective date of this Contract, shall be incorporated into this Contract. Said Attachments shall have a signature page and appropriate reference to this Contract.

14. If a conflict arises between the terms of any Attachment and this Contract, the terms of the Attachment shall control.

15. In cases whereby NEFEC receives federal grant dollars and disburses those funds to districts

through cash advances and cost reimbursements, the following rules and regulations apply: Subject to the receipt of these funds from the Florida Department of Education and/or the United States Department of Education, NEFEC agrees to compensate the Board, on a cost-reimbursable or cash advance basis. This decision is based upon the specific language in the federal project awarded to NEFEC.

16. This contract is subject to the Laws of the State of Florida, in particular, the below listed provisions found in Sections 287.058, 287.0582, 215.422, and 119.0701 (2) Florida Statutes:

287.058

(1)

a. All bills for fees or other compensation for services must be submitted in detail sufficient for a proper pre-audit and post-audit thereof.

b. All bills for any travel expenses must be submitted in accordance with Section 112.061, Florida Statutes.

c. This contract may be unilaterally canceled by either party hereto if the other party refuses to allow public access to all documents, papers, letters, or other material subject to the provision of chapter 119, Florida Statutes, and made or received by such party in conjunction with this contract.

(2) An authorized representative of the agency head and NEFEC, prior to the rendering of any contractual service, shall sign the written contract.

287.0582 - The State of Florida's performance obligation to pay under this contract is contingent upon an annual appropriation by the Legislature.

215.422 - Agencies have five (5) working days to inspect and approve goods and services, unless the bid specifications, purchase order or contract specifies otherwise. With the exception of payments to health care providers for hospital, medical, or other health care services, if payment is not available within forty (40) days, measured from the date the invoice is received or the goods or services are received, inspected and approved, whichever is later, a separate interest penalty set by the Comptroller pursuant to Section 55.03, Florida Statutes will be due and payable in addition to the invoice amount. Payments to health care providers for hospitals, medical or other health care services shall be made not more than thirty-five (35) days from the date eligibility for payment is determined. Invoices returned to a vendor due to preparation errors will result in a payment delay. Invoice payment requirements do not

start until a properly completed invoice is provided to the agency.

(3) If either party to this contractual agreement has questions regarding the application of chapter 119, Florida Statutes, to their duty to provide public records relating to this contract, contact the custodian of public records for the Board or NEFEC. Both parties are required to comply with the public records laws as specifically set forth in Florida Statute 119.0701(2)(b)(1-4).

17. The parties recognize and agree NEFEC is a public entity and is therefore subject to the limitations of liability under the provisions of Sovereign Immunity. All provisions in this contract and any of its attachments or amendments shall be subject to the State of Florida law pertaining to Sovereign Immunity notwithstanding anything to the contrary contained in such documents.

18. LIMITATION OF LIABILITY, WARRANTY, APPLICABLE LAW:

NEFEC shall not be liable to the Board or any third party for any incidental, indirect, exemplary, special or consequential damages, under any circumstances, including, but not limited to, lost revenue or savings, loss of goodwill, or the loss of use of any data, even if NEFEC had been advised of, knew, or should have known, of the possibility thereof. Under no circumstances shall NEFEC's aggregate cumulative liability hereunder, whether in contract, tort, or otherwise, exceed the total amount of fees actually paid by the Board under this annual agreement. The Board acknowledges that the fees paid reflect the allocation of risk set forth in this agreement and that NEFEC would not enter into this agreement without these limitations on its liability.

All software and services are provided "as is" without any warranty whatsoever, including but not limited to any functionality. The Board recognizes that the "as is" clause of this agreement is an important part of the basis of this agreement, without which NEFEC would not have agreed to enter this agreement. Consortium disclaims all warranties, express, implied, or statutory, regarding the software and services, including any warranties of merchantability, fitness for a particular purpose, title, and non-infringement. No representation or other affirmation of fact regarding software and services shall be deemed a warranty for any purpose or give rise to any liability whatsoever. The Board acknowledges that they have relied on no warranties or statements other than as may be set forth herein. It is understood that this agreement includes a release of all known and unknown claims. To the extent permitted by law, NEFEC warrants that any works provided under the agreement do not violate the copyright rights of any third parties and assumes liability for any claims relating to

copyright infringement.

