



Telephonically Conferenced Meeting

May 7.	2020 -	Regular	School	Board	Meeting
,			Seneer	Douta	

Date: May 07 2020 (6:00 p.m.)

Student Showcase (None)

Invocation

Pledge of Allegiance

Call to Order

Recognitions and Awards

Presenters

School Showcase (None)

Presentations from the Audience (Public Comment)

Consent Agenda

Superintendent

- 1. C1 Minutes of Special Meeting on March 12, 2020; Workshop on March 17, 2020; Regular Meeting on April 2, 2020
 - @ 2020 Mar 12 Special Meeting.pdf
 - @ 2020 Mar 17 Workshop.pdf
 - @ 2020 April 2 Regular Meeting.pdf
- 2. C2 Adjustment to the Student Calendar 2019-2020 for Class of 2020 Graduation Date

Calendar - Student 2019-2020 - Updated Graduation Date.pdf

Human Resources

3. C3 - Personnel Consent Agenda

Personnel Consent Agenda 5 7 2020.pdf

<u>4. C4 - Renewal of 2020-2021 List of Physicians and Medical Facilities authorized to conduct physical examinations</u> required for certain groups of employees.

@ 2020-2021 Physicians Price List.pdf

Instruction-Academic Services

5. C5 - Approval for the Purchase of Achieve3000 Blended Literacy Solution for 2020-2021

Instruction-Exceptional Student Education

- 6. C6 19-20 Public Consulting Group, Inc. (PCG) Contract for Medicaid Reimbursement Services
 - @ 200119 Public Consultin Group_Medicaid Reimbursement Services_Final.pdf

Instruction-Professional Development

- 7. C7 Gifted Endorsement and Autism Spectrum Disorder (ASD) Endorsement
 - FDLRS Gifted Endorsement Courses Sample Professional Learning Catalog Do....pdf
 - Copy of 2020-2025 Resubmission of Clay County Add-on Endorsement Program for ASD.doc.pdf
 - ASD Endorsement ProgramMIP (1).pdf

Business Affairs

- 8. C8 Proposed Allocation Changes for 2020-2021
 - @ Allocation Summary May 7, 2020.pdf

Business Affairs-Accounting

- 9. C9 Monthly Financial Reports for March, 2020
 - March 2020 Board Monthly Financial Report.pdf
 - March 2020 Board Monthly Property Report.pdf
- 10. C10 Budget Amendment for Month Ending March 31, 2020
 - Ø Budget Amendments March 2020.pdf

Business Affairs-Insurance

- 11. C11 Ascension St. Vincent's Near Site Clinic Agreement
 - Medical Services Agreement 2020.pdf

Business Affairs-Property

- 12. C12 Deletion of Certain Items Report April, 2020
 - Ø Deletion-Report-April-2020.pdf

Business Affairs-Purchasing

13. C13 - BID to be Awarded

14. C14 - Approve Advertisement and Notice of Intent to adopt proposed revisions to School Board Policy 5.02A, Business Affairs Purchasing

Approval to Advertise and Adopt_Notice of Public Hearing Policy 5.02A.pdf

Operations-Facilities

- 15. C15 Pre-Qualification of Contractors
 - Table for Board Backup Contractor Prequal, 5.7.20.pdf
- 16. C16 Lake Asbury Junior High School Hurricane Retrofit Agreement 2019
 - @LAJH Hurrican Retrofit Agreement.pdf

<u>17. C17 - Schematic/Preliminary/Final (Phase I, II, and III) Plans and Specifications for the District Office</u> Renovation/Remodeling: Operations Building 1 West End Renovations

18. C18 - Change Order #1 (Direct Purchasing) for Doctors Inlet Elementary School Cafeteria Expansion

Ø DIS Cafeteria Expansion CO 1.pdf

19. C19 - Change Order #2 for Doctors Inlet Elementary School Cafeteria Expansion

Ø DIS Cafeteria Expansion CO 2.pdf

20. C20 - Substantial and Final Completion of Keystone Heights High School Site Improvements (Sanitary Line)

Substantial and Final Completion KHHS Site Imrovements.pdf

21. C21 - Change Order #1 for Keystone Heights High School Intercom/PA System

© CO 1 KHHS Intercom.PA System.pdf

22. C22 - Change Order #1 for Keystone Heights Elementary School Intercom/PA System

© CO 1 KHE Intercom.PA System.pdf

23. C23 - Interlocal Agreement for Coordinated Planning, Public Educational Facility Siting and Review, and School Concurrency Ordinance in Clay County

Adoption of Consent Agenda

24. Adoption of Consent Agenda

CCEA Update

CESPA Update

Superintendent's Update and Presentations

Discussion Agenda

Human Resources

25. D1 - Human Resources Special Action

Special Action A 5.7.2020.pdf (Confidential)

School Board Attorney Remarks

School Board Member Remarks

Adjournment





May 7, 2020 - Regular School Board Meeting

Title

C1 - Minutes of Special Meeting on March 12, 2020; Workshop on March 17, 2020; Regular Meeting on April 2, 2020

Description

Florida Statute 1001.42(1) requires the superintendent, as secretary, to keep such minutes and records as are necessary to set forth clearly all actions and proceedings of the school board. The minutes of each meeting shall be reviewed, corrected if necessary, and approved at the next regular meeting; provided that this action may be taken at an intervening special meeting if the board desires.

Gap Analysis

Previous Outcomes

Expected Outcomes

Strategic Plan Goal

Recommendation

Approve minutes as submitted.

Contact

David S. Broskie, Superintendent of Schools, david.broskie@myoneclay.net; Bonnie O'Nora, Board Assistant

Financial Impact

None

Review Comments

Attachments

- @ 2020 Mar 12 Special Meeting.pdf
- @ 2020 Mar 17 Workshop.pdf
- @ 2020 April 2 Regular Meeting.pdf





Teacher Training Center at Fleming Island High School, 2233 Village Square Parkway, Fleming Island, FL

March 12, 2020 - School Board Special Meeting

Date: Mar 12 2020 (6:00 p.m.)

Invocation (Mary Bolla)

Call to Order (Present: Janice Kerekes, District 1; Carol Studdard, District 2; Tina Bullock, District 3; Mary Bolla, District 4; Ashley Gilhousen, District 5; and Superintendent David Broskie)

Agenda Items

<u>1. Public Hearing to Approve as Advertised the Revisions to School Board of Clay County, Policy 6GX-10-1.03(B), The Superintendent of Schools; Salary of the Superintendent</u>

Notice of Public Hearing and Approval to Advertise School Board Policy 1.03(B).pdf

Policy 1.03 (B) Salary of the Superintendent.pdf

Minutes:

Chair Studdard opened the public hearing. With no one present to speak to the item, the public hearing was closed.

Motion

Motion to Approve as Advertised the Revisions to School Board of Clay County, Policy 6GX-10-1.03(B), The Superintendent of Schools; Salary of the Superintendent

Vote Results (Approved)	
Motion: Janice Kerekes	
Second: Mary Bolla	
Janice Kerekes	- Aye
Carol Studdard	- Aye
Ashley Gilhousen	- Aye
Mary Bolla	- Aye
Tina Bullock	- Aye

<u>2. Public Hearing to Approve as Advertised the Revisions to School Board of Clay County, Policy 6GX-10-1.03(C), The</u> <u>Superintendent of Schools; School Board Appointment of Temporary Interim Superintendent</u>

Notice of Public Hearing and Approval to Advertise SB Policy 1.03(C).pdf

Policy 1.03 (C) School Board Appointment of Temporary Interim Superintendent.pdf

Minutes:

Chair Studdard opened the public hearing. With no prepresent to the item, the public hearing was closed.

Motion

Motion to Approve as Advertised the Revisions to School Board of Clay County, Policy 6GX-10-1.03(C), The Superintendent of Schools; School Board Appointment of Temporary Interim Superintendent

Vote Results (Approved)		
Motion: Janice Kerekes		
Second: Tina Bullock		
Janice Kerekes	-	Aye
Carol Studdard	-	Aye
Ashley Gilhousen	-	Aye
Mary Bolla	-	Aye
Tina Bullock	-	Aye
	•	

Presentations from the Audience

Superintendent Comments

3. Superintendent's Update

Minutes:

Superintendent Broskie provided an update regarding the coronavirus health issue.

School Board Comments (None)

Adjournment (6:10 p.m.)

Superintendent of Schools

School Board Chairman





District Multi-Purpose Center, Green Cove Springs (Corner of Walnut Street and Gratio Place)

March 17, 2020 - School Board Workshop

Date: Mar 17 2020 (9:00 a.m.)

Invocation (Tina Bullock)

Call to Order (Present: Janice Kerekes, District 1; Carol Studdard, District 2; Tina Bullock, District 3; Mary Bolla, District 4; Ashley Gilhousen, District 5; and Superintendent David Broskie.)

Workshop Items

1. Review Draft Agenda for Regular School Board Meeting on April 2, 2020

april-2-2020-regular-school-board-meeting agenda packet (4).pdf

Minutes:

RECOGNITIONS:

Introduction of Chief Science Officers (students) in Clay County District Schools - will postpone;

PRESENTATIONS:

First Coast YMCA After-School Impact Report - will postpone;

CONSENT AGENDA:

- C1 Minutes of Workshop on February 25, 2020: Student Hearings, and Regular Meeting on March 5, 2020 no discussion;
- C2 Personnel Consent Agenda no discussion;
- C3 Proposed Supplement Allocations for 2020-2021 no substantial changes from prior year; minimal additional athletic supplements associated with supervision requirements; Mrs. Bullock requested consideration of an ROTC supplement;
- C4 Reappointments of Instructional and Support Personnel 2020-2021 School Year no discussion;
- C5 Kelly Services Early Childhood Education Services Agreement no discussion;
- C6 Appointment of Clay County School Board's CCEA and CESPA Bargaining Team Members for 2020-2021 no discussion;
- C7 K-12 Academic Services Out of State and Overnight Student Travel remove this item;
- C8 YMCA License Agreement for Use of School Property this agreement is a one-year extension to the existing
 agreement; Mrs. Kerekes requested additional information for review;
- C9 Amendment Number Two to Contract Between "Bright Minds Youth Development, Inc." and the School Board of Clay County - deleting summer childcare program from Charles E. Bennett and adding it to Bannerman Learning Center; Mrs. Bullock suggested an examination of facility usage and re-evaluation of cost impact; Mr. Bickner advised this is the final year of a 3-year contract that terminates November 2020;
- C10 Summer Programs Manual, Proposed Allocations, and Calendar discussion of the possibility of virtual summer school in the event of prolonged school closures and the requirement of county-wide internet access;
- C11 CTE Out of State and Overnight Field Trip remove this item;
- C12 Clay Charter Academy Contract Renewal current 5-year contract ending; based on high performance, Clay Charter has the right to request a 15-year contract and is entitled to reduce the administrative fee from 5% to 2%;
- C13 Proclamation #20-13 to Establish April, 2 அத்தில் தால் இது இன்று பிருது குறைய வால் பில் County no discussion;

Agenda Plus - March 17, 2020 - School Board Workshop

- C14 Proclamation #20-12 National School Nurse Week no discussion;
- C15 Proposed Allocation Changes for 2020-2021 allocation concerns previously outlined by Mrs. Bullock are being evaluated;
- C16 Clay County District School Board Operational, Financial and Single Audit for the 2018-2019 Fiscal Year no discussion;
- C17 Charter School Audits for the 2018-2019 Fiscal Year no discussion;
- C18 Clay Education Foundation Audit for the 2018-2019 Fiscal Year no discussion;
- C19 Monthly Financial Reports for February 2020 routine report;
- C20 Budget Amendment for Month Ending February 29, 2020 routine report;
- C21 Student Activity Account (Internal Account) Audits for the 2019-2019 Fiscal Year no discussion;
- C22 Revised 2020-2021 Payroll Calendar for 9-month Employees correction of the number of contracted days worked;
- C23 Deletion of Certain Items Report March 2020 routine surplus of items;
- C24 BID Renewal no discussion;
- C25 Pre-Qualification of Contractors no discussion;
- C26 Change Order #1 for Keystone Heights High School Site Improvements (Sanitary Line) no discussion;
- C27 Schematic/Preliminary/Final (Phase I, II, and III) Plans and Specifications for Clay High School Security Lighting Repair/Replacement no discussion;
- C28 Clay High School Erosion Control/Stormwater Repair Contract Award no discussion;
- C29 Wilkinson Elementary School Fire Alarm Replacement Contract Award no discussion;
- C30 Keystone Heights Elementary School Roof Replacement/Repair (Building 10) Contract Award no discussion;
- C31 Lakeside Junior High School Parking Lot Renovation Contract Award no discussion;
- C32 County-Wide Architectural Services up to \$2 Million Contract Award no discussion;

DISCUSSION AGENDA:

• D1 Human Resources Special Action - no discussion

Questions from the Audience

Superintendent Comments

2. Superintendent's Comments

Minutes:

Superintendent Broskie provided an update regarding the coronavirus and our actions and response to this issue.

School Board Comments

3. School Board Comments

Minutes:

Due to safety and health concerns, attendance and participation in April board meeting will be restricted.

Adjournment (9:50 a.m.)

Superintendent of Schools

School Board Chair





Telephonically Conferenced Meeting

April 2, 2020 - Regular School Board Meeting

Date: Apr 02 2020 (6:00 p.m.)

Student Showcase (None)

Invocation (Carol Studdard)

Pledge of Allegiance (None)

Call to Order (Present via telephonic conferencing: Janice Kerekes, District 1; Carol Studdard, District 2, Tina Bullock, District 3; Mary Bolla, District 4; Ashley Gilhousen, District 5; Superintendent David Broskie)

Recognitions and Awards (None)

Presenters (None)

School Showcase (None)

Presentations from the Audience (Public Comment)

1. Public Comment

Minutes:

In accordance with the legal advertisement of this meeting held in live telephonically conferenced format due to the current public health emergency, public comments were to be taken only on listed agenda items, via a comment link on our webpage (directions provided in legal advertisement), submitted prior to 2:00 p.m. on April 2, 2020 to be considered. No comments fitting this criteria were received.

Consent Agenda

Superintendent

2. C1 - Minutes of Workshop on February 25, 2020; Student Hearings, and Regular Meeting on March 5, 2020

2020 Feb 25 Workshop.pdf

2020 Mar 5 Student Discipline.pdf (Confidential)

2020 Mar 5 Regular Meeting.pdf

Information Technology Services

3. C2 - Approve An Interlocal Agreement Between The Board of County Commissioners of Clay County ("County") and the School Board of Clay County, Florida ("School Board") regarding agreement of the county to provide financial support to School Board for a period of 1 year in the amount of up to \$1,600,000.00 on a reimbursement basis for expenditures for instructional technology ("Qualified Expenses")

Proposed Interlocal Agreement Between The Prace of County County and the School Board of

1/5

Clay County, Florida.pdf

Executed Interlocal Agreement Between The Board of County Commissioners of Clay County and the School Board of Clay County, Florida.pdf

Human Resources

4. C3 - Personnel Consent Agenda

Personnel Consent Agenda 4.2.2020.pdf

5. C4 - Proposed Supplement Allocations for 2020-2021

2020-2021 Supplements.pdf

6. C5 - Reappointments of Instructional and Support Personnel 2020-2021 School Year

2020-2021 Reappointment Agenda.pdf

7. C6 - Kelly Services Early Childhood Education Services Amendment

Kelly Services Amendment - Early Childhood Education.pdf

8. C7 - Appointment of Clay County School Board's CCEA and CESPA Bargaining Team Members for 2020-2021

2020-2021 Bargaining Team Members.pdf

<u>9. C8 - Approve a contract with Frontline Education for a software program for Proactive Recruiting, to be utilized by Human</u> <u>Resources to reach more prospective employees, thereby increasing the hiring pool of qualified instructional personnel.</u>

Frontline Order Form For Proactive Recruiting - Proposed RT 3-31-20.pdf

Instruction-Academic Services

10. C9 - YMCA License Agreement for Use of School Property

April 2020 - YMCA Agreement.pdf

11. C10 - Amendment Number Two to Contract Between "Bright Minds Youth Development, Inc." and the School Board of Clay County

April 2020 - Bright Minds Agreement - Amendment Two.pdf

12. C11 - Summer Programs Manual, Proposed Allocations, and Calendar

April 2020 - 2020 Clay County Summer Programs Manual.pdf

April 2020 - 2020 ESE Extended School Year Calendar.pdf

April 2020 - Summer School Calendar 2020.pdf

Instruction-Reading/Library Media

13. C13 - Proclamation #20-13 to Establish April, 2020 as School Library Month in Clay County

Proclamation-April 2020 School Library Media Month (1).docx

Instruction-Climate and Culture

14. C14 - Proclamation #20-12 National School Nurse Week

Nurses Week Proclamation19-20.docx

Business Affairs

15. C15 - Proposed Allocation Changes for 2020-2021

Allocation Summary - April 2, 2020.pdf

16. C16 - Clay County District School Board Operati Page in 10 of 338 Single Audit for the 2018-2019 Fiscal Year

Final 03458AR19 District School Board of Clay County.pdf

Final SAS114 District School Board of Clay County.....pdf

17. C17 - Charter School Audits for the 2018-2019 Fiscal Year

2019 Audit Report for Clay Charter Academy.pdf

2019 Audit Report for St. John's Classical Academy.pdf

2019 Audit Report for Florida Cyber Charter Academy at Clay.pdf

18. C18 - Clay Education Foundation Audit for the 2018-2019 Fiscal Year

2019 Audit for Clay County Education Foundation.pdf

Business Affairs-Accounting

<u>19. C19 - Monthly Financial Reports for February, 2020</u>

February Monthly Property Report.pdf

February Monthly Financial Report.pdf

20. C20 - Budget Amendment for Month Ending February 29, 2020

Budget Amendments February 2020.pdf

Business Affairs-Internal Accounts

21. C21 - Student Activity Account (Internal Account) Audits for the 2018-2019 Fiscal Year

Final 03458AR19 SAS114 Internal Acct Clay Co School District.pdf

FInal 03458AR19 Internal Acct Clay Co School District.pdf

2018-2019 Audit Comments and Responses 3.2020.pdf

Business Affairs-Payroll

22. C22 - Revised 2020-2021 Payroll Calendar for 9-Month Employees

2020-2021 Payroll Calendar 9 Month-revised.pdf

Business Affairs-Property

23. C23 - Deletion of Certain Items Report - March, 2020

Deletion-Report-March-2020.pdf

Business Affairs-Purchasing

24. C24 - BID Renewal

Operations-Facilities

25. C25 - Pre-Qualification of Contractors

Table for Board Backup Contractor Prequal, 4.2.20.pdf

26. C26 - Change Order #1 for Keystone Heights High School Site Improvements (Sanitary Line)

KHS Site Improvements CO 1.pdf

<u>27. C27 - Schematic/Preliminary/Final (Phase I, II, and III) Plans and Specifications for Clay High School Security Lighting</u> <u>Repair/Replacement</u>

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28. C28 - Clay High School Erosion Control/Stormwater Repair Contract Award

CHS Erosion Control.Sotrmwater Repair Bid TPage 11 of 338

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29. C29 - Wilkinson Elementary School Fire Alarm Replacement Contract Award

WES Fire Alarm Replacement Bid Tab.pdf

30. C30 - Keystone Heights Elementary School Roof Replacement/Repair (Building 10) Contract Award

KHE Roof Replacement Bldg 10 Bid Tab.pdf

31. C31 - Lakeside Junior High School Parking Lot Renovation Contract Award

LSJH Parking Lot Renovation Bid Tab.pdf

32. C32 - County-Wide Architectural Services up to \$2 Million Contract Award

Adoption of Consent Agenda

33. Adoption of Consent Agenda

Motion

Motion to Approve Consent Agenda with Item C12 removed from Consent and pulled to Discussion

Vote Results	(Approved)		
Motion: Janice	Kerekes		
Second: Mary	Bolla		
Janice Kereke	5		- Aye
Carol Studdar	d		- Aye
Ashley Gilhou	sen		- Aye
Mary Bolla			- Aye
Tina Bullock			- Aye

CCEA Update (None)

CESPA Update (None)

Superintendent's Update and Presentations

34. Superintendent's Update

Superintendent's Update 4-2-2020.pdf

Discussion Agenda

Instruction-Professional Development

35. C12 - Clay Charter Academy Contract Renewal

Clay Charter Academy Renewal Contract.pdf

Minutes:

Mrs. Kerekes does not support the Clay Charter Academy contract length of 15 years and requests that all charter schools be subject to annual review, when permitted by the contract.

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Motion	
Motion to Approve	
Vote Results (Approved)	
Motion: Mary Bolla	
Second: Ashley Gilhousen	
Janice Kerekes	
Carol Studdard	Page 12 of 338

- Nay

- Aye

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Ashley Gilhousen	- Aye
Mary Bolla	- Aye
Tina Bullock	- Aye

School Board Attorney Remarks (None)

School Board Member Remarks

36. School Board Member Comments

Minutes:

- Mrs. Bullock requested an evaluation of the need for technical support employees at schools and expressed appreciation for the various parades that have lifted spirits.
- Mrs. Bolla expressed gratitude to all personnel who have contributed to the success of this transition.
- Mrs. Gilhousen appreciates the patience of all as we work through this unique process.
- Mrs. Kerekes requested a review of our budget under present uncertain circumstances as well as an update on our current GPS system being utilized by transportation and possible alternatives to the current contract expiring in June 2020. She further commended personnel on the great job being done in this new delivery model.
- Mrs. Studdard expressed pride in all personnel and appreciation for the technology that has provided the platform for our distance learning and telephonically conferenced board meeting.

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Adjournment (6:20 p.m.)

Superintendent of Schools

School Board Chairman



May 7, 2020 - Regular School Board Meeting

Title

C2 - Adjustment to the Student Calendar 2019-2020 for Class of 2020 Graduation Date

Description

Due to the unprecedented worldwide pandemic of COVID-19, the current CDC guidelines regarding social gatherings, and Governor DeSantis' decision to continue to keep schools closed for the remainder of the school year, Clay County District Schools will be unable to hold its traditional graduation commencement ceremony on its previously Board Approved date of Friday, May 29th.

Superintendent Broskie's recommendation is to postpone graduation until Friday, July 17th, or in the event that emergency conditions or scheduling dictate a need to change further, the Superintendent can select any other date that he deems to be appropriate, with notification to the members of the School Board of the date change.

Graduation will be held at all high school's football fields as per tradition. This will provide the county more time for potential changes to the CDC guidelines in regards to large group gatherings.

Gap Analysis

N/A

Previous Outcomes

Prior years' Student Calendars were Board approved and posted on the district website.

Expected Outcomes

All student/employee calendars require School Board approval to establish school/work schedules for students and employees.

Strategic Plan Goal

N/A

Recommendation

That the Clay County School Board will aprove the recommended graduation date change for the 2019-2020 Student Calendar.

Contact

Terri Dennis, Cheif of Staff, terri.dennis@myoneclay.net or 904-336-6506

Financial Impact

\$0

Review Comments

Attachments

@ Calendar - Student 2019-2020 - Updated Graduation Date.pdf



SCHOOL BOARD OF CLAY COUNTY Student Calendar 2019-2020

Tuesday, August 6, 2019 Thursday, August 8, 2019 Tuesday, August 13, 2019 Monday, September 2, 2019 Thursday, October 3, 2019 Friday, October 4, 2019 Monday, November 11, 2019 Monday, November 25 thru Friday, November 29, 2019 Wednesday, December 18, 2019 Thursday, December 18, 2019 Thursday, December 19 thru Friday, January 3, 2020 Monday, January 6, 2020 Monday, January 7, 2020 Monday, February 17, 2020	District Inservice Day First Day, Students Labor Day, Student/Teacher Holiday End First Grading Period (37 days) Planning Day/Student Holiday Veterans' Day, Student/Teacher Holidays Thanksgiving, Student/Teacher Holidays End Second Grading Period (47 days) Christmas/New Year's Break, Student/Teacher Holidays Planning Day/Student Holiday Students Return to School Martin Luther King Day, Student/Teacher Holiday Presidents' Day, Student/Teacher Holiday
	Presidents' Day, Student/Teacher Holiday
Monday, March 23 thru Friday, March 27, 2020 Monday, March 30, 2020	Spring Break, Student/Teacher Holidays Planning Day, Student Holiday
Tuesday, March 31, 2020 Friday, April 3, 2020 Friday, April 10, 2020	Fair Day, Student/Teacher Holiday Good Friday -Student/Teacher Holiday
Monday, May 25, 2020 Wednesday, June 3, 2020 Thursday, June 4 & Friday, June 5, 2020	Last Day, Students (4th Grading Period – 44 days)

GRADUATION: Friday, July 17, 2020 (Postponed from previous May 29th date due to COVID-19)

EARLY DISMISSAL DAYS

ELEMENTARY SCHOOLS

Sept. 18, 2019 / Oct. 31, 2019 / Dec. 18, 2019 Feb. 26, 2020 / April 30, 2020 / June 3, 2020

INTERIM REPORTS TO PARENTS

Available thru the Parent Portal Account <u>https://focus.oneclay.net</u>

September 6, 2019 November 8, 2019 February 12, 2020 May 1, 2020

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JUNIOR HIGH & HIGH SCHOOLS

Dec. 16, 17, & 18, 2019 June 1, 2, & 3, 2020

REPORT CARDS TO PARENTS

Available thru the Parent Portal Account https://focus.oneclay.net

October 11, 2019 January 10, 2020 April 2, 2020 June 12, 2020

Board Approved: Nov. 2, 2017





May 7, 2020 - Regular School Board Meeting

Title

C3 - Personnel Consent Agenda

Description

Florida Statutes, State Board Rules and Clay County School Board Policies require Board notification and/or action regarding decisions and recommendations of the Superintendent related to Personnel matters. Actions regarding personnel have been recommended by Supervisors, approved by the Superintendent and are being forwarded to the Board for action or, if appropriate, for information. Personnel Actions, Transfer Requests, Pre-employments, Leave Forms or Directives from the Superintendent are available for review in the Human Resources Division.

Gap Analysis

These personnel actions are necessary for the effective operation of the school district.

Previous Outcomes

The Clay County School Board has approved each month a Personnel Consent Agenda which contains appointments, reappointments, transfers, redesignations, retirements, resignations, and conclude employments.

Expected Outcomes

Approval of the Personnel Consent Agenda.

Strategic Plan Goal

Goal 5: Develop and support great educators, support personnel, and leaders.

Initiative 5.1.1 - Recruit and retain highly skilled, qualified, and diverse educators, leaders, and support staff.

Recommendation

To approve the Personnel Consent Agenda.

Contact

Brenda G. Troutman, Assistant Superintendent for Human Resources. (904) 336-6701 brenda.troutman@myoneclay.net

Financial Impact

Personnel changes involving already-allocated positions will result in salary impact per the current Board-approved Salary Schedule. This also includes supplemental positions. See current backup for allocation changes for impact of new positions.

Review Comments

Attachments

Personnel Consent Agenda 5 7 2020.pdf

DIVISION OF HUMAN RESOURCES PERSONNEL CONSENT AGENDA

May 7, 2020

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	D.	2019-2020	Transfers	VI-D, p. 1
	E.	2019-2020	Resignations/Retirements/Conclude Employment	VI-E, p. 1-2
	F.	2019-2020	Supplements	VI-F, p. 1
	A.	2020-2021	Appointments	VI-A, p. 1
	B.	2020-2021	Reappointments	VI-B, p. 1
	C.	2020-2021	Redesignations	VI-C, p. 1
	D.	2020-2021	Transfers	VI-D, p. 1
	E.	2020-2021	Resignations/Retirements/Conclude Employment	VI-E, p. 1
	F.	2020-2021	Supplements	VI-F, p. 1

A. APPOINTMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
DAILEY, ROGER J CHIEF ACADEMIC OFFICER ASSISTAN	Instruction-Assistant Supt	Effective 2020-04-09 ASSISTAN / Annual+PSC as Teacher, Admin only
ELLIS, BRYCE TREFFINGER INTERIM ASST SUPT OPERATIONS 12 MONTH	Division Of Support Services	Effective 2020-04-13 12 MONTH / Annual
EVANS, JESSE DANIEL MANAGER, INFORMATION SERV 12 MONTH	Information Services	Effective 2020-03-16 12 MONTH / Annual
HAYWARD, CAROLYN S WES INTERIM PRINCIPAL 12 MONTH	Wilkinson Elementary	Effective 2020-04-13 12 MONTH / Annual+PSC as Teacher, Admin only
SEGRETO, DEBORAH L MHS INTERIM PRINCIPAL 12 MONTH	Middleburg High	Effective 2020-04-09 12 MONTH / Annual+PSC as Teacher, Admin only
TETO, HEATHER MARIE CHIEF OF ELEM ASSISTAN	Dept Of Elementary Education	Effective 2020-04-13 ASSISTAN / Annual+PSC as Teacher, Admin only

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1

I. Administrative Actions

B. RE-APPOINTMENT

	Site	Contract			
Name/Assignment					

Personal Consent Agenda, I. Administrative Actions, p. B- 1 ,2020-05-07

C. RE-DESIGNATION

Name/Assignment	Site	Previous Assignments			



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D. TRANSFER			
<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>	•

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

Name/Assignment	Site	Effective/Action	
EVANS, JESSE DANIEL ITS TECH SPECIALIST 12 MO SU	Information Services	Effective 2020-03-13 RESIGNATION	
KEMP, MICHAEL S OPR ASST SUPT OPERATIONS 12 MONTH	Division Of Support Services	Effective 2020-04-09 RESIGNATION	
MCAULEY, MICHAEL G STS ASST SUPT CLIMATE/CULTURE ASSISTAN	Student Services	Effective 2020-04-09 RESIGNATION	
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F. SUPPLEMENT		
Name/Assignment	Site	

A. APPOINTMENT

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Name (A an improved	Cite.	Contract	
Name/Assignment	Site	GUIIIIAGL	
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B. RE-APPOINTMENT

		Contraction of the second s	
	<u>Site</u>		
Name/Assignment			

Personal Consent Agenda, I. Administrative Actions, p. B- 1 ,2020-05-07

C. RE-DESIGNATION

Name/Assignment Site Previous Assignments

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2020-21

I. Administrative Actions

D. TRANSFER		······································	,
Name/Assignment	Site	<u>Contract</u>	

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E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

 Name/Assignment
 Site
 Effective/Action

Personal Consent Agenda, I. Administrative Actions, p. E- 1 ,2020-05-07

2020-21

I. Administrative Actions

F. SUPPLEMENT

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Name/Assignment Site	8
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II. JOB DESCRIPTION ACTIONS

A. Administrative - Approve the following job descriptions:

REVISED:

O-1.2.41 Supervisor of Operations, School Safety and Security

The Director of Safety and Security will be divided between two supervisors; 1 supervisor in maintenance to oversee district-wide custodial duties/responsibilities, and 1 supervisor under the Police Department to streamline safety and security operations under one department. Shifting custodial duties to the Maintenance department will allow the planner in facilities, who is currently taking care of district-wide custodial responsibilities, to be freed up to focus solely on planning.

Job Locator: O-1.2.41 Job Title: Director <u>Supervisor</u> of Operations, School Safety and Security Position Grade: Director I Supervisor III Evaluated By: Assistant Superintendent for Operations

Job Description:

The <u>Director</u> <u>Supervisor</u> of Operations, School Safety and Security is responsible to the <u>Clay County District</u> <u>Schools Chief of Police or</u> Assistant Superintendent for Operations.

Responsibilities and Duties of this Position Include:

- 1. Develops sanitation and housekeeping standards and staffing patterns for all custodial service activities.
- 2. Prepares initial budgets and staff requirements for custodial services for all District ancillary and educational facilities.
- 3. Provides general information and product specifications to the purchasing agent for equipment and supplies for the custodial program, including new products.
- 4. Supervises and directs the District office custodial staff.
- 5. Develops the annual Utility and Energy budgets for the District and monitors both.
- 6. Develops and coordinates energy management programs, awareness, schedules, energy audits and school training to maximize effectiveness. Works with and serves as the District's liaison with outside utility companies.
- 7. Supervises the District-wide Pest Control and Sports Field Management programs.
- 8. Maintains the District's Disaster Preparedness Plan, <u>updating as needed</u>. and <u>cC</u>oordinates activities with other <u>governmental</u> agencies, <u>including Clay County Emergency Management</u>.; <u>cC</u>oordinates <u>between Clay County Emergency Management and Clay County District School police for the opening of emergency shelter <u>located on District property:openings and</u> is the District's liaison, <u>along with the Chief of District School Police</u> to all emergency management agencies, <u>such as FEMA and private assistance groups such as Red Cross</u>, Salvation Army, etc.</u>
- 9. Coordinate the development of Emergency Evacuation and Reunification plans for individual schools and for the District.
- 10. Supervises District Employee badging and access control permissions for schools and badges.
- 11. Implement all planning, training, and exercising of all physical security programs.
- 12. Supervises all physical security and technology applications.
- 13. Supervises the Florida Safe Schools Assessment Program.

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- 14. Coordinates the District's Security program including vandalism evaluation, school security details, security cameras, security alarm systems, threat assessments and identifies additional security measures and recommends proper mitigation.; serves as the District's liaison to all law enforcement agencies.
- 15. Coordinates <u>with District School Police</u> and supervises the <u>School Resource Officer and the</u> School Safety Officer (<u>The Coach Aaron Feis Guardian Program</u>) employees assigned to all schools.
- 16. Maintains and manages all certification credentials as required by <u>Florida</u> state statute. <u>In</u> <u>coordination with District School Police s</u> erves as district liaison for all local, state and federal law enforcement agencies. <u>In coordination with District School Police, s</u> erves on the FDLE Regional Domestic Security Task Force at both the district and state level.
- 17. Serves as School Safety Specialist as appointed by the superintendent per <u>Florida</u> state statute. Represents Clay County District Schools at the state level. <u>Coordinates, m</u>Maintains and documents all state-required drills, school threat assessments, and mental health assessments. Responsible for reporting state of safety and security to the Board annually.
- 18. Coordinates the District's Safety program to include Student Hazardous Walking Program, Hazardous Materials, MSDS records, Indoor Air Quality complaints and works with the District's Risk Management Dept. on reviews of injuries and accidents to personnel and students as well as regulatory compliance; serves as the District's liaison to all fire & rescue agencies.
- 19. Supervises the District-wide Small Engine Shop and program for custodial equipment purchase, care, use and repair. Maintains cost accounting records of budgeted funds pertaining to repairs and purchases; purchases of custodial and grounds keeping equipment.
- 20. Perform other duties as requested by the Assistant Superintendent for Operations.

Required Qualifications:

- 1. Bachelor or an Associates' Degree with three (3) years related experience.
- 2. Possess the ability to interpret State and Federal laws and rules.
- 3. Have demonstrated abilities in oral and written communication skills.
- 4. Possess the ability to plan, inspect, budget and supervise the work of others.
- 5. Must have a valid Florida Drivers License and maintain a safe driving record during employment.
- 6. Must be able to obtain School Safety Specialist Certification within one year of employment.

Desirable Qualifications:

1. Three (3) years experience <u>preferred in K-12</u> school administration including program development, supervision and budgeting.

- 2. Five (5) years experience preferred in the field of emergency management
- 3. Knowledge of FEMA (Federal Emergency Management Agency) rules, regulations and training requirements.
- 4. Five (5) years experience in the field of law enforcement and/or security
- 5. Background eligibility for State of Florida concealed weapon/firearm license.

Approved: 09/18/1997 Revised: 02/15/2001 Revised: 11/22/2005 Revised: 02/21/2008 Revised: 02/10/2014 Revised: 04/05/2018 Revised: 10/04/2018 <u>Revised: 05/07/2020</u>

III. Instructional Actions

A. APPOINTMENT

<u>Name/Assignment</u>	Site	<u>Contract</u>
KOSTY, MEGAN RENEE POE TEACHER, SC, KINDERGARTEN 10 MONTH	Plantation Oaks Elementary	Effective 2020-03-11 10 MONTH / interim

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III. Instructional Actions

B. RE-APPOINTMENT

Name/Assignment	<u>Site</u>	Contract
IVEY, KELSEY ANN CEB TEACHER, SC, THIRD GR 10 MONTH	Charles E. Bennett Elementary	10 MONTH / Annual

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C. RE-DESIGNATION

Name/Assignment	Site	Previous Assignment	
BRESSLER, AMY DENISE SBJ TEACHER, SC, SECOND GR 10 MONTH	S. Bryan Jennings Elementary	Effective 2020-04-15 / redesignated from / SBJ TEACHER, SC, SECOND GR Out of field / 10 MONTH	· .
BURY, DEBORAH ANN WES TEACHER, SC, SIXTH GR 10 MONTH	Wilkinson Elementary	Effective 2020-03-10 / redesignated from / WES TEACHER, SC, SIXTH GR Out of field / 10 MONTH	
FANNEY, JULIA S LJH TEACHER, AUTISM SPECTR DIS 10 MONTH	Lakeside Junior High	Effective 2020-03-10 / redesignated from / LJH TEACHER, AUTISM SPECTR DIS Out of field / 10 MONTH	,
FERRARO, JOLIE LYNN RHS TEACHER, AUTISM SPECTR DIS 10 MONTH	Ridgeview High School	Effective 2020-04-09 / redesignated from / RHS TEACHER, AUTISM SPECTR DIS Out of field / 10 MONTH	
GRANDSTAFF, MAX MORGAN MHS TEACHER, SCIENCE, SH 10 MONTH	Middleburg High	Effective 2020-03-09 / redesignated from / MHS TEACHER, SCIENCE, SH Out of field / 10 MONTH	
HARRINGTON, DAMEKA A OLJ TEACHER, LANGUAGE ARTS, JH 10 MONTH	Oakleaf Junior High School	Effective 2020-03-10 / redesignated from / OLJ TEACHER, LANGUAGE ARTS, JH Out of field / 10 MONTH	
LEWIS, BRENDA M LAE TEACHER, PRE-KDG ESE 10 MONTH	Lake Asbury Elementary	Effective 2020-03-10 / redesignated from / LAE TEACHER, PRE-KDG ESE Out of field / 10 MONTH	
MASTANTUNO, SARAH LAUREN TBE TEACHER, SC, THIRD GR 10 MONTH	Thunderbolt Elementary	Effective 2020-03-10 / redesignated from / TBE TEACHER, SC, THIRD GR Out of field / 10 MONTH	
MCREE, MAEGAN BROOKE LJH TEACHER, LANGUAGE ARTS, JH 10 MONTH	Lakeside Junior High	Effective 2020-03-10 / redesignated from / LJH TEACHER, LANGUAGE ARTS, JH	
PARKS, ERIKA ALEXIS OLJ TEACHER, READING, JH 10 MONTH	Oakleaf Junior High School	Out of field / 10 MONTH Effective 2020-04-17 / redesignated from / OLJ TEACHER, READING, JH Out of field / 10 MONTH	
THURMAN, KATHERINE JENNIFER CVA TEACHER, VE/INCLUSION 10 MONTH	Clay Virtual Academy	Effective 2020-04-03 / redesignated from / CVA TEACHER, VE/INCLUSION Out of field / 10 MONTH	
WEEKS, WILLIAM ALVIN CHS TEACHER, LANGUAGE ARTS, SH 10 MONTH	Clay High ,	Effective 2020-04-13 / redesignated from / CHS TEACHER, LANGUAGE ARTS, SH Out of field / 10 MONTH	
WILKINSON, KELLY L CHS TEACHER, IND 10 MONTH	Clay High	Effective 2020-03-25 / redesignated from / CHS TEACHER, IND Out of field / 10 MONTH	

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D. TRANSFER

 Name/Assignment	Site	Previous Assignment
SENNA, BRITTANY ALEXANDREA CTE COLLEGE/CAREER CH 11 MONTH	Career And Technical Education	Effective 2020-02-03 /transfer from / FIH TEACHER BUSINESS ED
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E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	Name/Assignment	Site	Effective/Action
٤	ANDERSON, CONSTANCE MARIE AES TEACHER, SC, SIXTH GR 10 MONTH	Argyle Elementary	Effective 2020-06-05 RETIREMENT
	AULETTA, BARBARA ANN MRE TEACHER, SC, SIXTH GR 10 MONTH	Mcrae Elementary	Effective 2020-06-05 RETIREMENT
	BERRY, MAKAYLA LYNN CEB TEACHER, SC, THIRD GR 10 MONTH	Charles E. Bennett Elementary	Effective 2020-03-13 RESIGNATION
	COLEMAN, JOHN DAVID CHS TEACHER, SCIENCE, SH 10 MONTH	Clay High	Effective 2020-06-05 RESIGNATION
	CROSBY, TERESA DIANE SPC TEACHER, SC, KINDERGARTEN 10 MONTH	Swimming Pen Creek Elem	Effective 2020-06-05 RETIREMENT
	DALLAS, LINDSEY LATRELLE LAE TEACHER, SC, FOURTH GR 10 MONTH	Lake Asbury Elementary	Effective 2020-04-02 RESIGNATION
	DANIELS, RACHEAL M TES TEACHER, SC, KINDERGARTEN LNG TRM	Tynes Elementary	Effective 2020-05-01 RESIGNATION
	GREEN, FRANCES A ESE TEACHER, SPEECH CLINICIAN 10 MONTH	Robert M. Paterson Elementary	Effective 2020-06-05 RETIREMENT
	HAGEN, ILONA M SBJ TEACHER, SC, SIXTH GR 10 MONTH	S. Bryan Jennings Elementary	Effective 2020-06-05 RESIGNATION
0.5	HALL, FRANKIE LEE MHS CO-CURR CLUB SUPPLEME	Middleburg High	Effective 2020-03-20 RESIGNATION
	HALL, FRANKIE LEE MHS TEACHER, BUSINESS ED 10 MONTH	Middleburg High	Effective 2020-03-20 RESIGNATION
0.5	HAMILTON, ILLISA J FIE DEPT HEAD (11-16 SUPPLEME	Fleming Island Elementary	Effective 2020-06-05 RETIREMENT
	HAMILTON, ILLISA J FIE TEACHER, ORTHOPED IMPAIR 10 MONTH	Fleming Island Elementary	Effective 2020-06-05 RETIREMENT
	HENDERSON, CAROL B INSTRUCTIONAL - CWL 10 MO LNG TRM	COUNTY-WIDE LEAVE	Effective 2020-06-05 RESIGNATION
	JENKINS, FRANK ALBERT OHS ATHLETIC DIRECTOR 11 MONTH	Oakleaf High School	Effective 2020-06-17 RETIREMENT
	LACEY, MEGHANN M SPC TEACHER, SC, FIRST GR 10 MONTH	Swimming Pen Creek Elem	Effective 2020-06-05 RESIGNATION
	LIVELY, PAMELA DAWN OLJ TEACHER, RESEARCH/CRIT JH 10 MONTH	Oakleaf Junior High School	Effective 2020-06-05 RESIGNATION

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E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

<u>Name/Assignment</u>	<u>Site</u>	Effective/Action
MARTINI, JAMES DYRELL OPH TEACHER, FOREIGN LANG, SH 10 MONTH	Orange Park High	Effective 2020-06-05 RETIREMENT
MCCALL, MARJORIE D INSTRUCTIONAL - CWL 10 MO LNG TRM	COUNTY-WIDE LEAVE	Effective 2020-03-30 RESIGNATION
MCNEIL, LARA MARIE PES TEACHER, MUSIC, ELEM 10 MONTH	Robert M. Paterson Elementary	Effective 2020-04-02 RESIGNATION
MCWILLIAMS, KRISTEN MARIE INSTRUCTIONAL - CWL 10 MO LNG TRM	COUNTY-WIDE LEAVE	Effective 2020-06-05 RESIGNATION
MYERS, SARA MICHELLE FIE TEACHER, PRE-KDG ESE 10 MONTH	Fleming Island Elementary	Effective 2020-06-05 RESIGNATION
NUSSBAUM, LOUIS BARRY SPC COUNSELOR, ELEM 10 MONTH	Swimming Pen Creek Elem	Effective 2020-06-05 RESIGNATION
OQUINN, LEILA NANETTE LAE TEACHER, AUTISM SPECTR DIS 10 MONTH	Lake Asbury Elementary	Effective 2020-06-05 RESIGNATION
PARNELL, JULIA LATRICIA WJH TEACHER, FAMILY/CONSUMER 10 MONTH	Wilkinson Jr High	Effective 2020-06-05 RETIREMENT
PETERS, VIKKI CAROL PES TEACHER, SC, SIXTH GR 10 MONTH	Robert M. Paterson Elementary	Effective 2020-06-05 RESIGNATION
PISTORIUS, NICOLE HELEN WJH TEACHĚR, ART, JH 10 MONTH	Wilkinson Jr High	Effective 2020-06-05 RESIGNATION
PIZZI, MARY WEIMER OLJ TEACHER, SOC STUD, JH 10 MONTH	Oakleaf Junior High School	Effective 2020-03-20 RESIGNATION
ROSS, BARBARA THREADGILL / MHS TEACHER, LANGUAGE ARTS, SH 10 MONTH	Middleburg High	Effective 2020-06-05 RETIREMENT
SAILOR, SUSAN H CVA TEACHER, ASSIGNMENT 10 MONTH	Clay Virtual Academy	Effective 2020-06-05 RETIREMENT
SCHOENTHALER, BRITTANY MICHELL INSTRUCTIONAL - CWL 10 MO LNG TRM	COUNTY-WIDE LEAVE	Effective 2020-06-05 RESIGNATION
SHAW, JANET ELAINE SPC TEACHER, SC, SIXTH GR 10 MONTH	Swimming Pen Creek Elem	Effective 2020-06-05 RETIREMENT
SMITH, RENEE RONA KHE TEACHER, SC, FIFTH GR 10 MONTH	Keystone Heights Elementary	Effective 2020-06-05 RESIGNATION
SPURGEON, CASSIDY LEIGH DOE TEACHER, SC, KINDERGARTEN 10 MONTH	Discovery Oaks Elementary	Effective 2020-06-05 RESIGNATION

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E.	RESIGNATIONS/RETIREMENTS/	CONCLUDE	EMPLOYMENT
		JONOLODE	

Name/Assignment	Site	Effective/Action	
TAYLOR, PAIGE ELIZABETH AE TEACHER, AUTISM SPECTR DIS 10 MONTH	Lake Asbury Elementary	Effective 2020-06-05 RESIGNATION	
THOMPSON, CARI ELIZÀBETH NSTRUCTIONAL - CWL 10 MO .NG TRM	COUNTY-WIDE LEAVE	Effective 2020-06-05 RESIGNATION	
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F. SUPPLEMENT

Contraction of the second seco	Name/Assignment	Site	Supplement Action	
0.5	BENEDICT, HARRY THOREAU ROE ELEM PERF/PROD SUPPLEME	Rideout Elementary	Appointment	
0.3	BURRELL, TARA LYNN ROE DISCRETIONARY SUPPLEME	Rideout Elementary	Appointment	
	DALLAS, LINDSEY LATRELLE LAE DEPT HEAD (6-10) SUPPLEME	Lake Asbury Elementary	Resignation	
	FLOYD, VICKIE C MHS TRACK ASST SH SUPPLEME	Middleburg High	Appointment	
	FLOYD, VICKIE C MHS TRACK ASST SH SUPPLEME	Middleburg High	Resignation	
	FRANCIS, JOHN DANIEL CHS SOFTBALL FP ASST SH SUPPLEME	Clay High	Appointment	
	GODDARD, CHRISTOPHER DANIEL OPJ TRACK HD JH SUPPLEME	Orange Park Jr High	Resignation	
	GRANESE, ROBERT MICHAEL OPJ TRACK ASST JH SUPPLEME	Orange Park Jr High	Appointment	
	GRYBB, PAUL A MHS TRACK HD SH SUPPLEME	Middleburg High	Appointment	
	HAYWARD, WILLIAM R MHS TRACK ASST SH SUPPLEME	Middleburg High	Appointment	
0.3	JOHNSON, VICTORIA LYNN ROE DISCRETIONARY SUPPLEME	Rideout Elementary	Appointment	
	KITTLE , AUSTIN GRANT RHS BASEBALL ASST SH SUPPLEME	Ridgeview High School	Appointment	
	MARTIN, APRIL EILEEN MHS TRACK HD SH SUPPLEME	Middleburg High	Resignation	
	MARTIN, CRAIG EDWARD MHS TRACK HD SH SUPPLEME	Middleburg High	Resignation	
	MCCULLOUGH, NICOLE MARIE ROE DISCRETIONARY SUPPLEME	Rideout Elementary	Appointment	
	SWANN, BENJAMIN W OPJ TRACK ASST JH SUPPLEME	Orange Park Jr High	Resignation	
	SWANN, BENJAMIN W OPJ TRACK HD JH SUPPLEME	Orange Park Jr High	Appointment .	