This Agreement and any dispute arising hereunder shall be construed in accordance with the laws of the State of Florida without regard to principles of conflict of laws. For the purpose of this Agreement, the Board consents to the personal jurisdiction and venue of the state courts located in Palatka, Putnam County, Florida. If any provision of this Agreement is prohibited by law or held to be unenforceable, the remaining provisions hereof shall not be affected, and this Agreement shall continue in full force and effect as if such unenforceable provision had never constituted a part hereof, and the unenforceable provision shall be automatically amended to so as to best accomplish the objectives of such unenforceable provision within the limits of applicable law. This Agreement may be executed in counterparts, each of which shall be deemed an original but all of which together shall constitute the same instrument. Any waiver of a provision of this Agreement must be in writing and signed by the party to be charged. A valid waiver hereunder shall not be interpreted to be a waiver of that obligation in the future or any other obligation under this Agreement. Subject to the terms of valid attachments, this Agreement constitutes the entire agreement between the parties related to the subject matter hereof, supersedes any prior or contemporaneous agreement between the parties relating to the software and services and shall not be changed except by written agreement signed by an officer of NEFEC.

19. LEGAL RELATIONSHIPS

NEFEC is a regional consortium service organization formed in 1976 with all of the duties and responsibilities as outlined in F.S. 1001.451. The Putnam County School Board is the legal entity designated to act as the parent state agency for NEFEC with the power to enter into contracts for the use and benefit of all Consortium members and participating school boards.

The Board has elected to contract with NEFEC as its agent for the procurement of various services and /or products more specifically described in subsequent contract attachments, which, upon approval become a part of this contract. If any contract entered into by the Putnam County School Board on behalf of NEFEC for the use and benefit of a participating School Board needs to be enforced the parties agree that each member School Board will hire its own counsel and bear its own costs and fees in enforcing the terms of the contract unless a different agreement is reached between the parties.

ATTACHMENT #27-030-A1 TO CONTRACT #731-27-030 BETWEEN THE HERNANDO COUNTY DISTRICT SCHOOL BOARD, HEREIN REFERRED TO AS THE BOARD, AND THE DISTRICT SCHOOL BOARD OF PUTNAM COUNTY ON BEHALF OF THE NORTH EAST FLORIDA EDUCATIONAL CONSORTIUM, HEREIN REFERRED TO AS NEFEC, TO PROVIDE INSTRUCTIONAL SERVICES PROGRAMS JULY 1, 2026, TO JUNE 30, 2027:

I. OBLIGATIONS OF NEFEC:

The NEFEC Instructional Services Program agrees to provide the Hernando County District School Board with the following services:

A. To coordinate the NEFEC Organization of Educational Leaders (NOEL) meetings. The meetings will provide district level instructional staff with opportunities for networking, sharing effective practices, and Florida Department of Education updates.
B. To coordinate role-alike networking meetings as needed which may include title directors, district data representatives, and mental health contacts.
C. To provide regional technical assistance in the implementation of legislative mandates and Florida Department of Education initiatives such as accountability requirements, district reading requirements, safety and mental health mandates, required instruction reporting, and B.E.S.T. Standards.
D. To provide facilitation and coordination of the development of plans required by Florida Statute and/or the Florida Department of Education. This includes the professional learning catalogue and endorsement plans.
E. To facilitate college and career networking, including coordination of two regional counselor forums and support for the Comprehensive Local Needs Assessment.
F. To provide Regional technical assistance in textbook adoption and the purchase of digital content.
G. To provide Participation in NEFEC's Regional Principal Leadership Academy, Aspiring Leaders Program, and other leadership offerings at the member district rate.