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III. INSTRUCTIONAL ACTIONS 2019-2020

G. PENDING APPOINTMENTS

Name/Assignment

<u>Location</u>

<u>Effective</u>

NONE

III. INSTRUCTIONAL ACTIONS 2019-2020

H. OUT OF FIELD

Name	<u>Subject</u>	OOF Subject	<u>Site</u>	Effective
NONE		- -		

2020-21

III. Instructional Actions

A. APPOINTMENT		рада стали и политики и	
Name/Assignment	<u>Site</u>	<u>Contract</u>	

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B. RE-APPOINTMENT

	Name/Assignment	Site	<u>Contract</u>
K	ALLAIN-SHIPLEY, APRIL S ELE MATH COACH, ELEMENTARY 10 MONTH	Dept Of Elementary Education	10 MONTH / Annual
	ALLEN, ASHLEY OVE TEACHER, SC, KINDERGARTEN 10 MONTH	Oakleaf Village Elementary	10 MONTH / Annual
	BECK, LAURA NICOLE ESE TEACHER, SPEECH CLINICIAN 10 MONTH	Shadowlawn Elementary	10 MONTH / Professional Services
	BRESSLER, AMY DENISE SBJ TEACHER, SC, FOURTH GR 10 MONTH	S. Bryan Jennings Elementary	10 MONTH / Annual
	BROWN, CYNTHIA ANN DOE TEACHER, SC, SECOND GR 10 MONTH	Discovery Oaks Elementary	10 MONTH / Annual
	BUONOPANE, KAREN MICHELLE RHS TEACHER, LANGUAGE ARTS, SH 10 MONTH	Ridgeview High School	10 MONTH / Annual
	BURKE, DAVID W FIE TEACHER, PHYSICAL ED EL 10 MONTH	Fleming Island Elementary	10 MONTH / Professional Services
0.6	BYERS, ALLISON RALEY AES TEACHER, SC, SECOND GR SPECIAL	Argyle Elementary	SPECIAL / Annual
	CARROLL, LINDSEY REBECCA WES TEACHER, SC, THIRD GR 10 MONTH	Wilkinson Elementary	10 MONTH / Annual
	CLARK-ALEXANDER, VERNESTER WJH TEACHER, BUSINESS ED 10 MONTH	Wilkinson Jr High	10 MONTH / Annual
	CLEMONS-KIRBY, STEPHANIE NICOL TES TEACHER, VE SELF- CONTAINED(OOF) 10 MONTH	Tynes Elementary	10 MONTH / Annual
	CORRITORE, JENNIFER JOY OPH TEACHER, MATHEMATICS, SR 10 MONTH	Orange Park High	10 MONTH / Annual
	CRAWFORD, PATRICK MICKEY BLC TEACHER, LANGUAGE ARTS, SH 10 MONTH	Bannerman Learning Center	10 MONTH / Professional Services
	CROSBY, SALLY ANNE OPH MEDIA SPECIALIST, SH 10 MONTH	Orange Park High	10 MONTH / Professional Services
	DICKS, KAREN L KHE TEACHER, SC, KINDERGARTEN 10 MONTH	Keystone Heights Elementary	10 MONTH / Annual

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2020-21

III. Instructional Actions

B. RE-APPOINTMENT

	Name/Assignment	Site	<u>Contract</u>	
L	FERRARO, JOLIE LYNN RHS TEACHER, VE SELF- CONTAINED 10 MONTH	Ridgeview High School	10 MONTH / Professional Services	
	FISH, DEBORAH DENISE OPJ TEACHER, PHYSICAL ED JH	Orange Park Jr High	10 MONTH / Professional Services	
	10 MONTH FLETCHER, AMANDA ELIZABETH WES TEACHER, TITLE I, ELEM 10 MONTH	Wilkinson Elementary	10 MONTH / Annual	
	FLORES, EDNA RENEE OLJ TEACHER, VE/INCLUSION 10 MONTH	Oakleaf Junior High School	10 MONTH / Annual	
	GALLAGHER, CARLY CATHERINE TBE TEACHER, SC, FIFTH GR 10 MONTH	Thunderbolt Elementary	10 MONTH / Annual	
	GELINAS, CRYSTAL LEE OVE TEACHER, SC, FIRST GR 10 MONTH	Oakleaf Village Elementary	10 MONTH / Professional Services	
	GRYBB, MEGHAN EILEEN LES TEACHER, SC, FIFTH GR 10 MONTH	Lakeside Elementary	10 MONTH / Professional Services	
	GRYBB, PAUL A MHS TEACHER, SOC STUD, SH 10 MONTH	Middleburg High	10 MONTH / Annual	
	HADUS, FELICIA D POE TEACHER, VE SELF- CONTAINED(OOF) 10 MONTH	Plantation Oaks Elementary	10 MONTH / Annual	
).6	HENDERSON, LINDSAY K WEC TEACHER, TITLE I, ELEM SPECIAL	W.E. Cherry Elementary	SPECIAL / Annual '	
	HERSEY, TORI LANETTE KHH TEACHER, SCIENCE, SH 10 MONTH	Keystone Heights High School	10 MONTH / Annual	
	JOHNS, MAX PATRICK WES TEACHER, VE/INCLUSION (OOF) 10 MONTH	Wilkinson Elementary	10 MONTH / Annual	
	JOHNSTON, TRACY DIANE TBE TEACHER, SC, SECOND GR 10 MONTH	Thunderbolt Elementary	10 MONTH / Annual)
	KRUCK, REBECCA DIANE OHS TEACHER, LANGUAGE ARTS, SH 10 MONTH	Oakleaf High School	10 MONTH / Annual	
	LOWE, GINNY CHARLENE FIH TEACHER, LANGUAGE ARTS, SH 10 MONTH	Fleming Island High School	10 MONTH / Professional Services	,
	MARLOWE, LINDA CHRISTEL PES MEDIA SPECIALIST, ELEM 10 MONTH	Robert M. Paterson Elementary	10 MONTH / Professional Services	

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B. RE-APPOINTMENT

	N	0:4-	Contract	
	Name/Assignment	<u>Site</u>	<u>Contract</u>	
		Oakleaf High School	10 MONTH / Annual	
	OSKY, MELISSA CAROL COUNSELOR, SH 12 MO NTH	Orange Park High	12 MONTH / Professional Services	
	OD, CLAYTON BRYAN EACHER, SCIENCE, JH NTH	Oakleaf Junior High School	10 MONTH / Annual	
	AIN, TERRY LEE EACHER, VE/INCLUSION NTH	Middleburg High	10 MONTH / Professional Services	
STALN KHE T	EACHER, SC, RGARTEN	Keystone Heights Elementary	10 MONTH / Annual	
	S, ERIKA ALEXIS EACHER, READING, JH NTH	Oakleaf Junior High School	10 MONTH / Annual	
	N, NICOLE MARIA ACHER, VE/INCLUSION NTH	Lake Asbury Junior High School	10 MONTH / Annual	
	E, DANIEL A EACHER, MATHEMATICS, NTH	Middleburg High	10 MONTH / Professional Services	
		Clay High	10 MONTH / Annual	
	DM, JOSHUWA R EACHER, BUSINESS ED NTH	FL Youth Challenge Academy	10 MONTH / Professional Services	
	YLE MATHEW ACHER, PHYSICAL ED	Tynes Elementary	10 MONTH / Annual	
	ACHER, MATHEMATICS,	Fleming Island High School	10 MONTH / Annual	
	rt, dina helen Havior site Coach Ith	Coppergate Elementary	10 MONTH / Annual	
	IAKER, MISTY AUTUMN ACHER, VE/INCLUSION ITH	Lakeside Junior High	10 MONTH / Annual	
	ACHER, MATHEMATICS,	Wilkinson Jr High	10 MONTH / Annual	
	ACHER, SC, SIXTH GR	W.E. Cherry Elementary	10 MONTH / Annual	
STEINF	URTH, KRISTIN MARIE	Grove Park Elementary	10 MONTH / Annual	
				-

Personal Consent Agenda, III. Instructional Actions, p. B- 3 ,2020-05-07

B. RE-APPOINTMENT

Name/Assignment	Site	Contract
GPE TEACHER, SC, THIRD GR 10 MONTH		
STEPHENSON, ANGELA J LAJ TEACHER, LANGUAGE ARTS, JH 10 MONTH	Lake Asbury Junior High School	10 MONTH / Annual
STRINGER, MAURA DANIELLE FIH TEACHER, ART, SH 10 MONTH	Fleming Island High School	10 MONTH / Annual
STUTZ, AIMEE LYNNE RHS TEACHER, MATHEMATICS, SR 10 MONTH	Ridgeview High School	10 MONTH / Annual
SWARTZ, KATHLEEN ALICE OHS TEACHER, LANGUAGE ARTS, SH 10 MONTH	Oakleaf High School	10 MONTH / Annual
TAYLOR, LEE C OPH TEACHER, PHYSICAL ED SH 10 MONTH	Orange Park High	10 MONTH / Annual
THURMAN, KATHERINE JENNIFER CVA TEACHER, VE/INCLUSION 10 MONTH	Clay Virtual Academy	10 MONTH / Annual
TODD, TROY SPENCER FIH TEACHER, BUSINESS ED 10 MONTH	Fleming Island High School	10 MONTH / Professional Services
TREST, HEATHER RENEE LES COUNSELOR, ELEM 10 MONTH	Lakeside Elementary	10 MONTH / Professional Services
WACHA, MICHELLE DOUGLAS KHH TEACHER, LANGUAGE ARTS, SH 10 MONTH	Keystone Heights High School	10 MONTH / Annual
WARREN, KATHERINE SUZANNE OLJ TEACHER, MATHEMATICS, JH 10 MONTH	Oakleaf Junior High School	10 MONTH / Annual
WEEKS, WILLIAM ALVIN CHS TEACHER, LANGUAGE ARTS, SH 10 MONTH	Clay High	10 MONTH / Annual
WEIR, JAMEE LEANN PES TEACHER, SC, FOURTH GR 10 MONTH	Robert M. Paterson Elementary	10 MONTH / Professional Services
WORSDELL, LACEY DANNETTE RVE TEACHER, SC, KINDERGARTEN 10 MONTH	Ridgeview Elementary	10 MONTH / Professional Services

Personal Consent Agenda, III. Instructional Actions, p. B- 4 ,2020-05-07

2020-21

III. Instructional Actions

C. RE-DESIGNATION		X	
<u>Name/Assignment</u>	Site	Effective/Action	

D. TRANSFER			
		· · · · · · · · · · · · · · · · · · ·	
<u>Name/Assignment</u>	Site	Previous Assignment	

2020-21

III. Instructional Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT			
Name/Assignment	<u>Site</u>	Effective/Action	

Personal Consent Agenda, III. Instructional Actions, p. E- 1 ,2020-05-07

F. SUPPLEMENT		· · · · · · · · · · · · · · · · · · ·	
Name/Assignment	Site	Supplement Action	

Personal Consent Agenda, III. Instructional Actions,p. F-1,2020-05-07

III. INSTRUCTIONAL ACTIONS 2020-2021

G. PENDING APPOINTMENTS

Name/Assignment

Location

Effective

NONE

III. INSTRUCTIONAL ACTIONS 2020-2021

H. OUT OF FIELD

Name	<u>Subject</u>	OOF Subject	<u>Site</u>	Effective
NONE				

IV. INSTRUCTIONAL 2019-2020

MISCELLANEOUS ACTIONS

A. SUMMER SCHOOL

Name/Assignment

<u>Site</u>

Effective Dates

NONE

Personnel Consent Agenda, Instructional Miscellaneous Actions IV, p. A-1, 05/07/2020

IV. INSTRUCTIONAL MISCELLANEOUS ACTIONS 2019-2020

B. COMMUNITY EDUCATION

Appointments

NONE

Personnel Consent Agenda, Instructional Miscellaneous Actions IV, p. B-1, 05/07/2020

IV. INSTRUCTIONAL MISCELLANEOUS ACTIONS 2019-2020

C. ADULT EDUCATION

Appointments

NONE

Personnel Consent Agenda, Instructional Miscellaneous Actions IV, p. C-1, 05/07/2020

IV. INSTRUCTIONAL 2020-2021

A. SUMMER SCHOOL

Name/Assignment

<u>Site</u>

Effective Dates

NONE

Personnel Consent Agenda, Instructional Miscellaneous Actions IV, p. A-1, 05/07/2020

IV. INSTRUCTIONAL MISCELLANEOUS ACTIONS 2020-2021

B. COMMUNITY EDUCATION

Appointments

NONE

Personnel Consent Agenda, Instructional Miscellaneous Actions IV, p. B-1, 05/07/2020

C. ADULT EDUCATION

Appointments

NONE

Personnel Consent Agenda, Instructional Miscellaneous Actions IV, p. C-1, 05/07/2020

V. INSTRUCTIONAL SUBSTITUTE TEACHER ACTIONS 2019-2020

A. SUBSTITUTE TEACHER APPROVAL

Appointments

NONE

Personnel Consent Agenda, Instructional Substitute Teacher Actions V, p. A-1, 05/07/2020

V. INSTRUCTIONAL SUBSTITUTE TEACHER ACTIONS 2020-2021

A. SUBSTITUTE TEACHER APPROVAL

Appointments

NONE

Personnel Consent Agenda, Instructional Substitute Teacher Actions V, p. A-1, 05/07/2020

A. APPOINTMENT

	Name/Assignment	Site	Action/Effective
	ADERMAN, MICHELLE ASHLEY ESE ADMINSTRATIVE SUPPORT ASST 12 MO SU	Exceptional Student Education	Effective 2020-03-16 12 MO SU / Annual
0.9	BATES, EVELYN MCE BEHAVIORAL HEALTH ASST 9 MON SU	Montclair Elementary	Effective 2020-03-02 9 MON SU / Annual
	CLARK, LAQUETTA B HMR DATA ENTRY/RECORDS TECHNIC CONFIDEN	Human Resources	Effective 2020-03-05 CONFIDEN / Annual
0.9	COOLEY, MYRTIE B KHH BEHAVIORAL HEALTH ASST 9 MON SU	Keystone Heights High School	Effective 2020-03-09 9 MON SU / Annual
	DIUGUID, ROBERT L ROE CUSTODIAN 12 MO SU	Rideout Elementary	Effective 2020-03-02 12 MO SU / Annual
	DORMAN, BRITTANY S SCHOOL RESOURCE OFFICER 12 MO SU	School Police Department	Effective 2020-03-03 12 MO SU / Annual
	FOLEY, SARAH J KHH CAFE ASSISTANT 4.5 HOURS 9 MON CA	Keystone Heights High School	Effective 2020-03-09 9 MON CA / Annual
0.9	GARCIA, CHRISTINA E LAJ BEHAVIORAL HEALTH ASST 9 MON SU	Lake Asbury Junior High School	Effective 2020-02-27 9 MON SU / Annual
	GEOGHAGAN, TIMOTHY A SCHOOL RESOURCE OFFICER 12 MO SU	School Police Department	Effective 2020-03-11 12 MO SU / Annual
	GOERS, LISA RENEE LAE SECRETARY 11 MO 11 MONTH	Lake Asbury Elementary	Effective 2020-03-05 11 MONTH / Annual
	GRACE, EVELYN EMILY POE CAFE ASSISTANT 3 HOURS 9 MON CA	Plantation Oaks Elementary	Effective 2020-03-13 9 MON CA / Annual
0.8	GUZMANLAUREANO, MAIJULIES LES DROP OUT PREV. CR ASST 9 MON SU	Lakeside Elementary	Effective 2020-03-02 9 MON SU / Annual
	HARRIS-HAYDEN, PAULA ANN PES CAFE ASSISTANT 3.75 HOURS 9 MON CA	Robert M. Paterson Elementary	Effective 2020-03-02 9 MON CA / Annual
0.9	MCCRAY, CASSANDRA P POE BEHAVIORAL HEALTH ASST 9 MON SU	Plantation Oaks Elementary	Effective 2020-02-24 9 MON SU / Annual
0.9	O'SHIELDS, MICAH L LAE BEHAVIORAL HEALTH ASST 9 MON SU	Lake Asbury Elementary	Effective 2020-03-06 9 MON SU / Annual
	OWENS, BRUCE B SCHOOL RESOURCE OFFICER	School Police Department	Effective 2020-03-24 12 MO SU / Annual

Personal Consent Agenda, VI. Support Actions, p. A-1 ,2020-05-07

A. APPOINTMENT

	<u>Name/Assignment</u>	Site	Action/Effective
	12 MO SU	аруун торону торону торону какаларын какаларын какаларын какаларын какаларын какаларын какаларын каралык каралы Аруун	
0.9	RENICK, NINA N POE GENERAL ASSISTANT 9 MON SU	Plantation Oaks Elementary	Effective 2020-03-02 9 MON SU / Annual
).9	RODRIGUEZ, CARMEN H POE BEHAVIORAL HEALTH ASST 9 MON SU	Plantation Oaks Elementary	Effective 2020-03-10 9 MON SU / limited
	ROSSOW, KRISTEN M CHS REGISTERED NURSE 10 MONTH	Clay High	Effective 2020-03-05 10 MONTH / Annual
	SHAIRRICK, TINA LOUISE OVE PRINCIPAL SECRETARY CONFIDEN	Oakleaf Village Elementary	Effective 2020-04-02 CONFIDEN / Annual
	STOEHR, ROBERTA M LAJ CAFE ASSISTANT 6.5 HOURS 9 MON CA	Lake Asbury Junior High School	Effective 2020-03-12 9 MON CA / Annual
	THIESSEN, LAWRENCE H MNT LOCKSMITH 12 MO SU	Division of Support Srvcs	Effective 2020-03-23 12 MO SU / Annual
	TIFT, SUMMER BROOK CGE CAFE ASSISTANT 5.75 HOURS 9 MON CA	Coppergate Elementary	Effective 2020-02-18 9 MON CA / Annual
.9	ZONA, SHAYLA ANN MCE BEHAVIORAL HEALTH ASST 9 MON SU	Montclair Elementary	Effective 2020-02-28 9 MON SU / Annual

B. RE-APPOINTMENT

- 第二章 "你们就是这些你们,她们就是你们的这些你的?""你们都是你的你们,你们,这些你的你们就是你的你们就是你的你们,你们你能能不是你的?""你们,你们还是你的你的你,你能能不能吗?"	
Name/Assignment Site	

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Name/Assignment Site	(Sec) 2
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D. TRANSFER

Name/Assignment	Site	
ADAMS, TAMARA LYNETTE HMR DATA ENTRY/RECORDS TECHNIC CONFIDEN	Human Resources	Effective 2020-03-16 /transfer from / GPE TITLE I ASSISTANT
AUMAN, DEE ANNA LAJ CAFE ASSISTANT 3.75 HOURS 9 MON CA	Lake Asbury Junior High School	Effective 2020-03-13 /transfer from / LAJ CAFE ASSISTANT 5.25 HOURS
CARRERAS, ABRAHAM ITS TECH SPECIALIST 12 MO SU	Information Services	Effective 2020-03-02 /transfer from / MNT ELECTRICAL TECH
COCHRAN, MAGEN H SLE CAFE ASSISTANT 4.25 HOURS 9 MON CA	Shadowlawn Elementary	Effective 2020-03-02 /transfer from / LAJ CAFE ASSISTANT 3.75 HOURS
GONZALEZ, PATRICIA D BAF INSURANCE ASSISTANT CONFIDEN	Business Affairs	Effective 2020-03-02 /transfer from / HMR DATA ENTRY/RECORDS TECHNIC
HARDIN, JERI L ESE PROFESSIONAL DEV ASST 12 MO SU	Exceptional Student Education	Effective 2020-03-31 /transfer from / ESE ADMINISTRATIVE SECRETARY
HUFFMAN, JESSICA J HMR PERSONNEL ASST CONFIDEN	Human Resources	Effective 2020-03-02 /transfer from / BAF PAYROLL ASSISTANT
JOSEPH, AMBER M ESE ADMINISTRATIVE SECRETARY 12 MO SU	Exceptional Student Education	Effective 2020-03-31 /transfer from / ESE ADMINSTRATIVE SUPPORT ASST
MARCHAND, NICOLE H FIE ADMIN SUPPORT ASSISTANT 11 MONTH	Fleming Island Elementary	Effective 2020-04-01 /transfer from / TBE MEDIA TECHNICAL ASST
MASTERS, GEORGIA A PURCHASING SUPPORT ASSISTANT 12 MO SU	Business Affairs	Effective 2020-03-09 /transfer from / OVE PRINCIPAL SECRETARY

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E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

Name/Assignment	Site	
AULT, AIMEE L AES CAFE ASSISTANT 7 HOURS 9 MON CA	Argyle Elementary	Effective 2020-03-20 RESIGNATION
AUSTIN, DEBRA E HMR PERSONNEL ASST CONFIDEN	Human Resources	Effective 2020-06-30 RETIREMENT
BERGIN, LAURA LYNN HMR PERSONNEL ASST CONFIDEN	Human Resources	Effective 2020-04-24 RETIREMENT
BERTIE, ASHLEY N KHE CAFE ASSISTANT 5 HOURS 9 MON CA	Keystone Heights Elementary	Effective 2020-03-13 RESIGNATION
BROWN SR, THOMAS LEE SCHOOL RESOURCE OFFICER 12 MO SU	School Police Department	Effective 2020-03-23 CONCLUDE EMPLOYMENT
BRYANT, WILLIAM O LAJ CUSTODIAN 12 MO SU	Lake Asbury Junior High School	Effective 2020-03-27 RESIGNATION
BUENO, PURA D OHS CAFE ASSISTANT 5 HOURS 9 MON CA	Oakleaf High School	Effective 2020-03-10 RESIGNATION
CLARK, HELEN LOUISE FIE ADMIN SUPPORT ASSISTANT 11 MONTH	Fleming Island Elementary	Effective 2020-03-31 RETIREMENT
DELOSSANTOS, JULIEANN OLJ COMPUTER LAB ASSISTANT 9 MON SU	Oakleaf Junior High School	Effective 2020-02-07 RESIGNATION
GALLAGHER, LUCILLE M PES SECRETARY 11 MO 11 MONTH	Robert M. Paterson Elementary	Effective 2020-06-05 RETIREMENT
GANCI, STEPHANIE A SBJ GENERIC CLASSROOM ASSISTAN 9 MON SU	S. Bryan Jennings Elementary	Effective 2020-04-02 RESIGNATION
GNANN, GLEN STEVEN SCHOOL RESOURCE OFFICER 12 MO SU	School Police Department	Effective 2020-03-09 RESIGNATION
GRAY, CYNTHIA M LAJ CAFE ASSISTANT 5.5 HOURS 9 MON CA	Lake Asbury Junior High School	Effective 2020-03-04 RESIGNATION
GULLEY, SHEENA M FIE CAFE ASSISTANT 5.75 HOURS 9 MON CA	Fleming Island Elementary	Effective 2020-02-28 RESIGNATION
HAMPSHIRE, CARIMENIA F TRN ADMIN SUPPORT ASSISTANT 12 MO SU	Transportation	Effective 2020-06-29 RETIREMENT
HOPKINS, PAMELA S LAJ GENERAL HEALTH ASSISTA 9 MON SU	Lake Asbury Junior High School	Effective 2020-03-20 RESIGNATION

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

Name/Assignmen	t Site	Action/Effective
HOPSON, LATONYA REN BLC BEHAVIORAL HEAL ASST 9 MON SU		Effective 2020-03-09 RESIGNATION
LAMB, MARK W GPE HEAD CUSTODIAN 12 MO SU	Grove Park Elementary	Effective 2020-03-31 RETIREMENT
MATOS, JUDITH ROE BEHAVIORAL HEAL ASST 9 MON SU	Rideout Elementary TH	Effective 2020-03-13 RESIGNATION
MCDOWELL, KANDEE LE DIS CUSTODIAN 12 MO SU	E Doctors Inlet Elementary	Effective 2020-03-11 CONCLUDE EMPLOYMENT
MCLAUGHLIN, MARIE ELIZABETH MBE ST RECORD SEC 12 12 MO SU	Middleburg Elementary 2 MO	Effective 2020-06-18 RETIREMENT
REES, JOSHUA NICHOLA OVE CUSTODIAN 12 MO SU	AS Oakleaf Village Elementary	Effective 2020-03-31 CONCLUDE EMPLOYMENT
THOGODE, TAMMY LEE TRN BUS DRIVER TRANSPOR	Transportation	Effective 2020-03-20 RESIGNATION
TORRES, MARICELLA IS/ SPC BEHAVIORAL HEAL ASST 9 MON SU		Effective 2020-03-13 RESIGNATION
WILSON, SHAKIRA SHAN GPE CAFE ASSISTANT 3 HOURS 9 MON CA	AE Grove Park Elementary	Effective 2020-03-06 RESIGNATION
WINTER, MEGAN C OPE SCHOOL SEC ADMINISTRATION 10 MONTH	Orange Park Elementary	Effective 2020-02-12 RESIGNATION

Personal Consent Agenda, VI. Support Actions, p. E- 2 ,2020-05-07

2019-20

VI. Support Actions

F. SUPPLEMENT			
Name/Assignment	Site	Previous	
LIPSITZ, DAWN M ROE DISCRETIONARY SUPPLEME	Rideout Elementary	Resignation	

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A. APPOINTMENT

Name/Assignment Site					
Name/Assignment Site					

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B. RE-APPOINTMENT		
Name/Assignment	Site	
Indifie/Assignment		

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C. RE-DESIGNATION

Name/Assignment Site		And a state of the second s	And the second se	2	
Name/Assignment Site					
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	1 I D	alle/Assignment	Olte		
			the second se	3	

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D. TRANSFER		
<u>Name/Assignment</u>	Site	

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2020-21

VI. Support Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	Site	
Name/Assignment		

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F. SUPPLEMENT	
Name/Assignment Site	

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School Board of Clay County

May 7, 2020 - Regular School Board Meeting

Title

C4 - Renewal of 2020-2021 List of Physicians and Medical Facilities authorized to conduct physical examinations required for certain groups of employees.

Description

School Board Policy and Florida Statutes require Physical Examinations for certain employees and job candidates. Physicians/Facilities used in administering physical examinations of employees and fees charged for those services must be approved by the School Board. Twenty (20) requests to submit a bid to conduct the district physical exams were sent to local physicians in Clay and surrounding counties. The charge shown on the attachment are the physicians and quotes received. They are considered reasonable and are recommended for approval.

Gap Analysis

The district currently has an active list of participating physicians for the 2020-2021 school year. The services must be approved by the School Board annually with updated bids.

Previous Outcomes

The current list of participating and approved physicians consisted of four facilities for the 2019-20 fiscal year.

Expected Outcomes

The School Board will approve the list of current bids for the 2020-2021 school year so that we can use the physicians on the list beginning on 7/1/2020.

Strategic Plan Goal

Overall Function of Human Resources.

Recommendation

Approve the Physicians/Facilities and costs presented.

Contact

Brenda G. Troutman, Assistant Superintendent for Human Resources. brenda.troutman@myoneclay.net 904.336.6701

Financial Impact

Approximately \$50,000 has been budgeted for physical examinations for certain employees and job candidates. The quotes received and recommended are considered reasonable.

Review Comments

Attachments

@ 2020-2021 Physicians Price List.pdf

List of approved Physician Facilities for Physical Examination for certain groups of employees

Physicians/Facilities are recommended at the rates shown effective July 1, 2020 through June 30, 2021.

	Physician/Facility	Bus Driver <u>Exam</u>	Cafeteria <u>Worker</u>	Other <u>Employee</u>
1.	ClayMed of North Florida 705 Ferris Street Green Cove Springs, FL 32043	100.00	70.00	70.00
2.	CareSpot Express Healthcare Middleburg 1708 Blanding Blvd. Middleburg, FL 32068	50.00	50.00	50.00
3.	CareSpot Express Healthcare Orange Park 2140 Kingsley Avenue Orange Park, FL 32073	50.00	50.00	50.00
4.	Clay Primary & Family Care 865 Blanding Blvd. Orange Park, FL 32065	150.00	120.00	120.00
5.	Concentra Urgent Care 1584 Normandy Village Pky Suite #322 Jacksonville, FL 32221	108.00	90.50	90.50



School Board of Clay County

May 7, 2020 - Regular School Board Meeting

Title

C5 - Approval for the Purchase of Achieve3000 Blended Literacy Solution for 2020-2021

Description

Achieve3000 provides individual reading levels for each student, text sets, and activities that are aligned to the Florida Standards and at the appropriate level to encourage reading progress and mastery of the standards on a blended learning platform. Achieve3000 is one of the nation's leaders in differentiated literacy solutions. Achieve 3000 is a set of three different grade-appropriate programs. KidBiz3000 (grades 3-5), TeenBiz3000 (grades 6-8), and Empower3000 grades 9-12). Achieve 3000 web-based software engines determine a student's reading level and deliver grade-appropriate content that is precisely customized to individual needs. Students will first take an online Lexile assessment tool for accurate placement in the program. This enables progress to be made immediately. Following this, students receive level-appropriate reading and writing assignments daily. All students in a classroom read about the same topic, but the passages and follow-up activities adjust to their Lexile Level. Writing activities are connected to daily reading, and all content and assignments are correlated to state standards. The accompanying lesson guides offer a roadmap for implementing instruction in a Whole Group/Small Group Rotations instructional model. Reassessment of reading levels takes place throughout the school year, ensuring that students are always working within their instructional zones. In addition, program reporting provides teachers and administrators with real-time diagnostic data on student performance in and out of school. The reports, available 24/7, enable individualized intervention and remediation on the strategies and on state standards.

Gap Analysis

Remediation and enrichment activities are paramount in assisting students in reaching their full potential based on their individual reading level. Text selections with standards-aligned questions that provide multiple perspectives, from multiple genres are needed to meet the demands of the standards. The increased emphasis on technology mandates the need to incorporate blended learning opportunities daily.

Opportunities for growth surround the need for teachers to deliver lessons to a diverse population with varying needs and remedial practices to assist students in achieving standard mastery. Achieve3000 provides a vehicle for teachers to teach the same lesson to the entire class while differentiating based on individual student Lexile Levels. Remediation occurs through lessons that align to standards and provide students skill building for comprehension and vocabulary based on ongoing Lexile Level Sets.

The incorporation of Achieve3000 in the instructional day has been successful. Continual assistance for teachers with using available data to determine instructional next steps and selecting reading materials that meet the text complexity necessary to increase student achievement will be provided throughout the school year.

Previous Outcomes

The district demonstrated an overall increase in literacy measured by state assessment in 2017-18, 2018-19, and all data demonstrated continued growth through the first 3 quarters of 2019-20.

Expected Outcomes

The District will increase ELA Reading proficiency in grades 3-10 and set proficiency targets in 2020-21 based on proficiency achievement in 2017-18 and 2018-19. The Reading Strategic Plan Target for 18-19 was 64% proficient in grades 3-10 combined. The 2020-21 target is 66% for grades 3-10.

Strategic Plan Goal

-Goal 1: Develop a High Quality & Aligned Instructional System

-Strategy 1.1 Provide teachers and students with the tools and resources necessary to meet the demands of the Florida

Standards and students' individual needs.

Recommendation

That the Clay County School Board approve the purchase of Achieve3000 to provide blended literacy learning in reading, science, and social studies for the fiscal year 2020-21.

Contact

Roger Dailey, Chief Academic Officer. roger.dailey@myoneclay.net, 904-336-6904

Financial Impact

The financial impact for the 2020-21 school year will not exceed \$542,000 using funds from Reading Categorical and Professional Development. The cost in 2020-21 is \$541,516.54 as compared to \$473,807.67 in 2019-20.

Review Comments

Attachments



School Board of Clay County

May 7, 2020 - Regular School Board Meeting

Title

C6 - 19-20 Public Consulting Group, Inc. (PCG) Contract for Medicaid Reimbursement Services

Description

Medicaid is one of many federally funded programs that assist children/families to receive health services. In 1988, Congress passed legislation that provided medically necessary services for children that have an Individual Education Plan (IEP) in conjunction with the Individuals with Disabilities Education Act (IDEA). In 1995 school districts became eligible to receive reimbursement for school-based services. Clay County was an early participant in this reimbursement process. The purpose of this program is to provide reimbursement for medically necessary services provided by the school district for Medicaid-eligible students. PCG has demonstrated expertise in assisting districts in billing Medicaid for covered services to eligible students.

Gap Analysis

The district has utilized a contract-based fee-for-service Medicaid reimbursement system since 2015. As the district prepares for the movement to Synergy, transitioning to a more comprehensive system for Medicaid claiming is needed.

Previous Outcomes

The district has utilized a technology-based reimbursement system since 2015. The system was a good initial platform. As the district needs have evolved, moving to a program that seamlessly incorporates therapy services, behavioral and counseling services, transportation and nursing services is warranted. The PCG system includes electronic tracking of services and the ability to log progress toward IEP goals. The system has some customizable features that will decrease the time therapists spend entering documentation.

Expected Outcomes

The combination of web-based documentation, comprehensive electronic health data management, IEP goal logging, and scheduling services will provide a comprehensive solution for documentation and reimbursement

Strategic Plan Goal

Goal 2: Improve management of district-wide operations and facilities.

Recommendation

Approve contract for Public Consulting Group, Inc. (PCG) Contract for Medicaid Reimbursement Services

Contact

Terry D. Roth, Director, Exceptional Student Education and Student Services, 904-336-6866, terry.roth@myoneclay.net

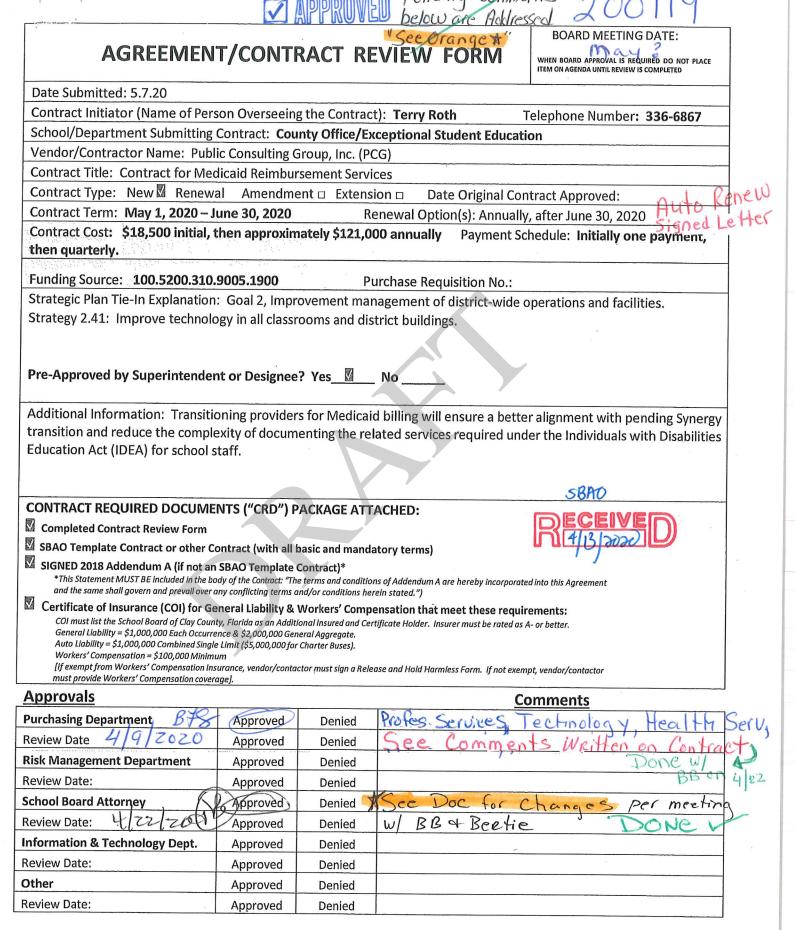
Financial Impact

The projected cost of implementing this contractual agreement is \$18,500.00 initially, then approximately \$121,000.00 annually. This discrepancy is because the initial contract is for May and June 2020 only. Public Consulting Group, Inc., structures all contracts with a July 1st start date. By beginning the contract in May, the district can transition between the current provider and PCG with no loss of service.

Review Comments

Attachments

@ 200119 Public Consultin Group_Medicaid Reimbursement Services_Final.pdf



Contract Review Form, May 2018, SBAO (web)

CONTRACT FOR MEDICAID REIMBURSMENT SERVICES BETWEEN CLAY COUNTY DISTRICT SCHOOLS AND PUBLIC CONSULTING GROUP, INC. (PCG)

This Agreement (the "Agreement") is made by and between Public Consulting Group, Inc. ("PCG"), a corporation with a place of business at 148 State Street, Boston, MA 02109 and Clay County District Schools ("SCHOOL SYSTEM"), located at 900 Walnut Street, Green Cove Springs, FL 32043, as of May 1, 2020 ("Effective Date").

WHEREAS, the Agency for Health Care Administration (AHCA) authorizes Florida school districts to enroll as a Medicaid health service provider; and

WHEREAS, under the AHCA school-based Medicaid program, school districts can be reimbursed for certain school-based health services for students who are enrolled in Medicaid; and

WHEREAS, SCHOOL SYSTEM employs or contracts with health care providers to provide school-based health-related services to students; and

WHEREAS, some school-based health services are Medicaid reimbursable; and

WHEREAS, SCHOOL SYSTEM requires assistance in billing Medicaid for any and all covered school-based health services under the AHCA school-based Medicaid program that are provided to Medicaid eligible students, and in collecting amounts billed; and

WHEREAS, PCG has demonstrated its ability and expertise in these areas; and

WHEREAS, PCG is able and willing to perform such services;

WHEREAS, SCHOOL SYSTEM wishes to receive Medicaid billing services from PCG;

NOW THEREFORE, the parties hereto mutually agree as follows:

I. <u>SCOPE OF SERVICES</u>

- A. PCG and SCHOOL SYSTEM shall each perform their respective services, as described in the attached **Exhibit** A, in accordance with the terms and conditions set forth in this Agreement and a separate Compliance Checklist that will be executed by both parties within thirty (30) days of the effective date of this Agreement. Failure by SCHOOL SYSTEM to subsequently execute a Compliance Checklist shall provide PCG the right to terminate this Agreement with less than thirty (30) days' notice.
- **B.** The parties to this Agreement may expand the scope of this Agreement to include other products or services offered by PCG, and to specify rates of payment for such products or services, by means of written amendments to this Agreement.

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II. <u>TERM</u>

The initial term of this Agreement (the "Initial Term") shall commence on the Effective Date and shall end on June 30, 2020. Following the Initial Term, this Agreement shall automatically renew for successive one-year terms (each a "Renewal Term") via a written and signed renewal letter each year by both parties. Any change in terms will be discussed and negotiated at least thirty (30) days prior to the end of the Initial Term or then-current Renewal Term, as the case may be, of the notifying party's election not to renew this Agreement, whereupon this Agreement shall end on the last day of the Initial Term or the then-current Renewal Term, as the case may be.

III. COMPENSATION, PAYMENT, AND BILLING PROCEDURE

- **A.** SCHOOL SYSTEM shall compensate PCG for services rendered under this Agreement as set forth in the attached **Exhibit B**, on the basis of invoices that are issued pursuant to the terms and conditions of this Agreement.
- **B.** SCHOOL SYSTEM shall pay PCG interest at the annual rate of ten percent (10%) on all fee amounts that are not paid within thirty (30) days of the due date, calculated from the due date to the date on which payment is received, unless applicable state law prohibits the payment of interest or requires a lower percentage amount, in which case such lower percentage amount shall apply.
- **C.** If a reimbursement is disallowed after it was paid to SCHOOL SYSTEM, the following terms shall apply:
 - (i) For disallowances on claims attributable to errors or omissions caused by PCG, PCG will work with SCHOOL SYSTEM and take all reasonable actions to challenge the disallowance.
 - (ii) PCG shall not be obligated to reimburse SCHOOL SYSTEM for a disallowance if SCHOOL SYSTEM does not allow PCG to fully participate in the review and audit process.
 - (iii) PCG shall not be obligated to reimburse SCHOOL SYSTEM for any disallowance resulting from the errors, acts, or omissions of SCHOOL SYSTEM. PCG's billing on behalf of SCHOOL SYSTEM is in good faith and the data SCHOOL SYSTEM enters is processed by PCG on an 'as is' basis. SCHOOL SYSTEM warrants that service data entered into EasyTracTM and supporting claiming data furnished is accurate and complete and that SCHOOL SYSTEM has appropriate records to substantiate claims submitted on their behalf by PCG.
 - (iv) Subject to the terms provided herein, in the event claims are disallowed as a result of PCG's errors or omissions and federal funds are returned and all avenues for contesting the disallowance have been exhausted, PCG shall refund SCHOOL SYSTEM an amount equal to and no greater than the amount paid by SCHOOL SYSTEM on the amount disallowed.

D. The terms of this Section shall survive expiration or termination of this Agreement. In particular, upon expiration or termination of the Agreement, PCG shall be entitled to payment for services provided prior to expiration or termination. The parties acknowledge that one or more invoices may be submitted by PCG after the expiration or termination date, following reimbursements received by SCHOOL SYSTEM on account of such services and SCHOOL SYSTEM shall be obligated to satisfy such invoices.

IV. <u>RECORDS</u>

- A. Upon reasonable notice, which will be no less than ten (10) business days, PCG shall allow SCHOOL SYSTEM and any of its duly authorized representatives or agents commercially reasonable access to any records of PCG that are pertinent to this Agreement for the purposes of audits or examination, provided that (i) any audit or examination requiring physical access to PCG's records shall take place during PCG's normal business hours of operation and in a commercially reasonable manner; and (ii) absent exigent circumstances, SCHOOL SYSTEM shall not request more than one (1) audit or investigation within a calendar year.
- **B.** PCG shall maintain its records relating to this Agreement for a period of at least five (5) years from the date of expiration or termination. Upon expiration or termination of the Agreement PCG will provide a zip file via SFTP file transfer to include service log and claim support information in either text format or excel format going back five (5) years from the date of expiration or termination. If additional years are required, a different file format, and/or a delivery method other than SFTP is requested, PCG will provide SCHOOL SYSTEM data in the requested date range and format and charge per hour to do so. The hours to complete the work will priced at the prevailing PCG rates. SCHOOL SYSTEM shall be obligated to pay prior to delivery of the data.

V. <u>CONFIDENTIALITY</u>

- **A.** The parties recognize that this Agreement concerns the use of information subject to federal and state laws including the Family Educational Rights and Privacy Act ("**FERPA**") and the Individuals with Disabilities Education Act ("**IDEA**").
- **B.** The parties shall comply with the requirements of applicable federal and state laws relating to the confidentiality of information and agree to amend this Agreement as may be necessary to reflect changes in the applicable law.
- C. PCG shall request from SCHOOL SYSTEM, and SCHOOL SYSTEM shall provide to PCG, only such information as is reasonably necessary to effectuate the purposes of this Agreement. PCG shall take commercially reasonable steps to safeguard all confidential information that it receives or creates pursuant to this Agreement.

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- **D.** PCG shall not use confidential information received from SCHOOL SYSTEM identifying individual students for any purpose other than the purposes of this Agreement or other purposes directed or allowed by SCHOOL SYSTEM in a writing signed by SCHOOL SYSTEM.
- E. If SCHOOL SYSTEM determines it necessary in order to comply with its obligations under law, SCHOOL SYSTEM may examine facilities, systems, procedures, and records of PCG to the extent necessary in order to confirm the adequacy of security measures, subject to adequate advance written notice of no less than ten (10) business days and any examination requiring physical access to PCG's facilities or records shall take place including during PCG'S normal business hours of operation and in a commercially reasonable manner.
- F. If PCG is requested or required to disclose information received from SCHOOL SYSTEM pursuant to a subpoena or an order of a court or governmental agency having jurisdiction, PCG shall, prior to any disclosure of such information: (1) provide SCHOOL SYSTEM with prompt written notice of the existence, terms, and circumstances surrounding the legal or governmental request or requirement; (2) promptly consult with SCHOOL SYSTEM on taking steps to resist or narrow the request; (3) cooperate and assist SCHOOL SYSTEM with its efforts to obtain an order or otherwise limit or restrict the disclosure of its information that is subject to the legal or governmental request or requirement; and (4) only after fully complying with the above steps, if disclosure of such information is still required, furnish only such portion of the information as PCG is advised by counsel is legally required to be disclosed.
- G. SCHOOL SYSTEM will take reasonable steps to protect the EasyTrac[™] Services from unauthorized access, copying, dissemination, and disclosure, and from other unauthorized use, and will report promptly to PCG any such use of which SCHOOL SYSTEM becomes aware. SCHOOL SYSTEM shall be responsible for the quality, integrity, and accuracy of all data entered and used in connection with the EasyTrac[™] Services, including all deletions of such data by SCHOOL SYSTEM users. SCHOOL SYSTEM is responsible for establishing and enforcing any SCHOOL SYSTEM policies related to data security, information management, account management of SCHOOL SYSTEM users, and the proper handling of data extracted, reported, or otherwise removed by the system by SCHOOL SYSTEM personnel
- **H.** Nothing in this Agreement is intended to confer any rights, remedies, obligations, or liabilities upon anyone other than SCHOOL SYSTEM, PCG, and their respective successors and assigns.

VI. <u>TERMINATION</u>

Either party may terminate this Agreement if the other party materially breaches its terms.

This provision applies only if the non-breaching party provides written notice to the breaching party and allows at least five (5) business days to cure the breach before the effective date of termination stated in the notice.

VII. OWNERSHIP INTERESTS AND LICENSE

Subject to the terms and conditions of this Agreement, including SCHOOL SYSTEM'S performance of its obligations hereunder, PCG shall provide the EasyTrac Services (including application and related supporting services) to SCHOOL SYSTEM, as more fully described below.

- A. Definitions:
 - (i) "EasyTrac Services" means: (i) the Internet-based services described herein; (ii) all products related to such services; (iii) all New Releases, Updates, and Upgrades applicable to the foregoing and generally released by PCG; and (iv) the Documentation developed by PCG for distribution and use in combination with the foregoing.
 - (ii) "New Releases" means any new revision of EasyTrac Services that includes significant enhancements which add new features to the EasyTrac Services and which generally will be designated by a new version number either to the left of the decimal point (e.g., from v2.03 to v3.00) or one decimal place to the right of the decimal point (e.g., from v2.03 to v2.10).
 - (iii) "Updates" means any new revisions and/or modifications made to the EasyTrac Services and/or documentation in order to correct operational errors.
 - (iv) "Upgrades" means any new revision of the EasyTrac Services that includes corrections and minor modifications to existing features and which generally will be designated by a new version number which has changed from the prior number only two places to the right of the decimal point (e.g., from v2.02 to v2.03).
- **B.** PCG grants to SCHOOL SYSTEM, and SCHOOL SYSTEM accepts, a nonexclusive, non-transferable, non-sublicensable right and license, during the Term only, to access via the Internet and use the EasyTrac Services to the extent reasonably necessary in performing related school business functions.
- C. PCG grants to SCHOOL SYSTEM, and SCHOOL SYSTEM accepts, a nonexclusive, non-transferable, non-sublicensable royalty-free license under PCG's copyrights in PCG's documentation, during the Term only: (i) to incorporate PCG's documentation, in whole or in part, into other written materials prepared by or for SCHOOL SYSTEM with respect to the EasyTrac[™] Services; and (ii) to reproduce and distribute modified and original versions of PCG's documentation, in hard copy or in an on-line format, as part of SCHOOL SYSTEM'S documentation for the EasyTrac Services, and, if such SCHOOL SYSTEM'S documentation is in an on-

line format, allow SCHOOL SYSTEM users to make print copies of the same.

- **D.** SCHOOL SYSTEM shall not use or grant to any person or entity other than authorized SCHOOL SYSTEM users the right to use the EasyTrac[™] Services, which users shall be subject to the terms set forth herein. SCHOOL SYSTEM shall not distribute, market, or sublicense the EasyTrac[™] Services, and shall not permit any SCHOOL SYSTEM user or third party to do so.
- E. SCHOOL SYSTEM shall ensure that appropriate proprietary notices indicating PCG's intellectual property rights in the EasyTrac[™] Services and related documentation are placed on all copies of written materials distributed by SCHOOL SYSTEM relating thereto. Examples of such documentation include training materials and manuals. School SYSTEM shall not remove, modify, or suppress any confidentiality legends or proprietary notices placed on or contained within the EasyTrac[™] Services, and shall not permit any SCHOOL SYSTEM user or third party to do so.
- **F.** SCHOOL SYSTEM shall not distribute any PCG documentation or intellectual property made available through this Agreement to any individual or organization that is not part of SCHOOL SYSTEM or an authorized SCHOOL SYSTEM user and shall not permit any SCHOOL SYSTEM user or third party to do so.
- **G.** SCHOOL SYSTEM shall not transfer, rent, or permit access to the EasyTrac[™] Services to any third party, and shall not permit any SCHOOL SYSTEM user or third party to do so.
- **H.** SCHOOL SYSTEM shall not modify, decompile, disassemble, or otherwise attempt to reverse engineer the EasyTrac[™] Services or any portion thereof, and shall not permit any SCHOOL SYSTEM user or third party to do so.
- I. SCHOOL SYSTEM shall not circumvent any security protection within the EasyTrac[™] Services and shall not permit any SCHOOL SYSTEM user or third party to do so.
- J. Subject to the license rights granted to SCHOOL SYSTEM by this Section, all right, title, and interest in and to the EasyTrac Services, including the intellectual property rights and technology inherent in the EasyTrac Services, are and at all times will remain the sole and exclusive property of PCG. No right to use, print, copy, distribute, integrate, or display the EasyTrac[™] Services, in whole or in part, is granted in this Agreement, except as is explicitly provided in this Agreement. Nothing contained in this Agreement will directly or indirectly be construed to assign or grant to SCHOOL SYSTEM any right, title, or interest in or to PCG's intellectual property rights or other rights in and to the EasyTrac[™] Services or PCG's trademarks. Except as expressly authorized by this Agreement, SCHOOL SYSTEM shall not use, display, copy, distribute, modify, or sublicense the

EasyTracTM Services. PCG reserves all rights not expressly granted to SCHOOL SYSTEM by this Agreement.

- K. SCHOOL SYSTEM acknowledges that PCG is and shall remain the owner of all right, title, and interest in and to each of PCG's tin any form or embodiment thereof and is also the owner of all goodwill associated with PCG's trademarks. All goodwill generated by SCHOOL SYSTEM use of the EasyTrac[™] Services with respect to PCG's trademarks shall inure exclusively to the benefit of PCG. SCHOOL SYSTEM shall promptly notify PCG of any third-party infringements of any of the PCG trademarks used in connection with the EasyTrac[™] Services, or any act of unfair competition by third parties relating to the PCG trademarks, within a reasonable time of SCHOOL SYSTEM'S knowledge of such infringements or acts.
- L. PCG reserves the sole and exclusive right at its discretion to assert claims against third parties for infringement or misappropriation of its intellectual property rights in the EasyTrac Services.