II. OBLIGATIONS OF THE BOARD:

The Hernando County District School Board agrees:

A. To cooperate expeditiously in all matters requiring concurrence or approval in order that NEFEC will not be unduly delayed in performing contractual obligations.
B. To designate staff members of the Hernando County District School Board to serve on advisory councils and the NEFEC Organization of Educational Leaders (NOELs).
C. To designate _____ to act on behalf of the Board in all matters in connection with this Contract Attachment and approve all reports, drafts, and invoices.
D. To pay to NEFEC $27,000 for the above services. Payments will be due on a semester basis. One-half of the total amounts will be invoiced following the signing of this Contract; the remaining amount will be invoiced in January 2027.

ATTACHMENT #27-030-A10 TO CONTRACT #731-27-030 BETWEEN THE DISTRICT SCHOOL BOARD OF HERNANDO COUNTY, HEREIN REFERRED TO AS THE BOARD, AND THE DISTRICT SCHOOL BOARD OF PUTNAM COUNTY ON BEHALF OF THE NORTH EAST FLORIDA EDUCATIONAL CONSORTIUM, HEREIN REFERRED TO AS NEFEC, TO PROVIDE RISK MANAGEMENT SERVICES.

This contract period shall be from July 1, 2026, to June 30, 2027, unless otherwise amended/extended by mutual agreement.

I. OBLIGATIONS OF NEFEC:

NEFEC agrees to provide Risk Management Services as follows:

A. To employ a Risk Management Services team to administer the Risk Management Program in accordance with the policies and procedures adopted by the NEFEC Board of Directors.

B. To provide general administration of Risk Management activities, consultative services, staff assistance, inspections, and investigations as appropriate, reporting, and data analysis.

C. To provide protection against losses incurred by the Board as per the Consortium program of insurance.

D. To provide claims services by contract through an Administrative Services Organization to include the investigation and resolution of claims, both casualty, and property, loss prevention services, collecting and analyzing experience data, and distributing periodic reports of claims activities. The Administrative Service Organization shall be fully authorized in the State of Florida to serve self-insurers for workers' compensation under the provisions of Rule 5.06, Florida Administrative Code.

E. To provide an evaluation of results achieved through an annual analysis report to the Board. This report will be prepared by the Director, Risk Management Services.

F. To work cooperatively with a Risk Management Advisory Committee composed of one representative, appointed by the superintendent, from each participating district.

G. To advise the Risk Management Advisory Committee members of the risks that are in the province of the Risk Management Program.

H. To provide the administration, staff, and personnel of participating school districts with a convenient reference on questions regarding loss prevention, loss control, claims, insurance, and all other risk-related topics.

I. To provide each participating district with a Risk Management Program Manual, a Claims Processing Manual, and a Loss Control/Safety Manual.

J. To assist participating school districts with the annual establishment of property values, payroll, personnel accounts, physical facilities, exposures, and other pertinent data required to be adequately protected under the Risk Management Program.

II. OBLIGATIONS OF THE BOARD:

The Board agrees to the following:

A. To be a member of and participate in the North East Florida Educational Consortium Risk Management Program.

B. To cooperate expeditiously in all matters requiring concurrence or approval in order that NEFEC will not be unduly delayed in performing contractual obligations.

C. To designate a specific staff member of the Hernando County District School Board and a designated replacement to act on behalf of the Board in all matters relating to this contract attachment and to approve all reports and payments.

D. To pay a prorated share of the Risk Management Program cost in accordance with the assessment schedule for 2026-2027, which is attached to, and becomes a part of the contract attachment when approved.