VIII. INDEMNIFICATION, LIMITATION OF LIABILITY, AND INSURANCE

- A. PCG shall defend, indemnify, and hold harmless SCHOOL SYSTEM from and against any suit, proceeding, assertion, damage, cost, liability, and expense (including court costs and reasonable attorneys' fees) incurred as a result of claims by a third party against SCHOOL SYSTEM or its affiliates, employees, or agents arising from or connected with a claim, related to this Agreement, that any EasyTrac[™] Services infringes any valid patent, copyright, trade secret, or other intellectual property right under the laws of the United States, provided that SCHOOL SYSTEM promptly notifies PCG, in writing, of the suit, claim, or proceeding, or threat of suit, claim, or proceeding, and provides PCG with reasonable assistance for the defense of the suit, claim, or proceeding. PCG will have sole control of the defense of any claim and all negotiations for settlement or compromise.
- **B.** SCHOOL SYSTEM shall defend, indemnify, and hold harmless PCG from and against any suit, proceeding, assertion, damage, cost, liability, and expense (including court costs and reasonable attorneys' fees) incurred as a result of claims of third parties against PCG or its affiliates, licensors, suppliers, officers, directors, employees, or agents arising from or connected with SCHOOL SYSTEM'S acts or omissions, misuse of the EasyTracTM Services, unauthorized modification of EasyTrac Services, or unauthorized combination of the EasyTrac Services with any hardware, software, products, data, or other materials not specified or provided by PCG, provided that PCG promptly notifies SCHOOL SYSTEM, in writing, of the suit, claim, or proceeding, or threat of suit, claim, or proceeding, and provides SCHOOL SYSTEM with reasonable assistance for the defense of the suit, claim, or proceeding. SCHOOL SYSTEM will have sole control of the

defense of any claim and all negotiations for settlement or compromise.

- C. No party shall be liable to the other party for consequential, incidental, exemplary, special or punitive damages resulting from or relating to the Agreement, whether based on breach of contract, tort, or otherwise, even if such party has been advised of the possibility of such damages. UNDER NO CIRCUMSTANCES SHALL EITHER PARTY'S AGGREGATE LIABILITY UNDER THIS AGREEMENT TO THE OTHER PARTY EXCEED AN AMOUNT EQUAL TO THE TOTAL COMPENSATION PAID TO PCG PURSUANT TO THIS AGREEMENT. The forgoing limitations in this Section shall not apply to: claims for breach of confidentiality or proprietary rights; infringement of product marking; indemnification; or fraud.
- **D.** PCG will maintain adequate insurance coverage for purposes of this Agreement, including commercial general liability, worker's compensation, cyber-security, and errors and omissions liability insurance.

IX. <u>SUCCESSORS AND ASSIGNEES</u>

SCHOOL SYSTEM and PCG each binds itself, its associates, partners, successors, assigns, and legal representatives to the other party to this Agreement with respect to all covenants of this Agreement. Neither SCHOOL SYSTEM nor PCG shall assign any interest in this Agreement or transfer any interest in the same (whether by assignment or notation) without prior written approval of the other party, which approval shall not be unreasonably withheld. Notwithstanding the foregoing, this Agreement may be assigned by either party: (i) to one of its affiliates or subsidiaries; or (ii) in connection with a merger, consolidation, sale of all of the equity interests of the party, or a sale of all or substantially all of the assets of the party to which this Agreement relates.

X. <u>APPLICABLE LAW AND EXCLUSIVE FORUM</u>

This Agreement, and all other aspects of the business relationship between the parties, is construed, interpreted, and enforced under and in accordance with the laws of the State of Florida, without regard to choose of law provisions. The parties also consent to the personal jurisdiction in its courts and agree that the state courts of the State of Florida shall have exclusive jurisdiction over the enforcement of this Agreement.

XI. <u>COMPLIANCE WITH LAWS</u>

- A. The parties shall comply with all applicable federal and state laws and regulations.
- **B.** This Agreement and the transactions contemplated hereby are intended to comply with all applicable federal and state laws and regulations including but not limited to fraud and abuse laws. In the event that this Agreement or any of the transactions contemplated hereby are determined not to be in compliance with such laws and regulations, PCG and SCHOOL SYSTEM shall negotiate in good faith to modify

the terms and provisions of this Agreement to remedy any prior noncompliance. If compliance cannot reasonably be achieved, this Agreement shall terminate at the election of either party and neither party shall have any further rights or obligations hereunder, except as otherwise provided herein; provided, however, that PCG and SCHOOL SYSTEM shall take all practicable action to remedy any noncompliance, if possible, including but not limited to repayment or return of any money or value received.

C. This Agreement is intended to be interpreted as necessary to implement and comply with federal and state laws relating to confidentiality of health information and student information. The parties agree that any ambiguity in this Agreement is to be resolved in favor of a meaning that complies with and is consistent with such laws.

XII. EXTENT OF AGREEMENT

- A. This Agreement represents the entire and integrated Agreement between SCHOOL SYSTEM and PCG and supersedes all prior negotiations, representations, or agreements, either written or oral.
- **B.** This Agreement may be amended or revised only by a written amendment signed by authorized representatives of both SCHOOL SYSTEM and PCG and referencing this Agreement.

XIII. PROCUREMENT

- **A.** SCHOOL SYSTEM is solely responsible for its compliance with applicable procurement laws and regulations.
- **B.** To the extent specifically authorized by applicable procurement laws and regulations, this Agreement may be utilized by another school system or other entity for purposes of its own authority to contract with PCG. The terms of such resulting contract may differ from this Agreement, and SCHOOL SYSTEM assumes no authority, liability, or obligation to PCG or to any other school district or other entity with respect to any such resulting contract.

XIV. NOTICES AND CONTACT PERSONS

Any notices, requests, consents and other communications hereunder shall be in writing and shall be effective either when delivered personally to the party for whom intended, or five days following deposit of the same into the United States mail (certified mail, return receipt requested, or first class postage prepaid), addressed to such party at the address set forth below, who shall serve as Contact Persons unless replaced by a party by written notice to the other party:

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PCG Amy Smith Manager Public Consulting Group, Inc. 440 S Church St, Suite 850 Charlotte, NC 28202

SCHOOL SYSTEM

Terry Roth Director, Exceptional Education and Student Services Clay County District Schools 23 South Green Street, Green Cove Springs, FL 32043

XV. MISCELLANEOUS

- **A.** The parties understand that PCG is not required to perform the services on a fulltime basis for SCHOOL SYSTEM and may perform services for other individuals and organizations consistent with the limitations in this Agreement.
- **B.** The failure of a party to enforce a provision of this Agreement shall not constitute a waiver with respect to that provision or any other provision of this Agreement.
- **C.** If any provision in this Agreement is found by a court of competent jurisdiction to be invalid or unenforceable, the remaining provisions in this Agreement shall continue in full force and effect.
- **D.** Except as expressly provided in this agreement, PCG does not make any warranty with respect to the contracted services, whether written or oral, express or implied, and specifically disclaims any implied warranties, whether of merchantability, suitability, fitness for a particular purpose, or otherwise for said contracted services.
- **E.** The parties agree that the terms of this Agreement result from negotiations between them. This Agreement will not be construed in favor of or against either party by reason of authorship.
- **F.** Neither party shall be responsible for delays or failures in performance resulting from acts of God, acts of civil or military authority, terrorism, fire, flood, strikes, war, epidemics, pandemics, shortage of power, or other acts or causes reasonably beyond the control of that party. The party experiencing the force majeure event agrees to give the other party notice promptly following the occurrence of a force majeure event, and to use diligent efforts to re-commence performance as promptly as commercially practicable.
- **G.** The captions and headings in this Agreement are for convenience only and are not intended to, and shall not be construed to, limit, enlarge, or affect the scope or intent of this Agreement. nor the meaning of any provisions hereof.
- **H.** Each party represents that: (1) it has the authority to enter into this Agreement; and (2) that the individual signing this Agreement on its behalf is authorized to do so.
- I. The parties to this Agreement are independent contractors. There is no relationship

of partnership, joint venture, employment, franchise, or agency between the parties. Neither party will have the power to bind the other or incur obligations on the other's behalf without the other's prior written consent. PCG shall be responsible for paying its employees, and for paying all applicable state and federal taxes including unemployment insurance, social security taxes, and state and federal withholding taxes. PCG understands that neither it nor its employees will be eligible for benefits or privileges provided by SCHOOL SYSTEM to its employees. Except as may be otherwise provided in this Agreement, PCG has complete and exclusive authority over the means and methods of performing the Contracted Services, need not adhere to policies and procedures applicable to SCHOOL SYSTEM employees, and may perform the contracted services according to its own schedule at its own offices or at any other location. PCG shall hire its own employees, use its own tools and equipment, and purchase its own supplies.

- J. The provisions of this Agreement which by their nature would continue beyond the termination or expiration of this Agreement will survive the termination or expiration of this Agreement. Time is of the essence of each and every term of this Agreement.
- **K.** In the event of any conflict between the terms of this Agreement and the Attachments, the following order of precedence shall govern: (i) Agreement; (ii) Exhibit A; and (iii) Exhibit B. The terms and conditions of Addendum A and Mandatory Certifications: Contracts Supported By Federal Funds are hereby incorporated into this Agreement and the same shall govern and prevail over any conflicting terms and/or conditions herein stated.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the Effective Date written on page one of this Agreement.

For and on behalf of PCG:

For and on behalf of SCHOOL SYSTEM:

Name	: Amy	Smith
Title:	Mange	er
Date:		

Name: Terry Roth Title: Director, Exceptional Education and Student Services Date:

EXHIBIT A: SCOPE OF WORK

Subject to the terms and conditions of this Agreement, PCG and SCHOOL SYSTEM will provide the following services:

PCG

SCHOOL SYSTEM contracts with PCG to perform the following services:

I. EasyTrac[™]

A. Access and Usage

PCG will grant nonexclusive and non-assignable right to SCHOOL SYSTEM to EasyTracTM for SCHOOL SYSTEMS's users to obtain access and use of EasyTracTM. PCG provides EasyTracTM as a software service. SCHOOL SYSTEM is not required to purchase or install any software on their computers or tablets with the exception of a compatible Internet Browser and Adobe Acrobat Reader.

- (i) Server Hardware: PCG will provide appropriate server space remotely for SCHOOL SYSTEM.
- (ii) Server Software: PCG will provide all server and database software for SCHOOL SYSTEM.
- (iii) Server Administration: PCG will provide all server administration including database back up, system account management, system security, and system maintenance. Any scheduled maintenance by PCG, including of its EasyTrac Services, or the scheduled maintenance of PCG's Internet provider, shall not be deemed a failure to provide the EasyTrac Services.
- (iv) Server Internet Connection: PCG will provide the connection of the server to the Internet at an appropriate speed to carry SCHOOL SYSTEM traffic at no additional cost. Otherwise, PCG does not provide the Internet connectivity to SCHOOL SYSTEM, and obtaining and maintaining such connectivity will be the sole responsibility of SCHOOL SYSTEM.

B. Support

Helpdesk: PCG will provide user support for EasyTrac[™] as follows.

- (i) During the first full year of services (July 2020 June 2021), email support will be provided via the email links on EasyTrac's Message Board page.
- (ii) During the second full year of services (July 2021 June 2022), email support will be provided exclusively to those designated as Lead Medicaid Coordinator(s) and Lead Nurse within the SCHOOL SYSTEM. End user questions should be escalated to lead Medicaid Coordinators within the SCHOOL SYSTEM and then communicated to PCG as appropriate and

necessary.

(iii) PCG will make all reasonable efforts to respond by the end of the second business day from receipt of any SCHOOL SYSTEM question.

Initial Term Training: PCG will provide the following initial trainings to SCHOOL SYSTEM from Effective Date through October 2020:

- Two trainings for Speech Therapists (capped at 30 attendees per training)
- One training for Occupational and Physical Therapists (capped at 25 attendees)
- One training for Behavioral Health Providers (capped at 30 attendees per training)
- Three trainings for Nurses (capped at 25 attendees)

Each training session will be divided into two parts:

- A. Lecture (approximately 2 hours for Related Services & 2.5 hours for Nursing Services)
- B. Hands-on practice (integrated throughout)

PCG will provide up to 2 refresher training sessions (one for Related Services and one for Nursing Services) to SCHOOL SYSTEM in 2021-2022, if desired by SCHOOL SYSTEM, which PCG may deliver via webinar. Please see Exhibit B for information regarding additional trainings.

Interim Training: SCHOOL SYSTEM is responsible for providing training to all new service providers that were not part of the initial term training.

- II. Claims Management
 - **A.** PCG will prepare and maintain necessary paperwork for PCG to receive approval for submitting electronic claims and Remittance Advice to and from the approved Medicaid agency on behalf of SCHOOL SYSTEM.
 - **B.** PCG will prepare, approve and update as appropriate, a Compliance Checklist identifying the relevant Medicaid documentation rules for the ACHA school-based Medicaid program.
 - C. Based on the information entered in EasyTrac[™] by SCHOOL SYSTEM as well as the compliance check list options agreed in the Compliance Checklist, PCG will process, generate, and submit reimbursement claims to the appropriate Medicaid agency on behalf of SCHOOL SYSTEM.
 - **D.** PCG will perform monthly Medicaid enrollment verification checks.

- **E.** PCG will review Remittance Advices and reconcile and correct denied claims as appropriate.
- **F.** PCG will provide audit preparation and defense on claims for payment submitted by PCG on behalf of SCHOOL SYSTEM.
- **G.** PCG will retain documentation that supports its claims for Medicaid reimbursement and meets the minimum the AHCA school-based Medicaid program requirements for 5 years.
- **H.** PCG will safeguard student records in accordance with FERPA, applicable provisions of HIPAA, and all applicable Florida state laws.
- **III.** Project Management

A. Monthly Reporting

PCG will provide SCHOOL SYSTEM'S Medicaid Coordinator monthly reporting detailing:

- (i) Reimbursement
- (ii) Claim denials
- (iii) Service exceptions for parental consent, etc.
- **B.** Project Status Meetings

PCG will meet via teleconference or on-site with SCHOOL SYSTEM'S Medicaid Coordinator to discuss the following:

- (i) Reimbursement
- (ii) Service exceptions for parental consent, etc.
- (iii) Provider documentation
- (iv) Provider feedback on EasyTrac[™]
- (v) SCHOOL SYSTEM feedback on PCG performance

SCHOOL SYSTEM

- I. SCHOOL SYSTEM will designate a District Medicaid Coordinator who has decision making authority or reports directly to someone who has such decision-making authority with respect to all matters in this agreement. The individual will serve as PCG primary point of contact with SCHOOL SYSTEM.
- **II.** SCHOOL SYSTEM will actively participate in this project and be available for work sessions in accordance with an agreed upon work schedule and for other required tasks, activities and approvals necessary to meet the obligations of this agreement.

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- **III.** If PCG provides training onsite, provide site for training with an appropriately configured computer for each trainee.
- **IV.** Assist PCG with the completion of paperwork for PCG to submit and receive electronic claims, payment remittances and Medicaid enrollment data on behalf of SCHOOL SYSTEM.
- V. SCHOOL SYSTEM will comply with SCHOOL SYSTEM requirements of the COMPLIANCE CHECKLIST as well as all applicable federal and State Medicaid law, regulations, rules, and requirements.
- VI. SCHOOL SYSTEM will enroll as a Medicaid provider and re-enroll as a Medicaid provider for billing transaction purposes as appropriate. This includes notifying Medicaid of any change in address, tax ID, or other information required to keep Medicaid provider enrollment records current at all times.
- VII. SCHOOL SYSTEM will obtain and retain a National Provider Identifier (NPI) for billing transaction purposes.
- VIII. SCHOOL SYSTEM will initially set up and manage ongoing access and supervisor relationships for its health-related service providers in EasyTracTM.
 - IX. SCHOOL SYSTEM will have its health-related service providers record all services they provide to special education students in EasyTrac[™]. PCG will not submit claims for any services not entered in EasyTrac[™]. PCG strongly recommends that service providers log services for all students, regardless of Medicaid enrollment, for all health-related services covered by the AHCA school-based Medicaid program.
 - X. SCHOOL SYSTEM will obtain one-time written parental consent to disclose information and bill Medicaid for services and to provide the parent or guardian with initial and annual notice of the disclosure. SCHOOL SYSTEM will enter the one-time written consent dates in EasyTracTM.
 - XI. SCHOOL SYSTEM will be responsible for the accuracy and completeness of the data its employees provide PCG for claim submission. Errors must be corrected as soon as possible. SCHOOL SYSTEM, not PCG, is accountable for any SCHOOL SYSTEM errors or omissions.
- XII. SCHOOL SYSTEM will be responsible for informing its EasyTrac[™] users of all relevant privacy regulations and policies.
- **XIII.** If audited by the State or Federal Government or their agents, SCHOOL SYSTEM will disclose all Medicaid records required for audit purposes.

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- **XIV.** SCHOOL SYSTEM will retain documentation that supports its claims for Medicaid reimbursement and meets the minimum Medicaid requirements for 5 years.
- **XV.** SCHOOL SYSTEM will ensure the availability of non-federal (state/local) funds expended for Medicaid covered services equal to the required state share match. SCHOOL SYSTEM can only use state/local monies for matching Medicaid. Districts may not use federal funds for the required match. If a federal grant has a cash match requirement, the funds used for the match cannot also be used as a match for Medicaid.

EXHIBIT B: COMPENSATION

SCHOOL SYSTEM shall pay PCG for the services described in Exhibit A. PCG will not be obligated to continue work in project areas that do not generate significant Incremental Revenue to SCHOOL SYSTEM. Conversely, PCG is obligated to continue to work in project areas that do generate significant Incremental Revenue to SCHOOL SYSTEM.

Product/Service	Pricing [^]	Terms/Conditions
Medicaid Claiming for ESE Related Services	\$60,000/year*	
Medicaid Claiming for ESE Nursing Services	Minimum of \$20,000/year (see Terms/Conditions)	\$20,000 up to 30,000 paid claim lines \$25,000 up to 40,000 paid claim lines \$30,000 up to 50,000 paid claim lines \$35,000 up to 60,000 paid claim lines \$40,000 for 60,000+ paid claim lines
EDPlan Health Module	\$10,000/year*	
Plan of Care Document	\$2,000/year	
Paperclip	\$4,000/year	This annual fee will cover up to 3 GB of data. 3 GB will store approximately 60,000 pages, assuming an average page size of no more than 50KB. Each additional GB of data will cost \$500. E.g., If 4 GB are used, the charge will be \$4,500.
Auto Text Feature	\$2,500 One-Time Fee	To be invoiced during the 2019-2020 year.

[^] For 2019-2020, the annual fees of \$96,000 (this assumes the minimum for "Medicaid Claiming or ESE Nursing Services") will be pro-rated for two (2) months (May 2020 – June 2020), totaling \$16,000. Adding in the one-time fee for Auto Text (\$2,500) brings the 2019-2020 total to \$18,500 and this amount will be invoiced on May 30,2020.

For 2020-2021, the annual fees are projected to be \$116,000 (this assumes \$40,000 for 60,000+ paid claim lines for "Medicaid Claiming for ESE Nursing Services").

* A 5% cost adjustment will be applied to the annual fees in 2021-2022 and beyond. For example, the annual fee for Medicaid Claiming for ESE Related Services in 2021-2022 will be $60,000 \times 105\% = 63,000$.

Each year of service will run July 1 – June 30 and invoices will be issued quarterly based on the schedule below. For the "Medicaid Claiming for ESE Nursing Services", PCG will assume the minimum annual fee of \$20,000 for the Q1-Q3 invoices, which will be \$5,000/quarter. In the final invoice of the fiscal year, PCG will calculate the total paid claim lines and then charge the difference. For example, if over 60,000 paid claim lines for ESE nursing services were received during July 1 – June 30, the Q4 invoice will be \$25,000 for the "Medicaid Claiming for ESE Nursing Services" line item (i.e., \$15,000 from Q1-3 plus \$25,000 from Q4, totaling \$40,000).

- Q1: October 1 (July 1 Sept 30 services)
- Q2: January 1 (Oct 1– Dec 31 services)
- Q3: April 1 (Jan 1 March 31 services)
- Q4: July 1 (April 1 June 30 services)

Service Descriptions:

- **EasyTracTM:** Web-based service documentation site and billing system for users to document all therapy services, behavioral and counseling services, nursing services, and transportation services.
- **EDPlan Health Module:** Comprehensive electronic health data management solution for all students. Health professionals can document all office encounters for both students and staff, track medication delivery and inventory, create Individual Health Plans (IHPs) and Office Visit letters, and run reports for screenings and health alerts.
- **Supervision Sign-off Feature:** PCG provides an electronic tracking and sign-off feature that enables supervisors to efficiently and effectively review service documentation completed by uncertified providers so that these services are valid for Medicaid claiming.
- **Goal Logging:** PCG provides a goal logging feature that allows the district log goal progress directly on the logging wizard.
- Scheduling Tool and Calendar Logging: Allows service providers to schedule individual and group services on and document service provision from their user calendar.
- **Paperclip Feature**: Allows users or administrative staff to upload and associate electronic documents, such as PDFs or Word documents, with a student's record. Files are stored within EasyTrac and available to download by other users with permissions to that student's documents. PCG will monitor the data usage and inform SCHOOL SYSTEM if the data is nearing the maximum of the current option. Annually, SCHOOL SYSTEM can choose to adjust the size limit if necessary or desired.
- Auto Text Feature: PCG provides an auto-text feature that the district can customize to assist therapists in completion of the comments in individual service notes. This should decrease the time required for therapists to enter documentation, as well as help ensure that key documentation areas are addressed in the notes. *Pricing: one-time fee of \$2,500.*

Optional Add-On Services:

• Additional Training Sessions: PCG can provide additional in-person training sessions for either Related Services or Nursing Services, which would include two PCG representatives, a maximum of 30 providers per training, and approximately 2 hours per training session. *Pricing: \$2,500 per day (one day minimum).*

"ADDENDUM A" TO CONTRACT WITH THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA

Notwithstanding any contractual language to the contrary, the terms and conditions of this "Addendum A" shall govern and prevail over any conflicting or inconsistent terms and conditions in the underlying contract to which this "Addendum A" is attached and/or otherwise incorporated. All references herein made to the School Board of Clay County, Florida ("Board") shall be interpreted to include the School Board of Clay County, Florida, Clay County District Schools ("District"), and all Board officers and employees.

1. INDEMNIFICATION

In addition to any other statutory or common law obligation to indemnify and defend the Board, Contractor/Vendor shall indemnify, defend, and hold harmless the Board, its officers, and employees from and against any claim, loss, damage, penalty, or liability arising from any negligent act, omission, misfeasance, malfeasance, or intentionally wrongful conduct of Contractor/Vendor, its employees, and/or agents relating to the performance of duties contemplated by or arising from the underlying contract. Such obligations of the Contractor/Vendor include the duty to defend the Board and its officers and employees from and against any claim, complaint, payment, penalty, or other liability arising from the negligent act, omission, misfeasance, malfeasance, or intentionally wrongful conduct of Contractor/Vendor, its employees, and/or its agents. These obligations shall survive termination of the underlying contract.

2. INSURANCE

Unless otherwise specified in the underlying contract, Contractor/Vendor shall maintain throughout the term/duration of the contract (and any authorized renewal periods) the following insurance policies providing at least the minimum amounts shown:

- 1. <u>General Liability Policy</u>: \$1,000,000.00 per occurrence \$2,000,000.00 aggregate
- Auto Liability Policy: \$1,000,000.00 combined single limit \$5,000,000.00 charter or common carrier
- 3. <u>Worker's Compensation Policy</u>: \$100,000
 - Note: To the extent that Contractor/Vendor is statutorily or otherwise legally exempt from Worker's Compensation insurance obligations, Contractor/Vendor must execute a Release and Hold Harmless Agreement in a form acceptable to the Board.

Each insurance policy shall be obtained from an insurance carrier rated as "A-" or better, under a policy approved for use in the State of Florida. Further, unless otherwise agreed to by the Board, such insurance policy shall contain evidence/endorsement for physical and sexual abuse and molestation coverage. Each Certificate of Insurance ("COI") shall

name the School Board of Clay County, Florida, as an additional insured and the policy must unconditionally entitle the Board to thirty (30) days' notice of policy/coverage cancellation.

3. RESERVATION OF SOVEREIGN IMMUNITY

No provision or language in the underlying contract shall be construed or interpreted to increase the scope or dollar limit of the Board's liability beyond that which is set forth in section 768.28 of the Florida Statutes. Nor shall any such language be construed or interpreted to waive the Board's sovereign immunity from suit, or to require the Board to indemnify Contractor/Vendor or any other person, corporation or legal entity of any kind or nature whatsoever for injury or loss resulting from any acts or omissions other than those which arise from the actionable negligence of the Board. The Board expressly reserves all other protections and privileges related to its sovereign immunity.

4. GOVERNING LAW AND VENUE

The underlying contract and this "Addendum A" shall be governed by and construed in accordance with the laws of the State of Florida without regard to any choice of law provisions. Further, the Circuit Court for the Fourth Judicial Circuit in and for Clay County, Florida, shall have exclusive jurisdiction to enforce the terms of and adjudicate any disputes arising from the underlying contract and this "Addendum A."

5. LEVEL II BACKGROUND SCREENING

Contractor/Vendor represents and warrants to the Board that it is familiar with sections 1012.32, 1012.321, 1012.465, 1012.467, and 1012.468 of the Florida Statutes regarding background investigations. Contractor/Vendor agrees to comply with all requirements of the above-cited statutes and background screening(s) at its own expense, and shall provide the Board with proof of clearance/compliance upon request. Contractor/Vendor agrees that its duty to defend, hold harmless, and indemnify the Board extends to any liability, damages, penalties, and costs which result from its failure to comply with the requirements of this provision.

6. INDEPENDENT CONTRACTOR

The services and/or products provided by Contractor/Vendor pursuant to the underlying contract are rendered to the Board in the capacity of an independent contractor. Accordingly, Contractor/Vendor is not authorized to assume or create any obligations or responsibility (expressed or implied) on behalf of the Board. Nothing contained in the underlying contract shall be construed as creating an employer-employee or principal-agent relationship or a joint venture between Contractor/Vendor and the Board. In this regard, neither Contractor/Vendor nor its officers, employees, or agents shall be deemed to be employed by the Board for purposes of taxes or contributions levied by, under, or in accordance with any federal, state, or local laws with respect to employment or compensation for employment.

7. PUBLIC RECORDS

Contractor/Vendor is required to comply with the Florida Public Records Law, Chapter 119, Florida Statutes, in the performance duties imposed by the underlying contract. Accordingly, in addition to all other Public Records obligations, Contractor/Vendor shall:

- a. Keep, maintain, and produce upon request and within a reasonable period of time all data created or collected in the performance of its duties under the contract ("Contract Data") which come within the definition of a "public record" under Chapter 119.
- b. Provide to the Board, upon its request and free of charge, a copy of each record which Contractor/Vendor seeks to produce in response to a public records request.
- c. Ensure that Contract Data that are considered exempt under Chapter 119 are not disclosed except as authorized by law.
- d. Upon completion of its contractual obligations, transfer to the Board, at no cost to the Board, all Contract Data in the Contractor's/Vendor's possession or otherwise keep and maintain such data as required by law.

All records transmitted to the Board must be provided in a format that is compatible with the Board's information technology systems. Any failure to comply with this provisions shall constitute a default and material breach of the underlying contract by the Contractor/Vendor, which may result in immediate termination by the Board without penalty to the Board.

IF THE CONTRACTOR/VENDOR HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, OR ITS DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THE UNDERLYING CONTRACT, CONTRACTOR/VENDOR SHALL CONTACT THE SCHOOL DISTRICT'S CUSTODIAN OF PUBLIC RECORDS AT 900 WALNUT STREET, GREEN COVE SPRINGS, FLORIDA 32043, OR AT 904-336-6500, OR AT: <u>PRR@myoneclay.net</u>

8. STUDENT RECORDS

Notwithstanding any provision to the contrary contained in the underlying contract, Contractor/Vendor, its officers, employees, and agents shall fully comply with the requirements of the Family Education Rights and Privacy Act, sections 1002.22 and 1002.221 of the Florida Statutes, and all applicable laws and regulations regarding the personally identifiable student information confidentiality of and records. Contractor/Vendor shall indemnify, defend, and hold harmless the Board, its officers, and employees for any violation of this covenant. This provision shall survive the termination of the underlying contract and shall be binding upon Contractor/Vendor until such time as any claim arising from a breach of this covenant is barred by any applicable statute of limitations. In the event of a breach of security as defined by section 501.171 of the Florida Statutes, Contractor/Vendor shall notify the Board immediately, but no later than ten (10) calendar days following such security breach. Additionally, Contractor/Vendor shall fully cooperate, at its own expense, with the Board and assist the Board with all remedial efforts, required notifications, and any other obligations arising from or related to such a security breach.

9. PAYMENT TERMS AND CONTINGENCIES

Unless otherwise required by law, the Board's payment obligations (if any) arising from the underlying contract are contingent upon an annual appropriation by the Board and the availability of funds to pay for the contracted goods and/or services provided. If such funds are not appropriated or made available for the underlying contract and results in its termination, such conditions/events shall not constitute a default by the Board.

Contractor/Vendor shall be paid in accordance with the Local Government Prompt Payment Act upon submission of invoices to the District after delivery and acceptance of the goods and/or services provided. Where required, an original invoice referencing a District purchase order number shall be submitted for payment to the District's Accounts Payable Department, 814 Walnut Street, Green Cove Springs, Florida 32043.

Contractor/Vendor agrees to the foregoing terms and conditions of this "Addendum A" as evidenced by the following signature of its authorized representative as of the date indicated below:

Signature: AMY W Smith Printed Name: lano Title: Date:

Addendum A Form, May 2018, SBAO (web)

INDEPENDENT CONTRACTOR WORKERS COMPENSATION ACKNOWLEDGEMENT

The undersigned represents and acknowledges that it is an independent contractor who is not provided coverage under any self-insured workers compensation program of the School Board of Clay County, Florida (the "District"), any primary workers compensation insurance policy purchased by or on behalf of the District, any excess workers compensation insurance purchased by or on behalf of the District, any risk sharing arrangement, risk sharing pool, or any state reimbursement fund for workers compensation payments made by the District, based on the following understandings and representations by the Contractor:

1. The undersigned is not an "Employee" as defined under Chapter 440 of the Florida Statutes describing the workers compensation laws of Florida. The parties agree that Chapter 440 describes remedies for employers and employees in place of Florida common law and limits the rights of independent contractors like the undersigned.

2. The undersigned maintains a separate business with its own work equipment, material, and accommodations.

3. The undersigned has a different federal employer identification number than the District or is a sole proprietor who is not required to obtain a federal employer identification number under state or federal regulations.

4. The undersigned receives compensation for services rendered or work performed, and such compensation is paid to a business rather than to an individual.

5. The undersigned holds at least one bank account in the name of the undersigned business entity for the purposes of paying business expenses or other expenses related to the services rendered or work performed for the District.

6. The undersigned performs work or is able to perform work for entities other than the District at the undersigned's election without the necessity of completing an employment application or process.

7. The undersigned receives compensation for work or services rendered on a competitive-bid basis or completion-of-task basis or set of tasks as defined by a contract, unless a contractual agreement expressly states that an employment relationship exists. 8. The undersigned either provides its own workers compensation coverage or has elected to be exempt from workers compensation coverage.

9. The undersigned has provided proof of other insurance, including liability insurance, to the District in the amounts required by the District.

10. I have had an opportunity to review this acknowledgement and consult with an attorney before signing same. I am freely and knowingly signing this acknowledgement on the date indicated below.

11. I understand that the District is relying upon the truthfulness and accuracy of my representations in this acknowledgement as a material basis for the District entering into an independent contractor relationship with me.

Name of Vendor/Contractor:	Public Consulting Group
Signature of Authorized Represer	ntative: Amy W Snith
Printed Name of Authorized Repr	esentative: <u>Amy W Smith</u>
Title of Authorized Representative	: <u>Manager</u>
Date: 3-14-2020	\mathbf{O}

Worker's Comp Acknowledgement Form, May 2018, SBAO (web)

MANDATORY CERTIFICATIONS: CONTRACTS SUPPORTED BY FEDERAL FUNDS

The purpose of this document is to ensure Contractor compliance with local, state, and federal regulations which apply to Contractor agreements whereby The School Board of Clay County, Florida ("School Board")/Clay County District Schools ("CCDS") provides payment from federal funding sources. By signing the following certifications and statements, the Contractor affirms its/his/her compliance with such regulations (as described below) throughout the term of an agreement with the School Board.

REGULATORY COMPLIANCE STATEMENT

1. The Contractor agrees to allow CCDS, a federal granting agency, the Comptroller General of the United States or Florida, or any of their duly authorized representatives reasonable access to Contractor's books, documents, papers, and records which are directly pertinent to the contract for the purpose of making audit, examination, excerpts and transcriptions.

2. The Contractor agrees to maintain all records related to this agreement for a period of three years after the final payment for the agreement and after all other matters are closed.

3. The Contractor affirms that it is equal opportunity and affirmative action employer and shall comply with all applicable federal, state and local laws and regulations including, but not limited to: Executive Order 11246 as amended by 11375 and 12086; 12138; 11625; 11758; 12073; the Rehabilitation Act of 1973, as amended; the Vietnam Era Veterans Readjustment Assistance Act of 1975; Civil Rights Act of 1964; Equal Pay Act of 1963; Age Discrimination Act of 1967; Immigration Reform and Control Act of 1986; Public Law 95-507; the Americans with Disabilities Act; 41 CFR Part 60 and any additions or amendments thereto.

4. The Contractor agrees to a provision for non-appropriations, whereby the contract will terminate if sufficient funds are not appropriated in any given fiscal year to allow CCDS to sustain the cost (if applicable).

5. The Contractor agrees to properly complete and submit to CCDS a federal debarment certification form for each renewal year of the Contract, if renewals apply.

6. The Contractor agrees to properly complete and submit to CCDS a non-collusion affidavit.

7. The Contractor agrees to properly complete and submit to CCDS a federal drug free workplace certification form.

8. The Contractor agrees CCDS may terminate the contract at any time for any reason. If terminated for cause, the Contractor agrees CCDS may seek remedies for damages, if applicable.

9. The Contractor agrees to comply with all applicable environmental standards, orders or requirements.

PUBLIC ENTITY CRIME BAR: A PERSON OR AFFILIATE WHO HAS BEEN PLACED ON THE CONVICTED VENDOR LIST FOLLOWING A CONVICTION FOR A PUBLIC ENTITY CRIME MAY NOT SUBMIT A PROPOSAL ON A CONTRACT TO PROVIDE ANY GOODS OR SERVICES TO A PUBLIC ENTITY, MAY NOT SUBMIT A PROPOSAL ON A CONTRACT WITH A PUBLIC ENTITY FOR THE CONSTRUCTION OR REPAIR OF A PUBLIC BUILDING OR PUBLIC WORK, MAY NOT SUBMIT PROPOSALS ON LEASES OF REAL PROPERTY TO A PUBLIC ENTITY, MAY NOT BE AWARDED OR PERFORM WORK AS A CONTRACTOR, SUPPLIER, SUBCONTRACTOR, OR CONSULTANT UNDER A CONTRACT WITH A PUBLIC ENTITY, AND MAY NOT TRANSACT BUSINESS WITH ANY PUBLIC ENTITY IN EXCESS OF THE THRESHOLD AMOUNT PROVIDED IN SECTION 287.017, FOR CATEGORY TWO FOR A PERIOD OF 36 MONTHS FROM THE DATE OF BEING PLACED ON THE CONVICTED VENDOR LIST.

DISCRIMINATORY VENDOR BAR: AN ENTITY OR AFFILIATE WHO HAS BEEN PLACED ON THE DISCRIMINATORY VENDOR LIST MAY NOT SUBMIT A BID ON A CONTRACT TO PROVIDE GOODS OR SERVICES TO A PUBLIC ENTITY, MAY NOT SUBMIT A BID ON A CONTRACT WITH A PUBLIC ENTITY FOR THE CONSTRUCTION OR REPAIR OF A PUBLIC BUILDING OR PUBLIC WORK, MAY NOT SUBMIT BIDS ON LEASES OF REAL PROPERTY TO A PUBLIC ENTITY, MAY NOT AWARD OR PERFORM WORK AS A CONTRACTOR, SUPPLIER, SUBCONTRACTOR, OR CONSULTANT UNDER CONTRACT WITH ANY PUBLIC ENTITY, AND MAY NOT TRANSACT BUSINESS WITH ANY PUBLIC ENTITY.

THE FOREGOING IS ACKNOWLEDGED AND AGREED TO BY THE CONTRACTOR.

CONTRACTOR NAME:

AUTHORIZED CONTACTOR REPRESENTATIVE SIGNATURE:

(Printed Name)

(Signature)

(Title)

CERTIFICATION REGARDING NON-DISCRIMINATION

THE UNDERSIGNED ASSURES THAT IT SHALL COMPLY WITH:

- A. TITLE VI OF THE CIVIL RIGHTS ACT OF 1964, AS AMENDED, 42 U.S.C. 2000d ET SEQ., WHICH PROHIBITS DISCRIMINATION ON THE BASIS OF RACE, COLOR, OR NATIONAL ORIGIN.
- B. SECTION 504 OF THE REHABILITATION ACT OF 1973, AS AMENDED, 20 U.S.C. 794, WHICH PROHIBITS DISCRIMINATION ON THE BASIS OF HANDICAP.
- C. TITLE IV OF THE EDUCATION AMENDMENTS OF 1972, AS AMENDED, 20 U.S.C. 1681 ET SEQ., WHICH PROHIBITS DISCRIMINATION ON THE BASIS OF SEX.
- D. THE AGE DISCRIMINATION ACT OF 1975, AS AMENDED, 42 U.S.C. 6101 ET SEQ., WHICH PROHIBITS DISCRIMINATION ON THE BASIS OF AGE.
- E. SECTION 654 OF THE OMNIBUS BUDGET RECONCILIATION ACT OF 1981, AS AMENDED, 42 U.S.C. 9849, WHICH PROHIBITS DISCRIMINATION ON THE BASIS OF RACE, CREED, COLOR, NATIONAL ORIGIN, SEX, HANDICAP, POLITICAL AFFILIATION OR BELIEFS.
- F. THE AMERICANS WITH DISABILITIES ACT OF 1990, P.L. 101-336, WHICH PROHIBITS DISCRIMINATION ON THE BASIS OF DISABILITY AND REQUIRES REASONABLE ACCOMMODATION FOR PERSON WITH DISABILITIES.
- G. ALL REGULATIONS, GUIDELINES, AND STANDARDS AS ARE NOW OR MAY BE LAWFULLY ADOPTED UNDER THE ABOVE STATUTES.

THE VENDOR AGREES THAT ITS GOOD FAITH PROVISION OF THIS ASSURANCE AND CERTIFICATION CONSTITUTES A CONDITION PRECEDENT TO RECEIVING PAYMENT UNDER THIS CONTRACT/PURCHASE ORDER AND THAT IT IS BINDING UPON THE VENDOR FOR THE PERIOD DURING WHICH SERVICES/PRODUCTS ARE PROVIDED.

CONTRACTOR NAME:

AUTHORIZED CONTACTOR REPRESENTATIVE SIGNATURE:

(Printed Name)

(Signature)

(Title)

CERTIFICATION REGARDING LOBBYING

THE UNDERSIGNED CERTIFIES, TO THE BEST OF HIS OR HER KNOWLEDGE AND BELIEF, THAT:

1. NO FEDERAL APPROPRIATED FUNDS HAVE BEEN PAID OR SHALL BE PAID BY OR ON BEHALF OF THE UNDERSIGNED, TO ANY PERSON FOR INFLUENCING OR ATTEMPTING TO INFLUENCE AN OFFICER OR EMPLOYEE OF ANY AGENCY, A MEMBER OF CONGRESS, AN OFFICER OR EMPLOYEE OF CONGRESS, OR AN EMPLOYEE OF A MEMBER OF CONGRESS IN CONNECTION WITH THE AWARDING OF ANY FEDERAL CONTRACT, THE MAKING OF ANY FEDERAL GRANT, THE MAKING OF ANY FEDERAL LOAN, THE ENTERING INTO OF ANY COOPERATIVE AGREEMENT, AND THE EXTENSION, CONTINUATION, RENEWAL, AMENDMENT, OR MODIFICATION OF ANY FEDERAL CONTRACT, GRANT, LOAN OR COOPERATIVE AGREEMENT.

2. IF ANY FUNDS OTHER THAN FEDERAL APPROPRIATED FUNDS HAVE BEEN PAID OR SHALL BE PAID TO ANY PERSON FOR INFLUENCING OR ATTEMPTING TO INFLUENCE AN OFFICER OR EMPLOYEE OF ANY AGENCY, A MEMBER OF CONGRESS, AN OFFICER OR EMPLOYEE OF CONGRESS, OR AN EMPLOYEE OF A MEMBER OF CONGRESS IN CONNECTION WITH THIS FEDERAL CONTRACT, GRANT, LOAN, OR COOPERATIVE AGREEMENT, THE UNDERSIGNED SHALL COMPLETE AND SUBMIT STANDARD FORM-LLL, "DISCLOSURE FORM TO REPORT LOBBYING," IN ACCORDANCE WITH ITS INSTRUCTIONS.

3. THE UNDERSIGNED SHALL REQUIRE THAT THE LANGUAGE OF THIS CERTIFICATION BE INCLUDED IN THE AWARD DOCUMENTS FOR ALL SUB-AWARDS AT ALL TIERS (INCLUDING SUBCONTRACTS, SUB-GRANTS AND CONTRACT UNDER GRANTS, LOANS, AND COOPERATIVE AGREEMENTS) AND THAT ALL SUB-RECIPIENTS SHALL CERTIFY AND DISCLOSE ACCORDINGLY.

THIS CERTIFICATION IS A MATERIAL REPRESENTATION OF FACT UPON WHICH RELIANCE WAS PLACED WHEN THIS TRANSACTION WAS MADE OR ENTERED INTO. SUBMISSION OF THIS CERTIFICATION IS A PREREQUISITE FOR MAKING OR ENTERING INTO THIS TRANSACTION. ANY PERSON WHO FAILS TO FILE THE REQUIRED CERTIFICATION SHALL BE SUBJECT TO CIVIL PENALTY FOR EACH SUCH FAILURE.

CONTRACTOR NAME:

AUTHORIZED CONTACTOR REPRESENTATIVE SIGNATURE:

(Printed Name)

(Signature)

(Title)

DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

AS REQUIRED BY EXECUTIVE ORDER 12549, DEBARMENT AND SUSPENSION, AND IMPLEMENTED AT 34 CFR PART 85, FOR PROSPECTIVE PARTICIPANTS IN PRIMARY COVERED TRANSACTIONS, AS DEFINED AT 34 CFR PART 85, SECTION 95.105 AND 85.110, THE BIDDER/CONTRACTOR CERTIFIES THAT IT AND ITS PRINCIPALS:

A. ARE NOT PRESENTLY DEBARRED, SUSPENDED, PROPOSED FOR DEBARMENT, DECLARED INELIGIBLE, OR VOLUNTARILY EXCLUDED FROM COVERED TRANSACTIONS BY ANY FEDERAL DEPARTMENT OR AGENCY;

B. HAVE NOT WITHIN A THREE YEAR PERIOD PRECEDING THIS INVITATION TO BID BEEN CONVICTED OF OR HAD CIVIL JUDGMENT RENDERED AGAINST THEM FOR COMMISSION OF FRAUD OR A CRIMINAL OFFENSE IN CONNECTION WITH OBTAINING OR ATTEMPTING TO OBTAIN, OR PERFORMING A PUBLIC (FEDERAL, STATE OR LOCAL) TRANSACTION OR CONTRACT UNDER A PUBLIC TRANSACTION: VIOLATION OF FEDERAL OR STATE ANTITRUST STATUTES OR COMMISSION OF EMBEZZLEMENT, THEFT, FORGERY, BRIBERY, FALSIFICATION OR DESTRUCTION OF RECORDS, MAKING FALSE STATEMENTS, OR RECEIVING STOLEN PROPERTY;

C. ARE NOT PRESENTLY INDICATED FOR OR OTHERWISE CRIMINALLY OR CIVILLY CHARGED BY A GOVERNMENT ENTITY (FEDERAL, STATE OR LOCAL) WITH COMMISSION OF PAYING FEDERAL FUNDS OR SHALL PAY FEDERAL FUNDS BY OR ON BEHALF OF THE UNDERSIGNED TO ANY PERSON FOR INFLUENCING OR ATTEMPTING TO INFLUENCE AN OFFICER OR EMPLOYEE OF ANY AGENCY, A MEMBER OF CONGRESS, AN OFFICER OR EMPLOYEE OF CONGRESS OR AN EMPLOYEE OF A MEMBER OF CONGRESS IN CONNECTION WITH THE MAKING OF ANY FEDERAL GRANT, THE ENTERING INTO ANY COOPERATIVE AGREEMENT, AND THE EXTENSION, CONTINUATION, RENEWAL, AMENDMENT OR MODIFICATION OF ANY FEDERAL GRANT OR COOPERATIVE AGREEMENT; AND

D. HAVE NOT WITHIN A THREE YEAR PERIOD PRECEDING THIS INVITATION TO BID HAD ONE OR MORE PUBLIC TRANSACTION (FEDERAL, STATE OR LOCAL) TERMINATED FOR CAUSE OR DEFAULT.

AS A DULY AUTHORIZED REPRESENTATIVE OF THE COMPANY OR INDIVIDUAL SUBMITTING THIS CONTRACT OR BID PACKAGE OR RESPONSE TO RFP, I HEREBY CERTIFY THAT SAID COMPANY OR INDIVIDUAL FULLY COMPLIES WITH THE CONDITIONS AND REQUIREMENTS HEREIN STATED.

CONTRACTOR NAME:

AUTHORIZED CONTACTOR REPRESENTATIVE SIGNATURE:

(Printed Name)

(Signature)

(Title)

DRUG-FREE WORKPLACE CERTIFICATION

Preference shall be given to vendors/contractors certifying their compliance with a drugfree workplace in accordance with Section 287.087, Fla. Stat., as follows:

IDENTICAL TIE BIDS – A bid or contract received from a business that certifies that it has implemented a drug-free workplace program shall be given preference in the award process. Established procedure for processing tie bids shall be followed if none of the tied vendors has a drug-free workplace program. To obtain such preference, a business shall:

1. Publish a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the workplace and specifying the actions what shall be taken against employee for violations of such prohibition.

2. Inform employees about the dangers of drug abuse in the workplace, the business's policy of maintaining a drug-free workplace, any available drug counseling, rehabilitation, and employee assistance programs, and the penalties that may be imposed upon employees for drug abuse violations.

3. Give each employee engaged in providing the commodities or contractual services that are under bid a copy of the statement specified in subsection (1).

4. In the statement specified in subsection (1), notify the employees that, as a condition of working on the commodities or contractual services that are under bid, the employee shall abide by the terms of the statement and shall notify the employer of any conviction or plea of guilty or no contest to any violation of Chapter 893 or of any controlled substance laws of the United States or the State of Florida, for a violation occurring in the workplace no later than five (5) days after such conviction.

5. Impose a sanction on, or require the satisfactory participation in a drug abuse assistance or rehabilitation program if such is available in the employee's community, by any employee who is so convicted.

6. Make a good faith effort to continue to maintain a drug-free workplace through implementation of this section.

I certify that this firm complies fully with the above requirements.

CONTRACTOR NAME:

AUTHORIZED CONTACTOR REPRESENTATIVE SIGNATURE:

(Printed Name)

(Signature)

(Title)

NON-COLLUSION AFFIDAVIT

STATE OF FLORIDA COUNTY OF CLAY

)

)

My name is (*INSERT NAME* ______). I hereby attest that I am authorized to execute this affidavit on behalf of my firm, its owners, directors, and officers. I have personal knowledge of the price(s), guarantees and the total financial commitment represented in the firm's offer and/or contract.

(1) The firm's prices and amounts offered have been arrived at independently and without consultation, communication or agreement with any other contractor or respondent.

(2) Neither the final nor approximate prices or amounts offered have been disclosed to any other firm or person who is a respondent or potential respondent, nor were they disclosed prior to opening of offers.

(3) The offer from my firm is made in good faith and no attempt has been made to induce any firm or person to refrain from submitting an offer, or to submit an offer higher than our offer, or to submit any intentionally high or noncompetitive offer or other form of complementary offer.

(4) (INSERT NAME OF COMPANY ______) its affiliates, subsidiaries, officers, directors, employees are not currently under investigation by any governmental agency and have not in the last three years been convicted or found liable for any act prohibited by State or Federal law in any jurisdiction, involving conspiracy or collusion with respect to bidding, proposing or offering on any public contract, except as follows:

I attest that (*INSERT NAME OF COMPANY* ______) understands and acknowledges that the above representations are material and important, and will be relied on by the School Board of Clay County, Florida, in awarding the contract for which this offer is submitted. I understand and my firm understands that any misstatement of material representations herein stated shall be treated as intentional concealment of the true facts relating to submission of offers for this contract.

CONTRACTOR NAME:

AUTHORIZED CONTACTOR REPRESENTATIVE SIGNATURE:

(Printed Name)

(Signature)

(Title)

(Date)

Mandatory Certifications, May 2018, SBAO (web)



Public Consulting Group, Inc. (PCG) has been retained by **Clay County District Schools**, hereafter referred to as "School District," to provide Medicaid billing services pursuant to the **Florida** Medicaid school-based billing program. This Medicaid Billing Services Compliance Checklist is intended to help School District comply with applicable Medicaid billing requirements. *PCG and School District will review the Compliance Checklist together before the start of each school year and make any necessary changes or updates.*

PCG and School District also agree that the Compliance Checklist is subject to, and incorporated by reference into, the parties' Medicaid billing services contract. This Compliance Checklist will immediately cease to be effective upon the termination or expiration of the Medicaid billing services contract. The parties intend for the Compliance Checklist to be fully consistent with applicable law, regulation, and Medicaid requirements.

All Medicaid billing must be in compliance with all applicable Medicaid requirements, including those relating to documentation. School District's failure to maintain the required documentation could result in adverse audit findings and the recoupment of Medicaid payments.

- School District is responsible for the accuracy of the data it enters into EDPlan[™], hereafter referred to as "PCG System," and data that it otherwise sends to PCG for Medicaid billing purposes.
- School District is responsible for ensuring that claims are not submitted for direct service delivery that was not provided. For example, School District must ensure that claims for direct service delivery are not submitted on dates when the student is not in attendance and student attendance data does not show student as "present" in school.
- School District is responsible for maintaining all documentation necessary to support the payment of Medicaid claims.
- In the event of a state or federal Medicaid audit, School District is responsible for producing all required documentation, including documentation that may not be referenced in this Compliance Checklist.
- School District is responsible for controlling user access to the PCG System, including managing passwords and activating and inactivating user access.

PCG will perform a review of certain School District data before using that data to bill Medicaid on behalf of School District. The purpose of such "pre-billing checks" is to help School District avoid the submission of claims to Medicaid that do not satisfy basic Medicaid requirements. However, the responsibility for accurate data and proper documentation remains with School District.

The following Compliance Checklist covers many standard Medicaid documentation requirements for school-based Medicaid direct services billing programs. Each requirement is followed by one or more compliance approaches to be selected by School District. It remains the responsibility of School District to ensure that it is not providing inaccurate documentation to PCG, or otherwise providing information that would lead to the submission of inaccurate claims.

Please contact your PCG client representative if you have any questions about the foregoing outline, or any of the items below



Services

PCG will provide Medicaid billing services, and pre-billing checks, for each of the following school-based services. (Check all that apply.)

- Behavioral Support
- □ Nursing (LPN and RN)
- Occupational Therapy
- □ Physical Therapy
- **Psychological Services**
- □ Social Worker Services
- □ Speech and/or Language Services
- □ Transportation

Pre-Billing Checks

The services selected above will be subject to the following pre-billing checks. These checks do not relieve School District of its responsibility to provide accurate data and to maintain the necessary documentation.

1. Medicaid ID

REQUIREMENT: Every student for whom a service is provided must have a Medicaid ID.

School District is responsible to provide correct student demographic data necessary to determine if the student has a Medicaid ID and if the Medicaid ID that the School District has provided on behalf of the student is accurate.

PCG will check the presence of a Medicaid ID, based on School District data.

Before billing Medicaid, PCG will check to confirm that the student has a Medicaid ID. If the student does not have a Medicaid ID, the service will not be billed. PCG cannot automatically check the accuracy of the offered Medicaid ID.

How should PCG expect to receive this information from School District?

□ PCG will submit student demographic information entered by School District to the State's Medicaid Eligibility Verification System to determine if the student has a Medicaid ID and to obtain the Medicaid ID if it exists.

□ School District will enter the Medicaid ID into the PCG System.

Project Specific Details

N/A



2. Age

REQUIREMENT: Each service submitted to Medicaid must be age appropriate.

School District is responsible to provide correct student demographic data necessary to determine if the student is the required age.

PCG will check student Age, based on School District data.

Before billing Medicaid, PCG will check that the student is the required age on the date of service, based on Medicaid rules for the type of service submitted. For example, a student must be over 3 years old if receiving a school-aged service. If the student is not of the appropriate age, then the service will not be billed.

Age Range: Over 3 years old and under 21 years old

Proj	ect S	pecific	Details

N/A

3. Diagnosis Code

REQUIREMENT: Each service submitted to Medicaid must include a diagnosis code.

School District is solely responsible for verifying that the appropriate diagnosis code is selected and documented in the PCG system. PCG will not check or confirm the accuracy or correctness of the disanogsis code that School District selects.

PCG will check that School District provided a diagnosis code, based on School District data.

Before billing Medicaid, PCG will check that School District has provided a diagnosis code. School District will comply, to the extent applicable, with federal law, regulation, and the Medicaid Certified School Match Coverage and Limitations Handbook published by the Florida Agency for Health Care Administration (AHCA), provided that PCG will not check on such compliance. If a diagnosis code is not provided by School District, the service will not be billed.

Please select the method by which diagnosis codes are provided to PCG:

 \Box Provider-selected diagnosis code will be documented in the service log in the PCG System by School District. PCG will extract the diagnosis codes prior to each billing cycle.

□ Provider-selected diagnosis code will be documented in the Plan of Care in the PCG System. PCG will extract the diagnosis codes prior to each billing cycle.

Diagnosis code will be documented in the PCG System through a methodology approved by the State Medicaid agency, described below. Additional documentation



must be provided in the Project Specific Details below to support the documentation of diagnosis codes in this manner.

Project Specific Details

For specialized transportation services, if there was a specialized transportation service provided to a student on the same day as a previously reimbursed service of a different nature, PCG will apply the diagnosis code from the previously reimbursed service to the specialized transportation claim.

4. Documentation of Medical Necessity

According to the definition of medical necessity in the Florida Medicaid Provider General Handbook, Appendix D, Medicaid reimburses for services that are determined medically necessary and do not duplicate another provider's service. School Districts will refer to AHCA's Definitions Policy for a definition of "Medically Necessary or Medical Necessity".

4a. Individual Educational Plan (IEP)/Individual Family Service Plan (IFSP) Dates

REQUIREMENT: Each service submitted by School District to PCG that requires an IEP/IFSP for Medicaid billing must be supported by an IEP/IFSP effective on the date of service documented by School District.

School District is responsible ensuring that the IEP/IFSP includes the student's name; description of medical condition; achievable, measurable, and time-related goals and objectives that are related to the functioning of the student; the type of services the student will need; the frequency and estimated length of treatments; and the duration of treatment. Note - PCG will not check or confirm that the IEP/IFSP includes these items; School District must check and confirm that the applicable IEP/IFSP has all necessary information for any service that School District submitted pursuant to that IEP/IFSP.

□ PCG will check that service delivery dates are within the IEP/IFSP date span, based on School District data.

Before billing Medicaid, PCG will check that the service delivery dates are within the IEP/IFSP date spans provided to PCG by School District. If the service date is not within the IEP/IFSP date spans, the service will not be billed.

How should PCG expect to receive this information from School District? (Select One)

□ School District will enter the IEP/IFSP dates into the PCG System.

 $\hfill\square$ School District will submit IEP/IFSP dates to PCG in an agreed upon format via secure transmission.

□ PCG will not check IEP/IFSP Dates.

PCG will not perform a pre-billing check of IEP/IFSP dates.



Project Specific Details

N/A

5. Referral/Order/Physician Authorization

REQUIREMENT: Certain specified services must be ordered or referred in writing by a physician (M.D. or D.O.) or licensed practitioner to be covered by Medicaid; the referral/order/authorization prescription must be updated annually and maintained in the student's health record.

School District is responsible for ensuring that services with referral/order/physician authorization, and those with dates of service within the effective date of the physician's order, authorization, or referral, are documented in the PCG System.

□ PCG will check the date of the physician's order, referral, or authorization prior to billing, based on School District data.

Before billing Medicaid for a specified service, PCG will check that the date of service is within the effective date of the physician's order, authorization, or referral provided by School District. If the service date is not within the effective dates of the order, authorization, or referral, the service will not be billed.

How should PCG expect to receive this information from School District? (Select One)

 \Box School District will enter physician's order, referral, or authorization data into the PCG System.

□ School District will submit physician's order, referral, or authorization data to PCG in an agreed upon format via secure transmission.

□ PCG will not check for the physician's order, referral, or authorization.

PCG will not perform a pre-billing check of referral/order/physician authorization.

Project Specific Details		
N/A	×.	
6. Supervisor Sign-Off		

REQUIREMENT: Certain specified services may be provided under the direction of or under the supervision of another clinician. For the supervising clinician, "under the direction of" means that the clinician is supervising the individual's care which, at a minimum, includes seeing the individual initially, prescribing the type of care to be provided, reviewing the need for continued services throughout treatment, assuring professional responsibility for services provided, and ensuring that all services are medically necessary. "Under the direction of" requires face-to-face contact by the clinician at least at the beginning of treatment and periodically thereafter.



School District is responsible for ensuring that providers who meet the Medicaid qualifications have access to document services in the PCG System and that services delivered by providers requiring Supervisor Sign-Off are approved.

PCG will check for Supervisor Sign-Off prior to billing, based on School District data.

For staff members who require documentation review, the supervising provider will use the service log approval wizard in the PCG System to approve appropriately supervised services. Before billing for these services, PCG will check to see if the services by providers without full licensure were approved in this way by the supervising provider. If the services are not approved, the services will not be billed.

□ PCG will not check for Supervisor Sign-Off.

PCG will not perform a pre-billing check of Supervisor Sign-Off.

Project Specific Details

N/A

7. Provider Qualifications

REQUIREMENT: All School District service providers (clinicians, assistants, and aides) participating in the Medicaid school-based billing program must meet Medicaid and State license/certification requirements, as specified in State Medicaid billing rules.

School District is responsible for ensuring that providers who meet the Medicaid and State license/certification requirements have access to document services in the PCG System. It is the responsibility of School District to obtain and maintain licensure/certification information.

□ PCG will check that date of service was a date on which provider met Medicaid and State license/certification requirements, based on School District data.

Before billing Medicaid for a documented service, PCG will check that the date of service was within the period that the provider met Medicaid and State license/certification requirements, based on School District data in the PCG System. If the service date is not within the qualification dates, the service will not be billed.

□ PCG will check for non-billable date ranges for designated providers, based on School System data.

Before billing Medicaid for a documented service, PCG will exclude services logged by designated providers for indicated non-billable date ranges. These dates will be managed by School System via the designated providers' User Info page within the PCG System.

How should PCG expect to receive this information from School District? (Select One)

□ School District will enter the Provider qualifications data into PCG System.

 \Box School District will submit Provider qualifications data to PCG in an agreed-upon format via secure transmission.

□ PCG will not check provider qualifications.

PCG will not perform a pre-billing check of provider qualifications.

Project Specific Details	
N/A	

8. Parental Consent to Access Public Benefits or Insurance

REQUIREMENT: Under 34 CFR §300.154(d)(2)(iv), a public agency must obtain a one-time written parental consent before accessing information concerning a child's or parent's public benefits or insurance for the first time. Paragraph (A) of § 300.154(d)(2)(iv) describes the specific elements of the written parental consent that a public agency must obtain under FERPA and IDEA before it may release for billing purposes a child's personally identifiable information to a public benefits or insurance program (e.g., Medicaid). Paragraph (B) of § 300.154(d)(2)(iv) requires that the one-time consent must specify that the parent understands and agrees that the public agency may access the child's or parent's public benefits or insurance to pay for services. A public agency must also provide initial and annual written notification as described in 34 CFR §300.154(d)(2)(v) to ensure that parents are fully informed of their rights before a public agency can access information concerning their or their child's public benefits or insurance to pay for services under the IDEA.

Under all circumstances, School District is responsible for maintaining copies of parental consents to access public benefits as well as written notifications and, if applicable, revocations of such consents.

□ PCG will check for parental consent to access public benefits, based on School District data.

PCG will check that the most recent parental consent for a student is a "Yes". If it is a "No" or there is no parental consent on file for the student, then services will not be claimed.

How should PCG expect to receive this information from School District? (Select One)

□ School District will enter the date of parent consent and revocation of such consent, if applicable, into PCG System.

□ School District will submit parental consent data to PCG in an agreed-upon format via secure transmission.

PCG will not check for parental consent.

PCG will not perform a pre-billing check of parental consent.



Project Specific Details

N/A

9. Specialized Transportation Services

REQUIREMENT: School District must maintain evidence that the student received *specialized* transportation on the date of a billed transportation service, and that the student received a Medicaid-covered direct service on the same day.

School District is responsible for ensuring that only specialized transportation services that meet the Medicaid qualifications are documented in the PCG System, and to obtain and maintain documentation.

□ PCG will check that there is paid Medicaid covered direct service on the same day of the specialized transportation service.

Before billing Medicaid, PCG will check that there is an *approved* Medicaid covered direct service on the date of the specialized transportation service. If the service date does not fall on the same date as an *approved* Medicaid-covered direct service, the service will not be billed.

How should PCG expect to receive this information from School District? (Select One)

□ School District will enter specialized transportation data into the PCG System.

□ School District will submit specialized transportation data to PCG in an agreed upon format via secure transmission.

PCG will not check for specialized transportation services.

PCG will not perform a pre-billing check of specialized transportation.

□ School District will not be billing transportation services.

Project Specific Details N/A

10. Non-School Days (Weekends, Holidays, etc.)

REQUIREMENT: Claims may not be submitted for services on days when school is not in session, including but not limited to holidays, professional development days, weather-related closures, and weekends.

School District is responsible for maintaining information about Non-School Days including weather-related closures and other changes to the School District's PCG System calendar.

Dec Will check Non-School Days before billing, based on School District data.

PUBLIC CONSULTING GROUP Florida Medicaid Billing Services Compliance Checklist Effective as of School Year 2019 – 2020

Before billing Medicaid, PCG will check that the date of service does not fall on a Non-School Day as defined in School District's PCG System calendar. If the service date falls on a Non-School Day, the service will not be billed.

PCG will check Weekends before billing, based on School District data.

Before billing Medicaid, PCG will check that the date of service does not fall on a weekend as defined in School District's PCG System calendar. If the service date falls on a weekend, the service will not be billed.

Project Specific Details

N/A

PUBLIC CONSULTING GROUP Florida Medicaid Billing Services Compliance Checklist Effective as of School Year 2019 – 2020 Additional Project Specific Pre-Billing Checks

The services selected above and in the Medicaid Billing Services Compliance Checklist will be subject to the following additional requirements.

11. Recordkeeping and Documentation Requirements

REQUIREMENT: As directed by AHCA, School District will adhere to the Recordkeeping and Documentation Requirements as set forth in Florida Administrative Code Rule 59G-1.054, including the following requirement: Sign and date each medical record within two business days from the date and time of service, or otherwise authenticate the record by signature, written initials, or computer entry. Electronic signatures are permissible as defined in Chapter 668, Part I, F.S.

School District is responsible for rules outside the scope of these Recordkeeping and Documentation Requirements.

□ PCG will check Recordkeeping and Documentation Requirements that service notes entered into the PCG System are within two business days from the date of service, based on School District data.

Before billing Medicaid, PCG will check Recordkeeping and Documentation Requirements. If the Recordkeeping and Documentation Requirements rule was not met, the service will not be billed.

How should PCG expect to receive this information from School District? (Select One)

□ School District will enter data into the PCG System.

 \Box School District will submit data to PCG in an agreed upon format via secure transmission.

□ PCG will not engage in any effort to confirm School District's adherence to the above requirement.

In the event that School District wishes to make any changes to the foregoing selections, PCG will coordinate with School District to prepare a revised Compliance Checklist.

The undersigned School District Representative makes and understands the selection of options listed on the Compliance Checklist.

Authorized Client Representative Signature

Printed Name: Click or tap here to enter text.

Title: Click or tap here to enter text.

Date: Click or tap to enter a date.



School Board of Clay County

May 7, 2020 - Regular School Board Meeting

Title

C7 - Gifted Endorsement and Autism Spectrum Disorder (ASD) Endorsement

Description

ASD: The Autism Spectrum Disorders Endorsement, as described in State Board of Education Rule 6A-4.01796, Florida Administrative Code, Specialization Requirements for Endorsement in Autism – Academic Class, will be required by July 1, 2011, for K-12 ESE teachers with 100% of students on their caseload or in their class identified as having autism spectrum disorders. This rule, 6A.-4.01796, FAC., Specialization Requirements for Endorsement in Autism - Academic Class, outlines the requirements for the endorsement in autism.

Autism Spectrum Disorder (ASD) is among the most rapidly growing classifications in special education. The numbers of students diagnosed with ASD increases annually, and creates a need for teachers trained and endorsed to deliver instruction appropriately to these students. There are teachers in Clay County who either desire further training in teaching students with autism at the elementary or secondary level or desire to further their professional development by adding endorsement in autism to their certificates. Additionally, an endorsement program in autism will facilitate teachers' acquisition of the skills and competencies needed to identify students with ASD, provide the required interventions, and assist the improvement of student learning and performance.

Clay County's Add-on Endorsement Program for ASD was created and implemented in 2010 in order to comply with the Florida State Board of Education Rule, 6A.-4.01796, to provide the incentive as well as the opportunity for teachers to attain the competencies and the appropriate skills and credentials needed to effectively teach students with ASD.

Gifted: Clay County District Schools provides services to gifted students in grades K -12. As a result of informed communication and consistent efforts to screen students, the number of identified gifted students have increased. That increase in part is a result of the continued implementation of Plan B to identify gifted students from underrepresented populations. With that increase, the district is committed to providing services at the student's school of residence which requires an increase in the number of gifted endorsed teachers.

Clay County's Add-On Endorsement program for Gifted was developed and implemented in 2010 to allow individuals to obtain the Gifted Endorsement certification from the Florida Department of Education in order to teach gifted within Clay County District Schools. Since initial approval, this program has continued without interruption. This program complies with Florida State Board of Education Rule 6A-6.03019.

The five add-on endorsement components required to complete this program are currently offered online through the Schultz Center and North East Florida Educational Consortium. In the 2020-2021 school year, the School District of Clay County plans to offer the FDLRS Gifted Endorsement courses to provide educators and administrators in Clay County with an alternative pathway to acquiring a gifted endorsement. These courses are specifically designed to meet Florida's content requirements for the Gifted Endorsement Program. The required training components are:

- -Nature and Needs of the Gifted 60 hours
- -Curriculum and Development for the Gifted 60 hours
- -Theory and Development of Creativity 60 hours
- -Guidance and Counseling for the Gifted 60 hours
- -Education of Special Populations of the Gifted 60 hours

Gap Analysis

ASD: During the 2019-2020 school year there were 16 out-of-field teachers teaching ASD classes. In order to continue reducing the number of out-of-field teachers of the students with ASD and to continue to expand the pool of qualified and full-endorsed program personnel, the District Alternative Program for Add-on Certification: ASD Endorsement was developed to:

- 1. Meet the instructional needs of districts where there are not an adequate number of fully endorsed teachers of students with ASD.
- **2.** Provide additional required training for teachers who have been hired from out of state who do not meet all of Florida's requirements for ASD endorsement.
- 3. Prepare a pool of fully endorsed teachers of students with ASD who can be placed as the need arises for additional staff.
- **4.** Provide quality and relevant training to teachers of students with ASD wishing to update their skills, knowledge and competence.
- 5. Provide instructional staff with an alternative means of acquiring certification ASD endorsement.

Gifted: During the 2019-2020 school year there were seven out-of-field teachers teaching gifted classes. In order to continue reducing the number of out-of-field teachers of the gifted and to continue to expand the pool of qualified and fully-endorsed program personnel, the District Alternative Program for Add-on Certification: Gifted Endorsement was developed to:

- **1.** Meet the instructional needs of districts where there are not an adequate number of fully endorsed teachers of the gifted.
- **2.** Provide additional required training for teachers who have been hired from out of state with certification in gifted that does not meet all of Florida's requirements.
- **3**. Prepare a pool of fully endorsed teachers of the gifted who can be placed as the need arises for additional staff.
- 4. Provide quality and relevant training to teachers of the gifted wishing to update their skills, knowledge, and competencies.
- 5. Provide instructional staff with an alternative means of acquiring certification endorsement in gifted.

Previous Outcomes

ASD: During the term of our previous Add-On ASD Endorsement, from 2015-2020, approximately 35 educators completed the endorsement courses offered through the district.

Gifted: During the term of our previous Add-On Endorsement for Gifted, from 2015-2020, approximately 30 educators completed the endorsement modules through either the Schultz Center or NEFEC and were able to add the endorsement to their professional certificate. The total cost out-of-pocket for educators to acquire their gifted endorsement from NEFEC is currently \$1,500. The out-of-pocket cost through the Schultz center has ranged from \$925 to \$1,075. Due to the excessive out-of-pocket cost, very few educators pursue this endorsement leaving Clay County with an extremely limited pool of endorsed and highly qualified/effective educators prepared to serve gifted students in both the gifted and general education settings. This also leads to an average of five to seven out-of-field teachers each year.

Expected Outcomes

ASD: Implementing the ASD Endorsement modules from FDLRS in addition to our current ASD Add-on Endorsement plan will allow the School District of Clay County to offer an additional avenue for teachers to complete the courses at no out-of-pocket cost. The cost to the district will be three stipends yearly for the facilitators. Modules will be offered over a two year period and will provide opportunities for self-contained, general education and inclusion teachers to receive the quality and relevant training to update their skills and knowledge for teaching students with ASD. This will provide the School District of Clay County with an adequate pool of endorsed and highly qualified/effective educators to serve students with ASD in both the self-contained and general education classroom.

Gifted: Implementing the Gifted Endorsement modules from FDLRS will allow the School District of Clay County to offer the Gifted Endorsement to teachers and administrators at no out-of-pocket cost. The cost to the district will be three stipends yearly for the facilitators. Modules will be offered over a two year period and yield a program completion rate of 40-60 educators throughout the course of our next Add-On Endorsement period, potentially doubling the number of program completers from 2020-2025. This will provide the School District of Clay County with an adequate pool of endorsed and highly qualified/effective educators to serve gifted students in both the gifted and general education classroom as well as possibly eliminating the need for out-of-field teachers working with gifted students.

Strategic Plan Goal

Goal 5: Develop and support great educators, support personnel, and leaders. Strategy 5.2: Provide ongoing training and support for teachers, support staff, and leaders.

Recommendation

That the Clay County School Board approve adding the Gifted and ASD Endorsements to the Professional Learning Catalog.

Contact

Roger Dailey, Chief Academic Officer, 904.336.9405, Roger.Dailey@myoneclay.net

Financial Impact

\$0.00

Review Comments

Attachments

- FDLRS Gifted Endorsement Courses Sample Professional Learning Catalog Do....pdf
- © Copy of 2020-2025 Resubmission of Clay County Add-on Endorsement Program for ASD.doc.pdf
- ASD Endorsement ProgramMIP (1).pdf

Gifted Add-On Endorsement Program

Clay County District Schools & FDLRS



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School Board Approval

Program Rationale and Purpose

The Gifted Endorsement is designed to increase the level of knowledge, expertise, and understanding of educators working with students who are gifted. The endorsement is intended to raise the awareness of the unique characteristics, emotional/social needs, and other challenges and issues associated with students who are gifted. It is designed to foster an understanding of historical state and national trends, policies, and guidelines in order to ensure implementation of appropriate academic curriculum, differentiation strategies, educational intervention, and support for this diverse population.

Curriculum

Competencies

The specialization competencies for the District Alternative Program for Add-On Certification: Gifted Endorsement were developed by a Florida Department of Education sponsored certification task force, representing statewide stakeholders and constituent groups. The competencies are grouped to correlate with the major components of the Rule 6A-4.01791, F.A.C.; Specialization Requirements for the Gifted Endorsement-Academic Class. In addition, the Council for Exceptional Children (CEC) and the National Association for Gifted Children (NAGC), two national organizations committed to promoting quality training programs, were used as resources in the final development of the competencies.

Competency 1.0: Participants will demonstrate an awareness of the following:

- The historical foundation of gifted education
- The characteristics, needs, and unique challenges of the student who is gifted and differences to respond to the needs of individuals with gifts and talents
- The process of screening and identifying students who are gifted
- The knowledge of issues involved with planning, developing, and implementing services for students who are gifted
- The essential role of collaboration to support students who are gifted and teachers

Competency 2.0: Participants will be able to demonstrate modifications in the content, process, product, affect, and learning environment of the classroom and curricula as they relate to gifted learners. Ultimately, course participants will design units of instruction that are powerful, aligned, engaging, authentic, and challenging.

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Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:

- Identify characteristics of students identified as gifted with a focus on the implications for learning and curricular issues.
- Demonstrate understanding of the terminology used in the development of curriculum for students who are gifted, including such terms as acceleration, enrichment, and differentiation.
- Demonstrate awareness and knowledge of appropriate resources and materials for developing curriculum and facilitating learning for students who are gifted.
- Demonstrate the ability to develop a unit of instruction aligning curricular components—including objectives, introduction, teaching strategies, learning activities, products, resources, and assessments—to meet the cognitive and affective needs of students who are gifted.
- Demonstrate knowledge of a continuum of services to support the needs and interests of students who are gifted.
- Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate Educational Plan (EP).

Competency 3.0: Participants will receive an overview of the theory, research, practical strategies, and resources on guidance and counseling, with an emphasis on classroom applications in the gifted classroom.

Upon completion of this course, beginning gifted education professionals will demonstrate an awareness of the following:

- Describe holistic developmental characteristics of a gifted child and understand what it is like to be gifted from the child's point of view. (1.1, 3.1, 5.1)
- Analyze strengths and vulnerabilities that distinguish students who are gifted from their age-related peers. (1.2, 2.2, 5.5)
- Describe personality variances of individuals who are gifted and profoundly gifted. (1.1, 1.2, 2.2, 5.5)
- Differentiate needs and concerns of students who are gifted in special populations, including differences due to gender, cultural and ethnic divergence, twice exceptionality, and low socio-economic status. (1.1, 3.3, 3.4, 4.1, 7.3)
- Describe thoroughly risk factors and resiliency related to students who are gifted. (2.1,2.4, 4.3, 4.4)
- Identify numerous educational opportunities available for students who are gifted and discuss the strengths and limitations of each. (2.4, 6.3, 7.3)
- Identify counseling and guidance activities and resources to assist students who are gifted—K-12 and post-secondary—to plan for coursework, college, career, and life choices. (2.4, 6.3-6.5)
- Use knowledge of social skills training to assist students who are gifted in developing healthy relationships and displaying leadership capability. (2.2, 7.3)
- Acquire and refine the knowledge, skills, and resources needed to advocate as a teacher, parent, or supporter of self-advocacy for gifted students. (3.1, 5.3,7.1-7.3)
- Understand special needs in parenting the gifted child and in family dynamics. (5.3, 5.5, 6.5, 7.3)
- Understand and support children who are emotionally gifted and spiritually gifted. (5.3, 5.5, 6.5, 7.3)

- Apply knowledge and skills necessary to assist students, their families, and educators in understanding the psychology of giftedness and in tapping community, state, and national resources for service support. (6.4, 6.3, 6.5, 7.1-7.3)
- Become competent in identifying and navigating Web sites that extensively address topics related to giftedness for personal and professional use. (5.2, 6.1-6.5)

Competency 4.0: Participants will receive an overview of the challenges and issues that face diverse populations of gifted students as they struggle to gain acceptance, recognition, and access to appropriate gifted education to meet their individual needs. Participants will develop an awareness of the central issues in multicultural education that examine questions of equity and excellence; prejudice and stereotyping of special populations; and lack of awareness, understanding, and recognition manifested in discriminatory practices on the national, state, and local levels. They will examine policies and procedures to screen, identify, and provide appropriate modifications to curriculum for these diverse gifted students.

Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:

- The teacher's own prejudices and stereotypes concerning students who are diverse gifted (1.1, 4.1, 6.3)
- The development of intercultural competence in the teacher and advocacy for underserved populations of gifted students (2.3, 4.1, 5.4, 6.4, 6.5)
- The cognitive, physical, and affective characteristics of diverse gifted children (2.1, 2.3, 3.4, 5.5)
- Skills to assist in the screening and identification process (4.1 4.5)
- The process and content of individual psychological testing and assessment in the identification of the gifted (4.1-4.5)
- The essential role of collaboration in supporting the needs of children from diverse populations who are gifted (4.3, 5.3, 7.1 -7.3)
- Knowledge of issues involved with the planning, development, and implementation of services for diverse gifted children (4.4-4.5; 5.1-5.5)

Competency 5.0: Participants will develop an awareness of valuing creativity, clarifying creativity, understanding the elements of creativity, assessing creativity, and cultural conceptions of creativity. They will also learn how to foster a creative learning environment, nurture and develop creativity, identify goals, and use evaluation procedures.

Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:

- Knowledge of the nature and definition of creativity
- Self-reflection and strategies to enhance personal creativity
- Ideas and strategies for teaching students to develop and use their creativity

Specialization

6A-4.01791 Specialization Requirements for the Gifted Endorsement--Academic Class Beginning July 1, 1992. (Florida Statute):

(1) A bachelor's or higher degree with certification in an academic class coverage, and

(2) Fifteen (15) semester hours in gifted education to include three (3) semester hours in each area specified below:

(a) Nature and needs of gifted students to include student characteristics; cognitive, social, and emotional needs; and history and current research;

(b) Curriculum and instructional strategies for teaching gifted students to include modification of curriculum content, instructional process, student products, and learning environment;

(c) Guidance and counseling of gifted students to include motivation, self-image, interpersonal skills, and career options for gifted students;

(d) Educating special populations of gifted students such as minorities, underachievers, handicapped, economically disadvantaged, and highly gifted to include student characteristics and programmatic adaptations; and

(e) Theory and development of creativity to include elements of creativity such as fluency, flexibility, originality, and elaboration.

(3) This rule shall take effect July 1, 1992.

Specific Authority 1001.02, 1012.55, 1012.56FS. Law Implemented 1001.02, 1012.54, 1012.55, 1012.56 FS. History-New 7-1-92.

Nationally Recognized Guidelines

To address the broad disparity in teacher training for teachers of gifted children, the NAGC, the Council for Exceptional Children (CEC), and its division, The Association for the Gifted (TAG), have recently completed a three-year collaborative project to develop a set of research-based standards for educators: The Teacher Knowledge and Skill Standards for Gifted and Talented. In developing the standards, the organizations worked closely with the Interstate New Teacher and Assessment and Support Consortium (INTASC), a division of the National Council for Accreditation for Teacher Education (NCATE), that provides a national forum to set and meet standards for teacher licensure and professional development. Closely aligned with INTASC's ten Model Standards for Teacher Licensure, the Teacher Knowledge and Skill Standards for Gifted and Talented were created to assist state departments of public instruction in developing standards for teachers of gifted children, grades K-12, and to provide college and universities with a framework for teacher education programs.

Identification and summary of the ten standards include teacher knowledge and understanding of the following:

- Foundations, the research-based evidence, philosophies, laws and policies, and various historical and human perspectives in the evolving field of gifted education;
- Development and Characteristics of Learners, including those with exceptional learning needs and those without;
- Individual Learning Differences, which include the effects that giftedness as well as diversity can have on one's learning;

- Instructional Strategies, which are based on evidence-based research and are specific to gifted and talented students;
- Learning Environments and Social Interactions that promote creativity, cultural understanding, diversity, safety, and emotional well-being, and full student engagement in the learning process;
- Language and Communication and the important role they play in talent development; effective teaching strategies for oral and written communication skills; and individual language proficiencies and cultural and linguistic differences;
- Instructional Planning that reflects both long- and short-range goals and objectives for individual giftedness;
- Assessment in multiple forms that can be used for identification, progress, instruction, and evaluation of gifted learners;
- Professional and Ethical Practice standards in all situations, both in dealing with students and in staying abreast of new evidence and more effective teaching techniques;
- Collaboration with families, other educators, and appropriate service and support personnel for gifted children and gifted programs.

The complete text for the NAGC Standards can be found at

http://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented -education.

Instructional Design and Delivery

Instructional Strands

There are five instructional strands included in the Gifted Add-On Endorsement Program. These strands have been developed to ensure that teachers meet the competencies required for teaching in Florida's gifted programs and to support quality training on a statewide basis. The five instructional strands and major topics are the following:

Instructional Strands	Topics
1. Nature and Needs of Students Who Are Gifted	Defining Giftedness & Exploring Foundations Understanding Giftedness Identifying Giftedness Educating the Gifted Managing Gifted Services
2. Curriculum Development for the Gifted	Key Terms and Concepts of Gifted Curriculum Programs and State Standards Principles of Differentiated Instruction and Universal Design for Learning

	Curriculum Models Curriculum and Instructional Strategies Selecting Resources, Materials, and Technology Providing a Continuum of Services Student Outcomes and Educational Plan Communicating and Advocating Effectively
3. Guidance and Counseling for the Gifted	Understanding the Gifted Developmental Characteristics of Gifted Children Phenomenological Experience of Gifted Children Strengths and Vulnerabilities Personality Variance of the Gifted and Highly Gifted Special Populations From Risk to Resiliency Opportunities in Education Placement Counseling, Guidance, and Career Placement Advocates for the Gifted Parenting the Gifted Child and Family Dynamics
4. Education of Special Populations of Gifted Students	Identification of Special Populations of Gifted Students Diverse Types of Gifted Students Multicultural Gifted Education Ethnicity Linguistic Diversity Underachievement Socio-economic and Educational Disadvantage Twice-Exceptional Students Diverse Family Structures and Pressures Gender and LGBTQ+ Young and Highly Gifted Evaluation of Effective Programs for Special Populations of Gifted Students
5. Theory and Development of Creativity	Valuing Creativity Defining Creativity Developing and Nurturing Creativity Measuring Creativity and Assessing Creative Outcomes Personalization and Commitment to Creativity

Inservice Codes

Primary Purpose	Implementation Methods	
 A. Add-on Endorsement B. Alternative Certification C. Florida Educators Certificate Renewal D. Other Professional Certificate/License Renewal E. Professional Skills Building - Non-instructional F. W. Cecil Golden Professional Development Program for School Leaders G. Approved District Leadership Development Program H. No Certification, Job Acquisition, or Retention Purposes 	M. Structured Coaching/ Mentoring N. Independent Learning/Action Research O. Collaborative Planning P. Participant Product Q. Lesson Study R. Electronic, Interactive S. Electronic, Non-interactive T. Evaluation of Practice	
Learning (Delivery) Methods	Evaluation (Staff/Participant)	
 A. Knowledge Acquisition B. Electronic, Interactive C. Electronic, Non-interactive D. Learning Community/ Lesson Study Group E. Independent Inquiry F. Structured Coaching/ Mentoring G. Implementation of "High Effect" Practice(s) H. Job-Embedded I. Deliberate Practice J. Problem Solving Process 	 A. Changes in Instructional or Learning Environment Practices B. Changes in Instructional Leadership or Faculty Development Practices C. Changes in Student Services/Support Practices D. Other Changes in Practices E. Fidelity of Implementation of the Professional Learning Process F. Changes in Observed Educator Proficiency in Implementing Targeted State Standards or Initiatives G. Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present 	
Florida Educator Accomplished Practices (FEAP)	Evaluation (Students)	
 A. Quality of Instruction A.1 Instructional Design and Lesson Planning A.2 The Learning Environment A. 3 Instructional Delivery and Facilitation A.4 Assessment B. Continuous Improvement, Responsibility, and Ethics B.1: Continuous Professional Improvement B.2 Professional Responsibility and Ethical Conduct 	 A. Results of State or District-Developed/ Standardized Growth Measure(s) B. Results of School/ Teacher- Constructed Student Growth Measure(s) that Track Student Progress C. Portfolios of Student Work D. Observation of Student Performance E. Other Performance Assessment(s) F. Did Not Evaluate Student Outcomes (evaluated with staff evaluation) Z. Did Not Evaluate Student Outcomes 	

Program Content/Curriculum

Nature and Needs of Students Who Are Gifted

Number of Inservice Points: 60

Course Description: Nature and Needs of Students Who Are Gifted is designed as a 60-hour course that includes participation in instructional activities, research, and extended learning outside of the classroom. Nature and Needs of Students Who Are Gifted provides an overview of the evolution of gifted education on the national, state, and local level. Major events affecting gifted education are described as well as major policies and procedures governing the delivery of gifted education. Cognitive, social, and emotional characteristics common to individuals who are gifted are identified along with strategies that can be used to meet the academic needs of different categories of students who are gifted.

There is flexibility in the course pace depending on the specific needs of the participants and the nature of the instructional setting. The course facilitator is expected to be knowledgeable in the field of giftedness and gifted education. A variety of learning activities is included. Course facilitators may determine which activities are appropriate based on the needs and experiences of the participants.

Competency 1.0

Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:

- The historical foundation of gifted education (6.2)
- The characteristics, needs, and unique challenges of the student who is gifted and differences to respond to the needs of individuals with gifts and talents (1.1, 1.2)
- The process of screening and identifying students who are gifted (4.3)
- The knowledge of issues involved with planning, developing, and implementing services for students who are gifted (4.4, 4.5)
- The essential role of collaboration to support students who are gifted and teachers (7.1, 7.2, 7.3)

This course infuses the 2013 Teacher Preparation Standards in Gifted and Talented Education in its objectives, as presented by the National Association for Gifted and Talented Children and the Council for Exceptional Children (NAGC-CEC).

The content has been organized around five topics:

- Defining Giftedness and Exploring Foundations
- Understanding Giftedness
- Identifying the Gifted
- Educating the Gifted

• Managing Gifted Programs

Within these five topics are 20 objectives to be demonstrated by those who successfully complete the course. Objectives reference the National Association of the Gifted and Talented and Council for Exceptional Children (NAGC-CEC) Teacher Knowledge & Skill Standards for Gifted and Talented Education (2013).

Specific Objectives:

Topic 1: Defining Giftedness and Exploring Foundations

- Describe the importance, implications, and benefits of gifted education for students and society through the identification of key philosophies, theories, and research.
- Demonstrate an understanding of major historical and contemporary trends that influence gifted education.
- Demonstrate knowledge of the historical, national, and state definitions of giftedness.
- Demonstrate knowledge of the current criteria for gifted eligibility and placement in Florida.

Topic 2: Understanding Giftedness

- Identify cognitive and affective characteristics of learners who are gifted, including those from diverse backgrounds.
- Identify the needs and challenges associated with common gifted characteristics.
- Compare and contrast the cognitive, social, emotional, experiential, and economic factors in supporting or inhibiting the development of giftedness.
- Understand the role of societal, cultural, emotional, experiential, and economic factors in supporting or inhibiting the development of giftedness.

Topic 3: Identifying the Gifted

- Identify issues related to the identification of students who may be gifted.
- Examine district screening practices and identification procedures.
- Recognize contents, uses, limitations, and interpretation of multiple assessments for the screening and identification of learners who are gifted, including students from diverse backgrounds.

Topic 4: Educating the Gifted

- Examine how gifted services differ from education services with regard to curriculum, instruction, grouping, and learning environment.
- Analyze the relationship among gifted programming, differentiation, and identification criteria.
- Prioritize the educational needs of individual students who are gifted based on cognitive and affective characteristics and present levels of educational performance.
- Compare and contrast different service delivery models for students who are gifted and the relationship of the level of need for differentiation to placement on a continuum of services.
- Describe the characteristics and competencies of effective teachers of students who are gifted.

Topic 5: Managing Gifted Services

- Identify laws, regulations, and official documents that directly impact students who are gifted and services in Florida, including the relationship between exceptional student education and gifted programs.
- Identify and interpret implications of current research that impacts gifted education.
- Demonstrate an understanding of the teacher's responsibility for record keeping, including developing a suitable educational plan (EP) for an individual learner who is gifted.
- Examine the importance and role of the parent, teacher, and student in advocating for the gifted.

Professional Learning Delivery, Implementation, and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation method from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional development strategies.

Professional Development Activity Descriptions:

Each participant will complete one or more of the following component activities: Lecture/discussion, professional reading, classroom observation, research paper, case study, lesson plan development/implementation, data collection/analysis, assessment design/delivery/analysis, and/or other activities approved by the instructor.

Learning (Delivery) Methods: A, B, E, I, J Implementation Methods: P, R, T Evaluation Methods: Staff: A, F, G Student: A, D, F, Z FEAP: A.2, A.3, A.4, B.1

Curriculum and Instructional Strategies for Teaching Gifted Students

Number of Inservice Points: 60

Course Description: Curriculum and Instructional Strategies for Teaching Gifted Students provides an analysis of curriculum modifications for gifted learners based on the National Association for Gifted Children (NAGC) Standards for Graduate Programs in Gifted Education. Participants will be able to demonstrate adaptations in the content, process, product, affect, and learning environment of the classroom and curricula as they relate to gifted learners. Ultimately, course participants will design units of instruction that are powerful, aligned, engaging, authentic, and challenging. Participants will be able to demonstrate modifications in the content, process, product, affect, and learning environment of the classroom and curricula as they relate to gifted learners.

Competency 2.0

Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:

- Identify characteristics of students identified as gifted with a focus on the implications for learning and curricular issues. (1.1, 1.2, 3.2, 3.4)
- Demonstrate understanding of the terminology used in the development of curriculum for students who are gifted, including such terms as acceleration, enrichment, and differentiation. (3.1, 3.4, 5.1)
- Demonstrate awareness and knowledge of appropriate resources and materials for developing curriculum and facilitating learning for students who are gifted. (5.1-5.5, 6.2, 6.3)
- Demonstrate the ability to develop a unit of instruction aligning curricular components—including objectives, introduction, teaching strategies, learning activities, products, resources, and assessments—to meet the cognitive and affective needs of students who are gifted. (3.1-3.4, 5.1-5.5)
- Demonstrate knowledge of a continuum of services to support the needs and interests of students who are gifted. (2.4, 5.4, 7.3)
- Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate Educational Plan (EP). (2.4, 4.1-4.5)

This course infuses the 2013 Teacher Preparation Standards in Gifted and Talented Education in its objectives, as presented by the National Association for Gifted and Talented Children and the Council for Exceptional Children (NAGC-CEC.).

The content has been organized around 12 topics:

- Key Terms & Concepts
- Program & State Standards
- Principles of DI & UDL
- Curriculum Models

- Curriculum & Instructional Strategies
- Selecting Resources, Materials, & Technology
- Instructional Needs & Strategies
- Designing Units of Instruction
- Providing a Continuum of Services
- Student Outcomes & the Educational Plan
- Communicating & Advocating Effectively
- Program Evaluation

Within these 12 topics are **21** objectives to be demonstrated by those who successfully complete the course. Objectives reference the National Association of the Gifted and Talented and Council for Exceptional Children (NAGC-CEC) Teacher Knowledge & Skill Standards for Gifted and Talented Education (2013).

Specific Objectives:

Topic 1: Key Terms & Concepts

- Justify the need to differentiate of adapt instruction to respond to the needs of the gifted learner.
- Demonstrate understanding of the terminology used in the development of curriculum for the gifted.

Topic 2: Program & State Standards

• Demonstrate knowledge of the role of the current state and national standards of the general education curriculum and implications for the education of gifted students.

Topic 3: Principles of DI & UDL

• Demonstrate knowledge of the principles of differentiation and Universal Design for Learning (UDL).

Topic 4: Curriculum Models

• Demonstrate the ability to evaluate models for teaching gifted curriculum.

Topic 5: Curriculum & Instructional Strategies

- Develop an understanding of the issues of equity and excellence as they relate to gifted.
- Demonstrate knowledge of effective instructional strategies and the role of the teacher in implementing these strategies.
- Demonstrate the ability to select gifted curriculum and appropriate instructional strategies.
- Appreciate the role of assessment as an instructional strategy.

Topic 6: Selecting Resources, Materials, & Technology

• Demonstrate awareness and knowledge of appropriate resources and materials for developing curriculum and facilitating learning for students who are gifted.

Topic 7: Instructional Needs & Strategies

- Demonstrate the ability to match instructional strategies to individual needs of learners.
- Identify the impact of Response to Intervention (Rtl) as it pertains to students who are gifted.

Topic 8: Designing Units of Instruction

• Demonstrate the ability to develop a unit of instruction aligning curricular components to Florida State Standards, including objectives, introduction, teaching strategies, learning activities, products, resources, and assessments to meet the cognitive and affective needs of gifted learners.

Topic 9: Providing a Continuum of Services

• Demonstrate knowledge of a continuum of services to support the needs and interests of gifted students.

Topic 10: Student Outcomes & the Educational Plan

- Demonstrate the ability to identify various types of assessments and assessment strategies used before, during, and after instruction that provide evidence of student growth and understanding.
- Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate Educational Plan (EP).

Topic 11: Communicating & Advocating Effectively

• Demonstrate the ability to effectively communicate and work in partnerships with students, families, and school personnel in the interest of students who are gifted.

Topic 12: Program Evaluation

- Establish criteria to evaluate the effectiveness of the gifted programs at local, district, and state levels based on research-based, valid approaches.
- Identify areas in which to assess gifted programs based on the parameters defining gifted services as set by state and national standards, laws, rules, and policies.
- Identify areas in which to assess gifted programs based on the unique needs of students who are gifted.
- Identify effects of culture and environment as well as family and key stakeholders in gifted programming.

Professional Learning Delivery, Implementation, and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation method from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional development strategies.

Professional Development Activity Descriptions Each participant will complete one or more of the following component activities: Lecture/discussion, professional reading, classroom observation, research paper, case study, lesson plan development/implementation, data collection/analysis, assessment design/delivery/analysis, and/or other activities approved by the instructor.

Primary Purpose: A Learning (Delivery) Methods: A, B, E, H, I, J Implementation Methods: P, R, T Evaluation Methods: Staff: A, F, G Student: C, E FEAP: A.1, A.2, A.3, A.4, B.1

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Guidance and Counseling for Gifted Students

Number of Inservice Points: 60

Course Description: Guidance and Counseling for the Gifted is designed as a 60-hour course that includes participation in instructional activities, research, and extended learning outside of the classroom. This course provides an overview of the theory, research, practical strategies, and resources on guidance and counseling, with an emphasis on classroom applications in the gifted classroom. Participants will understand holistic developmental characteristics of gifted children, will be able to identify risk factors related to gifted students, and will be to support social skills, career exploration, and leadership development of gifted students.

Competency 3.0

Participants will receive an overview of the theory, research, practical strategies, and resources on guidance and counseling, with an emphasis on classroom applications in the gifted classroom.

This course infuses the 2013 Teacher Preparation Standards in Gifted and Talented Education in its objectives, as presented by the National Association for Gifted and Talented Children and the Council for Exceptional Children (NAGC-CEC).

The content has been organized around twelve topics:

- Understanding the Gifted
- Developmental Characteristics of Gifted Children
- Phenomenological Experience of Being Gifted
- Strengths and Vulnerabilities
- Personality Variance of the Gifted and Highly Gifted
- Special Populations
- From Risk to Resiliency
- Opportunities in Educational Placement
- Counseling, Guidance, and Career Placement
- Supporting Social Skills and Leadership Development
- Advocates for the Gifted
- Parenting the Gifted Child and Family Dynamics

Within these 12 topics are 45 objectives to be demonstrated by those who successfully complete the course. Objectives reference the National Association of the Gifted and Talented and Council for Exceptional Children (NAGC-CEC) Teacher Knowledge & Skill Standards for Gifted and Talented Education (2013).

Upon completion of this course, beginning gifted education professionals will demonstrate an awareness of the following:

- Describe holistic developmental characteristics of a gifted child and understand what it is like to be gifted from the child's point of view. (1.1, 3.1, 5.1)
- Analyze strengths and vulnerabilities that distinguish students who are gifted from their age-related peers. (1.2, 2.2, 5.5)
- Describe personality variances of individuals who are gifted and profoundly gifted. (1.1, 1.2, 2.2, 5.5)
- Differentiate needs and concerns of students who are gifted in special populations, including differences due to gender, cultural and ethnic divergence, twice exceptionality, and low socio-economic status. (1.1, 3.3, 3.4, 4.1, 7.3)
- Describe thoroughly risk factors and resiliency related to students who are gifted. (2.1,2.4, 4.3, 4.4)
- Identify numerous educational opportunities available for students who are gifted and discuss the strengths and limitations of each. (2.4, 6.3, 7.3)
- Identify counseling and guidance activities and resources to assist students who are gifted—K-12 and post-secondary—to plan for coursework, college, career, and life choices. (2.4, 6.3-6.5)
- Use knowledge of social skills training to assist students who are gifted in developing healthy relationships and displaying leadership capability. (2.2, 7.3)
- Acquire and refine the knowledge, skills, and resources needed to advocate as a teacher, parent, or supporter of self-advocacy for gifted students. (3.1, 5.3,7.1-7.3)
- Understand special needs in parenting the gifted child and in family dynamics. (5.3, 5.5, 6.5, 7.3)
- Understand and support children who are emotionally gifted and spiritually gifted. (5.3, 5.5, 6.5, 7.3)
- Apply knowledge and skills necessary to assist students, their families, and educators in understanding the psychology of giftedness and in tapping community, state, and national resources for service support. (6.4, 6.3, 6.5, 7.1-7.3)
- Become competent in identifying and navigating Web sites that extensively address topics related to giftedness for personal and professional use. (5.2, 6.1-6.5)

Specific Objectives:

Topic 1: Understanding the Gifted

- Identify common attitudes, biases, and preconceived expectations held about gifted children by teachers, parents, age-related peers, and throughout American society.
- Discuss the many ways these attitudes affect the everyday lives of gifted children and impact educational services available to them.
- Identify several current definitions of giftedness. Note the impact each definition has in a school situation, at home and in society at large.

Topic 2: Developmental Characteristics

- Attain a developmental understanding of gifted individuals across the life span from infancy to adulthood incorporating a holistic perspective (namely: intellectual, physical, social, and spiritual/moral).
- Describe how the interaction between the environment and innate capabilities affects productivity throughout life.

Topic 3: Phenomenological Experience

- Understand the inner experience of gifted children.
- Become familiar with Dabrowski's Theory of Positive Disintegration and the importance of Developmental Potential and Overexcitabilities in understanding **the** gifted.
- Become cognizant of personality variables that affect the social and emotional well-being of gifted children.

• Understand the distinguishing characteristics of emotional and spiritual giftedness. Topic 4: Strengths and Vulnerabilities

- Understand strengths and vulnerabilities of a gifted individual that originate from within the self.
- Understand vulnerabilities that are due to another's reaction to giftedness.
- Understand the vulnerabilities that are due to a specific circumstance.

Topic 5: Personality Variance

- Realize that some researchers further categorize gifted people by IQ scores, into highly and profoundly gifted categories.
- Understand that a person who has an I.Q. that is two or more standard deviations above the norm will have greater difficulty finding peers and will be misunderstood by others.
- Recognize that a person with an I.Q. two or more standard deviations above the norm is different.
- Understand that any grouping of traits for profoundly gifted individuals is merely for convenience of presentation.

Topic 6: Special Populations

- Describe the different social and emotional needs of gifted students from special populations, including gender, ethnicity and culture, socioeconomic status, twice exceptional, and underachieving students.
- Realize the need for additional or different assessment tools to identify special population students.
- Learn how to recognize, understand, and support gifted children with multiple differences.

Topic 7: From Risk to Resiliency

- Identify risk factors and resiliency as related to gifted students.
- Enumerate what you can do as a teacher to help students at risk.
- List symptoms in children and adults of addiction and physical or sexual abuse.

Topic 8: Opportunities in Educational Placement

- Read Templeton National Report on Acceleration- A nation deceived: How schools hold back America's brightest students. Vol. 1 and 2. (2004) and A Nation Empowered. Vol. 1 and 2 (2015) Colangelo, N., Assouline, S., & Gross, M.
- Understand two categories of acceleration grade based **and** subject based and list 18 acceleration options that respond to gifted students' academic needs and support their **social and** emotional well-being.
- Compare and contrast Florida's Acceleration Statute <u>1002.3105 f.s</u>. with your district's schools' policies and activities for acceleration.
- Recognize home-schooling as a positive option for some gifted students and families.
- Be aware of myths, fears and expectations of teachers and administrators that hold back students and the research that responds to these concerns.