E. To pay to NEFEC contingent upon the amount indicated in each attachment for the product(s) and/or service(s) reflected therein. All invoices are due thirty (30) days from the date of the invoice. After thirty-one (31) days a penalty will commence and be computed at the current SBA daily interest rate plus 2%. Interest will be assessed for ninety (90) days, at which time services will be discontinued unless brought to the NEFEC Board's attention for further action.

F. Membership in the Risk Management Program shall be on an annual option renewal. In the event of withdrawal from the Risk Management Program, the Board shall provide a one hundred and twenty (120) day written notice of intent to withdraw and shall subsequently withdraw on the anniversary date of the program. If written notice to withdraw is not provided to the Risk Management Program one hundred and twenty (120) days prior to the anniversary date, then the Board shall renew their participation in the Risk Management Program on the anniversary date. Any district withdrawing from the Risk Management Program shall forfeit all rights to interest earnings and all other assets.

(1) If a district withdraws from the Risk Management Program, the length of time required for consideration for readmission would be a minimum of two (2) full program years. If a district should leave the program prior to the end of a program year, they will remain out of the Program for two (2) full program years plus the balance of the current program year.

(2) If a district withdraws from the Risk Management Program, there shall not be a refund from the earned interest or the loss fund from the effective date of the withdrawal from the Risk Management Program. Any district that withdraws from the Risk Management Program shall continue to be responsible for any assessments for unfunded claim fund losses that may occur and shall be assessed their appropriate percentage of the unfunded claim fund losses.

G. To agree that all decisions, policies, and procedures adopted by the NEFEC Board of Directors shall be binding. All insurance coverage or policy limits, on any line of coverage adopted by the NEFEC Board of Directors, shall be binding. The district bears sole responsibility for its portion of any insurance claim deductibles, and all employee benefit matters liability, including but not limited to the administration, funding, and compliance with applicable laws and regulations.

H. This contractual attachment is incorporated into and subject to all terms and conditions of the master contractual agreement. This contractual attachment has been modified from the master contractual language for the purpose of the Risk Management Program.

I. The implementation date for coverage under the Risk Management Program was July 1, 1982, with anniversary dates of July 1 of each year thereafter.

NEFEC RMP RENEWAL INFORMATION
2026 – 2027

	2025-2026 Expiring	2026-2027 Proposed	$ Increase/ (Decrease)	% Increase/ (Decrease)
Liability Package	$559,000.00	$568,000.00	$9,000.00	1.6%
XS Liability ($800,000 x $200,000)	Inc. in Public Pkg.	Inc. in Public Pkg.		
XS Liability ($1,000,000 x $1,000,000)	Inc. in Public Pkg.	Inc. in Public Pkg.		
Property	$6,440,000.00	$5,254,600.00	($1,185,400.00)	(18.41%)
Terrorism	$33,000.00	$33,000.00	$0.00	0.0%
Workers' Compensation	$327,728.00	$293,393.00	($34,335.00)	(10.48%)
Blanket Crime	$20,040.00	$20,040.00	$0.00	0.0%
Fiscal Agent Crime (Loss Fund)	$7,122.00	$7,122.00	$0.00	0.0%
Equipment Breakdown	$79,250.00	$73,304.00	($5,946.00)	(7.50%)
Directors/Educators Liability	$650,439.00	$650,439.00	$0.00	0.0%
Cyber (other than FLVS)	$277,647.00	$250,000.00	($27,647.00)	(9.96%)
RMP Budget	$395,000.00	$395,000.00	$0.00	0.0%
Claims Administration/TPA Service Fee	$527,316.00	$527,316.00	$0.00	0.0%
Vector Training Solutions	$46,746.00	$49,140.00	$2,394.00	5.1%
WC State Assessment	$51,736.00	$50,379.00	($1,357.00)	(2.62%)
Catastrophic Student Accident (other than FLVS and Hernando)	$79,253.00	$78,584.00	($669.00)	(0.84%)
Brokerage Service Fees	$297,002.00	$297,002.00	$0.00	0.0%
Loss Fund	$8,100,000.00	$8,900,000.00	$800,000.00	9.9%
TOTAL	**$17,891,279.00**	**$17,447,319.00**	**($443,960.00)**	**(2.48%)**

*Notes:
1. $200,000 is being added to the loss fund to self-fund lightning losses with at $10k deductible per occurrence.
2. The Property and Cyber line items for 2026-2027 are the "not to exceed" amounts for this renewal.
3. The actuary increased the recommended loss fund amount to $8,700,000 plus the lightning SIR of $200,000, bringing the loss fund to $8,900,000.