Topic 9: Counseling, Guidance, and Career Placement

- Understand the need for supportive services for gifted individuals due to the complexity and sensitivity of their nature.
- Recognize that a counselor, therapist, or psychologist must be educated in the gifted field so not to misdiagnosis common characteristics of gifted individuals as pathology.
- Realize counseling provides empathy and partnership in times of need.
- Identify activities and resources to assist K-12 students who are gifted in planning for further education, career, or life choices.
- Recognize that guidance and career counseling support gifted individuals in decision-making for positive life choices.

Topic 10: Supporting Social Skills and Leadership Development

- Learn how to help students develop social skills and inspire leadership.
- Support gifted children's experience of global interconnectedness and personal responsibility to take action.
- Realize that **a** primary need in life is to belong.
- Help gifted children to appreciate that their profound sensitivity and empathy can be channeled to help humankind.
- Recognize that perceptivity, empathy, ethics, values, integrity, and leadership are related.

Topic 11: Advocates for the Gifted

- Acquire and refine the knowledge and skills needed to advocate for gifted learners.
- Identify how parent, teacher, and educational advocates can positively affect gifted services and programming.
- Identify advocacy issues, needs, resources, educational laws, skills, and strategies.
- Support the necessity of self-advocacy by gifted students.

Topic 12: Parenting and Family Dynamics

- Understand that gifted children naturally have unique needs that parents are challenged to address daily.
- Recognize that parents of gifted children need guidance and support to respond suitably to additional needs and demands of their children.
- Realize that parents of gifted children may experience isolation from other parents due to other's lack of understanding; societal expectations and myths; jealousy; competition; and lack of acceptance that gifted children have special needs.
- Understand the significance of the quote from Mr. Rogers: "The best parents can do for children is to listen to them."

Topics developed in Guidance and Counseling for the Gifted address various objectives that attempt to answer 12 broad questions:

- What does it mean to be gifted?
- What characteristics do gifted individuals display across their lives to differentiate them from same-age peers?
- What is the phenomenological experience of a gifted individual?
- How do the strengths and vulnerabilities of gifted individuals impact their lives?
- How does the very nature of highly gifted and profoundly gifted individuals separate them from others?
- How can we identify and support a gifted child who displays atypical characteristics due to life differences?

- How can we help foster resiliency in at-risk gifted students?
- How can schools support our brightest students?
- How can we help students learn what they want to do, not just what others think they should do?
- How can we facilitate social skills and leadership development in students?
- How can advocates positively affect others' understanding and acceptance of gifted children's needs?
- What is different about parenting a gifted child?

Delivery Methods

Both facilitator and participants may use a variety of formats to augment this course. Some suggestions follow:

- Multiple presentation formats i.e.: Google Slides, Prezi, PowerPoint, Keynote
- Formative Assessment tools such i.e.: Google forms, Quizlet, Kahoot, Socrative
- Other formats appropriate for this course

Professional Learning Delivery, Implementation, and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation method from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional development strategies.

Professional Development Activity Descriptions

Each participant will complete one or more of the following component activities: Lecture/discussion, professional reading, classroom observation, research paper, case study, lesson plan development/implementation, data collection/analysis, assessment design/delivery/analysis, and/or other activities approved by the instructor.

Primary Purpose: A Learning (Delivery) Methods: A, B, E, H, I, J Implementation Methods: P, R, T Evaluation Methods: Staff: A, F, G Student: A, D, F, Z FEAP: A.2, A.3, A.4, B.1

Education of Special Populations of Gifted Students

Number of Inservice Points: 60

Course Description: Education of Special Populations of Gifted Students course provides an overview of the challenges and issues that face diverse populations of gifted students as they struggle to gain acceptance, recognition, and access to appropriate gifted education to meet their individual needs. It incorporates central issues in multicultural education that examine questions of equity and excellence; prejudice and stereotyping of special populations; and lack of awareness, understanding, and recognition manifested in discriminatory practices on the national, state, and local levels. It examines policies and procedures to screen, identify, and provide appropriate modifications to curriculum for these diverse gifted students, and concludes with a view of how to evaluate effective practices and exemplary programs for special populations of gifted students.

Competency 4.0

Participants will receive an overview of the challenges and issues that face diverse populations of gifted students as they struggle to gain acceptance, recognition, and access to appropriate gifted education to meet their individual needs. Participants will develop an awareness of the central issues in multicultural education that examine questions of equity and excellence; prejudice and stereotyping of special populations; and lack of awareness, understanding, and recognition manifested in discriminatory practices on the national, state, and local levels. They will examine policies and procedures to screen, identify, and provide appropriate modifications to curriculum for these diverse gifted students.

Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:

- The teacher's own prejudices and stereotypes concerning students who are diverse gifted (1.1, 4.1, 6.3)
- The development of intercultural competence in the teacher and advocacy for underserved populations of gifted students (2.3, 4.1, 5.4, 6.4, 6.5)
- The cognitive, physical, and affective characteristics of diverse gifted children (2.1, 2.3, 3.4, 5.5)
- Skills to assist in the screening and identification process (4.1 4.5)
- The process and content of individual psychological testing and assessment in the identification of the gifted (4.1-4.5)
- The essential role of collaboration in supporting the needs of children from diverse populations who are gifted (4.3, 5.3, 7.1 -7.3)
- Knowledge of issues involved with the planning, development, and implementation of services for diverse gifted children (4.4-4.5; 5.1-5.5)

This course infuses the 2013 Teacher Preparation Standards in Gifted and Talented Education in its objectives, as presented by the National Association for Gifted and Talented Children and the Council for Exceptional Children (NAGC-CEC.).

Within these 12 topics are 21 objectives to be demonstrated by those who successfully complete the course. Objectives reference the National Association of the Gifted and Talented and Council for Exceptional Children (NAGC-CEC) Teacher Knowledge & Skill Standards for Gifted and Talented Education (2013).

The course begins with a review of central concepts of giftedness in relation to diversity and current practices in identification, and then it is structured into three perspectives:

- Socio-cultural issues that examine global and geographical differences; ethnicity, religion, and linguistic diversity
- Personal issues that examine underachievement, physical disabilities, behavioral and emotional disorders, and learning disabilities
- Community issues that examine economic and educational disadvantaged; diverse family structures and pressures; the young gifted, highly gifted, and precocious; and gender differences

Topics developed in Education of Special Populations of Gifted Students address various objectives that attempt to answer four broad questions:

- Who are they?
- How do you find and identify them?
- Why do diverse gifted students need different programs and curricular options?
- How can you judge the effectiveness of the programs for diverse students?

The content has been organized around 12 topics:

- Identification of Special Populations
- Diverse Types of Gifted Students
- Multicultural Gifted Education: Incidence of Special Populations of Gifted
- Ethnicity
- Linguistic Diversity
- Underachievement
- Socio-Economic & Educational Disadvantage
- Twice-Exceptional Students
- Diverse Family Structures & Pressures
- Gender & LGBTQ+
- Young & Highly Gifted
- Evaluation of Effective Programs for Special Populations

Within these 12 topics are 57 objectives to be demonstrated by those who successfully complete the course. Objectives reference the National Association of the Gifted and Talented and Council for Exceptional Children (NAGC-CEC) Teacher Knowledge & Skill Standards for Gifted and Talented Education (2013).

Specific Objectives:

Topic 1: Identification of Special Populations

- Demonstrate knowledge of Plan B (Florida Statutes and State Board of Education Rules, 6A. -6.03019 Special Instructional Programs for Students Who are Gifted) and 6A. -6. 03313 (Procedural Safeguards for Exceptional Students Who are Gifted).
- Demonstrate Knowledge of alternative assessments and non-traditional screening, and evaluation appropriate for use with students from special populations.
- Match appropriate screening and identification procedures with the needs of special populations.

Topic 2: Diverse Types of Gifted Students

- Within the broad spectrum of giftedness in the general population, identify subgroups and underserved populations.
- Understand the learning needs and challenges of diverse types of gifted students.
- Identify the unique needs of gifted girls, culturally diverse, rural, those with disabilities, underachieving, highly gifted, young gifted students, and disadvantaged gifted students.
- Examine the challenges of finding gifted students from underserved populations.
- Justify the need to modify and differentiate the curriculum in terms of the needs of these special populations.

Topic 3: Multicultural Gifted Education: Incidence of Special Populations of Gifted

- Examine the nature of giftedness in relation to multicultural principles and underserved populations.
- Acquire knowledge of diversity focus of national standards in gifted education.
- Justify the need to modify and differentiate the curriculum in terms of the needs of these special populations.
- Examine personal cultural competencies.

Topic 4: Ethnicity

- Understand the impact of global diversity issues in education of gifted students from diverse ethnic perspectives.
- Examine the rights and perspectives of diverse ethnic religions of gifted students and first amendment issues.
- Identify the characteristics of specific ethnic groups of gifted students.
- Develop an awareness of and demonstrate teaching strategies for addressing the needs of specific ethnic groups.

Topic 5: Linguistic Diversity

• Understand the characteristics and needs of linguistic minority gifted students.

- Appreciate and incorporate the cultural and linguistic perspectives of gifted students who are bilingual or multilingual into curriculum.
- Examine policies and procedures for working with gifted LEP (Limited English Proficient) or EL (English Learners) students.
- Examine ways to identify high potential linguistic minority students.
- Identify strategies to effectively work with linguistic minority students.
- Identify strategies to effectively work with linguistically diverse gifted students and those who are classified as LEP or EL students.

Topic 6: Underachievement

- Examine the impact of cultural, ethical, and educational norms and expectations on underachievement in gifted students.
- Understand the individual characteristics, attitudes, and circumstances that can affect the achievement of a gifted student from diverse populations.
- Explore ways to identify gifted students from special populations who are unsuccessful in school.
- Examine the characteristics and needs of these students.
- Identify strategies to assist these students.

Topic 7: Socio-Economic & Educational Disadvantage

- Identify and describe low socio-economic status populations that are underserved.
- Examine the nature of giftedness as masked by socio-economic and educational disadvantages.
- Identify inhibiting socio-economic factors that have prevented services for low-income gifted children.
- Identify key research on identification of disadvantaged gifted students from underserved populations.
- Examine alternative, contextual or process-oriented forms of assessment as promising ways to identify low-income gifted students.
- Examine methods and strategies that challenge the unique needs of disadvantaged gifted children.
- Research promising programs and services for **socio**-disadvantaged gifted children that would accommodate their unique needs for skill-development, exposure to relevant experiences, mentoring opportunities, and access to resources in the community.

Topic 8: Twice-Exceptional Students

- Clarify and define diverse types of gifted twice-exceptional students.
- Demonstrate knowledge, characteristics, and needs of students who are both gifted and have a disability, including physical impairments, sensory impairments, emotional and behavioral disabilities, and learning disabilities.
- Identify the reasons that gifted students with disabilities are underrepresented in gifted programs.
- Discuss strategies and programming needs for gifted students who are twice-exceptional.

Topic 9: Diverse Family Structures & Pressures

- Identify and describe the impact of non-traditional experiences, values, and cultural expectations on the development and educational experiences of gifted students.
- Identify the unique characteristics and needs of gifted students from diverse family structures.

- Identify strategies for stimulating personal growth of gifted students from diverse families.
- Identify community support systems for diverse families of gifted students.

Topic 10: Gender & LGBTQ+

- Examine stereotyping and prejudice that impacts girls, boys, and those who identify as LGBTQ+.
- Examine the impact of culture and ethnicity on gender expectations for gifted students from minority groups.
- Demonstrate knowledge of how gender can affect achievement and aspirations of gifted students.
- Explore the contribution of mentorships in their education.

Topic 11: Young & Highly Gifted

- Examine concepts of age-appropriate development in relation to concepts of giftedness.
- Understand the needs and characteristics of very young gifted students.
- Examine ways to identify very young gifted students in early childhood education and support their educational **and** personal needs.
- Understand the needs and characteristics of highly gifted students.
- Identify problems, challenges and present options for developing skills in highly gifted students.
- Examine exemplary practices and programs for meeting the needs of the highly gifted student.

Topic 12: Evaluation of Effective Programs for Special Populations

- Identify and describe criteria of effective programs.
- Examine theories of giftedness in the socio-cultural perspective in relation to goals for gifted programs.
- Identify instructional methods that accommodate the needs of special populations.
- Identify key research on programs for special populations.
- Communicate and consult with school personnel to evaluate the effectiveness of programs in local schools/districts.

Professional Learning Delivery, Implementation, and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation method from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional development strategies.

Professional Development Activity Descriptions

Each participant will complete one or more of the following component activities: Lecture/discussion, professional reading, classroom observation, research paper, case study, lesson plan development/implementation, data collection/analysis, assessment design/delivery/analysis, and/or other activities approved by the instructor. Primary Purpose: A Learning (Delivery) Methods: A, B, E, H, I, J Implementation Methods: P, R, T Evaluation Methods: Staff: A, F, G Student: B FEAP: A.1, A.2, A.3, A.4, B.1, B.2

Gifted: Theory and Development of Creativity

Number of Inservice Points: 60

Course Description: Theory and Development of Creativity is designed as a 60-hour course that includes participation in instructional activities, research, and extended learning outside of the classroom. There is flexibility in the course pace depending on the specific needs of the participants and the nature of the instructional setting. The course facilitator is expected to be knowledgeable in the field of giftedness and gifted education. A variety of learning activities is included. Course facilitators may determine which activities are appropriate based on the needs and experiences of the participants. Participants will develop an awareness of valuing creativity, clarifying creativity, understanding the elements of creativity, cultural conceptions of creativity, and assessing creativity. They will also learn how to foster a creative learning environment, nurture and develop creativity, identify goals, and use evaluation procedures.

Competency 5.0

Participants will develop an awareness of valuing creativity, clarifying creativity, understanding the elements of creativity, assessing creativity, and cultural conceptions of creativity. They will also learn how to foster a creative learning environment, nurture and develop creativity, identify goals, and use evaluation procedures.

Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:

- Knowledge of the nature and definition of creativity (1.2, 3.2, 5.1).
- Self-reflection and strategies to enhance personal creativity (1.1, 3.2, 5.5, 6.4).
- Ideas and strategies for teaching students to develop and use their creativity (5.1, 5.2, 5.3, 5.4, 5.5).

This course infuses the 2013 Teacher Preparation Standards in Gifted and Talented Education in its objectives, as presented by the National Association for Gifted and Talented Children and the Council for Exceptional Children (NAGC-CEC.).

The content has been organized around 5 topics:

- Valuing Creativity
- Defining Creativity
- Developing and Nurturing Creativity
- Measuring Creativity and Assessing Creative Outcomes
- Personalization and Commitment to Creativity

Within these 5 topics are 19 objectives to be demonstrated by those who successfully complete the course. Objectives reference the National Association of the Gifted and Talented and Council for Exceptional Children (NAGC-CEC) Teacher Knowledge & Skill Standards for Gifted and Talented Education (2013).

Specific Objectives:

Topic 1: Valuing Creativity

- Describe the importance, implications, and benefits of creative thinking for students in today's schools and for society.
- Demonstrate an understanding of how creative thinking can be used to address problems in society.
- Describe the impact of creativity on personal growth and self-actualization.

Topic 2: Defining Creativity

- Compare and contrast several definitions of creativity, including a personal definition, and explain why a single definition has not been universally accepted.
- Review research in the field of creativity and apply it to a classroom setting.
- Demonstrate an understanding of the elements of creative thinking, e.g. fluency, flexibility, originality and elaboration.
- Identify cognitive and personal characteristics associated with creativity across cultures and throughout time using contemporary and historical examples.

Topic 3: Developing and Nurturing Creativity

- Identify specific personal, developmental, socio-cultural, and educational experiences that facilitate and those that inhibit the development of creativity and its expression.
- Recognize ways to establish a classroom environment that fosters the development and expression of creativity.
- Plan appropriate teaching strategies and groupings that support the development and expression of creative abilities.
- Investigate tools and programs (e.g. Odyssey of the Mind, Future Problem Solving, Invent America) for generating ideas, focusing thought, and fostering creativity.
- Develop instructional plans to integrate creativity within and across the content areas on process and product.

Topic 4: Measuring Creativity and Assessing Creative Outcomes

- Understand the role of assessment of creativity and the use of tests and inventories.
- Describe, compare, and evaluate different instruments for measuring creativity.
- Examine the role of assessment, including portfolio development, in the evaluation of creative processes and products.
- Describe traits and appropriate criteria used to assess creative outcomes and products.

Topic 5: Personalization and Commitment to Creativity

- Explore and analyze the ethical issues surrounding creativity.
- Design and implement a personal plan for establishing a classroom environment to nurture and develop creativity.
- Evaluate personal and student creativity development and monitor success in applying creativity strategies to real problems and challenges.

Professional Learning Delivery, Implementation, and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation method from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional development strategies.

Professional Development Activity Descriptions Each participant will complete one or more of the following component activities: Lecture/discussion, professional reading, classroom observation, research paper, case study, lesson plan development/implementation, data collection/analysis, assessment design/delivery/analysis, and/or other activities approved by the instructor.

Primary Purpose: A Learning (Delivery) Methods: A, B, E, H, I, J Implementation Methods: P, R, T Evaluation Methods: Staff: A, F, G Student: Z FEAP: A.1 A.2, A.3, A.4, B.1

Gifted Endorsement Matrix

Competency	Specific NAGC Standards	Method of Competency Demonstration
 1.0: Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following: The historical foundation of gifted education The characteristics, needs, and unique challenges of the student who is gifted and differences to respond to the needs of individuals with gifts and talents The process of screening and identifying students who are gifted The knowledge of issues involved with planning, developing, and implementing services for students who are gifted The essential role of collaboration to support students who are gifted and teachers 	1.1, 1.2, 4.3, 4.4, 4.5, 6.2, 7.1, 7.2, 7.3	Discussions, Classroom Observations, Student Observations, Student Assessments, Interviews, Presentations, Projects, Case study
 2.0: Participants will be able to demonstrate modifications in the content, process, product, affect, and learning environment of the classroom and curricula as they relate to gifted learners. Ultimately, course participants will design units of instruction that are powerful, aligned, engaging, authentic, and challenging. Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following: Identify characteristics of students identified as gifted with a focus on the implications for learning and curricular issues. Demonstrate understanding of the terminology used in the development of curriculum for students who are gifted, including such terms as acceleration, enrichment, and differentiation. Demonstrate awareness and knowledge of appropriate resources and materials for 	1.1, 1.2, 3.1, 3.2, 3.4, 4.1, 4.2, 4.3, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 6.2, 6.3, 7.3	Discussions, Student Observations, Student Assessments, Presentations, Projects, Case study, Lesson plan, Unit of Study

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 developing curriculum and facilitating learning for students who are gifted. Demonstrate the ability to develop a unit of instruction aligning curricular components—including objectives, introduction, teaching strategies, learning activities, products, resources, and assessments—to meet the cognitive and affective needs of students who are gifted. Demonstrate knowledge of a continuum of services to support the needs and interests of students who are gifted. Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate Educational Plan (EP). (2.4, 4.1-4.5. 		
 3.0 Participants will receive an overview of the theory, research, practical strategies, and resources on guidance and counseling, with an emphasis on classroom applications in the gifted classroom. Upon completion of this course, beginning gifted education professionals will demonstrate an awareness of the following: Describe holistic developmental characteristics of a gifted child and understand what it is like to be gifted from the child's point of view. (1.1, 3.1, 5.1) Analyze strengths and vulnerabilities that distinguish students who are gifted from their age-related peers. (1.2, 2.2, 5.5) Describe personality variances of individuals who are gifted and profoundly gifted. (1.1, 1.2, 2.2, 5.5) Differentiate needs and concerns of students who are gifted in special populations, including differences due to gender, cultural and ethnic divergence, twice exceptionality, and low socio-economic status. (1.1, 3.3, 3.4, 4.1, 7.3) Describe thoroughly risk factors and resiliency related to students who are gifted and discuss the strengths and limitations of each. (2.4, 6.3, 7.3) 	1.1, 1.2, 2.2, 3.1, 3.3, 3.4, 4.1, 5.1, 5.2, 5.3, 5.5, 6.3, 6.4, 6.5, 7.1, 7.2, 7.3	Quizzes, discussions, classroom observations, district staff interviews, district policy review, student interviews, presentations, student assessments, projects

 Identify counseling and guidance activities and resources to assist students who are gifted—K-12 and post-secondary—to plan for coursework, college, career, and life choices. (2.4, 6.3-6.5) Use knowledge of social skills training to assist students who are gifted in developing healthy relationships and displaying leadership capability. (2.2, 7.3) Acquire and refine the knowledge, skills, and resources needed to advocate as a teacher, parent, or supporter of self-advocacy for gifted students. (3.1, 5.3,7.1-7.3) Understand special needs in parenting the gifted child and in family dynamics. (5.3, 5.5, 6.5, 7.3) 		
 Understand and support children who are emotionally gifted and spiritually gifted. (5.3, 5.5, 6.5, 7.3) Apply knowledge and skills necessary to assist students, their families, and educators in understanding the psychology of giftedness and in tapping community, state, and national resources for service support. (6.4, 6.3, 6.5, 7.1-7.3) Become competent in identifying and navigating Web sites that extensively address topics related to giftedness for personal and professional use. (5.2, 6.1-6.5) 		
4.0: Participants will receive an overview of the challenges and issues that face diverse populations of gifted students as they struggle to gain acceptance, recognition, and access to appropriate gifted education to meet their individual needs. Participants will develop an awareness of the central issues in multicultural education that examine questions of equity and excellence; prejudice and stereotyping of special populations; and lack of awareness, understanding, and recognition manifested in discriminatory practices on the national, state, and local levels. They will examine policies and procedures to screen, identify, and provide appropriate modifications to curriculum for these diverse gifted students.	1.1, 2.3, 4.1, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 6.3, 6.4, 6.5, 7.1, 7.2, 7.3	Discussions, Classroom Observations, Student Observations, Student Assessments, Interviews, Presentations, Projects, Case study, Lesson Plan
Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:		

 The teacher's own prejudices and stereotypes concerning students who are diverse gifted (1.1, 4.1, 6.3). The development of intercultural competence in the teacher and advocacy for underserved populations of gifted students (2.3, 4.1, 5.4, 6.4, 6.5). The cognitive, physical, and affective characteristics of diverse gifted children (2.1, 2.3, 3.4, 5.5). Skills to assist in the screening and identification process (4.1 - 4.5). The process and content of individual psychological testing and assessment in the identification of the gifted (4.1-4.5) The essential role of collaboration in supporting the needs of children from diverse populations who are gifted (4.3, 5.3, 7.1 - 7.3). Knowledge of issues involved with the planning, development, and implementation of services for diverse gifted children (4.4-4.5; 5.1-5.5) 		
 5.0: Participants will develop an awareness of valuing creativity, clarifying creativity, understanding the elements of creativity, cultural conceptions of creativity, and assessing creativity. They will also learn how to foster a creative learning environment, nurture and develop creativity, identify goals, and use evaluation procedures. Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following: Knowledge of the nature and definition of creativity. Self-reflection and strategies to enhance personal creativity. Ideas and strategies for teaching students to develop and use their creativity. 	1.1, 1.2, 3.2, 5.1, 5.2, 5.3, 5.4, 5.5, 6.4	Discussions, Classroom Observations, Student Observations, Student Assessments, Interviews, Presentations, Projects, Case study

Instructors

Selection of instructors for the Gifted Endorsement Add-on Endorsement Program will be based on the following minimum selection criteria:

- Current Florida teaching certificate (or the equivalent) with gifted endorsement,
- Minimum three years successful teaching experience in gifted education,
- Commitment to carry out the number of hours of instruction, individual participant consultation, and follow-up specified in each training module.

Completion Requirements

Program Completion

Satisfactory completion of all required training activities in each module/component and demonstration of mastery of all competencies within is required for program completion. Satisfactory completion of individual components for add-on purposes may be demonstrated through:

- 1. Instructor's verification of successful demonstration of all applicable competencies and products within the component of the approved add-on program;
- Verification of successful demonstration of all applicable competencies within a component of another district's Gifted add-on program shall be conducted by personnel from the district's staff development office and will apply when reasonable equivalency between the components can be established through a review of the approved program; or,
- Successful completion of a college or university course documented by official transcript, where reasonable equivalence can be established between the component and the course through review of the course catalog description and course materials. This review shall be conducted by personnel from the district's staff development office.

Competency Demonstration

All those attempting to add the Gifted Endorsement to their Florida Educator's Certificates must earn a minimum of 300 in-service points by successfully completing the prescribed set of in-service components including the demonstration of all competencies required for the endorsement or through documented evaluation means. In general, competency demonstration will be done through products, tests, classroom demonstrations, and/or portfolios; however, procedures for evaluation of competency achievement within components will vary depending on the nature of the competency. In-service training credits for those completing the add-on program will be awarded on the basis of a candidate's successful completion of the components, direct instruction, practicum (when applicable), and follow-up activities.

Competency Verification

Verification of competencies other than through the procedures stated above is not an option for the Gifted Add-on Endorsement Program. Certificates will be issued to successful completers as a record of competency completion.

Program Evaluation

Evaluation Plan

Program assessment techniques, training components, and competency acquisition by individual participants will be used to evaluate the Gifted Endorsement Program. Methods by which the component coordinator will determine successful completion of individual participants are described for each component.

- 1. Individual participants will be evaluated on the basis of having acquired the necessary competencies as verified by the instructor in accordance with approved methods and criteria.
- 2. Participants, using district staff development program procedures, will evaluate each training component.
- 3. The program may be assessed by participants, instructors, staff development personnel, district Gifted director, principals, or school-level coaching specialists to determine program effectiveness and program efficiency in terms of management, operation, and delivery.
- 4. The budget for Gifted Endorsement will mostly be borne by the participating district. Participants may be able to participate in FDLRS-sponsored courses or district sponsored courses that are offered free of charge.
- 5. Methods by which the component coordinator will determine the impact of the component on the individual's job performance and/or classroom, school, work setting are described as part of each component evaluation.

Annual Review

Data described below will be reviewed and analyzed per Rule 6A-5.071(7), F.A.C.:

1. Descriptive Data

- Number of teachers who are out-of-field in Gifted
- Number and percentages of out-of-field that have enrolled in the add-on program
- Number of program completers

2. Client Satisfaction Data

Attitudes of candidates will be surveyed to determine the extent to which:

- The program is meeting candidate needs.
- The quality of instruction is consistent with professional development standards.
- The curriculum is pertinent to their coaching and professional development needs.
- The pace, quantity, and quality of assessments are compatible with their primary coaching responsibilities.
- 3. Supervisory Evaluation Data
 - The add-on certification program is meeting school and program needs.
 - Skills acquired in add-on training are practiced and shared with others.
 - Evidence exists of tangible benefits to students accruing from add-on training.
 - Implementation of the program is cost and time effective.

• The data collected during the annual review will be used to determine overall program performance

Management

The FDLRS organization will be responsible for the overall management of the Gifted Endorsement Program including dissemination of information, maintaining participant and program files, certifying the completion of program requirements and processing applications, coordinating program activities, collecting evaluation data, and providing information regarding the Program when required by the school district and/or Florida Department of Education staff.

Candidate Application and Admission

Teachers and administrators interested in completing their gifted endorsement will complete an application indicating their interest in acquiring their gifted endorsement, qualifications, and commitment to complete the modules with their cohort. The Gifted Program Specialist for Clay County will evaluate applications and select a group of highly qualified educators with three years of experience who hold a professional teaching certificate.

Advisement

Individualized advisement will be provided by the appropriate district personnel in collaboration with the course instructor on matters related to the endorsement offerings, training requirements, and progress toward completion of the Gifted Endorsement Program. The district will ensure that staff members are available to assist candidates with the initial program orientation, inservice training requirements, and progress toward successful program completion.

Transfer and Utilization of Credit (College or Inservice)

Credit earned in college courses from an accredited institution of higher education may be considered for transfer of credit to this add-on certification program. College courses are converted to inservice points with each semester credit hour equivalent to 20 inservice points. Participants must request an official college transcript from the institution of higher education for courses they wish to transfer; course syllabi will be analyzed to determine correlation to the appropriate Gifted inservice course within the chosen plan of study.

Inservice credit earned in other school districts may be applied to the Gifted Endorsement Program provided that (1) the component is of equivalent or higher content level, and (2) the component was earned as part of an approved Add-on Certification Program for Gifted. Participants must request an official Inservice Transfer Record be sent from the previous employer to the district staff development director.

Attendance Requirement for Inservice Points

Attendance is mandatory unless because of serious illness or extreme emergency the instructor excuses the absence. Excused absence class hours must be satisfied through a schedule approved by the instructor. Participants receive one inservice point for each clock hour of component participation, up to 60 hours per component. When participants have completed all program completion requirements thereby demonstrating mastery of competencies and objectives, program completion is verified. District staff will acknowledge completion of all components and notify the Florida Department of Education.

Certification of Completion

When participants have completed all program requirements thereby demonstrating mastery of competencies and objectives, program completion is verified. Since records are kept during each step of the Gifted Endorsement Program by district staff development personnel, a professional development tracking system, or other inservice tracking systems, documentation is easily accessed by district staff to verify successful completion of all components. After the local verification process is complete, the district designee will notify the Florida Department of Education.



School Board Approval

In order for the Gifted Endorsement Program to receive state approval, a statement signed by each District Superintendent and Chairman of the School Board stating that it has been approved locally for submission is included with this document.

Superintendent	Chairman of School Board
Date	Date

The Clay County District Schools Inservice Add-on Endorsement Program for Autism Endorsement

I. PROGRAM TITLE Inservice Add-on Endorsement Program for Autism

II. PROGRAM RATIONALE AND PURPOSE

The Autism Spectrum Disorders Endorsement, as described in State Board of Education Rule 6A-4.01796, Florida Administrative Code, *Specialization Requirements for Endorsement in Autism – Academic Class*, will be required by July 1, 2011, for K-12 ESE teachers with 100% of students on their caseload or in their class identified as having autism spectrum disorders. This rule, 6A.-4.01796, FAC., Specialization Requirements for Endorsement in Autism - Academic Class, outlines the requirements for the endorsement in autism.

Autism Spectrum Disorder (ASD) is among the most rapidly growing classifications in special education. The numbers of students diagnosed with ASD increases annually, and creates a need for teachers trained and endorsed to deliver instruction appropriately to these students. There are teachers in Clay County who either desire further training in teaching students with autism at the elementary or secondary level or desire to further their professional development by adding endorsement in autism to their certificates. Additionally, an endorsement program in autism will facilitate teachers' acquisition of the skills and competencies needed to identify students with ASD, provide the required interventions, and assist the improvement of student learning and performance.

An Inservice Add-on Endorsement Program for Autism Endorsement will provide the incentive as well as the opportunity for teachers to attain the competencies and the appropriate skills and credentials needed to effectively teach students with ASD.

III. PROGRAM CONTENT/CURRICULUM

A. COMPETENCIES

The content of the program is based upon the specialization requirements for endorsement in Autism as stated in 6A-4.01796, FAC, Specialization Requirements for Autism – Academic Class.

The competencies (see Appendix A) to be addressed in each course are stated as general and specific objectives in the components that are included in the Inservice Add-on Endorsement Program for Autism Endorsement (see Appendix B). Each component has been developed in accordance with the requirements for the Master Plan for Inservice Education components and has been included in the Master Plan for Inservice Education. Participants must demonstrate increased competency on 80% of the course objectives to receive credit for the component. Successful completion of the field-based experiences will be demonstrated through the completion and submission of a comprehensive portfolio assessment.

B. SPECIALIZATION/PROFESSIONAL STUDIES

1. **Specialization** - The professional education competencies specific to autism are addressed in the specialized courses that the Inservice Addon for Autism Endorsement requires. The Competencies for Teachers Seeking the Autism Endorsement can be found in Appendix A.

The inservice courses will model the instructional strategies to be used to teach students with ASD in the K-12 program and include a variety of teaching modes, materials, media, and technologies, appropriate to the subject area(s) of the individual teachers participating. In addition, the inservice courses will incorporate scientifically based research on teaching students with ASD in K-12 programs. Finally, the courses will include strategies for developing cooperative working relationships with other teachers, agencies, and parents.

2. **Professional** - Field experience activities will be incorporated into the courses and will facilitate understanding and implementation of course information. Activities will be designed to allow for actual on-site assessment and intervention with strategies presented in the associated

courses. Students will compile a portfolio of artifacts to be submitted for course completion.

C. NATIONALLY RECOGNIZED GUIDELINES

Data on nationally recognized guidelines have been culled from the National Standards Report (2009), the National Professional Development Center on Autism Spectrum Disorders (2010) and various sources in Florida, California, and Virginia. Currently, a comprehensive review of literature conducted by the State of Virginia indicates six competencies upon which autism certification and/or endorsement processes appear to be based nationwide. These competencies have been repeatedly affirmed by researchers over the past ten years (Litton et. al., 2017). These six competencies include:

- 1. General Autism, which addresses basic information regarding what the diagnosis of ASD means;
- 2. Intervention Development, which addresses planning for appropriate assessment and comprehensive program planning for individuals with an ASD;
- 3. Communication, which focuses on one of the primary diagnostic areas of need for ASD; including environmental structure/visual supports; safe structured environment.
- 4. Social Skill, which focuses on one of the primary diagnostic areas of need for ASD; including teaching skills for independence.
- 5. Positive Behavior Support, which focuses on determining messages behind behaviors, and developing positive plans to teach new skills; and
- 6. Sensory Motor Development, which addresses the needs of some individuals with an ASD to have sensory motor supports.

This Inservice Add-on Endorsement Program for Autism Endorsement addresses these competencies within the courses proposed, and uses instructional strands and specific objectives developed in part by the existing Inservice Add-on Endorsement programs offered by The School District of Escambia County, The School District of Miami-Dade County, The School District of Pasco County, and The School District of Volusia County as well as state-approved programs in the states of Virginia and California.

IV. INSTRUCTIONAL DESIGN AND DELIVERY

A. INSTRUCTIONAL STRAND

The coursework will include online and field experiences. Detailed courses of study for each course include content and methodological strategies. Because of the scope and intensity of this program, courses will be scheduled over an extended period to allow sufficient time for assimilation of information, methodology, and unique skills application or implementation. The curriculum has been designed to prepare teachers to utilize instructional strategies for teaching students with autism in their classrooms and to document their application as part of a comprehensive portfolio.

Nature and Needs,	Applied Behavior Analysis and	actional Strands Assistive/Instructional Technology	
Assessment and	Positive Behavior Supports for	and Alternative/ Augmentative	
Diagnosis of Students	Students with Autism Spectrum	Communication Systems for	
with Autism Spectrum	Disorders (ASD)	Students with Autism Spectrum	
Disorders (ASD)		Disorders (ASD)	
 Characteristics of ASD Assessment and Diagnosis Individual Learning Goals, IEP, Curricula Teaching Methodologies 	 Behavior, communication, sensory, and social issues in ASD Basic Behavioral Principles Preference and Reinforcer Assessment Methodology Evidence-Based Instructional Methodologies and Strategies Acquisition Goals, Data Collection, and Graphic Analysis Behavior Definitions and Functions of Behavior Important Issues with Functional Behavioral Assessment Determining Appropriate Interventions for Positive Behavior Intervention Plans Treatment Integrity Reduction Goals, Data Collection, and Graphic Analysis 	 Supporting Communicative and Language Competence Continuum of approaches to assessment and intervention Functional, expressive and receptive communication Augmentative and alternative communication (AAC) strategies Integrating verbal and nonverbal forms of communication 	

Field-Based Experience Courses			
Field-based Experience	Field-based experience in Applied	Field-based experience in	
in Nature and Needs,	Behavior Analysis, and Positive	Assistive/Instructional Technology	
Assessment and	Behavior Supports for Students	and Alternative/Augmentative	
Diagnosis of Students	with Autism Spectrum Disorders	Communication Systems for	
with Autism Spectrum	(ASD)	Students with Autism Spectrum	
Disorders (ASD)		Disorders (ASD)	

A. TRAINING COMPONENTS

The required components for endorsement in Autism are:

Component #	Master Plan Points	Component Title
4-102-003	60	Nature and Needs, Assessment and
		Diagnosis for Students with ASD
2-100-009	60	Applied Behavior Analysis and Positive
		Behavior Supports for Students with ASD
3-100-001	-60	Assistive/Instructional Technology and
		Alternative/Augmentative Communication Systems for
		Students with ASD
4-102-004	20	Field-Based Experience in Nature and
		Needs, Assessment and Diagnosis for Students with
		ASD
2-100-010	20	Field-Based Experience in Applied Behavior Analysis,
		and Positive Behavior Supports for Students with ASD
3-100-002	20	Field-Based Experience in Instructional
		Technology and Alternative/Augmentative
		Communication Systems for Students with ASD

The training components included in the Inservice Add-on Endorsement Program for Autism Endorsement have been developed as specified in the Master Inservice Plan. The training components included in the Inservice Add-on Endorsement Program for Autism are included in Appendix B.

B. MATRIX

Matrix of Autism Endorsement Program			
Competency Number*	Component Number	Specific Objective Number(s)	Method of Competency Demonstration
2a, 2d	4-102-003	1, 2, 5, 7, 10, 12, 13	Summary paper submitted
2a, 2d	4-102-003	3, 5, 10, 11	Group discussion participation
2a, 2d	4-102-003	4,6,12	Completion of flow chart/template
2a, 2d	4-102-003	11,12,13	Items developed from a case study
2a, 2d	4-102-003	7,9	Analysis of video vignettes
2a	4-102-003	8	Model/instruct a small group on a social skill
2a, 2d	4-102-003	1, 2, 5, 7, 12	Written examination
2b	3-100-001	1, 2, 4	Videotape analysis
2b, 2d	3-100-001	3	Completion of checklist
2b	3-100-001	5	Case study summary
2b	3-100-001	6	Research article summary
2b	3-100-001	7, 8	Develop outline/script
2b	3-100-001	9, 13, 15, 16, 17, 18,	Summary paper
		20, 21, 24	
2b	3-100-001	10	Create contingency map/social story
2b	3-100-001	11, 12	Develop set of activity-based objectives
2b	3-100-001	14, 22, 23	Develop visual supports
2b	3-100-001	18	Demonstration
2b, 2d	3-100-001	19	Develop lesson plans

2c, 2d	2-100-009	1, 2, 22, 23, 24, 25, 37,	Written report
		38	
2c	2-100-009	1, 2, 3, 4, 5, 6	Video tape review and response
2c, 2d	2-100-009	4, 10, 12, 17, 36, 39	Written summary
2c, 2d	2-100-009	5, 6, 17, 26, 27, 28, 29,	Oral presentation
		30, 31, 32, 33, 34	
2c	2-100-009	7, 8, 9, 11, 13, 14, 15,	Class demonstration
		16, 17, 20	
2c, 2d	2-100-009	18, 19, 20, 21, 29,	Final project/product
		30,31, 32, 33, 34, 35	

2c	2-100-009	1,7,8,22,23,38	Written examination
2e, 2d	2-100-010	2, 4, 6, 7, 8, 9	Written reports
2e, 2d	2-100-010	10	Complete Behavior Intervention Plan
2e, 2d	2-100-010	5, 6, 7, 9	Meeting reflection
2e	2-100-010	1	Written examination
2e, 2d	4-102-004	1, 2, 3, 4	Written reports
2e	4-102-004	1	Sample task
2e	4-102-004	1	Portfolio of interventions
2e, 2d	4-102-004	2	Draft IEP
2e	4-102-004	3	Completed tool
			<u></u>
2e	3-100-002	1, 2, 3	Complete checklist
2e	3-100-002	4	Complete inventory to develop goals/objectives
2e, 2d	3-100-002	5, 6, 8, 9, 10, 11, 12, 15, 16	Summary paper
2e	3-100-002	7	Develop visual supports
2e	3-100-002	6, 8	Videotape analysis
2e	3-100-002	11	Demonstration
2e, 2d	3-100-002	14, 15, 16, 17	Develop an intervention plan

*See Appendix A for competencies

COURSE INSTRUCTORS

Course instructors must possess a master's degree or higher, and have a minimum of three years qualified experience in working with students on the Autism Spectrum. Each course instructor must be certified and experienced in the area(s) of content to be taught. Instructors within the school districts served by this endorsement may be used, in addition to contracted instructors from local institutions of higher education (community colleges, colleges or universities) or the private sector.

COMPLETION REQUIREMENTS

A. PROGRAM COMPLETION

Methods for determining a participant has obtained all the competencies required for the specialization area are addressed within the coursework requirements and reflected in the Matrix. The successful completion of each required course will document that the participant has attained the competencies and skills addressed in and specific to the course. Proof of successful course completion and the awarding of inservice points will be maintained by the district Professional Development Office. At the conclusion of each course, each participant successfully mastering the competencies therein will be awarded inservice credit per the Master Inservice Plan. Upon successful completion of all six required courses, the Professional Development Office will verify to the state certification office that the participant has completed all requirements for the Inservice Add-on Endorsement Program for Autism Endorsement. The Teacher Certification Office will then assist the participant in filing the necessary paperwork and collecting fees associated with petitioning The Florida Department of Education to add the Autism endorsement to the educator's teaching certificate.

B. COMPETENCY DEMONSTRATION

Requirements for the program stipulate that evidence of competency mastery in each required course must be maintained by the participant as part of the participant's portfolio. A copy of each participant's portfolio will be maintained by the district ASD coordinator's office. Successful completion of each course, coupled with the submission of the portfolio, will be deemed adequate demonstration of competence.

C. COMPETENCY VERIFICATION

College and/or university coursework may be substituted for portions of the autism endorsement add-on requirement. Consideration will be given to students who have successful completion with a grade of B or better of a college/university course with verification from the district instructor that there is reasonable equivalence between the college/university courses and the district add-on courses. Decisions will be made at the local level, in collaboration with the district Teacher Certification Office and the Professional Development Office.

II. PROGRAM EVALUATION

A. EVALUATION PLAN

The overall effectiveness of the Inservice Add-on Endorsement Program for Autism Endorsement will be determined by participant assessment, training component assessment, and program assessment techniques using the strategies described below.

1. Individual participants will be evaluated based on competency acquisition as verified by the instructor in accordance with approved competency

demonstration methods and criteria. (In accordance with district inservice requirements, any participant who wishes to receive inservice points must demonstrate competency on at least 80% of the specific objectives using pre- and post-tests or other valid measures.)

- 2. Each training component will be evaluated by utilizing district staff development program procedures.
- 3. The program will be assessed annually by participants; instructors; staff development personnel; and district exceptional student education administrative and supervisory staff to determine: program effectiveness, program efficiency in terms of management, operation, delivery and cost effectiveness. Formal program evaluation will provide the following data:
 - a. Descriptive Data: number of teachers who are out-of-field in autism spectrum disorders; number and percentage of the above that have enrolled in the Inservice Add-on Endorsement Program for Autism Endorsement; number of enrollees dropped for nonperformance; number and percentage of program completers; number and percentage of program completers teaching in the district.
 - b. Client Satisfaction Data attitudes of participants will be surveyed to determine the extent to which: the program is meeting candidate needs; the quality of instruction is consistent with professional development standards; the curriculum is pertinent to their classroom and professional development needs; the pace, quantity, and quality of assignments are compatible with their primary teaching responsibilities.
 - c. Supervisory Evaluation Data principals, administrators and supervisors may be asked to perform site-based evaluations to determine the extent to which: school and program needs are being met through the training provided by the add-on endorsement program; skills acquired in inservice add-on training are practiced in the candidate's classroom and shared with others; evidence exists of tangible benefit to students accruing from add-on training.
 - d. Logistical Support annual program costs will be calculated from records of training, material purchases, copying, consultant fees, district or project expenditures, and salary portions of key personnel in program operations. Additional evaluation procedures may be developed and implemented as needed by the district. Any program revisions resulting from these evaluation procedures will be reported to the Florida Department of Education.

Participants, instructors, and district staff will evaluate the program in the following areas:

- 1. Scope and sequence of courses;
- 2. Instructional materials;
- 3. Relevance to effective teaching and learning; and
- 4. Adequacy of preparation for teaching assignment/study.

In addition, in order to assess overall effectiveness of the program, participants completing the program will be asked to complete an online exit survey which will provide feedback regarding the management and operation of program activities.

B. ANNUAL REVIEW

An annual review of the efficacy of the program will be conducted by ESE administration via continuous programmatic review of data collection previously noted in Program Evaluation, (A) Evaluation Plan (page 7). The carry-over effects of the training will be measured by direct observation, status of highly qualified personnel and the provision of quality educational services. The data obtained in this continuous review cycle will be used to revise the program as necessary as well as inform the next areas of professional development offered outside of the endorsement program.

III. MANAGEMENT

The management of the Inservice Add-on Endorsement Program for Autism Endorsement is the responsibility of the assigned district staff development add-on program coordinator or designee. This individual will be responsible for managing the program, to include disseminating information about the Inservice Add-on Endorsement Program for Autism Endorsement, maintaining participant and program files, certifying the completion of program requirements and processing applications, coordinating program activities, collecting evaluation data, and providing information regarding the Inservice Add-on Endorsement Program for Autism Endorsement when required by the school district and/or Florida Department of Education staff. This responsibility will be carried out in coordination with appropriate district professional development personnel, district certification personnel, as well as exceptional student education administrative and supervisory personnel and program instructors. Participant files will include courses and a timeline with a projected date for completion. Program files will include the schedule of courses offered, information regarding the instructor and participants, and evaluation data.

A. ADMISSION

To be eligible for the Inservice Add-on Endorsement Program for Autism Endorsement, a teacher must meet the following criteria:

1. Full-time instructional employee of the Clay County School District.

- 2. Hold a valid Florida Educator's Certificate (temporary or professional);
- 3. Must have satisfactory performance evaluations; and
- 4. Meet any additional criteria established by the Superintendent, School Board or Florida Department of Education.

Eligible teachers desiring to participate in the program are required to contact the district designee to request admission to the program.

B. ADVISEMENT

Each applicant will receive information on the requirements of the Inservice Add-On Certification Program, schedule of courses, and timeline for completion.

C. ATTENDANCE

Attendance is mandatory; all courses have a specified number of hours and a participant must attend the required number of hours. Absences or excessive tardiness will jeopardize a participant's ability to successfully complete a course. Class work missed from an excused absence due to serious illness or extreme emergency must be satisfied through a schedule approved by the instructor. Participants receive one inservice point for each clock hour of component participation, up to 60 hours per component.

D. TRANSFER OF CREDIT

Equivalent or higher content level college credit obtained from a regionally accredited institution of higher education with an approved autism endorsement program may be used to satisfy component requirements. College course(s) are converted to inservice points with each semester credit

hour equivalent to twenty (20) inservice points. An official sealed college transcript must be requested by the participant and forwarded to the district designee's office.

Inservice credit earned while employed in another district may be applied to the Inservice Add-On Certification provided:

- 1. The component is of equivalent or higher content level.
- 2. The component was earned as part of a Florida-approved inservice add-on certification program.

Participants must request an official Inservice Transfer Record be sent from the previous employer to the district's professional development director.

E. CERTIFICATION OF COMPLETION

Reference Completion Requirements, Section A, Program Completion (page 6).

Upon successful completion of all six required courses, the Professional Development Office will verify to the state certification office that the participant has completed all requirements for the Inservice Add-on Endorsement Program for Autism Endorsement. The Teacher Certification Office will then assist the participant in filing the necessary paperwork and collecting fees associated with petitioning The Florida Department of Education to add the Autism endorsement to the educator's teaching certificate.

APPENDIX A Competencies for Teachers Seeking the Autism Spectrum Disorder Endorsement

These competencies were developed in 2003 to correspond to 6A-4.01796 Specialization Requirements for Endorsement in Autism – Academic Class

- (1) A bachelor's or higher degree with certification in any exceptional student education area; and
- (2) Twelve (12) semester hours to include credit in each of the following areas:

- (a) Nature of autism and intervention strategies for educating students who are autistic to include student characteristics, appropriate learning goals, teaching approaches, environmental arrangements; and
 - 1. Demonstrate knowledge of the major characteristics of autism and the range of functioning level across all domains.
 - 2. Demonstrate understanding of the historical perspective of etiological theories and treatment approaches of individuals with autism.
 - 3. Explain the implications for the impact of autism on the family and interaction of the student with autism and the family.
 - 4. Describe formal and informal strategies for assessment of the following domains: speech-language communication; social-emotional, psychomotor, and cognitive areas of development.
 - 5. Describe the decision-making process for determining a communication and/or language system(s).
 - 6. Describe strategies for conducting a functional assessment of adaptive and problem behaviors, including specific relationships between environmental events and the student's behavior.
 - 7. Demonstrate ability to design behavior programs that include ecological, antecedent, and curricular components based on functional assessment.
 - 8. Describe strategies to promote social interactions and learning in more inclusive environments, including regular education and community.
 - 9. Design strategies for arranging the environment to promote:
 - opportunities to enhance communicative initiations and interactions;
 - opportunities for appropriate play and leisure activities
 - self-regulation and self-control;
 - direct instruction; and
 - the establishment of increasing independence in all areas of functioning.
 - 10. Demonstrate knowledge of current research trends, medical and educational issues, and programs in the field of autism.
 - 11. Describe the development of appropriate educational objectives across the range of functioning levels and across the age span (from preschool through adult services).
- (b) Use of assistive and instructional technology and natural, alternative and augmentative communication systems for students with Autism Spectrum Disorders;

- 1. Demonstrate understanding of communication characteristics and deficits of students with autism.
 - Limited communication;
 - Limited joint attention;
 - Communicative functions; and
 - Unconventional forms of communication.
- 2. Design strategies for alternative methods of communication.
 - Picture systems such as picture exchange communication system (PECS) and communication boards;
 - Symbol representation hierarchy; and
 - Literacy related supports.
- 3. Demonstrate understanding of different interventions for communication.
 - Traditional, to include verbal behavior and discrete trial training;
 - Naturalistic, to include incidental learning and pivotal response;
 - Social interventions, such as social stories and comic strip

conversations; and

• Engineering the environment.

(c) Behavior management and positive behavior supports for students with Autism Spectrum Disorders;

1. Demonstrate understanding of person centered planning.

2. Design strategies for developing comprehensive behavioral intervention plans.

- Prevention of behaviors;
- Replacement behaviors;
- Changing responses; and

• Lifestyle interventions based on data from functional behavior assessment.

3. Demonstrate understanding of core deficits (communication and social) to behavior.

- Social stories;
- Functional communication;
- Common misconceptions of behavior; and
- Social skills training.
- 4. Demonstrate understanding of applied behavior analysis principles.
 - Reinforcement;
 - Prompting

- Shaping
- Fading and
- Task analysis.

(d) Assessment and diagnosis of autism; and

- 1. Demonstrate understanding of the instruments used and process utilized for a comprehensive evaluation.
 - Characteristics for determining eligibility;
 - Autism-specific instruments such as the Autism Diagnostic Observation Schedule (ADOS), Autism Diagnostic Interview – Revised (ADI-R); and
 - Recommendations for educational programming/IEP development.
- 2. Describe strategies for conducting ongoing classroom based assessments as well as data-based decision making and program development.
 - Portfolio assessment;
 - Curriculum-based measurement (CBM) and assessment (CBA);
 - Data interpretation; and
 - Using assessment to determine present levels of performance.
- (e) Field-based experience with students with Autism Spectrum Disorders



APPENDIX B

Component Number:	4-102-003			
Component Title:	Nature and Needs, Assessment and Diagnosis of			
	Students with Autism Spectrum Disorders (ASD)			
Max # of Points:	60			
Target Group:	Instructional Personnel			
Focus:	Exceptional Student Education – ASD			
Primary Purpose:	A – Add-on Endorsement			
Primary Follow-Up	M – Structured Coaching/Mentoring			
Method:				
Primary Delivery Method:	A – Workshop			
Primary Evaluation	F – Other performance assessment			
Method:				

<u>General Objective</u>: Participants will be able to identify characteristics associated with Autism Spectrum Disorders (ASD), demonstrate an understanding of current trends and research-based methodologies used to create appropriate instructional programs for these students, and become familiar with formal and informal assessments used for diagnosis and instructional planning.

Specific Objectives: Upon completion of this component participants will be able to:

- 1. Demonstrate knowledge of the major characteristics of autism and the range of functioning level across all domains.
- 2. Demonstrate understanding of the historical perspective of etiological theories and treatment approaches of individuals with autism.
- 3. Explain the implications for the impact of autism on the family and interaction of the student with autism and the family.
- 4. Describe formal and informal strategies for assessment of the following domains: speech-language communication, social-emotional, psychomotor and cognitive areas of development.
- 5. Describe the decision-making process for determining a communication and/or language system(s).
- 6. Describe strategies for conducting a functional assessment of adaptive and problem behaviors, including specific relationships between environmental events and the student's behavior.
- 7. Demonstrate ability to design behavior program that includes ecological, antecedent, and curricular components based on a functional assessment.

- 8. Describe strategies to promote social interactions and learning in more inclusive environments, including regular education and community.
- 9. Design strategies for arranging the environment to promote:
 - a. opportunities to enhance communicative initiations and interactions;
 - b. opportunities for appropriate play and leisure activities;
 - c. self-regulation and self-control;
 - d. direct instruction; and
 - e. an increase in independence in all areas of functioning.
- 10. Demonstrate knowledge of current research trends, medical and educational issues, and programs in the field of autism.
- 11. Describe the development of appropriate educational objectives across the range of functioning levels and across the age span (from preschool through adult services).
- 12. Demonstrate understanding of the instruments used and process utilized for a comprehensive evaluation, including:
 - a. characteristics for determining eligibility;
 - b. autism-specific instruments such as the Autism Diagnostic Observational Schedule (ADOS), Autism Diagnostic Interview-Revised (ADI-R); and
 - c. recommendations for educational programming/IEP development.
- 13. Describe strategies for conducting ongoing classroom-based assessments as well as data-based decision making and program development.
 - a. portfolio assessment;
 - b. curriculum-based measurement (CBM) and assessment (CBA);
 - c. data interpretation; and
 - d. using assessment to determine present levels of performance.

Activities:

- 1. Using the characteristic five areas underlying neurological deficit for students with ASD (Communication, Social interaction, Restricted areas of interest/repetitive behaviors, Sensory and Cognitive/processing), give at least two examples of manifestation of underlying neurological deficit areas of ASD; one for a lower functioning and one for a higher functioning student.
- 2. Summarize the history of ASD as it relates to identification, prevalence, intervention and special education services.
- 3. Review and summarize a current article on prevalence of ASD and current theories of etiology.

- 4. Participate in a group discussion regarding the impact of autism based on having read articles from the perspective of both a person with ASD and a parent/family member of a person with ASD.
- 5. Compare and contrast standardized and non-standardized and formal and informal assessments across domains by completing a stylized chart.
- 6. List attributes to be considered when developing language based interventions for both lower and higher functioning students with ASD.
- 7. Complete a flow chart/template of the FBA/BIP process used in Clay County Schools.
- 8. Identify and describe intervention strategies based on sample individual student needs identified through the FBA process. Write at least 3 interventions in each of 3 BIP areas.
- 9. Compare and contrast the elements of the SCERTS program to IEP goals and objectives in a case study.
- 10. Describe the components of ASPECTS and identify these components in a case study.
- 11. Compare and contrast three of the following:
 - principles of Applied Behavior Analysis
 - discrete trial training
 - incidental teaching
 - structured teaching
 - pivotal response teaching
- 12. Identify possible co-morbid mental health diagnoses and describe how these may overlap with features of ASD.
- 13. Submit a summary paper using the most recent revision of Diagnostic and Statistical Manual (DSM) to identify and differentiate the named disorders related to PDD/ASD.
- 14. Complete a matrix/chart identifying current medical diagnostic criteria for PDD/ASD according to most recent version of DSM.
- 15. Complete a matrix/chart to identify current educational eligibility criteria for ASD according to State of Florida Department of Education.
- 16. Submit an essay comparing and contrasting diagnosis and eligibility.
- 17. Identify defining constructs, advantages and disadvantages of portfolio assessment.
- 18. Identify defining constructs, advantages and disadvantages of CBM and CBA.
- 19. Given a case study, use data collected and assessment information gathered to develop and support IEP present levels.
- 20. Given a case study:
 - a. Write present levels of performance in each of five IEP domain areas.

- b. Develop IEP goals and objectives/benchmarks based on formal and informal assessments of student with ASD.
- c. Identify appropriate accommodations for student.
- 21. Given two psychological reports for students with ASD; compare and contrast different assessments used.
- 22. Given scenarios, determine if student meets eligibility for ASD.
- 23. Given video vignettes, identify possible sensory issues and appropriate strategies for working with these.
- 24. Report on a therapy promoted to be effective for treating ASD. Identify the research base that supports it.
- 25. Report on a methodology promoted to be effective for treating ASD. Identify the research base that supports it.
- 26. Model or instruct a small group activity to address a specific social skill deficit.

Delivery Method: This inservice will be conducted primarily through online learning. The workshop leader will use appropriate activities and strategies to meet the identified specific objectives of the component. Strategies and activities may include, but are not limited to, lecture, large and small group activities, discussion, role-playing, hands-on practice, technology, simulations, field trips, cooperative learning, distance or online learning, action research, observations, demonstration teaching, etc.

Successful Completion: Participants must demonstrate increased competence on at least 80% of the objectives as verified by a valid measure of gain. Valid measures of gain may include, but are not limited to, pre/post tests, quizzes, development of a portfolio or product, development of an action plan or lesson plans using the new skills and strategies, observation of the new skills and strategies, implementation and reflection on the new skills, etc.

Evaluation Design:

Participant Evaluation – The workshop leader will evaluate each participant, through a valid measure of gain, to determine the participant's successful completion on at least 80% of the objectives. Participants will complete the standard workshop evaluation form to evaluate the effectiveness of the training activity.

Activity Evaluation – The workshop leader will complete the standard workshop leader's evaluation form to evaluate the effectiveness of the training.

Follow-up: Follow-up methods may include, but are not limited to, (1) structured coaching or mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration), (2) action research related to the training (should include evidence of implementation), (3) collaborative planning related to the training, (4) participant product related to the training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work), (4) study group participation, (5) electronic (interactive), or (6) electronic (non-interactive).

Component Number: Component Title:	2-100-009 Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders (ASD)			
Max # of Points:	60			
Target Group:	Instructional Personnel			
Focus:	Exceptional Student Education – ASD			
Primary Purpose:	A – Add-on Endorsement			
Primary Follow-Up	M – Structured Coaching/Mentoring			
Method:				
Primary Delivery Method:	A – Workshop			
Primary Evaluation	F – Other performance assessment			
Method:				

<u>General Objective</u>: Participants will gain an understanding of positive behavior supports for students with Autism Spectrum Disorders and how to apply this information when teaching, monitoring and maintaining new skills.

Specific Objectives:

Upon completion of this component, participants will be able to:

- 1. Demonstrate an understanding of the effects of autism on language, communication and social development and behavior.
- 2. List and describe the core triad of characteristics of ASD.
- 3. Describe communication and language characteristics that are commonly observed in individuals with autism spectrum disorders.
- 4. Discuss social skills that are often delayed or lacking in children and adolescents with ASD.
- 5. Discuss repetitive behaviors/restricted interests frequently observed in individuals with ASD and their potential impact on daily routines.
- 6. Describe how differences in sensory responses in individuals with ASD can effect learning, social interactions and behavior.
- 7. Demonstrate an understanding of research based interventions used to address the social, communication and behavioral needs of students with autism spectrum disorders.
- 8. Demonstrate an understanding of the principles of applied behavior analysis.
- 9. Define and explain positive reinforcement and methods for use in the school setting.
- 10. Describe methods for identifying reinforcers.
- 11. Define and explain negative reinforcement and methods for use in the school setting.

- 12. Describe methods used to decrease behaviors: overcorrection, time out, response cost and extinction.
- 13. Discuss schedules of reinforcement.
- 14. Describe reinforcement procedures including differential reinforcement of other, alternative and incompatible behaviors.
- 15. Describe self-monitoring systems.
- 16. Explain the use of a token economy system. Develop a classroom token economy system that incorporates different schedules of reinforcement.
- 17. Discuss data collection procedures.
- 18. Discuss how shaping and chaining are used to teach new behaviors.
- 19. Demonstrate the development and use of a task analysis.
- 20. Define and discuss prompting and fading strategies.
- 21. Identify methods to generalize and maintain acquired skills.
- 22. Demonstrate an understanding of Positive Behavioral Supports
- 23. Demonstrate an understanding of the Functional Behavioral Assessment Process and the development of a Behavior Intervention Plan.
- 24. Describe behavioral assessment procedures, including functional analysis, and how they are used to determine the function of a behavior and develop appropriate strategies.
- 25. Identify and evaluate the different functions of behavior.
- 26. Demonstrate the ability to identify and define interfering behaviors.
- 27. Demonstrate the ability to collect and analyze data.
- 28. Explain the antecedent-behavior-consequence (ABC) model used to understand and manage behavior.
- 29. Demonstrate the ability to analyze data to identify patterns and functions of behavior.
- 30. Demonstrate the ability to develop a hypothesis statement based on the analysis of behavioral data.
- 31. Demonstrate an understanding of the competing behavior model.
- 32. Define functional equivalency.
- 33. Demonstrate the ability to identify the goals of intervention.
- 34. Demonstrate the ability to design intervention strategies that match the function of a competing behavior.
- 35. Demonstrate an understanding of the purpose and benefits of visual supports.
- 36. Discuss the need for and development of crisis management plans.
- 37. Describe behavior plan implementation and methods for monitoring outcomes.
- 38. Demonstrate an understanding of person centered planning.
- 39. Gain understanding of state/district regulations pertaining to the use of seclusion time out and restraint.

Activities:

- 1. Summarize various articles pertaining to the core deficits of ASD.
- 2. Compare behavioral expectations/responses across settings (school, home, community).
- 3. Design and demonstrate a strategy/intervention that addresses the communication needs of a student with ASD.
- 4. Design and demonstrate a strategy/intervention that addresses the behavioral needs (restrictive/repetitive behaviors) of a student with ASD.
- 5. Design and demonstrate a strategy/intervention that addresses the social needs of a student with ASD (Examples include: social story, social script, social skills lesson, etc).
- 6. Utilize analysis strategies to select a skill for increase/decrease.
- 7. Describe shaping procedures and describe the application of backward and forward chaining.
- 8. Develop a task analysis used to teach a multiple step task. What reinforcement procedures will be used? Include strategies to support skill generalization.
- 9. Research and review tools for identifying reinforcers.
- 10. Compare and contrast simple correction vs. overcorrection procedures.
- 11. Identify the cautions of using extinction in the school environment.
- 12. Research and explain various observation tools/methods.
- 13. Summarize various methods used to identify reinforcers.
- 14. Describe schedules of reinforcement and reinforcement procedures.
- 15. Compare and contrast two observation methods.
- 16. Develop a token economy system designed to increase desirable behavior(s).
- 17. Identify the different functions of behavior from a videotaped sample.
- 18. Design a visual support system used to teach/reinforce a new skill.
- 19. Utilize the competing behavior model to identify the function of a behavior and plan functionally equivalent interventions.
- 20. Demonstrate the ability to analyze a scenario and identify the antecedent, behavior(s) and consequences.
- 21. Demonstrate the ability to analyze a scenario(s) and develop a hypothesis statement regarding the function of the behavior(s).
- 22. Develop and demonstrate the components of person centered planning.
- 23. Outline or script the key features of a comprehensive behavior intervention plan.
- 24. Summarize article pertaining to various methods used to decrease undesirable behaviors.
- 25. Review and summarize district procedures for behavioral intervention and support.

Delivery Method: This inservice will be conducted primarily through online learning. The inservice leader will use appropriate activities and strategies to meet the identified specific objectives of the component. Strategies and activities may include, but are not limited to, lecture, large and small group activities, discussion, role-playing, hands-on practice, technology, simulations, field trips, cooperative learning, distance or online learning, action research, observations, demonstration teaching, etc.

<u>Successful Completion</u>: Participants must demonstrate increased competence on at least 80% of the objectives as verified by a valid measure of gain. Valid measures of gain may include, but are not limited to, pre/post tests, quizzes, development of a portfolio or product, development of an action plan or lesson plans using the new skills and strategies, observation of the new skills and strategies, implementation and reflection on the new skills, etc.

Evaluation Design:

Participant Evaluation – The workshop leader will evaluate each participant, through a valid measure of gain, to determine the participant's successful completion on at least 80% of the objectives. Participants will complete the standard workshop evaluation form to evaluate the effectiveness of the training activity.

Activity Evaluation – The workshop leader will complete the standard workshop leader's evaluation form to evaluate the effectiveness of the training. <u>Follow-up</u>: Follow-up methods may include, but are not limited to, (1) structured coaching or mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration), (2) action research related to the training (should include evidence of implementation), (3) collaborative planning related to the training, (4) participant product related to the training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work), (4) study group participation, (5) electronic (interactive), or (6) electronic (non-interactive).

Component Number: Component Title:	3-100-001 Assistive/Instructional Technology and Alternative/Augmentative Communication Systems for Students with Autism Spectrum Disorders (ASD)
Max # of Points:	60
Target Group:	Instructional Personnel
Focus:	Exceptional Student Education – ASD
Primary Purpose:	A – Add-on Endorsement
Primary Follow-Up	M – Structured Coaching/Mentoring
Method:	
Primary Delivery Method:	A – Workshop
Primary Evaluation	F – Other performance assessment
Method:	

<u>General Objective</u>: Participants will be able to describe and analyze communication needs, design strategies to facilitate intervention, and demonstrate an understanding of various communication interventions for students with autism spectrum disorders.

Specific Objectives:

Upon completion of this component, participants will be able to:

- 1. Demonstrate understanding of communication characteristics and differences of students with autism spectrum disorder.
- 2. Identify and describe communication characteristics of students with autism spectrum disorders including: limited communication, limited joint attention, and unconventional forms of communication.
- 3. Identify communication development differences for students with autism utilizing a developmental checklist.
- 4. Analyze and describe students' functions of communication.
- 5. Understand how communication skills affect a student's self-management and behavior.
- 6. Understand key aspects of communication and social skill development that may support or impede the formation of long-term, meaningful relationships for children and adolescents with ASD.
- 7. Participants will demonstrate understanding of different interventions for communication.
- 8. Describe evidence-based behavioral interventions used to promote communication including, verbal behavior, and discrete trial training.

- 9. Describe evidence-based naturalistic/developmental interventions used to promote communication including, incidental learning, milieu teaching, and pivotal response training.
- 10. Describe metacognitive strategies such as social stories, comic strip conversations, video modeling, and contingency maps.
- 11. Describe a process to increase communication opportunities within specific school-based activities.
- 12. Describe how to engineer the classroom/school environment to promote communication.
- 13. Identify the differences between communication systems and choice systems.
- 14. Describe a variety of visual supports to enhance compliance/behavior and transitions
- 15. Participants will design strategies for alternative/augmentative methods of communication.
- 16. Examine different alternative/augmentative communication (AAC) systems used with students with autism spectrum disorders:
 - a. Picture communication systems, including PECS
 - b. Manual communication boards
 - c. Voice output communication devices
- 17. Describe the symbol representation levels available for communication systems: objects, photographs, line drawings, symbols systems, and traditional orthography (words).
- 18. Identify a range of communication technology from single message to dynamic display devices.
- 19. Describe how to individualize a communication system for an individual student.
 - a. Identify vocabulary the student would need in specific environments.
 - b. Identify opportunities where the student would need to communicate.
- 20. Identify assistive/instructional technology to support literacy development in students with autism spectrum disorders.
- 21. Identify features of software programs that enhance a student's literacy learning at various levels, including graphic symbols, speech feedback, and word prediction.
- 22. Describe the use of technology to support the completion of activities of daily living.
- 23. Describe the use of technology to support the development of organizational strategies.
- 24. Identify technology supports to facilitate the writing process for students with autism spectrum disorder.

Activities:

- 1. Identify communication characteristics from a video tape sample.
- 2. Complete a SCERTS® checklist for joint attention or symbol use from a videotape sample.
- 3. Identify the different functions of communication from a videotape sample.
- 4. Given a case study, be able to explain how the student's deficits in communication resulted in the described behavior.
- 5. Research various pragmatic skill inventories.
- 6. Outline or script a DiscreteTrial teaching session for a specific communication target.
- 7. Compare and contrast Incidental Learning vs. Pivotal Response Training.
- 8. Create a contingency map; or, write a social story on the topic of your choice.
- 9. Create a set of activity based objectives to demonstrate how to increase communication opportunities; how to engineer the environment to increase communication opportunities.
- 10. Describe a classroom activity and detail the supporting communication and choice systems that would be appropriate.
- 11. Create examples of visual supports for behavior; and/or transitions.
- 12. Compare and contrast the use of the PEC system with either a manual communication board or a VOCA.
- 13. Describe how a student at each of the following symbol representation levels would participate in a target activity: objects, photographs, line drawings, symbols systems, and traditional orthography (words).
- 14. After programming a variety of AAC devices in class, write an essay describing your thoughts about one of them.
- 15. Develop a lesson plan that integrates a communication system within a specific activity to target a specific communication goal.
- 16. Compare and contrast at least 3 different software programs (WOL, COW, and WWS).
- 17. Given a case study, design a task strip, organizer or other aid for activities of daily living based upon student needs and abilities.
- 18. Create a hierarchy of technology supports to facilitate the writing process for a student with ASD.

Delivery Method: This inservice will be conducted primarily through online learning. The inservice leader will use appropriate activities and strategies to meet the identified specific objectives of the component. Strategies and activities may include, but are not limited to, lecture, large and small group activities, discussion, role-playing, hands-on practice, technology, simulations, field trips, cooperative learning, distance or online learning, action research, observations, demonstration teaching, etc.

<u>Successful Completion</u>: Participants must demonstrate increased competence on at least 80% of the objectives as verified by a valid measure of gain. Valid measures of gain may include, but are not limited to, pre/post tests, quizzes, development of a portfolio or product, development of an action plan or lesson plans using the new skills and strategies, observation of the new skills and strategies, implementation and reflection on the new skills, etc.

Evaluation Design:

Participant Evaluation – The workshop leader will evaluate each participant, through a valid measure of gain, to determine the participant's successful completion on at least 80% of the objectives. Participants will complete the standard workshop evaluation form to evaluate the effectiveness of the training activity.

Activity Evaluation – The workshop leader will complete the standard workshop leader's evaluation form to evaluate the effectiveness of the training.

Follow-up: Follow-up methods may include, but are not limited to, (1) structured coaching or mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration), (2) action research related to the training (should include evidence of implementation), (3) collaborative planning related to the training, (4) participant product related to the training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work), (4) study group participation, (5) electronic (interactive), or (6) electronic (non-interactive).

Component Number:	4-102-004
Component Title:	Field Experience for Nature and Needs, Assessment &
	Diagnosis of Students with Autism Spectrum Disorders
	(ASD)
Max # of Points:	20
Target Group:	Instructional Personnel
Focus:	Exceptional Student Education – ASD
Primary Purpose:	A – Add-on Endorsement
Primary Follow-Up	M – Structured Coaching/Mentoring
Method:	
Primary Delivery Method:	A – Workshop
Primary Evaluation	F – Other performance assessment
Method:	

<u>General Objective</u>: Participants will actively demonstrate the ability to analyze and synthesize key programming elements for students with ASD, and apply these principles in the natural environment to meet individual student needs.

Specific Objectives:

Upon completion of this component, participants will be able to:

- 1. Design and implement instructional strategies/activities to promote school success for students with ASD
- 2. Use individual assessment data to guide intervention, monitor progress, and contribute to IEP development.

- 3. Investigate options for improving the educational programming for a student with ASD in collaboration with a mentor.
- 4. Use the characteristics of autism to provide reasonable explanations for challenging behavior.

Activities:

- 1. Create a sample instructional task incorporating the principles of structured teaching. Implement the task with a student, and provide a written evaluation of the task's effectiveness. (2 hours)
- 2. Using an existing, completed ASD assessment (i.e. GARS, CARS, GADS, ADOS) write a one page narrative summarizing the characteristics demonstrated by the target student likely to impact classroom/campus behaviors. Observe the student. Write a 1 page summary of effective strategies in place to minimize the effects of autism and suggest 5 additional interventions. (2 hours)
- 3. Observe a student with ASD, and then develop a portfolio of suggested interventions in the following categories:
 - a. Writing, including mechanics, organization, and planning;
 - b. Social stories, including a social autopsy, and a skill deficit inventory;
 - c. Behavior, including a system for requesting breaks, development of a safe place, and a cool down process/location; and
 - d. Visual Supports.(6 hours)
- 4. Using an observational tool designed to assess environment and key programming factors for students with ASD, develop recommendations for further improvement. (4 hours)
- 5. Collect, report, and compare individual data on a student over at least one marking period. Use this information to write updated present levels, and suggest new/updated draft IEP goals and objectives. (4 hours)
- 6. Observe a student with ASD for whom challenging behavior is a concern. Using each of the 5 neurological deficit areas of autism, provide a reasonable hypothesis and related intervention to address the challenging behavior. (2 hours)

Delivery Method: This inservice will be conducted primarily through online mentored activities and a portfolio collection. The workshop leader will use appropriate activities and strategies to meet the identified specific objectives of the component. Strategies and activities may include, but are not limited to large and small group activities, discussion,

role-playing, hands-on practice, technology demonstrations, simulations, distance or online learning, action research, observations, demonstration teaching, etc.

<u>Successful Completion</u>: Participants must demonstrate increased competence on at least 80% of the objectives as verified by a valid measure of gain. Valid measures of gain may include, but are not limited to, pre/post tests, quizzes, development of a portfolio or product, development of an action plan or lesson plans using the new skills and strategies, observation of the new skills and strategies, implementation and reflection on the new skills, etc.

Evaluation Design:

Participant Evaluation – The workshop leader will evaluate each participant, through a valid measure of gain, to determine the participant's successful completion on at least 80% of the objectives. Participants will complete the standard workshop evaluation form to evaluate the effectiveness of the training activity.

Activity Evaluation – The workshop leader will complete the standard workshop leader's evaluation form to evaluate the effectiveness of the training.

Follow-up: Follow-up methods may include, but are not limited to, (1) structured coaching or mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration), (2) action research related to the training (should include evidence of implementation), (3) collaborative planning related to the training, (4) participant product related to the training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work), (4) study group participation, (5) electronic (interactive), or (6) electronic (non-interactive).

Component Number:	2-100-010
Component Title:	Field Experience for Applied Behavior Analysis and
	Positive Behavior Supports for Students with Autism
	Spectrum Disorders (ASD)
Max # of Points:	20
Target Group:	Instructional Personnel
Focus:	Exceptional Student Education – ASD
Primary Purpose:	A – Add-on Endorsement
Primary Follow-Up	M – Structured Coaching/Mentoring
Method:	
Primary Delivery Method:	A – Workshop
Primary Evaluation	F – Other performance assessment
Method:	

<u>General Objective</u>: Participants will develop a comprehensive, individualized behavior intervention plan that includes proactive, educative and functional strategies. A description of plan implementation and monitoring should be addressed.

Specific Objectives:

Upon completion of this component, participants will be able to:

- 1. Demonstrate an understanding of the effects of autism on language, communication and social development and behavior.
- 2. Observe a target student, identify behavioral excesses and deficits.
- 3. Categorize the above behaviors according to the core deficits of autism.
- 4. Develop meaningful interventions to result in appropriate replacement behaviors.
- 5. Develop an appropriate monitoring tool to be able to systematically monitor progress.
- 6. Demonstrate an understanding of the principles of applied behavior analysis.
- 7. Select <u>one</u> of the following: positive reinforcement system, methods to decrease behavior, or shaping a new behavior, and outline the required components of the principle.
- 8. Selecting a student, and using the selected ABA principle, design, implement and describe monitoring appropriate intervention strategies.
- 9. Demonstrate an understanding of Positive Behavioral Supports
- 10. Using a target student, utilize the functional behavioral assessment process, to develop a behavior intervention plan.

Activities:

- 1. Based on a classroom observation, develop a written report that includes a hypothesis statement, the effects behavioral deficits/excesses have on learning and a plan to teach replacement behaviors. (2 hours)
- 2. Write a summary describing each of the following behavioral procedures/methods (task analysis, discrete trial training, pivotal response training, prompting, fading, shaping and chaining, modeling, video instruction, social scripting, incidental teaching, priming, structured teaching, data collection, generalization and reinforcement). (3 hours)
- 3. Utilize the functional behavioral assessment process to develop a comprehensive behavior intervention plan for a student with autism. (13 hours)
- 4. Participate in a behavior intervention plan monitoring team meeting to discuss plan implementation, data collected and needed revisions to the existing plan. (2 hours)

Delivery Method: This inservice will be conducted primarily through online mentored activities and a portfolio collection. The workshop leader will use appropriate activities and strategies to meet the identified specific objectives of the component. Strategies and activities may include, but are not limited to large and small group activities, discussion, role-playing, hands-on practice, technology demonstrations, simulations, distance or online learning, action research, observations, demonstration teaching, etc.

Successful Completion: Participants must demonstrate increased competence on at least 80% of the objectives as verified by a valid measure of gain. Valid measures of gain may include, but are not limited to, pre/post tests, quizzes, development of a portfolio or product, development of an action plan or lesson plans using the new skills and strategies, observation of the new skills and strategies, implementation and reflection on the new skills, etc.

Evaluation Design:

Participant Evaluation – The workshop leader will evaluate each participant, through a valid measure of gain, to determine the participant's successful completion on at least 80% of the objectives. Participants will complete the standard workshop evaluation form to evaluate the effectiveness of the training activity.

Activity Evaluation – The workshop leader will complete the standard workshop leader's evaluation form to evaluate the effectiveness of the training.

Follow-up: Follow-up methods may include, but are not limited to, (1) structured coaching or mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration), (2) action research related to the training (should include evidence of implementation), (3) collaborative planning related to the training, (4) participant product related to the training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work), (4) study group participation, (5) electronic (interactive), or (6) electronic (non-interactive).

Component Number: Component Title:	3-100-002 Field Experience for Assistive/Instructional Technology and Alternative/Augmentative	
	Communication for Students with Autism Spectrum Disorders (ASD)	
Max # of Points:	20	
Target Group:	Instructional Personnel	
Focus:	Exceptional Student Education – ASD	
Primary Purpose:	A – Add-on Endorsement	
Primary Follow-Up	M – Structured Coaching/Mentoring	
Method:		
Primary Delivery Method:	A – Workshop	
Primary Evaluation	F – Other performance assessment	
Method:		

<u>General Objective</u>: Participants will be able to select and design strategies to facilitate communication intervention for students with autism spectrum disorders and make a plan for implementation.

Specific Objectives:

Upon completion of this component, participants will be able to:

- 1. Demonstrate understanding of communication characteristics and differences of students with autism spectrum disorder.
- 2. Observe and describe communication characteristics of students with autism spectrum disorders including: limited communication, limited joint attention, and unconventional forms of communication.
- 3. Complete a developmental checklist concerning communication development differences for students with autism.
- 4. Complete a checklist concerning key aspects of communication and social skill development that support or impede the formation of long-term, meaningful relationships for children and adolescents with ASD.
- 5. Participants will demonstrate understanding of different interventions for communication.
- 6. Observe and describe an intervention strategy that results in increased communication opportunities.
- 7. Create a variety of visual supports to enhance compliance/behavior and transitions, and discuss with a teacher concerning implementation.

- 8. Participants will design strategies for alternative/augmentative methods of communication.
- 9. Examine different alternative/augmentative communication (AAC) systems used with students with autism spectrum disorders.
 - a. Picture communication systems, including PECS
 - b. Manual communication boards
 - c. Voice output communication devices
- 10. Compare and contrast the symbol representation levels available for communication systems: objects, photographs, line drawings, symbols systems, and traditional orthography (words).
- 11. Program a variety of communication technology from single message to dynamic display devices.
- 12. Individualize a communication system for a student.
 - a. Identify vocabulary the student would need in specific environments.
 - b. Identify opportunities where the student would need to communicate.
- 13. Identify assistive/instructional technology to support literacy development in students with autism spectrum disorders.
- 14. Compare and contrast features of software programs that enhance a student's literacy learning at various levels, including graphic symbols, speech feedback, and word prediction.
- 15. Describe the use of technology to support the completion of activities of daily living.
- 16. Describe the use of technology to support the development of organizational strategies.
- 17. Identify technology supports to facilitate the writing process for students with autism spectrum disorder.

Activities:

- 1. Observe a student and complete the SCERTS checklists for Joint Attention and Symbol Use. (4 hours)
- 2. Observe a student using the Pragmatic skill inventory and determine goals/objectives to help improve peer relationships. (4 hours)
- 3. Observe a student with ASD, select an intervention strategy, and describe how you would implement that strategy to result in increased communication opportunities in that setting. (4 hours)
- 4. Observe a Special Area class, then develop visual supports to facilitate communication and comprehension, and meet with Special Area teacher(s) to discuss implementation.(4 hours)

- 5. Observe a student requiring augmentative communication support, select an activity, determine communication opportunities for that activity, and then develop appropriate communication supports for that student. (4 hours)
- 6. Review a videotape sample of a student with ASD, determine the communication opportunities, restructure the activity to increase the communication opportunities, and then describe the communication supports necessary for the student to be successful. (4 hours)
- 7. Observe a student with ASD; develop a plan to implement one of the technology supports for literacy reviewed in the course. (4 hours)
- 8. Given a case study, develop and then describe the use of technology to support the completion of activities of daily living OR the development of organizational strategies. (4 hours)

Delivery Method: This inservice will be conducted primarily through online mentored activities and a portfolio collection. The workshop leader will use appropriate activities and strategies to meet the identified specific objectives of the component. Strategies and activities may include, but are not limited to large and small group activities, discussion, role-playing, hands-on practice, technology demonstrations, simulations, distance or online learning, action research, observations, demonstration teaching, etc.

Successful Completion: Participants must demonstrate increased competence on at least 80% of the objectives as verified by a valid measure of gain. Valid measures of gain may include, but are not limited to, pre/post tests, quizzes, development of a portfolio or product, development of an action plan or lesson plans using the new skills and strategies, observation of the new skills and strategies, implementation and reflection on the new skills, etc.

Evaluation Design:

Participant Evaluation – The workshop leader will evaluate each participant, through a valid measure of gain, to determine the participant's successful completion on at least 80% of the objectives. Participants will complete the standard workshop evaluation form to evaluate the effectiveness of the training activity.

Activity Evaluation – The workshop leader will complete the standard workshop leader's evaluation form to evaluate the effectiveness of the training.

Follow-up: Follow-up methods may include, but are not limited to, (1) structured coaching or mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration), (2) action research related to the training (should include evidence of implementation), (3) collaborative planning related to the training, (4) participant product related to the training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work), (4) study group participation, (5) electronic (interactive), or (6) electronic (non-interactive).

CLAY COUNTY DISTRICT SCHOOLS

INSERVICE ADD-ON ENDORSEMENT PROGRAM FOR AUTISM ENDORSEMENT



SCHOOL BOARD APPROVAL

We, the undersigned, certify that this Inservice Add-on Endorsement Program for Autism Endorsement has been approved for inclusion in the Clay County District Schools Professional Learning Catalog for 2020-2025

Superintendent

Chairman of School Board

Date

Date

Autism Spectrum Disorder Add-On Endorsement Program K-12 2019

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Autism Spectrum Disorder Add-On Endorsement Program K-12

Rationale and Purpose

The Autism Spectrum Disorder Endorsement Program is designed to increase the level of knowledge, expertise, and understanding of educators working with K-12 students diagnosed with Autism Spectrum Disorder. The endorsement is intended to raise the awareness of the unique characteristics, emotional/social needs, and other challenges and issues related to students with Autism Spectrum Disorder and its range of pervasive developmental disorders that adversely affect functioning and result in the need for specially designed instruction and related services. It is designed to foster an understanding of policies and guidelines to ensure implementation of appropriate curriculum, differentiation, strategies, educational intervention, and support for this diverse population.

The purpose of the Autism Spectrum Disorder Endorsement Program is to provide an alternative training program to reduce the number of out-of-field teachers in the area of K-12 students with Autism Spectrum Disorder and to develop a pool of qualified and fully endorsed teachers with this specialized focus. The option of completing the Autism Spectrum Disorder Endorsement Program is available for teachers in lieu of taking online courses made available through limited university options.

Additional information about Autism Spectrum Disorder can be found at the Florida Department of Education website: <u>http://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/autism-spectrum-disorder-asd.stml</u>

Due to the

- increase in the prevalence of children with ASD by the National Institute of Health (1:59 births, 2018),
- the subsequent increase in school populations of students with ASD and demand for services within schools,
- the identification by both the State of Florida and individual localities of ASD being a Critical Shortage Area, and
- an insufficient number of highly qualified teachers needed to staff ASD classrooms,

The add-on endorsement is designed for teachers who currently hold a bachelor's or higher degree with certification in any exceptional student education area.

Program Content/Curriculum Competencies

Competencies to be addressed in the program are

- aligned with the general parameters delineated by Florida Statute,
- consistent with the course descriptions and objectives of the Add-On Endorsement Programs for Autism Spectrum Disorder offered by state universities and existing programs within Florida school districts,
- aligned with the Council for Exceptional Children (CEC) Autism Standards, and are
- written with an emphasis on evidence-based practices as identified by the National Professional Development Center on Autism Spectrum Disorder.

Participants must demonstrate a theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each inservice component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant's learning process.

Specialization/Professional Studies

Specialization requirements for the Autism Spectrum Disorder Endorsement follow and are listed at: <u>https://www.flrules.org/gateway/ruleNo.asp?id=6A-4.01796</u>.

Participants will develop classroom behavior analysis techniques and positive behavior supports. They will increase their instructional strategy repertoire, learning goal development, and environmental management skills for working with students across the spectrum with an autism diagnosis. Additionally, participants will enhance their knowledge and skills of language and communication needs within the ASD population and available alternative and augmentative technology to address those needs. Finally, participants will further develop their assessment and diagnostic skills in working with students with autism.

The inservice courses will model the instructional strategies to be used to teach students with ASD in the K-12 program and include a variety of teaching modes, materials, media, and technologies, appropriate to the subject area(s) of the individual teachers participating. In addition, the inservice courses will incorporate scientifically based research on teaching students with ASD in K-12 programs. Finally, the courses will include strategies for developing cooperative working relationships with other teachers, agencies, and parents.

Nationally Recognized Guidelines

Each of the three inservice courses focuses on research-based classroom practices with an emphasis on school-age evidence-based practices as identified through a meta-analysis by the <u>National Professional Development Center</u> on <u>Autism Spectrum Disorder</u>, 2017.

Validation of inservice content is important to ensure that teachers of students with autism have the skills needed to most effectively serve those students with the highest needs in the classroom. For this reason, course content has been keyed to The Council for Exceptional Children (CEC) Standards for Autism Spectrum Disorder and can be found in Appendix A.

The Add-on Endorsement Program will address both the Evidence-Based Practices and the CEC Standards for Autism Spectrum Disorder. In order to create and maintain the content, the Florida Diagnostic Learning Resources System (FDLRS) has contracted with and will continue to consult with professionals in the field to create course content and to facilitate inservice courses. Course content is reviewed on an on-going basis to ensure that new research and updated web resources are included.

St. John's County, Volusia County, Duval County Schools, Northeast Florida Educational Consortium (NEFEC) and Panhandle Area Educational Consortium (PAEC) existing plans as well as course descriptions for state universities were all consulted in the development of the autism endorsement plan.

Instructional Delivery

There are three modules in the Autism Spectrum Disorder Endorsement which cover assessment, diagnosis, behavior analysis, positive behavior supports, assistive technology, communication systems, and field experience (embedded in each course). Participants must complete all three modules.

There are three modules:

1. Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience

2. Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience

3. Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience

Tasks within the inservice components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

Given the overall scope and intensity of the program, courses will be scheduled over a twelve-week period (per course). It is imperative that participants are given ample opportunity to acquire the necessary knowledge and skills needed for implementation. Practical application through field experience exercises will take time and guidance, as well. Providing time and support for both through experienced facilitators is paramount to participant success. Participants will document their field experiences and submit resulting artifacts to their facilitator.

Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience		Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience		Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience	
1. 2. 3. 4. 5. 6. 7. 8. 9.	The Basics of Autism History and Assessment Evidence Based Practices Parental Involvement Sensory Differences Visual Schedules Social Narratives and Social Skills Structured Work Systems Quality Individualized Education Program (IEP)	1. 2. 3. 4. 5. 6. 7. 8. 9.	Challenging Behavior in Autism Applied Behavioral Analysis (ABA) Decreasing Challenging Behavior The Power of Reinforcement Social Skills Beginning the Functional Behavioral Assessment (FBA) Self-Monitoring Data Collection Completing the Functional Behavioral Assessment (FBA) and Positive Behavior Intervention Plan (PBIP)	1. 2. 3. 4. 5. 6. 7. 8. 9.	The Basics-Communication in Autism Spectrum Disorders Augmentative/Alternative Communication Systems (AAC) AAC in the School Setting Functional Communication Training Assistive Technology Technology Aided Instruction and Intervention (TAII) Communication and Collaboration in the School Transition and Community Based Instruction Transition

REQUIRED TRAINING COMPONENTS

Component Number	Master Plan Points	Component Title
TBD locally	80	Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience
TBD locally	80	Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience
TBD locally	80	Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience

Training Components

High Quality MIP (HQMIP) Component

District: TBD

1. IDENTIFICATION

Title: Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience

Component Number: To be determined by district

- Function: Click here to enter text. (1 digit code)
- Focus Area: Click here to enter text. (3 digit code)
- Local Sequence Number: Click here to enter text. (3 digit code)

Points to Be Earned: Minimum 80 / Maximum 80

2. DESCRIPTION: This is a brief description of content or general objectives

Participants will be able to identify characteristics associated with Autism Spectrum Disorders(ASD), demonstrate an understanding of current trends and research-based methodologies used to create appropriate instructional programs for these students, and become familiar with formal and informal assessments used for diagnosis and instructional planning.

3. LINKS TO PRIORITY INITIATIVES: Identify the alignment of the targeted professional learning with key district priorities (select all that apply)

- Academic content standards for student achievement
- ☑ Assessment and tracking student progress
- ☑ Collegial learning practices
- ☑ Continuous Improvement practices
- ☑ Digital Learning/Technology Infusion
- □ Evaluation system indicators/rubrics/components
- ☑ Instructional design and lesson planning
- □ Instructional leadership (as per FPLS standards)
- Learning environment (as per FEAPS standards)
- □ Mastery of a specific instructional practice:

- □ Mastery of a specific leadership practice:
- □ Multi-tiered System of Supports (MTSS)
- ☑ Needs Assessments/Problem Solving supporting improvement planning (SIP, DP, IPDP)
- □ Non-Classroom Instructional staff proficiencies supporting student success
- □ Organizational leadership proficiencies (as per FPLS)
- \boxtimes Professional and ethical behavior
- ☑ Regulatory or compliance requirements
- \Box Other:

(This list may be edited to focus on issues that are district priorities.)

4. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	⊠ 1.1.1	Click here to enter text.	⊠ 3.1.3, 3.1.4, 3.1.5
Learning	⊠ 1.2.2, 1.2.3, 1.2.4, 1.2.5,	□ Click here to enter text.	⊠ 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	⊠ 1.3.1, 1.3.3	□ Click here to enter text.	⊠ 3.3.1, 3.3.2, 3.3.3
Evaluating	⊠ 1.4.2, 1.4.3, 1.4.4	□ Click here to enter text.	□ 3.4.3, 3.4.7

Check here if not significantly related to any Protocol Standard

5. IMPACT AREAS

☑ Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted
 ☑ Repetitive practice leading to changes in proficiency of educator or leader on the job

⊠ Tracking improvements in student learning growth supported by the professional learning

6. SPECIFIC LEARNER OUTCOMES: identify the priority study and/or on-the-job implementation outcomes.

Educators will:

- 1. Demonstrate knowledge of the major characteristics of autism and the range of functioning level across all domains including communication, sensory responses and needs, stereotypical behaviors, socialization and social skill development.
- 2. Demonstrate understanding of the historical perspective of etiological theories and treatment approaches of individuals with autism.
- 3. Demonstrate knowledge of current research trends, medical and educational issues, comorbidity and programs in the field of autism.
- 4. Understand the effects of neurological differences and its impact on learning and behavior.

- 5. Identify eligibility criteria for ASD as defined by the most recent version of the Diagnostic and Statistical Manual, and the definition/description used by The Florida Department of Education.
- 6. Demonstrate understanding of the instruments used and process utilized for a comprehensive evaluation, including:
 - a. criteria for determining eligibility (medical and educational)
 - b. autism-specific instruments
 - c. instruments used to determine IQ
- 7. Describe the impact of autism on the family.
- 8. Demonstrate the ability to work effectively with parents.
- 9. Understand factors considered when determining placement and services for students with ASD.
- 10. Match levels of support to the changing needs of a student with ASD.
- 11. Reflect knowledge of growth and development in curricular planning and expectations.
- 12. Describe the development of appropriate educational objectives across the range of functioning levels and across the age span (from preschool through adult services).
- 13. Demonstrate the ability to write appropriate educational and behavioral goals and objectives.
- 14. Demonstrate an understanding of strategies for structuring the environment to promote:
 - a. opportunities to enhance communicative initiations and interactions;
 - b. opportunities for appropriate play and leisure activities;
 - c. self-regulation and self-control;
 - d. sensory-motor concerns and
 - e. direct instruction.
- 15. Describe the importance that sensory issues play in maladaptive behaviors exhibited by many students with ASD and how to accommodate for sensory issues in the school environment.
- 16. Describe strategies to promote social interactions and learning in more inclusive environments, including general education and community.
- 17. Describe various physical and visual strategies that can be used to accommodate a student with ASD in both a self-contained and a general education classroom, (i.e., environmental structuring, schedules, social situation stories and scripts), in order to communicate social information and expectations.
- 18. Plan and implement activities for independent functional life skills for a student with autism.
- 19. Categorize the different types of visual schedules used to promote independence based on a student's educational and cognitive abilities.
- 20. Implement evidence-based and promising practices strategies, such as incidental teaching, discrete trial, group instruction, task analysis, use of prompts and prompt fading, shaping, effective use of reinforcement in teaching skills, shadowing, modeling and scaffolding.
- 21. Describe strategies for conducting ongoing classroom-based assessments and databased decision making for program development.
- 22. Demonstrate transfer, lifting and positioning techniques

7. LEARNING PROCEDURES (Methods): Text here should include the learning methods code choice for staff data element.

B: Electronic, interactive

• WHAT will occur during this professional development component delivery?

Participants will engage in:

- Guided inquiry
- Discussion
- Observation of best practices
- Practice of Strategies
- Cycles of Feedback
- Data analysis
- Lesson Planning
- Facilitated Group Discussions
- Case Studies
- Reading Professional Texts
- Action Planning
- Presentations
- Action Research

HOW the experiences will be provided to participants during delivery?

Tasks within the inservice components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

KEY ISSUES to be included in participant implementation agreements:

Participants must demonstrate a theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each inservice component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant's learning process.

8. IMPLEMENTATION/MONITORING PROCEDURES: describe the method(s) and resource(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253. Include a statement that a participant's implementation agreement will be among the resources.

R: Electronic, Interactive

Implementation, Support and Monitoring Procedure:

The facilitator will provide coaching, guidance and feedback to each participant on their skill development and/or products, to determine the participants successful completion of 100% of the course objectives.

9. IMPACT EVALUATION PROCEDURES: describe the processes that will be used to determine the <u>impact of the component</u> on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes" section.

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

- 1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
- 2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
- 3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

Who will use the evaluation impact data gathered?

The impact data will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional development on changing participant behaviors and student outcomes.

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS

What other forms of evaluation data will be gathered?

a. What evaluation data address value of the PD design?

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

b. What evaluation data addresses quality of implementation of the PD?

Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

c. Who will use these aspects of PD evaluation data?

The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and plan future sessions.

Developed by FDLRS Administration Project

Date 2019-2020

High Quality MIP (HQMIP) Component

District: TBD

1. IDENTIFICATION

Title: Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience

Component Number: To be determined by district

- Function: Click here to enter text. (1 digit code)
- Focus Area: Click here to enter text. (3 digit code)
- Local Sequence Number: Click here to enter text. (3 digit code)

Points to Be Earned: Minimum 80 / Maximum 80

2. DESCRIPTION: This is a brief description of content or general objectives

This course provides participants with an understanding of how applied behavior analysis principles pertain to individuals with ASD, including implementation associated with teaching various skills and supporting behavior in educational settings. The functional assessment of problem behavior as well as proactive and preventative methods for addressing problem behavior will be addressed. In addition, evidence-based instructional strategies to develop communication, social, self-help, and academic skills will be emphasized and linked to behavioral needs.

3. LINKS TO PRIORITY INITIATIVES: Identify the alignment of the targeted professional learning with key district priorities (select all that apply)

- Academic content standards for student achievement
- Assessment and tracking student progress
- ☑ Collegial learning practices
- ☑ Continuous Improvement practices
- Digital Learning/Technology Infusion
- □ Evaluation system indicators/rubrics/components
- ☑ Instructional design and lesson planning
- □ Instructional leadership (as per FPLS standards)
- Learning environment (as per FEAPS standards)
- □ Mastery of a specific instructional practice:
- □ Mastery of a specific leadership practice:
- □ Multi-tiered System of Supports (MTSS)

- ☑ Needs Assessments/Problem Solving supporting improvement planning (SIP, DP, IPDP)
- □ Non-Classroom Instructional staff proficiencies supporting student success
- □ Organizational leadership proficiencies (as per FPLS)
- \boxtimes Professional and ethical behavior
- Regulatory or compliance requirements
- \Box Other:

(This list may be edited to focus on issues that are district priorities.)

4. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	⊠ 1.1.1	Click here to enter text.	⊠ 3.1.3, 3.1.4, 3.1.5
Learning	⊠ 1.2.2, 1.2.3, 1.2.4, 1.2.5,	Click here to enter text.	⊠ 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	⊠ 1.3.1, 1.3.3	Click here to enter text.	⊠ 3.3.1, 3.3.2, 3.3.3
Evaluating	⊠ 1.4.2, 1.4.3, 1.4.4	\Box Click here to enter, text,	□ 3.4.3, 3.4.7

 \Box Check here if not significantly related to any Protocol Standard

5. IMPACT AREAS

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted
 Repetitive practice leading to changes in proficiency of educator or leader on the job
 Tracking improvements in student learning growth supported by the professional learning

6. SPECIFIC LEARNER OUTCOMES: identify the priority study and/or on-the-job implementation outcomes.

Educators will:

- 1. Identify social and behavioral issues associated with ASD and how those behaviors impact the functioning and quality of life of these individuals.
- 2. Demonstrate an understanding of the effect of theory of mind and executive functioning on learning and behavior.
- 3. Define applied behavioral analysis.
- 4. Describe possible reasons for self-stimulatory, repetitive behaviors.
- 5. Understand basic behavioral principles, including basic operant reinforcement, differential reinforcement, extinction, punishment, discrimination training, generalization, etc.
- 6. Understand and use reinforcement, shaping, behavioral momentum, chaining, modeling, prompting, fading, imitation, discrimination training, and presentation/instructions to promote adaptive behaviors and skills.

- 7. Describe methods for identifying reinforcers including parent input.
- 8. Develop a classroom token economy system that incorporates different schedules of reinforcement.
- 9. Plan instruction for social skills.
- 10. Identify evidence-based strategies to increase self-awareness and the ability to self-regulate including self-monitoring systems.
- 11. Describe methods used to decrease behaviors: overcorrection, time out, response cost and extinction.
- 12. Explain the importance of choosing ethical interventions (e.g., least restrictive and non-aversive interventions).
- 13. Identify proactive and preventative methods for addressing problem behaviors.
- 14. Describe visual strategies that may prevent inappropriate behavior.
- 15. Identify, define, and prioritize target behaviors.
- 16. Demonstrate the ability to use and collect data using a variety of assessment tools including the antecedent-behavior-consequence (ABC) model.
- 17. Develop a hypothesis of the function of behavior, considering setting events, antecedents/triggers, and consequence events.
- 18. Demonstrate the ability to design intervention strategies that match the function of a competing behavior (functional equivalency)
- 19. Understand the importance of data collection throughout all phases of intervention (e.g., baseline, treatment, generalization, maintenance).
- 20. Develop a Functional Behavioral Assessment and Positive Behavior Intervention Plan (PBIP) that takes into consideration function and the context of the problem behavior.