This information is being provided for your review and is subject to change.

HERNANDO COUNTY SCHOOL DISTRICT

	2025-2026 Breakdown of Premium	2026-2027 Breakdown of Premium	$ Increase/ (Decrease)
Property	$1,533,974.53	$1,280,469.00	($253,505.53)
Terrorism	$7,860.43	$8,041.62	$181.19
Workers' Compensation	$59,695.82	$52,024.88	($7,670.95)
Blanket Crime	$3,300.93	$3,300.93	$0.00
Fiscal Agent Crime (Loss Fund)	$1,173.11	$1,173.11	$0.00
Equipment Breakdown	$13,928.79	$12,883.73	($1,045.05)
Directors/Educators Liability	$123,637.43	$123,637.43	$0.00
Cyber	$56,166.19	$50,573.38	($5,592.81)
Group Catastrophic Student Accident	$0.00	$0.00	$0.00
RMP Budget	$30,384.62	$30,384.62	$0.00
Claims Administration/TPA Service Fee	$129,980.78	$126,965.76	($3,015.02)
Vector Training Solutions	$8,514.81	$8,713.58	$198.77
Brokerage Service Fee	$70,744.33	$72,375.03	$1,630.70
WC State Ass'mt	$12,702.96	$9,829.04	($2,873.92)
Liability Package	$127,149.56	$130,139.49	$2,989.94
Loss Fund	$1,842,417.57	$2,039,157.55	$196,739.99
Total Required Funding Assessment	**$4,021,631.85**	**$3,949,669.15**	**($71,962.70)**

2025-2026 District Risk Management Program Returns	
Earned Interest for Year 44	$28,890.52
Total Return	**$28,890.52**

ASSESSMENT SCHEDULE
2026-2027

Updated as of: 5/1/2026

DISTRICT	INVOICE #1 35% 7/15/2026	INVOICE #2 20% 8/15/2026	INVOICE #3 20% 9/15/2026	INVOICE #4 15% 10/15/2026	INVOICE #5 10% 5/1/2027	TOTAL DUE
Hernando	$1,382,384.20	$789,933.83	$789,933.83	$592,450.37	$394,966.92	**$3,949,669.15**

Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name _____

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

Account Name _____

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

B. Item Currently Not Budgeted -**

Funding Source Included in the 2026-2027 Fiscal Year General Fund/Capital Projects Funds.

Account Name _____

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project
1100/3xxx	7700/7900/6400	3200/3700	9315/9410	40900/40100	

Amount $3,949,669.15

Funding Source _____

Account Name _____

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Amount $ _____

New for Current Year: ○

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****

5C. History

Check one:

Prior Year Budget: ○

Hernando School District

School Board Regular Meeting

Agenda Item # 25. 26-3895 6/23/2026

Title and Board Action Requested
Citizen Input on Hernando County School issues on which the School Board customarily takes action (Pink Form - non-agenda items)

Executive Summary
Please see the attached form if you wish to make a presentation before the School Board for matters that pertain to other Hernando County School issues on which the School Board customarily takes actions.

My Contact
Ray Pinder
Superintendent of Schools

2023-28 Strategic Focus Area
Other

Financial Impact
There is no financial impact.

NON-AGENDA ITEM COMMENT FORM FOR SPEAKERS

Failure to complete this form or to sign below will prevent the Citizen Input form from being presented to the Board Chair.