7. LEARNING PROCEDURES (Methods): Text here should include the learning methods code choice for staff data element.

B: Electronic, interactive

• WHAT will occur during this professional development component delivery?

Participants will engage in:

- Guided inquiry
- Discussion
- Observation of best practices
- Practice of Strategies
- Cycles of Feedback
- Data analysis
- Lesson Planning
- Facilitated Group Discussions
- Case Studies
- Reading Professional Texts
- Action Planning
- Presentations
- Action Research

HOW the experiences will be provided to participants during delivery?

Tasks within the inservice components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

KEY ISSUES to be included in participant implementation agreements:

Participants must demonstrate a theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each inservice component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant's learning process.

8. IMPLEMENTATION/MONITORING PROCEDURES: describe the method(s) and resource(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Include a statement that a participant's implementation agreement will be among the resources.

R: Electronic, Interactive

Implementation, Support and Monitoring Procedure:

The facilitator will provide coaching, guidance and feedback to each participant on their skill development and/or products, to determine the participants successful completion of 100% of the course objectives.

9. IMPACT EVALUATION PROCEDURES: describe the processes that will be used to determine the <u>impact of the component</u> on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes" section.

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

- 1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
- 2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
- 3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

Who will use the evaluation impact data gathered?

The impact data will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional development on changing participant behaviors and student outcomes.

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS

What other forms of evaluation data will be gathered?

a. What evaluation data address value of the PD design?

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

b. What evaluation data addresses quality of implementation of the PD?

Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

c. Who will use these aspects of PD evaluation data?

The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and plan future sessions.

Developed by FDLRS Administration Project

Date 2019-2020

High Quality MIP (HQMIP) Component

District: TBD

1. IDENTIFICATION

Title: Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience

Component Number: To be determined by district

- Function: Click here to enter text. (1 digit code)
- Focus Area: Click here to enter text. (3 digit code)
- Local Sequence Number: Click here to enter text. (3 digit code)

Points to Be Earned: Minimum 80 / Maximum 80

2. DESCRIPTION: This is a brief description of content or general objectives

Participants will be able to describe and analyze communication needs, design strategies to facilitate intervention, and demonstrate an understanding of various communication interventions for students with Autism Spectrum Disorders; including AAC/AT. Participants will understand the importance of transition planning for students with ASD.

3. LINKS TO PRIORITY INITIATIVES: Identify the alignment of the targeted professional learning with key district priorities (select all that apply)

- Academic content standards for student achievement
- ☑ Assessment and tracking student progress
- ☑ Collegial learning practices
- Continuous Improvement practices
- ☑ Digital Learning/Technology Infusion
- □ Evaluation system indicators/rubrics/components
- ☑ Instructional design and lesson planning
- □ Instructional leadership (as per FPLS standards)
- Learning environment (as per FEAPS standards)
- □ Mastery of a specific instructional practice:
- □ Mastery of a specific leadership practice:
- □ Multi-tiered System of Supports (MTSS)

- Needs Assessments/Problem Solving supporting improvement planning (SIP, DP, IPDP)
- □ Non-Classroom Instructional staff proficiencies supporting student success
- □ Organizational leadership proficiencies (as per FPLS)
- \boxtimes Professional and ethical behavior
- Regulatory or compliance requirements
- □ Other:

(This list may be edited to focus on issues that are district priorities.)

4. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	⊠ 1.1.1	Click here to enter text.	⊠ 3.1.3, 3.1.4, 3.1.5
Learning	⊠ 1.2.2, 1.2.3, 1.2.4, 1.2.5,	□ Click here to enter text.	⊠ 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	⊠ 1.3.1, 1.3.3	□ Click here to enter text.	⊠ 3.3.1, 3.3.2, 3.3.3
Evaluating	⊠ 1.4.2, 1.4.3, 1.4.4	□ Click here to enter text.	□ 3.4.3, 3.4.7

□ Check here if not significantly related to any Protocol Standard

5. IMPACT AREAS

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted
 Repetitive practice leading to changes in proficiency of educator or leader on the job
 Tracking improvements in student learning growth supported by the professional learning

6. SPECIFIC LEARNER OUTCOMES: identify the priority study and/or on-the-job implementation outcomes.

Educators will:

- 1. Identify and describe communication characteristics of students with ASD including: limited communication, limited joint attention, and unconventional forms of communication.
- 2. Examine different alternative/augmentative communication (AAC) systems used with students with Autism Spectrum Disorders:
 - a. Single message
 - b. Picture communication systems
 - c. Manual communication boards
 - d. Voice output communication devices
 - e. Dynamic display devices
- 3. Consider different options for symbols as communication tools: objects, photos, symbols, etc.
- 4. Identify the differences between communication systems and choice systems.

- 5. Develop a classroom plan that integrates the use of alternative/augmentative communication and assistive/instructional technology(ies) into the curriculum, for example: environmental structure, picture symbols, visual schedules, electronic devices.
- 6. Describe how to individualize a communication system for an individual student.
 - a. Identify vocabulary the student would need in specific environments.
 - b. Identify opportunities where the student would need to communicate.
- 7. Describe how to manipulate the classroom/school environment to promote communication, including the use of "sabotage".
- 8. Examine why student behavior improved across settings and with a variety of people when the communication tools provide consistency.
- 9. Demonstrate the ability to work effectively with paraprofessionals, service providers, general education teachers.
- 10. Describe the process of obtaining an assistive technology evaluation in your district.
- 11. Identify appropriate assistive/instructional technology(ies) that can be used to assist students with ASD of differing abilities.
- 12. Describe an example of low, mid and high-tech technology supports across all areas of development, including:
 - a. communication
 - b. social interactions
 - c. academics
 - d. daily living
 - e. executive functioning
- 13. Describe the benefits of community-based instruction.
- 14. Describe services that support transition, career and vocational development, community participation, and independent living in your community.
- 15. Identify transition assessments and how the information gained is used to develop transition IEP goals, including goals for self-determination and self-advocacy.
- 16. Describe how individuals with autism are included in transition planning in your district.

7. LEARNING PROCEDURES (Methods): Text here should include the learning methods code choice for staff data element.

B: Electronic, interactive

• WHAT will occur during this professional development component delivery?

Participants will engage in:

- Guided inquiry
- Discussion
- Observation of best practices
- Practice of Strategies
- Cycles of Feedback
- Data analysis
- Lesson Planning
- Facilitated Group Discussions
- Case Studies
- Reading Professional Texts
- Action Planning
- Presentations
- Action Research

HOW the experiences will be provided to participants during delivery?

Tasks within the inservice components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

KEY ISSUES to be included in participant implementation agreements:

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R: Electronic, Interactive

Implementation, Support and Monitoring Procedure:

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What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

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Who will use the evaluation impact data gathered?

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10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS

What other forms of evaluation data will be gathered?

a. What evaluation data address value of the PD design?

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Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

c. Who will use these aspects of PD evaluation data?

The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and plan future sessions.

Developed by FDLRS Administration Project

Date 2019-2020

Matrix

Competency Number*	Component Number	Specific Component Objective Number(s)	CEC Initial and Advanced Specialty Standards	Method of Competency Demonstration
Natu	re and Needs,	Assessment, and	Diagnosis of Students with	ASD with Field Experience
2a		1, 3	DDA.1.K1, DDA.1.K2, DDA.1.K3, SEDAS.1.S1, SEDAS.1.S2, DDA.6.K4, SEDAS.1.K5, SEDAS.1.S3, SEDAS.4.S1	 Research major characteristics of ASD Describe autism and comorbid conditions Application exercise that include a dialogue between facilitator and educators Self-reflection Quiz
2a, 2d, 2e		2, 4, 5, 6	DDA.6.K3, SEDAS.4.K1, DDA.1.K1, DDA.1.K8, DDA.6.K5, DDA.6.K1, SEDAS.1.K1, DDA.4.K1, DDA.4.K3, SEDAS.1.K2, SEDAS.1.K3	 Guiz Research project that addresses history as well as medical diagnosis and educational eligibility Describe autism specific instruments and process used for comprehensive evaluation Application exercised that include a dialogue between facilitator and educators Self-reflection Field experience application of course concepts Quiz
2a, 2e		14, 20, 22	DDA.1.K4, DDA.4.K2, DDA.5.S11, SEDAS.1.S3 SEDAS.3.S8, SEDAS.3.S11, SEDAS.3.S14, DDA.2.S6, DDA.5.K1, DDA.5.S9, DDA.5.S5, SEDAS.3.S5	 Research Evidence-based Practices (EBP) Application exercise that include a dialogue between facilitator and educators Self-reflection Field experience application of course concepts Quiz
2a		7, 8	DDA.7.K1, SEDAS.1.S10, SEDAS.6.K1, SEDAS.6.K2, SEDAS.7.S4, DDA.6.K7	 Research data regarding parental involvement in schools and how this can be improved in their own school Application exercise that include a dialogue between facilitator and educators Self-reflection Quiz
		15	DDA.1.K4	1. Sensory graphic organizer

2. Application exercise to include a dialogue beto facilitator and educated 3. Self-reflection 4. Quiz	
3. Self-reflection 4. Quiz	
4. Quiz	ors
2a, 2e19DDA.3.S4, SEDAS.3.S91.Development and	
implementation of vis	sual
schedules	
2. Application exercise t	
include a dialogue bet	
facilitator and educate	ors
3. Self-reflection	
4. Field experience appli	ication of
course concepts	
5. Quiz	
2a, 2c, 2e16, 17DDA.2.S2, DDA.3.S5,1. Development and implementation of a s	
DDA.5.S12, implementation of a s SEDAS.3.K1, DDA.2.S3, narrative	ociai
	that
DDA.4.K2, DDA.5.S10, 2. Application exercise t DDA.5.S15, DDA.5.S16, include a dialogue bet	
SEDAS.3.K2 facilitator and educate	
3. Self-reflection	л5
4. Field experience appli	ication of
course concepts	ication of
5. Quiz	
2a,2e17, 18DDA.2.S3, DDA.4.K2,1.Development and	
DDA.5.S10, DDA.5.S15, implementation of str	uctured
DDA.5.S16, work system; includir	
SEDAS.3.K2, DDA.2.S1, progress monitoring to	-
DDA3.S3, DDA.5.S13, 2. Develop and impleme	
SEDAS.3.K4 visual to support the u	use of the
structured work system	m
3. Application exercise t	
include a dialogue bet	tween
facilitator and educate	ors
4. Self-reflection	
5. Field experience appl	ication of
course concepts	
6. Quiz	at an14
2a, 2d, 2e 9, 10, 11, 12, DDA.6.K2, SEDAS.1.S6, 1. Analysis of assessment 12, 21 SEDAS.3.S1, DDA.2.S4 2. Davalement of IEPS	
13, 21SEDAS.3.S1, DDA.2.S4, DDA.4.K4, DDA.5.S1,2.Development of IEP S goals	JUAKI
DDA.4.K4, DDA.5.S1, goals DDA.5.S3, SEDAS.1.S5, 3. Make decisions regard	ding
SEDAS.3.S14, accommodations and	ung
DDA.5.S3, DDA.5.S4, instructional strategies	S
DDA.5.S14, DDA.5.S16, 4. Field experience appl	
SEDAS.1.S6, course concepts	
SEDAS.3.S12, 5. Quiz	
DDA.2.S4, DDA.3.S6,	

			SEDAS.1.K4,		
			SEDAS.1.S4,		
			SEDAS.2.K2		
	ehavior Analysis	and Positive Be	havior Supports for Studer	nts with	ASD with Field Experience
2a, 2c, 2e		1, 2, 4	DDA.1.K1, DDA.1.K6, DDA.1.K8, DDA.1.K9, SEDAS.1.K1, SEDAS.1.S1, DDA.1.K7, DDA.1.K4, SEDAS.1.S2, SEDAS.3.K2	2.	goals for social/emotional/behavior Field experience application of course concepts
2c		3, 5, 6		4. 1. 2. 3. 4. 5.	Research basic principles of ABA Choose an Evidenced Based Practice in the area of behavior to research Application exercise that include a dialogue between facilitator and educators
2c, 2e		11, 12, 16	SEDAS.3.S11, SEDAS.4.K1, SEDAS.1.K2, SEDAS.6.K2, DDA.4.S2, DDA.4.S3, SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8	2. 3.	r
2a, 2c, 2e		7, 8, 13, 14, 15	DDA.6.K7, SEDAS.3.S12, DDA.2.S1, DDA.3.S3, DDA.3.S5, DDA.3.S6, DDA.4.K2, DDA.5.S11, DDA.5.S12, DDA.5.S13, SEDAS.3.S1, SEDAS.3.S1, SEDAS.3.S5, SEDAS.3.S10, SEDAS.3.S11, SEDAS.3.S14, SEDAS.3.S14, SEDAS.1.S5, DDA.5.S5, DDA.5.S10, DDA.6.K4, SEDAS.3.K1, SEDAS.3.K1, SEDAS.3.K2, SEDAS.3.S5, DDA.4.S2,	3. 4. 5.	Develop token economy system Identify target/replacement behavior Analyze reinforcer assessment Application exercise that include a dialogue between facilitator and educators Self-reflection Field experience application of course concepts

гг				
		DDA.4.S3, SEDAS.1.S4,		
		SEDAS.1.S6,		
		SEDAS.1.S8		
2c, 2d, 2e	9	DDA.1.K9, DDA.2.S1,	1.	Administer Functional Social
		DDA.2.S3, DDA.3.S1,		Skills Assessment (FSSA)
		DDA.3.S5, DDA.5.S5,	2.	Complete the Visual Social
		DDA.5.S11, DDA.5.S12,		Skills Profile based on results
		DDA.5.S15,		of FSSA
		SEDAS.3.S5,	3.	Create and implement a social
		SEDAS.3.S7,		skills lesson that addresses the
		SEDAS.3.S14,		deficits from the above
		SEDAS.6.S2,	1	Application exercise that
		SEDAS.6.S4	4.	
		SEDAS.0.54		include a dialogue between
			_	facilitator and educators
			5.	Self-reflection
			6.	Field experience application of
				course concepts
			7.	
2c, 2d, 2e	17, 18	DDA.4.S2, DDA.4.S3,	1.	Use ABC data to develop a
		SEDAS.1.S4,		hypothesis for the function of
		SEDAS.1.S6,		behavior
		SEDAS.1.S8, DDA.4.S2,	2.	Research and design an
		DDA.4.S3, SEDAS.1.S4,		intervention strategy that
		SEDAS.1.S6,		matches the function of the
		SEDAS.1.S8		competing behavior
		SED15.1.50	3	Implement intervention and
			5.	collect data
			4	
			4.	Application exercise that
				include a dialogue between
				facilitator and educators
			5.	
			6.	Field experience application of
				course concepts
			7.	Quiz
2c	10	DDA.1.K9, DDA.3.S5,	1.	Develop and implement a self-
		DDA.5.S11, DDA.6.K4,		monitoring system
		SEDAS.3.S11,	2.	Application exercise that
		SEDAS.3.S12		include a dialogue between
				facilitator and educators
			3.	Self-reflection
			4.	Quiz
2c, 2e	19		4.	,
20, 2e	17	DDA.4.S2, DDA.4.S3,	1.	Develop a graph that shows baseline and intervention data
		SEDAS.1.S4,		
		SEDAS.1.S6,	2.	Make instructional decisions
		SEDAS.1.S8	_	based on data results
			3.	Application exercise that
				include a dialogue between
				facilitator and educators
			4.	Self-reflection

			5. Field experience application of course concepts6. Quiz
2c, 2e	20	DDA.4.S2, DDA.4.S3, DDA.5.S5, SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8	 Develop an FBA and PBIP based on data results Application exercise that include a dialogue between facilitator and educators Self-reflection Field experience application of course concepts Quiz
Assistive/		ogy and Natural/Augmentativ nts with ASD with Field Exper	
2a	1 1	DDA.1.K2, DDA.1.K5, SEDAS.1.K1, SEDAS.1.S1, SEDAS.1.S2	1. Research project 2. Application exercised that include a dialogue between facilitator and educators 3. Self-reflection 4. Quiz
2b, 2e	2, 3, 4, 6	DDA.3.S2, DDA.3.S4, DDA.3.S5, DDA.5.S2, SEDAS.1.S5, SEDAS.1.S6, SEDAS.2.K1, SEDAS.3.K3, SEDAS.3.S6, SEDAS.6.S3, DDA.1.K5, DDA.2.S2, DDA.2.S3, DDA.3.S1, DDA.4.K2, DDA.4.K4, DDA.5.S4, DDA.5.S13, DDA.5.S15, SEDAS.3.S7	 Research AAC devices; including PECS Individualize AAC for a student Application exercised that include a dialogue between facilitator and educators Self-reflection Field experience application of course concepts Quiz
2a, 2b	5,7	DDA.1.K5, DDA.2.S2, DDA.3.S1, DDA.3.S3, DDA.3.S5, DDA.3.S6, DDA.5.K1, DDA.5.S2, DDA.5.S3, DDA.5.S10, DDA.5.S14, DDA.5.S15, SEDAS.2.K1, SEDAS.3.K1, SEDAS.3.K3, SEDAS.3.S7, SEDAS.6.S3, DDA.4.S1, DDA.4.S2, SEDAS.3.S5, SEDAS.3.S10	 Research AAC devices Integration of AAC into classroom environment/curriculum Application exercised that include a dialogue between facilitator and educators Self-reflection Quiz
2a, 2b, 2c, 2e	8	DDA.4.S2, DDA.5.S2, DDA.5.S5, DDA.5.S13, DDA.5.S15, DDA.6.K5, SEDAS.3.K2,	 Identify interfering behavior Implement the Functional Communication Training (FTC) strategy

			2	A 1' /' ' 1 /1 /
		SEDAS.3.K3,	3.	Application exercised that
		SEDAS.3.S5		include a dialogue between
				facilitator and educators
				Self-reflection
			5.	Field experience application of
				course concepts
			6.	Quiz
2a, 2b	10, 11, 12	DDA.2.S4, DDA.4.K2,	1.	Research technology supports
		DDA.5.S2, DDA.5.S15,	2.	Provide examples of low, mid,
		DDA.7.K1, SEDAS.1.S5,		and high tech supports
		SEDAS.1.S7, DDA.1.K5,	3.	Review district AT evaluation
		DDA.1.K8, DDA.2.S2,		process
		DDA.3.S2, DDA.4.S1,	4.	Application exercised that
		DDA.5.S1, DDA.5.S3,		include a dialogue between
		SEDAS.3.K1,		facilitator and educators
		SEDAS.3.K3,	5.	Self-reflection
		SEDAS.3.S7,	6.	Quiz
		SEDAS.3.S9,		
		SEDAS.6.S3, DDA.1.K7,		
		DDA.2.S1, DDA.2.S2,		
		DDA.2.S3, DDA.2.S4,		
		DDA.3.S3, DDA.3.S4,		
		DDA.3.S5, DDA.3.S6,		
		DDA.4.K4, DDA.5.S2,		
		DDA.5.S4, DDA.5.S12,		
		DDA.5.S13, DDA.5.S15,		
		SEDAS.2.K1,		
		SEDAS.3.K2,		
		SEDAS.3.K4,		
		SEDAS.3.S1,		
		SEDAS.3.S5,		
		SEDAS.3.S6,		
		SEDAS.3.S14		
2b, 2e	11, 12	DDA.1.K5, DDA.1.K8,	1.	Research Technology Aided
		DDA.2.S1, DDA.3.S2,		Instruction and Intervention
		DDA.3.S4, DDA.4.S1,		(TAII) resources
		DDA.5.S1, DDA.5.S3,	2.	Describe the use of resources
		SEDAS.3.K1,		in the areas of communication,
		SEDAS.3.K3,		social interactions, academics,
		SEDAS.3.S7,		daily living, and executive
		SEDAS.3.S9,		functioning
		SEDAS.6.S3, DDA.1.K7,	3.	Application exercised that
		DDA.2.S2, DDA.2.S3,		include a dialogue between
		DDA.2.S4, DDA.3.S3,		facilitator and educators
		DDA.3.S5, DDA.3.S6,	4.	Self-reflection
		DDA.4.K4, DDA.5.S2,		Field experience application of
		DDA.4.R4, DDA.5.S2, DDA.5.S4, DDA.5.S12,	5.	course concepts
		DDA.5.S13, DDA.5.S15,	6.	*
		SEDAS.2.K1,	0.	Zuiz
		-		
		SEDAS.3.K2,		
		SEDAS.3.K4,		

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			SEDAS.3.S1,		
			SEDAS.3.S5,		
			SEDAS.3.S6,		
			SEDAS.3.S14		
2a	9	9	DDA.2.S2, DDA.5.K1,	1.	Describe collaboration and
			DDA.K.S14, DDA.6.K6,		communication with
			DDA.7.K1, SEDAS.1.S6,		stakeholders; including paras
			SEDAS.1.S7,		and service providers
			SEDAS.3.K1,	2.	Describe collaboration and
			SEDAS.3.S1,		communication among and
			SEDAS.3.S14,		between special education and
			SEDAS.5.S1,		general education teachers
			SEDAS.5.S2,	3.	Application exercised that
			SEDAS.5.S3,	5.	include a dialogue between
			SEDAS.5.S4,		facilitator and educators
			SEDAS.5.85,	4.	Self-reflection
			SEDAS.6.S1,	4. 5.	Quiz
			SEDAS.6.S2,	5.	Zur
			SEDAS.6.S4,		
			SEDAS.7.S3,		
2		12 14	SEDAS.7.S4		D 1 / 1/1 1
2a		13, 14	DDA.2.S1, DDA.5.S6,	1.	Research transition services
			DDA.5.S7, DDA.5.S8,		statewide and in their
			DDA.7.K1,		community/district
			SEDAS.3.S12,	2.	Describe the benefits of
			SEDAS.3.S13,		community-based instruction
			SEDAS.5.S1, DDA.3.K1,	3.	Application exercised that
			DDA.5.K2, DDA.6.K2,		include a dialogue between
			DDA.6.K6,		facilitator and educators
			SEDAS.1.K6,	4.	Self-reflection
			SEDAS.1.S9,	5.	Quiz
			SEDAS.3.K4,		
			SEDAS.3.S3,		
			SEDAS.3.S4,		
			SEDAS.3.S8,		
			SEDAS.6.S1,		
			SEDAS.7.S1,		
			SEDAS.7.S3,		
			SEDAS.7.S4,		
			SEDAS.7.85		
2a, 2b, 2d, 2e		15, 16	DDA.3.K1, DDA.4.K2,	1.	Research transition
, -, - ,		7 -	DDA.4.K3, DDA.4.K4,		assessments
			DDA.4.S1, DDA.4.S1,	2	Use assessment data to
			DDA.5.K2, DDA.5.S6,	2.	develop post-secondary
			DDA.5.87, DDA.5.814,		transition IEP goals
			DDA.5.S16, DDA.6.K2,	3.	Identify challenges facing
				5.	
			DDA.6.K6, DDA.6.K6,		families of transition aged
			DDA.7.K1,		students and how high-quality
			SEDAS.1.K6,		transition planning alleviates
			SEDAS.1.S9,		these challenges
			SEDAS.3.S2,		

SEDAS.3.S3,	4.	Application exercised that
SEDAS.3.S4,		include a dialogue between
SEDAS.3.S5,		facilitator and educators
SEDAS.3.S12,	5.	Self-reflection
SEDAS.3.S13,	6.	Field experience application of
SEDAS.3.S14,		course concepts
SEDAS.7.S1,	7.	Quiz
SEDAS.7.S3,		
SEDAS.7.S5, DDA.5.K2		

*Competency Number based upon Rule 6A-4.01796

Instructors

Selection of instructors for the Add-On Certification: Autism Spectrum Disorder will be based on the following minimum selection criteria:

- Current Florida teaching certificate in Education and Exceptional Student Education
- Background of successful staff development and/or adult training expertise
- Master's degree in Education or Special Education
- Three years of qualified experience in working with students diagnosed with Autism Spectrum Disorder
- Certified and experienced in the areas of content to be taught
- Commitment to carry out the number of hours of instruction, individual participant consultation, and follow-up specified in each training module
- Commitment to use and maintain the integrity of the training components
- Commitment to the Autism Spectrum Disorder Endorsement Program and to the delivery of training at times and places convenient to the participants

Completion Requirements

The option of completing the three components is available for teachers in lieu of taking college courses to earn the Autism Spectrum Disorder Endorsement. In order to satisfy specialization requirements in Rule 6A-4.01796, Florida Administrative Code, participants must have a bachelor's or higher degree with certification in any exceptional student education area and complete 12 semester hours or 240 inservice hours including the following: nature of autism spectrum disorder, use of assistive and instructional technology and natural, alternative and augmentative communication systems for students with ASD, behavior management and positive behavior supports for students with ASD, and field-based experience with students with ASD.

Program Completion

Satisfactory completion of all required training activities in each module/component and demonstration of mastery of all competencies within are required for program completion.

Satisfactory completion of individual components may be demonstrated through:

• Instructor's verification of successful demonstration of all applicable competencies and products within the component of the approved add-on program

In order to satisfy specialization requirements in Rule 6A-4.01796, Florida Administrative Code, participants must complete all requirements listed above.

Methods for determining a participant has obtained all the competencies required for the specialization area are addressed within the coursework requirements and reflected in the Matrix. The successful completion of each required course will document that the participant has attained the competencies and skills addressed in and specific to the course.

Upon successful completion of all three required courses, the participant will be provided with a Certificate of Completion noting that the participant has successfully completed the Add-on Endorsement Program: Autism Spectrum Disorder. The teacher certification office will then assist the participant in filing the necessary paperwork and collecting fees associated with petitioning The Florida Department of Education to add the Autism Spectrum Disorder Endorsement to the educator's teaching certificate.

Competency Demonstration

All those pursuing the addition of the Autism Spectrum Disorder Endorsement to their Florida Educators' Certificates must earn a minimum of 240 inservice points by successfully completing the prescribed set of inservice components including the demonstration of all competencies required for the endorsement or through documented evaluation means. In general, competency demonstration will be done through products, tests, classroom demonstrations, and/or portfolios; however, procedures for evaluation of competency achievement within components will vary depending on the nature of the competency. Inservice training credits for those completing the add-on program will be awarded on the basis of a candidate's successful completion of the components, direct instruction, and follow-up activities.

Competency Verification

College and/or university coursework may be substituted for portions of the Autism Spectrum Disorder Add-on Endorsement requirement. Consideration will be given to students who have successful completion with a grade of B or better of a college/university course with verification from the instructor that there is reasonable equivalence between the college/university courses and the add-on courses. Decisions will be made at the local level, in collaboration with the teacher certification office and the professional development office. Certificates will be issued to successful completers as a record of competency completion.

Program Evaluation

Evaluation Plan

The overall effectiveness of the Autism Spectrum Disorder Endorsement Program will be determined by participant assessment, training component assessment, and program assessment techniques using the strategies described below:

- 1. Individual participants will be evaluated based on competency acquisition as verified by the instructor in accordance with approved competency demonstration methods and criteria. (In accordance with district inservice requirements, any participant who wishes to receive inservice points must demonstrate competency on 100% of the specific objectives).
- 2. Each training component will be evaluated by utilizing staff development program procedures.
- 3. The program will be assessed by participants; instructors; staff development personnel; and exceptional student education administrative and supervisory staff to determine: program effectiveness, program efficiency in terms of management, operation, delivery and cost effectiveness.

Descriptive Data

Formal program evaluation will provide the following data:

- 1. Number of teachers who are out-of-field in autism spectrum disorders
- 2. Number and percentage of the above that have enrolled in the add-on program
- 3. Number of enrollees dropped for nonperformance
- 4. Number and percentage of program completers
- 5. Number and percentage of program completers teaching in the district

Client Satisfaction Data

Attitudes of participants will be surveyed to determine the extent to which:

- 1. The program is meeting candidate needs
- 2. The quality of instruction is consistent with professional development standards
- 3. The curriculum is pertinent to their classroom and professional development needs
- 4. The pace, quantity, and quality of assignments are compatible with their primary teaching responsibilities

Supervisory Evaluation Data

Principals, administrators and supervisors may be asked to perform site-based evaluations to determine the extent to which:

- 1. School and program needs are being met through the training provided by the add-on endorsement program
- 2. Skills acquired in add-on training are practiced in the candidate's classroom and shared with others
- 3. Evidence exists of tangible benefit to students accruing from add-on training

Logistical Support

Annual program costs will be calculated from records of training, material purchases, copying, consultant fees, district or project expenditures, and salary portions of key personnel in program operations. Additional evaluation procedures may be developed and implemented as needed by the district. Any program revisions resulting from these evaluation procedures will be reported to the Florida Department of Education.

Participants, instructors, and district staff will evaluate the program in the following areas:

- Scope and sequence of courses
- Instructional materials
- Relevance to effective teaching and learning
- Adequacy of preparation for teaching assignment/study

In addition, in order to assess overall effectiveness of the program, participants completing the program will be asked to complete an online exit survey which will provide feedback regarding the management and operation of program activities.

The budget for Autism Spectrum Disorder Endorsement will mostly be borne by the participating districts. Districts may be able to participate in Florida Diagnostic and Learning Resources System-sponsored courses that are offered free of charge. In some cases, districts may offer stipends to participants for successful completion time. Staff development personnel will monitor administrator time and effort to ascertain intangible program costs.

Annual Review

Methods by which the component coordinator will determine the impact of the component on the individual's job performance and/or classroom, school, work setting are described as part of each component evaluation.

An annual review of the efficacy of the program will be conducted by Exceptional Student Education administration in the school district via continuous programmatic review of data collection previously noted above in *Program Evaluation, Evaluation Plan.* The carry-over effects of the training will be measured by direct observation, status of highly qualified personnel, and the provision of quality educational services. The data obtained in this continuous review cycle will be used to revise the program as necessary as well as to inform the next areas of professional development offered outside of the endorsement program.

Management

The FDLRS organization will be responsible for the overall management of the ASD Endorsement Program including dissemination of information, maintaining participant and program files, certifying the completion of program requirements and processing applications, coordinating program activities, collecting evaluation data, and providing information regarding the Program when required by the school district and/or Florida Department of Education staff.

Participant files will include a copy of the Plan of Study, schedule of courses, and a timeline with a projected date for completion.

Inservice training will be offered by districts and regional service providers. FDLRS will be responsible for updating the program as necessary and, when appropriate, advertising the availability of the courses to districts.

Candidate Application and Admission

The individuals designated above will share the process for application, admission, and verification of the Autism Spectrum Disorder Endorsement Program. Eligibility to participate in the program is predicated on a candidate's holding a bachelor's or higher degree with certification in any exceptional student education area. The candidate must hold a valid Florida Educator's Certificate (Temporary or Professional).

A candidate who enters the program based on a Temporary Certificate must show proof of eligibility for a Professional Certificate prior to the district's verification of completion of the program. Permanent substitutes with valid full-time Florida Temporary or Professional Education Certificates are eligible to enroll in the program.

Enrollment preference will be given to educators who are currently classified as in need of Autism Spectrum Disorder Endorsement to meet employment requirements. Other participants will be admitted to the Program as part of their Individual Professional Learning Plan or to earn inservice credit for recertification purposes. If space allows, paraprofessionals directly involved with service to students with ASD can be enrolled to further their knowledge to assist with classroom instruction.

Advisement

Individualized advisement will be provided by the appropriate district personnel in collaboration with the course instructor on matters related to the endorsement offerings, training requirements, and progress toward completion of the Autism Spectrum Disorder Endorsement Program. The district will ensure that staff members are available to assist candidates with the initial program orientation, inservice training requirements, and progress toward successful program completion.

Attendance Requirement for Inservice Points

Attendance is mandatory unless because of serious illness or extreme emergency the instructor excuses the absence. Excused absence class hours must be satisfied through a schedule approved by the instructor. Participants receive one inservice point for each clock hour of component participation, up to 80 hours per component. When participants have completed all program completion requirements thereby demonstrating mastery of competencies and objectives, program completion is verified. District staff will acknowledge completion of all components and notify the Florida Department of Education.

Transfer and Utilization of Credit (College or Inservice)

Equivalent or higher content level college credit obtained from a regionally accredited institution of higher education with an approved Autism Endorsement Program may be used to satisfy component requirements. College course(s) are converted to inservice points with each semester credit hour equivalent to twenty (20) inservice points. An official college transcript must be requested by the participant and forwarded to the Professional Development Director's Office.

Inservice credit earned while employed in another district may be applied to the Add-On Certification provided:

- The component is of equivalent or higher content level
- The component was earned as part of a Florida-approved Add-On Certification Program

Certification of Completion

When participants have completed all program requirements thereby demonstrating mastery of competencies and objectives, program completion is verified. Since records are kept during each step of the Autism Spectrum Disorder Endorsement Program by district staff development personnel, a professional development tracking system, or other inservice tracking systems, documentation is easily accessed by district staff to verify successful completion of all components. After the local verification process is complete, the district designee will notify the Florida Department of Education.

School Board Approval

In order for the Autism Spectrum Disorder Endorsement Program to receive state approval, a statement signed by each District Superintendent and Chairman of the School Board stating that it has been approved locally for submission is included with this document.

Superintendent	 Chairman of School Board
Date	Date





School Board of Clay County

May 7, 2020 - Regular School Board Meeting

<u>Title</u>

C8 - Proposed Allocation Changes for 2020-2021

Description

Staff allocation documents clarify how each school, district, department, and division is staffed for the 2020-2021 school year. The School Board is required to take action on all staff allocation changes.

Gap Analysis

These allocations are required to ensure the adequate staffing of the district and schools.

Previous Outcomes

The district and schools are adequately staffed.

Expected Outcomes

Staffing will be sufficient to meet the needs of the various schools and district departments.

Strategic Plan Goal

The district ensures fiscal responsibility and equitable distribution of resources.

Recommendation

Approve the staff allocation plan as submitted.

Contact

Dr. Susan Legutko, Assistant Superintendent for Business Affairs, (904) 336-6722, susan.legutko@myoneclay.net

Financial Impact

To be determined.

Review Comments

Attachments

@ Allocation Summary - May 7, 2020.pdf

PROPOSED CHANGES TO STAFF ALLOCATIONS 2020-2021 SUMMARY Board Meeting, May 7, 2020

School	Add	Delete	Allocation	Comment	Salary	Benefits	Total Cost
			2020-2021 ACTIONS				
			General Funds				
3LC-0111			ESE Secretary, 11-Month	Program Needs	(\$17,294)	(\$5,024)	(\$22,317)
3LC-0111		0.50	ESE Secretary, 11-Month	Program Needs	(\$17,294)	(\$5,024)	(\$22,317)
3LC-0111	0.37		ESE Secretary, 12-Month	Program Needs	\$15,404	\$4,475	\$19,879
3LC-0111	0.37		ESE Secretary, 12-Month	Program Needs	\$15,404	\$4,475	\$19,879
CC-9004		1.00	Guidance Counselor, 11-Month	Program Needs	(\$53,108)	(\$15,428)	(\$68,536)
CC-9004	0.80		Guidance Counselor, 12-Month	Program Needs	\$51,137	\$14,855	\$65,992
					·		
				TOTAL:	(\$5,750)	(\$1,670)	(\$7,421)
			General Funds - Safe Schools (1101)				
CC-9004	0.26		ESE Secretary, 12-Month	Program Needs	\$10,824	\$3,145	\$13,969
				TOTAL:	\$10,824	\$3,145	\$13,969
					4		
			General Funds - SAI Class Size (1141)				
CVA-7005		1.00	Teacher, 11-Month	Program Needs	(\$58,635)	(\$17,034)	(\$75,669)
CVA-7005	1.00		Curriculum Specialist, 12-Month	Program Needs	\$70,590	\$20,506	\$91,096
					·		
				TOTAL:	\$11,955	\$3,473	\$15,427
			General Funds - Mental Health (1171)				
CC-9004	0.20		Guidance Counselor- 12-Month	Program Needs	\$12,784	\$3,714	\$16,498
				Ŭ	. ,	. ,	. ,
				TOTAL:	\$12,784	\$3,714	\$16,498
					* , -	· · · /	
	<u> </u>		Total General Funds Impact				\$38,473
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School Board of Clay County

May 7, 2020 - Regular School Board Meeting

Title

C9 - Monthly Financial Reports for March, 2020

Description

The Monthly Financial Reports, in accordance with SBE Rule 6A-1.008, are submitted for the use and consideration of the Board for the month ending March 31, 2020.

Gap Analysis

The Monthly Financial Reports show compliance to the district's amended budget as of the month end reported and meet State and School Board financial reporting requirements.

Previous Outcomes

It has been a past (normal) practice to provide Monthly Financial Reports, in accordance with SBE Rule 6A-1.008.

Expected Outcomes

The Monthly Financial Reports are provided to meet the stewardship responsibilities of the district for reporting and accountability of the district's finances.

Strategic Plan Goal

Goal 2: Strategy 2.4: Ensure effective and efficient use of resources for fiscal stability.

Recommendation

That the Clay County School Board accept for use and consideration the Superintendent's Monthly Financial Reports for March, 2020.

Contact

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Financial Impact

The Monthly Financial Reports reflect the year-to-date results of operations.

Review Comments

Attachments

- March 2020 Board Monthly Financial Report.pdf
- March 2020 Board Monthly Property Report.pdf

CLAY COUNTY SCHOOL BOARD SUMMARY OF CASH INVESTMENTS 07/01/2019 thru 03/31/2020

	CASH BALANCE	INVESTMENT AMOUNT	TYPE	GRAND TOTAL
General Fund(3)	11,392,810.75	51,523,611.56	(1) & (4) SBA/OTH	62,916,422.31
Debt Services(5)	0.00	562,587.24	SBA/OTH	562,587.24
Capital Projects	0.00	32,820,039.93	SBA/OTH	32,820,039.93
Special Rev Other	0.00	0.00	SBA	0.00
Spec. Rev - Food Service	6,194,096.46	24,722.23	SBA	6,218,818.69
Self Insurance	0.00	4,732,364.47	SBA	4,732,364.47
GRAND TOTAL	17,586,907.21	89,663,325.43		107,250,232.64

NOTES:

- 1. The rate of interest earned on investments with the State Board of Administration during the month of March, 2020 was 1.36%.
- For comparison purposes with the General Fund Statement of Revenue, we have completed 75% of the fiscal year. All other percentages are only a comparison of cash collections or expenditures to budgeted revenue or appropriations.
- On the Summary of Cash & Investments, the figure reported for General Fund Investments includes \$1,486,941.69 invested for School Internal Accounts.
- The rate of interest earned on investments with the Florida Education Investment Trust Fund (FEITF) during the month of March, 2020 was 1.38%.
- Trustee Accounts Amounts placed with SBA by the Florida Department of Education for investment of debt service moneys.

CLAY COUNTY SCHOOL BOARD GENERAL FUNDS STATEMENT OF REVENUE 07/01/2019 thru 03/31/2020

		Acct #	Original Budget	Amended Budget	Cash Received	% OF COL
Federal Direct	Federal Impact	3121	700,000.00	590,000.00	543,276.65	92.089
	ROTC	3191	365,000.00	365,000.00	198,031.30	54.26
- ederal Direct	Total	•	1,065,000.00	955,000.00	741,307.95	
Fed thr Loc St	Medicaid	3202	1,700,000.00	1,250,000.00	597,269.90	47.78
	Federal Through Local Revenue	3280	297,585.00	297,521.00	167,211.88	56.20
	Other Federal Thru State	3290	0.00	0.00	70,273.77	N
- Fed thr Loc St	Total		1,997,585.00	1,547,521.00	834,755.55	
State Sources	Florida Educ Finance Program	3310	190,364,739.00	190,446,268.00	141,774,173.00	74.44
	Workforce Development	3315	469,160.00	469,160.00	351,864.00	75.00
	Workforce Performance Incentiv	3317	0.00	11,000.00	5,694.00	51.76
	CO&DS Withheld/Admin Expense	3323	22,000.00	22,000.00	0.00	0.00
	State License Tax	3343	25,000.00	25,000.00	24,224.52	96.90
	District Disc Lottery Funds	3344	130,911.00	92,391.00	428.00	0.46
	Class Size Reduction	3355	40,895,811.00	40,895,811.00	30,613,512.00	74.86
	School Recognition	3361	2,204,340.00	2,275,119.00	2,275,119.00	100.00
	Voluntary Pre-K High Schools	3370	96,000.00	96,000.00	81,560.75	84.96
	Voluntary Pre-K				1	
		3371	510,244.00	510,244.00	493,325.43	96.68
24-4-0	Miscellaneous State Revenue	3390	4,793,913.00	970,087.18	271,006.94	27.94
	- Total	1 1 1 1	239,512,118.00	235,813,080.18	175,890,907.64	
ocal Sources	District School Taxes	3411	55,475,629.94	55,378,026.00	51,734,443.72	93.42
	Prior Year Coll School Taxes	3419	50,000.00	50,000.00	29,722.84	59.45
	Tax Redemptions	3421	750,000.00	750,000.00	0.00	0.00
	Rent	3425	300,000.00	300,000.00	275,961.70	91.99
	Interest Incl Profit On Invest	3430	800,000.00	800,000.00	911,926.08	113.99
	Gifts Grants & Bequests	3440	60,000.00	167,374.24	136,745.24	81.70
	Adult Gen Educ Course Fee-Ged	3461	44,800.00	44,800.00	25,965.00	57.96
	Postsecondary Voc Course Fees	3462	0.00	6,068.25	5,654.92	93.19
	Lifelong Learning Fees	3466	30,000.00	3,588.75	1,293.00	36.03
	Other Student Fees-Summer Rec	3469	861.25	21,662.50	18,115.75	83.63
	Preschool Program Fees	3471	400,000.00	400,000.00	180,941.80	45.24
	Other Schl Class Fees-Blc	3479	0.00	19,950.00	19,700.90	98.75
	Miscellaneous Local Sources	3490	1,931,313.50	1,992,659.20	1,878,568.18	94.27
	Receipt Of Fed Indirect Cost	3494	0.00	376,000.00	288,071.02	76.61
	Other Misc Local Sources	3495	0.00	40,000.00	24,930.00	62.33
	Refund Of Prior Year'S Expense	3497	0.00	10,000.00	2,871.35	28.71
	Lost Damaged &Sale Of Textbook	3498	0.00	5,000.00	530.18	10.60
	Receipt Of Food Serv Ind Cost	3499	0.00	400,000.00	205,255.40	51.31
Local Sources	- Total		59,842,604.69	60,765,128.94	55,740,697.08	
Fransfers	Transfer From Capital Projects	3630	4,100,753.00	4,100,753.00	3,020,433.70	73.66
	otal		4,100,753.00	4,100,753.00	3,020,433.70	. 5.00
DFS	Capital Lease Agreements	3724	0.00	10,680,670.00	10,680,670.00	100.00
	Sale Of Equipment	3733	70,000.00	70,000.00	69,597.63	99.43
Other Financing		5155	70,000.00	10,750,670.00	10,750,267.63	55.43
Revenue		1	· · · · · · · · · · · · · · · · · · ·		and the second	70.05
		1	306,588,060.69	313,932,153.12	246,978,369.55	78.67
Revenue	Fund Balance July 1, 2019	2750	31,725,396.00	31,725,396.00	31,725,396.00	

STATEMENT OF EXPENDITURES AND TRANSFERS **CLAY COUNTY SCHOOL BOARD** 07/01/2019 thru 03/31/2020 **GENERAL FUNDS**

Expense

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	Acct#	Original Budget	Amended Budget	Salaries	Emp Benefits	Pur Services	Eng Services	Mat Supplies	Cap Outlay	Other Transfers	Totals	% OF Budget
Basic FEFP K-12	5100	154,839,811.44	153,791,770.14	60,636,100.40	17,565,776.56	12,060,925.76	198.50	5,784,326.05	556,146.94	1,134,949.17	97,776,611.49	63.58%
Exceptional Education	5200	44,112,577.05	44,527,650.48	21,429,903.75	6,838,806.52	2,041,060.06	1,720.62	292,489.91	116,692.33	21,829.18	30,742,502.37	69.04%
Career Education	5300	9,056,642.86	9,242,059.44	3,684,027.62	1,132,077.17	407,903.87	1,565.61	203,286.92	350,861.32	27,532.20	5,807,254.71	62.84%
Adult General	5400	470,644.95	512,040.20	158,083.62	37,136.75	18,167.89	0.00	11,185.18	1,271.61	9,344.80	235,189.85	45.93%
Voluntary Pre K	5500	721,552.27	745,166.78	461,211.27	140,733.00	10,790.40	0.00	8,094.15	677.62	0.00	621,506.44	83.41%
Other Instruction	5900	00.00	00.0	746,057.65	112,886.55	00.00	0.00	0.00	0.00	0.00	858,944.2	i0//IO#
Student Support Services	6100	15,410,559.91	15,595,681.80	8,227,400.90	2,302,531.35	188,153.06	762.00	74,518.03	30,433.99	22,203.99	10,846,003.32	69.54%
Instructional Media Services	6200	4,354,203.54	4,409,690.15	1,990,512.67	618,943.90	161,654.01	0.00	40,082.25	188,217.09	1,497.00	3,000,906.92	68.05%
Curriculum Development	6300	3,789,125.47	3,729,925.72	2,126,780.65	594,419.82	58,001.02	262.00	16,781.45	26,766.27	5,618.80	2,828,630.01	75.84%
Inst Staff Training Services	6400	2,252,300.35	2,647,325.74	1,297,388.33	360,091.33	288,105.22	0.00	9,762.29	18,745.84	5,518.00	1,979,611.01	74.78%
Instruction Related Technology	6500	4,579,437.53	4,565,711.89	1,838,549.76	483,803.46	1,026,337.60	0.00	27,604.03	0.00	0.00	3,376,294.85	73.95%
Board	7100	825,800.82	1,011,068.17	280,040.94	107,069.93	181,593.40	0.00	1,224.71	0.00	18,816.25	588,745.23	58.23%
General Administration	7200	735,931.04	604,305.88	302,922.97	112,431.14	32,639.89	877.00	1,429.71	248.01	16,188.50	466,737.22	77.24%
School Administration	7300	15,127,890.64	15,249,700.52	9,221,032.48	2,507,727.90	28,454.33	0.00	32,134.62	24,684.39	15,908.95	11,829,942.67	77.57%
Facilities Acquisition and Construction		3,273,228.74	3,212,446.04	501,156.46	124,415.63	76,684.80	1,262.00	9,306.09	541,481.14	338.20	1,254,644.32	39.06%
Fiscal Services	7500	1,532,116.03	1,462,188.65	730,359.33	166,855.94	3,330.05	0.00	10,765.35	3,054.35	9,419.31	923,784.33	63.18%
Food Services	7600	4,454.28	75,086.90	125,872.11	21,749.32	00.00	0.00	0.00	0.00	190.28	147,811.71	196.85%
Central Services	2700	3,716,763.87	3,803,499.96	1,675,203.42	463,187.32	234,574.27	3,062.61	60,136.42	15,309.02	11,472.80	2,462,945.86	64.75%
Pupil Transportation Services	7800	11,299,846.20	22,114,654.14	5,234,829.80	1,634,206.80	129,541.82	714,459.16	533,983.27	10,217,202.09	105,998.53	18,570,221.47	83.97%
Operation of Plant	2006	23,476,816.28	23,349,554.95	4,603,443.36	1,570,410.71	3,820,215.65	4,878,324.67	542,194.88	173,301.06	5,850.99	15,593,741.32	66.78%
Maintenance Of Plant	8100	5,820,069.28	5,806,561.61	2,215,135.09	679,689.50	501,255.38	80,734.37	711,018.08	151,374.41	1,765.16	4,340,971.99	74.76%
Administrative Technology Svcs	8200	1,433,499.88	1,434,978.28	712,471.01	195,520.75	43,823.88	6,542.00	14,561.16	1,481.83	926.66	975,327.29	67.97%
Community Services	9100	554,238.90	562,977.77	220,652.81	87,572.65	3,564.90	0.00	33,486.80	1,263.29	25,912.14	372,452.59	66.16%
Debt Service	9200	00.00	00.0	0.00	00.00	00.00	0.00	00.00	0.00	0.00	0	0.00%
Total Expense		307,387,511.33	318,454,045.21	128,419,136.4	37,858,044.	21,316,777.26	5,689,770.54	8,418,371.35	12,419,212.6	1,441,280.91	215,600,781.17	
Nonspendable Fund Balance Restricted Fund Balance Assigned Fund Balance Unassigned Fund Balance Total Fund Balance	6/30/2020 6/30/2020 6/30/2020 6/30/2020 6/30/2020	278,104.36 3,000,000,000 12,641,745.00 15,006,096.00 30,925,945.36	1,011,000.00 1,982,976.87 8,558,533.00 15,650,994.04 27,203,503.91				Ć				1,011,000.00 1,982,976.87 8,558,533.00 51,550,474.51 63,102,984.38	

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Grand Totals

338,313,456.69 345,657,549.12

80.63% 278,703,765.55

CLAY COUNTY SCHOOL BOARD GENERAL FUNDS - Additional Millage Fund STATEMENT OF REVENUE 07/01/2019 thru 03/31/2020

		Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Local Sources	District School Taxes	3411	12,150,490.06	12,200,490.06	11,148,426.53	91.38%
Local Sources	- Total		12,150,490.06	12,200,490.06	11,148,426.53	
Grand Total			12,150,490.06	12,200,490.06	11,148,426.53	91.38%

<u>CLAY COUNTY SCHOOL BOARD</u> GENERAL FUNDS - Additional Millage Fund STATEMENT OF EXPENDITURES AND TRANSFERS 07/01/2019 thru 03/31/2020