LEGAL NAME/**PRINTED**: _____

LEGAL ADDRESS: _____

PHONE: (_____) _____

Identify topics **not** included on the agenda. Topics need to address educational concerns.

TOPIC: _____

_____

_____

Guidelines:

Limited agenda time and the need to conduct meetings in an orderly fashion require that you adhere to the following Citizen's Input guidelines:

- The speaker will adhere to a three (3) minute time limit per speaker.
- Time may not be yielded to other speakers.
- The Chairperson has the authority to limit discussion if the subject is outside of the authority of the School Board Members regarding an issue that is repetitive or is addressing a legally confidential issue.
- Materials or documents you wish to share with the School Board must be attached to this form.
- The Chairperson may deny all forms submitted after the Board Meeting is called to order.
- The HCSD Code of Civility is in effect at all times (see other side).
- The Board typically does not respond to remarks or questions made during Citizen Comments.

My signature is confirmation that I have read, understand, and agree to abide by all guidelines and HCSD Code of Civility:

Signature of speaker: _____

Chairperson's Approval of form: _____

FOR OFFICE USE ONLY:

Date Received: _____

Time Received: _____

Hernando County School Board
CODE OF CIVILITY

The education of our children depends on the ability of the community, parents and staff to share responsibilities, meaningful communication and welcomed participation. Civility reflects the ability of each person to affirm the collective worth of being respectful.

With that, all persons attending or speaking at a school board meeting shall:

- Listen carefully and respectfully
- Not use any offensive gestures, language or profanity
- Not use any threatening words or actions
- Not display any disruptive behaviors, temper or insulting/demeaning words
- Treat others as they would like to be treated
- Never bully, harass or abuse others

*Any lack of civility by any person will result in that person being directed by the Superintendent, or Chairperson, to leave the premises. Failure to follow a directive will result in law enforcement assistance.

Note: The Board typically does not respond to remarks or questions made during citizen input. While no immediate action will be taken by the Board, the Superintendent may follow up the inquiries/comments by directing staff to intervene.

Hernando School District

School Board Regular Meeting

Agenda Item # 26. 26-3848 6/23/2026

Title and Board Action Requested
Accept Notification of the Annual Comprehensive Safety Inspections for District Schools and Facilities for the 2025-2026 school year.

Executive Summary
The Fire Official-AHJ/Plans Examiner, on behalf of the Superintendent of Schools, hereby notifies the Board of Compliance and required issuance of certifications for all schools and facilities for the 2025-2026 school year. No additional action is required by the Board for this informational item.

Florida Administrative Code 6A-2.0010, Florida Administrative Code 69A-58.004, Florida Statute 1013.12 and the State Requirements for Educational Facilities combine to require the School Board to provide for annual inspections to determine compliance with fire safety, casualty safety and sanitation standards of all facilities.

These inspections are encompassed within the district's Annual Comprehensive Facility Inspection Report. Each year, the Board is required to certify to the State Fire Marshal's Office that these inspections have been completed. The certification for each school facility is submitted electronically through the State Fire Marshal's website shortly upon completion of each inspection by an HCSD fire inspector duly authorized to conduct such inspections under applicable Florida law. Copies of the Annual Comprehensive Facility Inspection Report for the 2025-2026 school year are maintained by the District Fire Official-AHJ. The public may review the report upon request to Facilities & Construction Office, located at 8016 Mobley Road, Brooksville, FL, 34601.

My Contact
William L Hall
Fire Official-AHJ/Plans Examiner
hall_b@hcsb.k12.fl.us
352-797-7050

2023-28 Strategic Focus Area
Priority 3: Safe and Healthy Learning Environment

Financial Impact
See attached budget sheet.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name: No Financial Impact

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

B. Item Currently Not Budgeted -**

Funding Source

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Amount $

Funding Source

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Amount $

C. History

Check one:
Prior Year Budget: ○
New for Current Year: ○

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****