Expense

	Acct#		Original Budget Amended Budget	Salaries	Emp Benefits	Pur Services	Salaries Emp Benefits Pur Services Eng Services Mat Supplies	Mat Supplies	Cap Outlay	Cap Outlay Other Transfers	Totals	% OF Budget
Facilities Aquisition & Const	7400	2,678,504.06	2,678,504.06	0.00	0.00	605.81	0.00	49,741.93	1,153,216.94	0.00	1,203,564.68	44.93%
Facilities (Staff Development)	7700	3,750.00	3,750.00	0.00	0.00	00.00	0.00	00.00	0.00	0.00	0	%00.0
Operation of Plant	2006	9,518,236.00	9,518,236.00	2,268,504.82	879,743.07	250,629.04	31,566.81	63,868.12	2,369,817.04	494.53	5,864,623.43	61.61%
Maintenance Of Plant	8100	00.0	00.0	32,850.60	10,200.05	0.00	0.00	00.00	00.0	0.00	43,050.65	0.00%
Total Expense		12,200,490.06	12,200,490.06	2,301,355.42	889,943.12	251,234.85	31,566.81	113,610.05	3,523,033.98	494.53	7,111,238.76	
Unassigned Fund Balance	6/30/2020	(50,000.00)	0.00								4,037,187.77	
Total Fund Balance	6/30/2020	(50,000.00)	0.00								4,037,187.77	
Grand Totals		12,150,490.06	12,200,490.06								11,148,426.53	91.38%

<u>CLAY COUNTY SCHOOL BOARD</u> DEBT SERVICE FUND STATEMENT OF REVENUE, EXPENDITURES, AND TRANSFERS 07/01/2019 Thru 03/31/2020

REVENUE AND TRANSFERS

REVENUE AND TRANSFERS					
Local Sources					
	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Interest Incl Profit On Invest	3430	0.00	0.00	11,913.49	NA
Total Local Sources		0.00	0.00	11,913.49	
State Sources					
	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
CO & DS Withhld For SBE Bonds	3322	67,560.00	67,560.00	0.00	0.00%
Racing Commission Funds	3341	215,955.00	215,955.00	167,437.50	77.53%
Total State Sources		283,515.00	283,515.00	167,437.50	
Transfers					
	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Transfer From Capital Projects	3630	5,124,511.00	6,740,070.42	2,258,764.42	33.51%
Total Transfers		5,124,511.00	6,740,070.42	2,258,764.42	
Total REVENUE AND TRANSFERS		5,408,026.00	7,023,585.42	2,438,115.41	34.71%
Fund Balance July 1, 2019	1	444,699.31	444,699.31	444,699.31	
GRAND TOTAL	-	5,852,725.31	7,468,284.73	2,882,814.72	38.60%
EXPENDITURES				n	
Debt Service					
	Acct #	Original Budget	Amended Budget	Expended	% OF EXP
Redempt Of Prnc	710	4,008,460.00	5,551,783.21	1,543,323.21	27.80%
Interest	720	1,382,366.50	1,454,602.71	763,418.72	52.48%
Dues And Fees	730	16,100.00	16,100.00	40,452.16	251.26%
Total Debt Service		5,406,926.50	7,022,485.92	2,347,194.09	
Total EXPENDITURES		5,406,926.50	7,022,485.92	2,347,194.09	33.42%
FUND BALANCE				-	
Fund Balance	niyanan kacala dalam alkan dalam dalam dalam kacala Ta				
	Acct #	Original Budget	Amended Budget		
Fund Balance June 30, 2020	2750	445,798.81	445,798.81	535,620.63	
GRAND TOTAL		5,852,725.31	7,468,284.73	2,882,814.72	38.60%
				E	

CLAY COUNTY SCHOOL BOARD CAPITAL IMPROVEMENTS FUNDS STATEMENT OF REVENUE, EXPENDITURES, AND TRANSFERS

07/01/2019 Thru 03/31/2020

REVENUE AND TRANSFERS					
Local Sources	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
District Local Cap Improv Taxes	3413	18,300,735.54	18,300,735.54	17,066,676.15	93.26%
Local Sales Taxes	3418	1,700,000.00	1,700,000.00	1,361,221.63	80.07%
Prior Year Coll School Taxes	3419	0.00	0.00	8,918.37	0.00%
Interest Incl Profit On Invest	3430	232,000.00	232,000.00	113,475.99	48.91%
Impact Fees	3496	5,000,000.00	5,000,000.00	6,388,996.21	127.78%
Refund Of Prior Year'S Expense	3497	0.00	0.00	9,447.60	0.00%
Total Local Sources		25,232,735.54	25,232,735.54	24,948,735.95	
OFS	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Sale Of Equipment	3733	0.00	0.00	162,152.65	0.00%
Total Other Financing Sources		0.00	0.00	162,152.65	
State Sources	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
CO & DS Distributed To District	3321	1,399,065.30	1,399,065.30	0.00	0.00%
Interest On Undistrib CO & DS	3325	22,977.62	26,794.37	0.00	0.00%
Miscellaneous State Revenue	3390	1,191,936.28	46,500.00	528,301.75	1,136.13%
Total State Sources		2,613,979.20	1,472,359.67	528,301.75	1,100.107
Total REVENUE AND TRANSFERS		27,846,714.74	26,705,095.21	25,639,190.35	96.01%
Fund Balance July 1, 2019	1	23,801,156.43	23,801,156.43	23,801,156.43	00.017
GRAND TOTAL	1	51,647,871.17	50,506,251.64	49,440,346.78	97.89%
EXPENDITURES		01,047,071.17	00,000,201.04	40,440,040.10L	07.007
Debt Service	Acct #	Original Budget	Amended Budget	Expended	% OF EXF
Redempt Of Prnc	710	2,700,267.21	1,156,944.00	1,073,107.61	92.75%
Interest	710	203,869.15	105,200.00	90,746.71	86.26%
Total Debt Service	120	2,904,136.36	1,262,144.00	1,163,854.32	00.2070
General Support Services	Acct #	Original Budget	Amended Budget	Expended	% OF EXF
AV Mat \$1000/Ovr	621	10,000.00	10,000.00	0.00	0.00%
AV Mat \$1000/001	621	15,000.00	15,000.00	1,617.30	10.78%
Bldg & Fixed Equipment	630	11,038,106.26	10,204,237.84	543,572.43	5.33%
Dir Purch Bldgs	631	600,000.00	1,398,515.31	13,511.14	0.97%
Equip \$1000 Over	641	255,000.00	235,000.00	22,037.41	9.38%
Equip L/T \$1000	642	233,000.00	373,677.11	350,038.38	93.67%
Comp Hdw > \$1000	643	73,353.09	41,795.84	21,174.55	50.66%
Cptr Hdwr <\$1000	644	256,517.74	124,707.74	110,929.29	88.95%
TechRel FFE>1000	648	25,000.00	25,000.00	0.00	0.00%
TechRel FFE<1000	649	20,257.70	20,257.70	19,549.13	96.50%
Vehicles	652	199,352.00	189,104.00	169,104.00	89.42%
Land	660	199,352.00	100,000.00	0.00	0.00%
	Contraction of the	5,718,219.22			99.11%
Improvement Non-Bldg	670		707,642.82	701,379.31	
Capitalized Imp Non-Bldg	671	49,277.86	34,846.73 3,786,987.71	34,263.91	98.33%
Non-Cap Improvement Non-Bldg	672	0.00		1,190,681.79	
Remodeling and Renovations	680	43,993.22	51,273.10	0.00	0.00%
Capitalized Remodig	681	3,480,467.01	3,587,048.38	2,825,366.88	78.77%
Non-Cap Remodig/Renovation	682	7,521,634.90	7,686,567.70	1,940,647.27	25.25%
Dir Prch-Cap Remodlg	683	240,000.00	290,000.00	0.00	0.00%
Dir Purch-Non-Cap Remodlg	684	685,000.00	604,000.00	138,852.18	22.99%
Software >1000	691	304,520.00	1,290,174.09	587,471.17	45.53%
Software <1000	692	0.00	765,817.02	681,413.24	88.98%
Total Gen Sup Srvc	A+ #	30,959,867.02	31,541,653.09	9,351,609.38	
Transfer of Funds	Acct #	Original Budget	Amended Budget	Expended	% OF EXE
Xfer To Gen Fnd	910	4,170,753.00	4,100,753.00	3,020,433.70	73.66%
Xfer To Dbt Svc	920	5,124,511.00	6,740,070.42	2,258,764.42	33.51%
Tatal Man Of Fund		9,295,264.00	10,840,823.42	5,279,198.12	
Total Xfer Of Funds		10 150 000	10 0 1 1 0 0 0		
Total EXPENDITURES		43,159,267.38	43,644,620.51	15,794,661.82	36.19%
Total EXPENDITURES Fund Balance	Acct #	Original Budget	Amended Budget	L	36.19%
Total EXPENDITURES	Acct #			15,794,661.82 33,645,684.96 49,440,346.78	36.19% 97.89%

SPECIAL REVENUE FUNDS - FOOD SERVICES STATEMENT OF REVENUE, EXPENDITURES, AND TRANSFERS 07/01/2019 Thru 03/31/2020

becal Sources leterest Incl Profit On Inves ludent Lunches ludent Breakfasts dult Breakfasts/Lunches ludent A La Carte liscellaneous Local Sources betal Local Sources ederal Thru Local and State chool Lunch Reimbursement chool Breakfast Reimbursement fiter School Snack Reimb S D A Donated Commoditi ash in Lieu of Donated Foods ummer Food Service Program otal Fed thru Local and State tate Sources chool Breakfast Supplement chool Lunch Supplement chool Lunch Supplement chool Breakfast Supplement chool Lunch Supplement chool Section State tate Sources otal REVENUE AND TRANSFERS und Balance July 1, 2019 iRAND TOTAL EXPENDITURES ieneral Support Services dministrator ther Support eteirement ocial Security iroup Insurance Vorkmans Comp rof Srvcs - Su ravel-In cnty ravel-Out Cnty rvi-Out State tepairs And Mai tentals ech Rentals communications ttamps table Plones Dithr Purch Srvc rinting tottled Gas ilectricity assoline biesel Fuel iupplies Dit & Grease Repair Parts iros & Tubes	Acct # 3430 3451 3452 3453 3454 3490 Acct # 3261 3265 3266 3267 Acct # 3337 3338 Acct # 110 160 210 220 230 240 313 331 332 330 360 369 370 371	Original Budget 10,000.00 2,261,050.00 194,580.00 1,800.00 1,700,000.00 5,000.00 4,172,430.00 Original Budget 9,846,830.00 1,220,000.00 1,200,000 1,200,000.00 13,476,644.00 Original Budget 60,000.00 145,000.00 145,000.00 17,794,074.00 5,099,294.00 22,893,368.00 Original Budget 1,971,171.00 3,569,212.86 476,609.94 420,209.16 632,731.37 77,134.84 0.000 6,400.00 2,500.00 2,500.00 2,500.00 2,500.00 2,500.00 2,500.00 2,500.00 2,00	Amended Budget 10,000.00 2,261,050.00 194,580.00 1,800.00 1,700,000.00 4,172,430.00 Amended Budget 9,846,830.00 2,314,814.00 0.000 1,200,000.00 1,200,000.00 13,476,644.00 Amended Budget 60,000.00 13,476,644.00 Amended Budget 60,000.00 145,000.00 145,000.00 145,000.00 145,000.00 17,794,074.00 5,099,294.00 22,893,368.00 Amended Budget 1,971,171.00 3,569,212.86 476,609.94 420,209,16 632,731.37 77,134.84 48,495.00 9,400.00 2,500.00 0,000 15,891.77 5,000.00 29,658.50 0,000	Cash Received 23,123.32 1,685,764.95 147,630.00 1,518.00 1,213,573.91 33,692.58 3,105,302.76 Cash Received 5,584,442.27 1,381,742.73 20,370.74 20,370.74 20,370.74 20,370.74 0,000 56,616.85 7,043,172.59 Cash Received 36,667.84 40,822.70 77,490.58 5,099,294.00 15,325,259.88 Expended 1,484,976.95 2,800,948.34 374,000.52 313,279.31 903,741.69 59,416.17 27,257.03 4,980.23 1,229.18 0,000 9,371.82 2,617.34 29,658.50 0,000	% OF COLL 231.23% 74.56% 75.87% 84.33% 673.85% 673.85% % OF COLL 56.71% 59.69% NA 0.00% 56.62% % OF COLL 61.11% 48.03% 66.94% 66.94% 76.56% 78.48% 78.47% 74.55% 142.83% 77.03% 56.21% 0.00% 55.235% 100.00% 58.97% 52.35%
tudent Lunches tudent Breakfasts tudent Breakfasts/Lunches tudent A La Carte iscellaneous Local Sources otal Local Sources otal Local Sources ederal Thru Local and State chool Lunch Reimbursement chool Breakfast Reimbursement fiter School Snack Reimb S D A Donated Commoditi ash in Lieu of Donated Foods ummer Food Service Program otal Fed thru Local and State tate Sources chool Breakfast Supplement chool Lunch Supplement otal State Sources otal REVENUE AND TRANSFERS und Balance July 1, 2019 iRAND TOTAL EXPENDITURES ieneral Support Services dministrator ther Support ietirement ocial Security rorou Insurance Vorkmans Comp rof Srvcs - Su ravel-In cnty ravel-Out Cnty rvI-Out State tentals communications tamps cell Phones Dthr Purch Srvc rrinting biotel Gas idectricity Sasoline ibiesel Fuel ioipelies in a fuels in Supplies in a Sease Repair Parts ires & Tubes	3451 3452 3453 3454 3490 Acct # 3261 3262 3263 3265 3266 3267 Acct # 13337 3338 Acct # 110 160 210 220 230 240 313 331 332 333 350 360 369 370 371	2,261,050.00 194,580.00 1,700,000.00 5,000.00 4,172,430.00 Original Budget 9,846,830.00 2,314,814.00 0,000 1,200,000.00 1,200,000.00 13,476,644.00 Original Budget 60,000.00 13,476,644.00 Original Budget 1,971,171.00 3,569,212.86 476,609,12 420,209,16 632,731.37 777,134.84 0,00 6,400.00 2,500	2,261,050.00 194,580.00 1,700,000.00 5,000.00 4,172,430.00 Amended Budget 9,846,830.00 2,314,814.00 0,00 1,200,000.00 13,476,644.00 Amended Budget 60,000.00 13,476,644.00 Amended Budget 60,000.00 13,476,644.00 22,893,368.00 17,794,074.00 5,099,294.00 22,893,368.00 22,893,368.00 Amended Budget 1,971,171.00 3,569,212.86 476,609.94 420,209,16 632,731.37 77,134.84 48,495.00 9,400.00 2,500.00 0,00 15,891.77 5,000.00 29,658.50	1,685,764.95 147,630.00 1,518.00 1,213,573.91 33,692.55 3,105,302.76 Cash Received 5,584,442.27 1,381,742.73 20,370.74 0,00 0,00 56,616.85 7,043,172.59 Cash Received 36,667.84 40,822.70 77,490.54 10,225,965.89 5,099,294.00 15,325,259.89 Expended 1,484,976.95 2,800,948.34 374,000.52 313,279.31 903,741.69 59,416.17 27,257.03 4,980.23 1,229.18 0,000 9,371.82 2,617.34 29,658.50	74.56% 75.87% 84.33% 71.39% 673.85% % OF COLL 56.71% 59.69% NA 0.00% 56.62% % OF COLL 61.11% 48.03% 76.41% 75.33% 78.48% 77.03% 56.21% 52.98% 49.17% 0.00% 52.35% 100.00%
tudent Breakfasts dult Breakfasts/Lunches tudent A La Carte iscellaneous Local Sources otal Local Sources ederal Thru Local and State chool Lunch Reimbursement chool Breakfast Reimbursement tfter School Snack Reimb S D A Donated Commoditi ash in Lieu of Donated Foods ummer Food Service Program otal Fed thru Local and State fate Sources chool Breakfast Supplement chool Lunch Supplement chool Lunch Supplement chool Lunch Supplement chool Lunch Supplement chool State Sources otal ReVENUE AND TRANSFERS und Balance July 1, 2019 iRAND TOTAL :XPENDITURES ieneral Support Services dministrator ther Support cetirement ocial Security iroup Insurance Vorkmans Comp rof Srvcs - Su ravel-In cnty ravel-Out Cnty rvI-Out State tepairs And Mai tentals communications tamps Stat Puench Srvc rrinting Solf Gas Clectricity Sasoline Siesel Fuel Supplies ConerType Fee Tech Supplies C	3452 3453 3454 3490 Acct # 3261 3262 3263 3265 3266 3267 Acct # 3337 3338 Acct # 110 160 210 220 230 240 313 331 332 333 350 360 369 370 371	194,580.00 1,800.00 1,700,000.00 5,000.00 0riginal Budget 9,846,830.00 2,314,814.00 0.00 1,200,000.00 1,200,000.00 1,200,000 0,000,00 1,200,000 0,000,00 1,200,000 0,000,00 1,200,000 0,000,00 1,200,000 0,000 0,000,00 0,000,00 0,000,00	194,580.00 1,800.00 1,700,000.00 5,000.00 4,172,430.00 Amended Budget 9,846,830.00 2,314,814.00 0,000 1,200,000.00 13,000,000 10,000.00 13,476,644.00 Amended Budget 60,000.00 145,000.00 145,000.00 17,794,074.00 5,099,294.00 22,893,368.00 Amended Budget 1,971,171.00 3,569,212.86 476,609.94 420,209,16 632,731.37 77,134.84 48,495.00 9,400.00 2,500.00 0,000 15,891.77 5,000.00 29,658.50	147,630.00 1,518.00 1,213,573.91 3,692.58 3,105,302.78 Cash Received 5,584,442.27 1,381,742.73 20,370.74 0.00 0.000 56,616.85 7,043,172.59 Cash Received 36,667.84 40,822.70 77,490.54 10,225,965.89 5,099,294.00 15,325,259.89 Expended 1,484,976.95 2,800,948.34 374,000.52 313,279.31 903,741.69 59,416.17 27,257.03 4,980.23 1,229.18 0.00 9,371.82 2,617.34 29,658.50	75.87% 84.33% 71.39% 673.85% % OF COLL 56.71% 59.69% NA 0.00% 56.62% % OF COLL 61.11% 48.03% % OF COLL 61.11% 48.03% % OF EXP 75.33% 78.48% 77.03% 56.21% 52.98% 49.17% 0.00% 52.35% 100.00%
dult Breakfasts/Lunches tudent A La Carte liscellaneous Local Sources ederal Thru Local and State chool Lunch Reimbursement chool Breakfast Reimbursement fter School Snack Reimb S D A Donated Commoditi ash in Lieu of Donated Foods ummer Food Service Program otal Fed thru Local and State tate Sources chool Breakfast Supplement chool Lunch Supplement otal State Sources otal REVENUE AND TRANSFERS und Balance July 1, 2019 RAND TOTAL SZPENDITURES teneral Support Services dministrator ther Support letirement ocial Security roc Srvcs - Su ravel-In cnty ravel-Out Cnty rvI-Out State tentals communications tamps Sell Phones Dthr Purch Srvc rrinting Sources Chool Edeat Supplies TonerType Fee Tech Supplies Suppli	3453 3454 3490 Acct # 3261 3262 3263 3265 3266 3267 Acct # 3337 3338 Acct # 110 160 210 220 230 240 313 331 332 333 350 360 369 370 371	1,800.00 1,700,000.00 5,000.00 4,172,430.00 Original Budget 9,846,830.00 2,314,814.00 0.00 1,200,000.00 15,000.00 13,476,644.00 Original Budget 60,000.00 85,000.00 145,000.00 145,000.00 145,000.00 22,893,368.00 Original Budget 1,971,171.00 3,569,212.86 476,609.94 420,209,16 632,731.37 77,134.84 0.00 6,400.00 2,500.00 2,500.00 2,500.00 2,500.00 0,25,000.00 2,500.00 0,25,000.00 2,500.00 0,20,000.00 144,000.00 144,000.00 144,000.00 0,000.00 144,000.00 1,	1,800.00 1,700,000,00 5,000.00 4,172,430.00 Amended Budget 9,846,830.00 2,314,814.00 0.00 1,200,000.00 13,000,00 100,000.00 13,476,644.00 Amended Budget 60,000,00 145,000.00 145,000.00 145,000.00 145,000.00 145,000.00 145,000.00 145,000.00 145,000.00 145,000.00 145,000.00 145,000.00 1,971,171.00 3,569,212.86 476,609.94 420,209.16 632,731.37 777,134.84 48,495.00 9,400.00 2,500.00 0,000 15,891.77 5,000.00 29,658.50	1,518.00 1,213,573.91 33,692.58 3,105,302.76 Cash Received 5,584,442.27 1,381,742.73 20,370.74 0,00 0,00 56,616.85 7,043,172.59 Cash Received 36,667.84 40,822.70 77,490.54 10,225,965.89 5,099,294.00 15,325,259.89 Expended 1,484,976.95 2,800,948.34 374,000.52 313,279.31 903,741.69 59,416.17 27,257.03 4,980.23 1,229.18 0,00 9,371.82 2,617.34 29,658.50	84.33% 71.39% 673.85% % OF COLL 56.71% 59.69% NA 0.00% 56.62% % OF COLL 61.11% 48.03% 66.94% % OF EXP 75.33% 78.48% 78.47% 74.55% 142.83% 77.03% 56.21% 52.98% 49.17% 0.00% 52.35%
tudent A La Carte iscellaneous Local Sources otal Local Sources ederal Thru Local and State chool Lunch Reimbursement chool Breakfast Reimbursement fer School Snack Reimb S D A Donated Commoditi ash in Lieu of Donated Foods ummer Food Service Program otal Fed thru Local and State tate Sources chool Breakfast Supplement chool Lunch Supplement chool Lunch Supplement chool Lunch Supplement chool Lunch Supplement chool State Sources otal REVENUE AND TRANSFERS und Balance July 1, 2019 IRAND TOTAL EXPENDITURES Feineral Support Services dministrator ther Support feirement ocial Security iroup Insurance Vorkmans Comp rof Srvcs - Su ravel-In cnty ravel-Out Cnty rvI-Out State tetpairs And Mai tentals communications ttamps Jell Phones Dthr Purch Srvc rrinting Ioottal Gas Ilectricity Sasoline Diesel Fuel Lupplies OnerType Fee Fec Supplies Dia & Grease Repair Parts Fires & Tubes	3454 3490 Acct # 3262 3263 3265 3266 3267 Acct # 3337 3338 3338 3338 200 210 220 230 240 313 331 332 333 350 360 369 370 371	1,700,000.00 5,000.00 4,172,430.00 Original Budget 9,846,830.00 2,314,8140,00 1,200,000.00 1,200,000.00 13,476,644.00 Original Budget 60,000.00 145,000.00 145,000.00 17,794,074.00 5,099,294.00 22,893,368.00 Original Budget 1,971,171.00 3,569,212.86 476,609.94 420,209.16 632,731.37 77,134.84 0,000 2,500.00 2,500.00 2,500.00 2,500.00 20,000.00 144,000.00 12,000.00 144,000.00 12,000.00 144,000.00 12,000.00 144,000.00 12,000.00 144,000.00 12,000.00 144,000.00	1,700,000.00 5,000.00 4,172,430.00 Amended Budget 9,846,830.00 2,314,814.00 0.00 1,200,000.00 13,000.00 13,476,644.00 Amended Budget 60,000.00 13,476,644.00 Amended Budget 60,000.00 13,476,644.00 Amended Budget 1,971,171.00 3,569,212.86 476,609,94 420,209,16 632,731.37 77,134.84 48,495.00 9,400.00 2,500.00 0.000 15,891,77 5,000.00 29,658.50	1,213,573.91 33,692.58 3,105,302.76 Cash Received 5,584,442.27 1,381,742.73 20,370.74 0.00 0.00 56,616.85 7,043,172.59 Cash Received 36,667.84 40,822.70 77,480.54 10,225,965.89 5,099,294.00 15,325,259.89 Expended 1,484,976.95 2,800,948.34 374,000.52 313,279.31 903,741.69 59,416.17 27,257.03 4,980.23 1,229.18 0.00 9,371.82 2,617.34 29,658.50	71.39% 673.85% % OF COLL 56.71% 59.69% NA 0.00% 56.62% % OF COLL 61.11% 48.03% 66.94% 75.33% 76.46% 78.48% 76.45% 442.83% 77.03% 56.21% 52.98% 49.17% 0.00% 58.97% 52.35%
liscellaneous Local Sources otal Local Sources ederal Thru Local and State chool Lunch Reimbursement the School Snack Reimbursement fter School Snack Reimbursement fter School Snack Reimbursement fter School Snack Reimbursement sah in Lieu of Donated Commoditi ash in Lieu of Donated Foods ummer Food Service Program otal Fed thru Local and State tate Sources otal ReVENUE AND TRANSFERS und Balance July 1, 2019 IRAND TOTAL EXPENDITURES Internal Support Services dministrator ther Support Services dministrator or Srvcs - Su ravel-In cnty roxel-Out Cnty roxel-Out Cnty roxel-Out State tentals ech Rentals communications tamps tell Phones Dthr Purch Srvc rinting tottled Gas dectricity Sasoline ises Fuel tupplies onerType Fee fees Repairs And Sai dectricity Sasoline ises Fuel tupplies onerType Fee Repair Parts ires & Tubes	3490 Acct # 3261 3262 3266 3266 3266 3266 3267 Acct # 3337 3338 Acct # 110 160 210 220 230 240 313 331 332 333 360 369 370 371	5,000.00 4,172,430.00 Original Budget 9,846,830.00 2,314,814.00 0.00 1,200,000.00 13,476,644.00 Original Budget 60,000.00 85,000.00 145,000.00 145,000.00 17,794,074.00 5,099,294.00 22,893,368.00 Original Budget 1,971,171.00 3,569,212.86 476,609.94 420,209.16 632,731.37 77,134.84 0.00 6,400.00 2,500.00 2,500.00 2,500.00 2,500.00 2,000.00	5,000.00 4,172,430.00 Amended Budget 9,846,830.00 2,314,814.00 0.00 1,200,000.00 13,000.00 13,476,644.00 Amended Budget 60,000.00 13,476,644.00 Amended Budget 60,000.00 145,000.00 145,000.00 145,000.00 22,893,368.00 Amended Budget 1,971,171.00 3,569,212.86 476,609,94 420,209,16 632,731.37 77,134.84 48,495.00 9,400.00 2,500.00 0,000 15,891,77 5,000.00 29,658.50	33,692.58 3,105,302.76 Cash Received 5,584,442.27 1,381,742.73 20,370.74 0.00 56,616.85 7,043,172.59 Cash Received 36,667.84 40,822.70 77,490.54 10,225,965.89 5,099,294.00 15,325,259.89 Expended 1,484,976.95 2,800,948.34 374,000.52 313,279.31 903,741.69 59,416.17 27,257.03 4,980.23 1,229.18 0,00 9,371.82 2,617.34 29,658.50	673.85% % OF COLL 56.71% 59.69% 0.00% 0.00% 56.62% % OF COLL 61.11% 48.03% 66.94% 75.33% 78.48% 74.55% 442.83% 77.03% 56.21% 52.98% 49.17% 0.00% 58.97%
bala Local Sources ederal Thru Local and State ederal Thru Local and State chool Lunch Reimbursement chool Breakfast Reimbursement fter School Snack Reimb S D A Donated Commoditi ash in Lieu of Donated Foods ummer Food Service Program otal Fed thru Local and State tate Sources chool Breakfast Supplement chool Lunch Supplement otal State Sources otal REVENUE AND TRANSFERS und Balance July 1, 2019 IRAND TOTAL EXPENDITURES ieneral Support Services dministrator itelirement cocial Security iroup Insurance Vorkmans Comp rof Srvcs - Su ravel-In cnty ravel-Out Cnty rvI-Out State leepairs And Mai etentals communications tamps Sell Phones Dthr Purch Srvc rinting totled Gas dectricity Sasoline Sees Fuel tupplies onerType Fee fees Repair Parts ires & Tubes	Acct # 3261 3263 3265 3266 3267 Acct # 3337 3338 Acct # 110 160 210 220 230 240 313 331 332 333 350 360 369 370 371	4,172,430.00 Original Budget 9,846,830.00 2,314,814.00 1,200,000.00 13,476,644.00 Original Budget 60,000.00 13,476,644.00 Original Budget 60,000.00 145,000.00 145,000.00 17,794,074.00 5,099,294.00 22,893,368.00 Original Budget 1,971,171.00 3,569,212.86 476,609,94 420,209.16 632,731.37 777,134.84 0,000 2,500.00 2,500.00 2,500.00 2,500.00 2,500.00	4,172,430.00 Amended Budget 9,846,830.00 2,314,814.00 0.00 1,200,000.00 15,000.00 13,476,644.00 Amended Budget 60,000.00 145,000.00 145,000.00 17,794,074.00 5,099,294.00 22,893,368.00 Amended Budget 1,971,171.00 3,569,212.86 476,609,94 420,209,16 632,731.37 77,134.84 48,495.00 9,400.00 2,500.00 0,000 15,891,77 5,000.00 29,658.50	3,105,302.76 Cash Received 5,584,442.27 1,381,742.73 20,370.74 20,370.74 20,370.74 0,000 56,616.85 7,043,172.59 Cash Received 36,667.84 40,822.70 77,490.54 10,225,965.89 5,099,294.00 15,325,259.89 Expended 1,484,976.95 2,800,948.34 374,000.52 313,279.31 903,741.69 59,416.17 27,257.03 4,980.23 1,229.18 0,00 9,371.82 2,617.34 29,658.50	% OF COLL 56.71% 59.69% NA 0.00% 56.62% % OF COLL 61.11% 48.03% 66.94% % OF EXP 75.33% 78.48% 74.55% 142.83% 77.03% 56.21% 52.98% 49.17% 0.00% 58.97%
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chool Lunch Supplement otal State Sources otal REVENUE AND TRANSFERS and Balance July 1, 2019 RAND TOTAL XXPENDITURES eneral Support Services dministrator ther Support etirement oocial Security roup Insurance /orkmans Comp orof Srvcs - Su ravel-In cnty ravel-Out Crty rvI-Out State epairs And Mai entals ech Rentals ommunications tamps ell Phones thr Purch Srvc rinting otilted Gas lectricity iasoline iesel Fuel upplies onerType Fee ech Supplies ii & Grease tepair Parts ires & Tubes	Acct # 110 160 210 220 230 240 313 331 332 333 350 360 369 370 371	85,000.00 145,000.00 17,794,074.00 5,099,294.00 22,893,368.00 0riginal Budget 1,971,171.00 3,569,212.86 476,609.94 420,209.16 632,731.37 77,134.84 0.00 6,400.00 2,500.00 2,500.00 2,500.00 2,500.00 2,000.00 44,000.00 2,000.00	85,000.00 145,000.00 17,794,074.00 5,099,294.00 22,893,368.00 Amended Budget 1,971,171.00 3,569,212.86 476,609.94 420,209.16 632,731.37 777,134.84 48,495.00 9,400.00 2,500.00 0.000 15,891.77 5,000.00 29,658.50	40,822.70 77,490.54 10,225,965.89 5,099,294.00 15,325,259.89 Expended 1,484,976.95 2,800,948.34 374,000.52 313,279.31 903,741.69 59,416.17 27,257.03 4,980.23 1,229.18 0.00 9,371.82 2,617.34 29,658.50	48.03% 66.94% % OF EXP 75.33% 78.48% 78.47% 74.55% 142.83% 77.03% 56.21% 52.98% 49.17% 0.00% 58.97% 52.35% 100.00%
bala State Sources batal REVENUE AND TRANSFERS und Balance July 1, 2019 RAND TOTAL EXPENDITURES eneral Support Services dministrator ther Support etirement ocial Security iroup Insurance Jorkmans Comp rof Srvcs - Su ravel-In cnty rravel-Out Cnty rrvl-Out State epairs And Mai entals ech Rentals ommunications tamps teil Phones thr Purch Srvc rinting ottled Gas lectricity asoline biesel Fuel upplies onerType Fee ech Supplies bil & Grease tepair Parts ires & Tubes	Acct # 110 160 210 220 230 240 313 331 332 333 350 360 360 369 370 371	145,000.00 17,794,074.00 5,099,294.00 22,893,368.00 0riginal Budget 1,971,171.00 3,569,212.86 476,609.94 420,209.16 632,731.37 77,134.84 0.00 6,400.00 2,500.00 2,500.00 2,500.00 25,000.00 20,000.00 44,000.00	145,000.00 17,794,074.00 5,099,294.00 22,893,368.00 Amended Budget 1,971,171.00 3,569,212.86 476,609.94 420,209,16 632,731.37 77,134.84 48,495.00 9,400.00 2,500.00 0.000 15,891.77 5,000.00 29,658.50	77,490.54 10,225,965.89 5,099,294.00 15,325,259.89 Expended 1,484,976.95 2,800,948.34 374,000.52 313,279.31 903,741.69 59,416.17 27,257.03 4,980,23 1,229.18 0.00 9,371.82 2,617.34 29,658.50	66.94% % OF EXP 75.33% 78.48% 78.47% 74.55% 142.83% 77.03% 56.21% 52.98% 49.17% 0.00% 58.97% 52.35% 100.00% 0.00%
batal REVENUE AND TRANSFERS and Balance July 1, 2019 RAND TOTAL XPENDITURES eneral Support Services dministrator ther Support etirement ocial Security roup Insurance for Srvcs - Su toravel-In enty ravel-Out Cnty vvl-Out State peairs And Mai entals each Rentals ommunications tamps ell Phones thr Purch Srvc rinting ottled Gas lectricity asoline lesel Fuel upplies onerType Fee ecch Supplies il & Grease epair Parts ires & Tubes	110 160 210 220 230 240 313 331 332 333 350 360 369 370 371	17,794,074.00 5,099,294.00 22,893,368.00 0riginal Budget 1,971,171.00 3,569,212.86 476,609.94 420,209.16 632,731.37 77,134.84 0.00 6,400.00 2,500.00 2,500.00 2,500.00 25,000.00 20,000.00 44,000.00	17,794,074.00 5,099,294.00 22,893,368.00 Amended Budget 1,971,171.00 3,569,212.86 476,609.94 420,209,16 632,731.37 77,134.84 48,495.00 9,400.00 2,500.00 0,000 15,891,77 5,000.00 29,658.50	10,225,965.89 5,099,294.00 15,325,259.89 Expended 1,484,976.95 2,800,948.34 374,000.52 313,279.31 903,741.69 59,416.17 27,257.03 4,980.23 1,229.18 0,000 9,371.82 2,617.34 29,658.50	% OF EXP 75.33% 78.48% 78.47% 74.55% 442.83% 77.03% 56.21% 52.98% 49.17% 0.00% 58.97% 52.35% 100.00% 0.00%
Ind Balance July 1, 2019 RAND TOTAL XPENDITURES eneral Support Services dministrator ther Support cial Security roup Insurance forkmans Comp of Srvcs - Su avel-In enty avel-Out Cnty vi-Out State epairs And Mai entals entals entals entals entals entals entrals entrals entrals entropy entry for Srvc entricity asoline eises Fuel upplies onerType Fee esech Supplies il & Grease epair Parts res & Tubes	110 160 210 220 230 240 313 331 332 333 350 360 369 370 371	5,099,294.00 22,893,368.00 0riginal Budget 1,971,171.00 3,569,212.86 4420,209.16 632,731.37 77,134.84 0.00 6,400.00 2,500.00 2,500.00 25,000.00 20,000.00 44,000.00	5,099,294.00 22,893,368.00 Amended Budget 1,971,171.00 3,569,212.86 476,609.94 420,209,16 632,731.37 77,134.84 48,495.00 9,400.00 2,500.00 0,000 15,891,77 5,000.00 29,658.50	5,099,294.00 15,325,259.89 2,800,948.34 374,000.52 313,279.31 903,741.69 59,416.17 27,257.03 4,980.23 1,229.18 0,00 9,371.82 2,617.34 29,658.50	% OF EXP 75.33% 78.48% 78.47% 74.55% 442.83% 77.03% 56.21% 52.98% 49.17% 0.00% 58.97% 52.35% 100.00% 0.00%
RAND TOTAL EXPENDITURES eneral Support Services dministrator ther Support etirement occial Security roup Insurance /orkmans Comp rof Srvcs - Su ravel-In cnty ravel-Out Cnty rvl-Out State epairs And Mai entals ech Rentals ommunications tamps ell Phones ell Phones eller Security asoline iesel Fuel upplies onerType Fee ech Supplies il & Grease repair Parts ires & Tubes	110 160 210 220 230 240 313 331 332 333 350 360 369 370 371	22,893,368.00 Original Budget 1,971,171.00 3,569,212.86 476,609,94 420,209.16 632,731.37 77,134.84 0.00 6,400.00 2,500.00 2,500.00 2,500.00 2,500.00 20,000.00 44,000.00	22,893,368.00 Amended Budget 1,971,171.00 3,569,212.86 476,609.94 420,209,16 632,731.37 77,134.84 48,495.00 9,400.00 2,500.00 0.00 15,891.77 5,000.00 29,658.50	15,325,259.89 Expended 1,484,976.95 2,800,948.34 374,000.52 313,279.31 903,741.69 59,416.17 27,257.03 4,980.23 1,229.18 0,000 9,371.82 2,617.34 29,658.50	% OF EXP 75.33% 78.48% 78.47% 74.55% 442.83% 77.03% 56.21% 52.98% 49.17% 0.00% 58.97% 52.35% 100.00% 0.00%
EXPENDITURES eneral Support Services dministrator ther Support etirement oocial Security roroup Insurance Vorkmans Comp rof Srvcs - Su ravel-In cnty ravel-Out Cnty rvI-Out State epairs And Mai eentals ech Rentals communications tamps etil Phones thr Purch Srvc rrinting ottled Gas lectricity casoline liesel Fuel upplies onerType Fee eech Supplies bit & Grease tepair Parts ires & Tubes	110 160 210 220 230 240 313 331 332 333 350 360 369 370 371	Original Budget 1,971,171.00 3,569,212.86 476,609,94 420,209.16 632,731.37 77,134.84 0.00 6,400.00 2,500.00 2,500.00 2,500.00 2,500.00 20,000.00 44,000.00 2,000.00	Amended Budget 1,971,171.00 3,569,212.86 476,609.94 420,209.16 632,731.37 77,134.84 48,495.00 9,400.00 2,500.00 0.00 15,891.77 5,000.00 29,658.50	Expended 1,484,976,955 2,800,948,34 374,000,52 313,279,31 903,741,69 59,416,17 27,257,03 4,980,23 1,229,18 0,000 9,371,82 2,617,34 29,658,50	% OF EXP 75.33% 78.48% 78.47% 74.55% 442.83% 77.03% 56.21% 52.98% 49.17% 0.00% 58.97% 52.35% 100.00% 0.00%
eneral Support Services dministrator ther Support tetirement ocial Security iroup Insurance Vorkmans Comp rof Srvcs - Su ravel-In cnty ravel-Out Cnty rvI-Out State tepairs And Mai tentals	110 160 210 220 230 240 313 331 332 333 350 360 369 370 371	1,971,171.00 3,569,212.86 476,609.94 420,209.16 632,731.37 77,134.84 0.00 6,400.00 2,500.00 2,500.00 25,000.00 25,000.00 20,000.00 44,000.00	1,971,171.00 3,569,212.86 476,609.94 420,209,16 632,731.37 77,134.84 48,495.00 9,400.00 2,500.00 0.00 15,891.77 5,000.00 29,658.50	1,484,976.95 2,800,948.34 374,000.52 313,279.31 903,741.69 59,416.17 27,257.03 4,980.23 1,229.18 0.00 9,371.82 2,617.34 29,658.50	75.33% 78.48% 78.47% 74.55% 142.83% 77.03% 56.21% 52.98% 0.00% 58.97% 52.35% 100.00% 0.00%
Iministrator Imini	110 160 210 220 230 240 313 331 332 333 350 360 369 370 371	1,971,171.00 3,569,212.86 476,609.94 420,209.16 632,731.37 77,134.84 0.00 6,400.00 2,500.00 2,500.00 25,000.00 25,000.00 20,000.00 44,000.00	1,971,171.00 3,569,212.86 476,609.94 420,209,16 632,731.37 77,134.84 48,495.00 9,400.00 2,500.00 0.00 15,891.77 5,000.00 29,658.50	1,484,976.95 2,800,948.34 374,000.52 313,279.31 903,741.69 59,416.17 27,257.03 4,980.23 1,229.18 0.00 9,371.82 2,617.34 29,658.50	75.33% 78.48% 78.47% 74.55% 142.83% 77.03% 56.21% 52.98% 0.00% 58.97% 52.35% 100.00% 0.00%
ther Support etirement ocial Security iroup Insurance Jorkmans Comp rof Srvcs - Su ravel-In cnty ravel-In cnty ravel-Ut Cnty rvI-Out State epairs And Mai entals ech Rentals ommunications tamps teil Phones teil Phones thr Purch Srvc rinting ottled Gas lectricity assoline bitesel Fuel upplies onerType Fee ech Supplies bit & Grease tepair Parts ires & Tubes	160 210 220 230 240 313 331 332 333 360 369 370 371	3,569,212.86 476,609.94 420,209.16 632,731.37 77,134.84 0.00 6,400.00 2,500.00 2,500.00 25,000.00 20,000.00 44,000.00 2,000.00	3,569,212.86 476,609.94 420,209,16 632,731.37 77,134.84 48,495.00 9,400.00 2,500.00 0.00 15,891.77 5,000.00 29,658.50	2,800,948.34 374,000.52 313,279.31 903,741.69 59,416.17 27,257.03 4,980.23 1,229.18 0.00 9,371.82 2,617.34 29,658.50	78.48% 78.47% 74.55% 142.83% 77.03% 56.21% 52.98% 0.00% 0.00% 58.97% 52.35% 100.00% 0.00%
etirement ocial Security roup Insurance /orkmans Comp ord Stros - Su ravel-In cnty ravel-Out Cnty vvl-Out State epairs And Mai entals ech Rentals ommunications tamps ell Phones ell Phones	210 220 230 313 331 332 333 350 360 369 370 371	476,609.94 420,209.16 632,731.37 77,134.84 0.00 6,400.00 2,500.00 2,500.00 25,000.00 25,000.00 20,000.00 44,000.00	476,609,94 420,209,16 632,731,37 77,134,84 48,495,00 9,400,00 2,500,00 0,000 15,891,77 5,000,00 29,658,50	374,000.52 313,279.31 903,741.69 59,416.17 27,257.03 4,980.23 1,229.18 0.00 9,371.82 2,617.34 29,658.50	78.47% 74.55% 142.83% 77.03% 56.21% 52.98% 49.17% 0.00% 58.97% 52.35% 100.00% 0.00%
ocial Security roup Insurance Vorkmans Comp rof Srvcs - Su ravel-In cnty ravel-Out Cnty rol-Out State repairs And Mai tentals ech Rentals communications tamps seal Phones Dthr Purch Srvc rinting tottled Gas detricity Sasoline Sesel Fuel topplies conerType Fee ech Supplies Dil & Grease Repair Parts ires & Tubes	220 230 240 313 331 332 333 350 360 369 370 371	420,209.16 632,731.37 77,134.84 0.00 2,500.00 2,500.00 25,000.00 25,000.00 20,000.00 44,000.00 2,000.00	420,209,16 632,731.37 77,134.84 48,495.00 9,400.00 2,500.00 0.000 15,891,77 5,000.00 29,658.50	313,279,31 903,741,69 59,416,17 27,257,03 4,980,23 1,229,18 0,00 9,371,82 2,617,34 29,658,50	74.55% 142.83% 77.03% 56.21% 52.98% 49.17% 0.00% 58.97% 52.35% 100.00% 0.00%
iroup Insurance Vorkmans Comp rof Srvcs - Su ravel-In cnty ravel-Out Cnty rvI-Out State epairs And Mai etentals ech Rentals communications tamps etel Phones Othr Purch Srvc rrinting tottled Gas electricity Sasoline Sesel Fuel soline Sesel Fuel ech Supplies onerType Fee ech Supplies Di & Grease Repair Parts ires & Tubes	230 240 313 331 332 333 350 360 369 370 371	632,731.37 77,134.84 0.00 6,400.00 2,500.00 2,500.00 25,000.00 20,000.00 44,000.00 2,000.00	632,731.37 77,134.84 48,495.00 9,400.00 2,500.00 0.00 15,891.77 5,000.00 29,658.50	903,741.69 59,416.17 27,257.03 4,980.23 1,229.18 0,00 9,371.82 2,617.34 29,658.50	142.83% 77.03% 56.21% 52.98% 49.17% 0.00% 58.97% 52.35% 100.00% 0.00%
Vorkmans Comp rof Srvcs - Su ravel-In cnty ravel-Out Cnty ravel-Out State tepairs And Mai tentals tental	240 313 331 332 333 350 360 369 370 371	77,134.84 0.00 6,400.00 2,500.00 25,000.00 25,000.00 20,000.00 44,000.00 2,000.00	77,134.84 48,495.00 9,400.00 2,500.00 0.00 15,891.77 5,000.00 29,658.50	59,416.17 27,257.03 4,980.23 1,229.18 0.00 9,371.82 2,617.34 29,658.50	77.03% 56.21% 52.98% 49.17% 0.00% 58.97% 52.35% 100.00% 0.00%
rof Srvcs - Su ravel-In cnty ravel-Out Cnty ravel-Out State epairs And Mai entals entals ech Rentals communications tamps edil Phones tamps dell Phones thr Purch Srvc rrinting otitled Gas lectricity casoline biesel Fuel upplies onerType Fee ech Supplies onerType Fee ech Supplies bia & Grease tepair Parts ires & Tubes	313 331 332 333 350 360 369 370 371	0.00 6,400.00 2,500.00 25,000.00 20,000.00 44,000.00 2,000.00	48,495.00 9,400.00 2,500.00 0.00 15,891.77 5,000.00 29,658.50	27,257.03 4,980.23 1,229.18 0.00 9,371.82 2,617.34 29,658.50	56.21% 52.98% 49.17% 0.00% 58.97% 52.35% 100.00% 0.00%
ravel-In cnty ravel-Out Cnty ravel-Out State epairs And Mai entals ech Rentals communications tamps elel Phones othr Purch Srvc rinting ottled Gas lectricity sasoline tisesel Fuel upplies conerType Fee ech Supplies oil & Grease tepair Parts ires & Tubes	331 332 333 350 360 369 370 371	6,400.00 2,500.00 2,500.00 25,000.00 20,000.00 44,000.00 2,000.00	9,400.00 2,500.00 0.00 15,891.77 5,000.00 29,658.50	4,980.23 1,229.18 0.00 9,371.82 2,617.34 29,658.50	52.98% 49.17% 0.00% 58.97% 52.35% 100.00% 0.00%
ravel-Out Cnty rvl-Out State epairs And Mai entals ech Rentals communications tamps ell Phones ell Phones ell Phones ottled Gas lectricity control Gas lectricity consoline bises Fuel upplies conerType Fee ech Supplies consoline bia Grease tepair Parts ires & Tubes	332 333 350 360 369 370 371	2,500.00 2,500.00 25,000.00 20,000.00 44,000.00 2,000.00	2,500.00 0.00 15,891.77 5,000.00 29,658.50	1,229.18 0.00 9,371.82 2,617.34 29,658.50	49.17% 0.00% 58.97% 52.35% 100.00% 0.00%
rvI-Out State tepairs And Mai tentals ech Rentals communications tamps itamps iell Phones thr Purch Srvc trinting tottled Gas iectricity isasoline biesel Fuel isupplies conerType Fee ech Supplies Dil & Grease Repair Parts ires & Tubes	333 350 360 369 370 371	2,500,00 25,000,00 20,000,00 44,000,00 2,000,00	0.00 15,891.77 5,000.00 29,658.50	0.00 9,371.82 2,617.34 29,658.50	0.00% 58.97% 52.35% 100.00% 0.00%
epairs And Mai entals ech Rentals communications tamps iell Phones thr Purch Srvc rinting ottled Gas lectricity assoline biesel Fuel upplies onerType Fee ech Supplies bil & Grease tepair Parts ires & Tubes	350 360 369 370 371	25,000.00 20,000.00 44,000.00 2,000.00	15,891.77 5,000.00 29,658.50	9,371.82 2,617.34 29,658.50	58.97% 52.35% 100.00% 0.00%
Arentals ech Rentals communications tamps cell Phones tell Phones thr Purch Srvc firnting tottled Gas celectricity Sasoline S	360 369 370 371	20,000.00 44,000.00 2,000.00	5,000.00 29,658.50	2,617.34 29,658.50	52.35% 100.00% 0.00%
ech Rentals ommunications tamps ell Phones ell Phones thr Purch Srvc rinting ottled Gas lectricity iasoline iesel Fuel upplies onerType Fee ech Supplies il & Grease repair Parts ires & Tubes	369 370 371	44,000.00 2,000.00	29,658.50	29,658.50	100.00% 0.00%
ommunications tamps ell Phones thr Purch Srvc rinting ottled Gas lectricity asoline iesel Fuel upplies onerType Fee ech Supplies ill & Grease epair Parts ires & Tubes	370 371	2,000.00			0.00%
tamps ell Phones thr Purch Srvc rinting ottled Gas lectricity asoline iesel Fuel upplies onerType Fee ech Supplies ill & Grease epair Parts ires & Tubes	371		0.00	0.00	-
ell Phones thr Purch Srvc rinting ottled Gas lectricity sasoline iesel Fuel upplies onerType Fee ech Supplies bil & Grease repair Parts ires & Tubes	-	24 500 97			58,98%
thr Purch Srvc rinting ottled Gas lectricity iasoline iesel Fuel upplies onerType Fee ech Supplies bil & Grease repair Parts ires & Tubes		1,000.01	12,500.97	7,373.50	
rinting ottled Gas lectricity aasoline viesel Fuel upplies onerType Fee ech Supplies Oll & Grease tepair Parts ires & Tubes	378	2,500.00	600.00	405.21	67.54%
ottled Gas lectricity iasoline iesel Fuel upplies onerType Fee ech Supplies bil & Grease iepair Parts ires & Tubes	390	109,595.00	61,100.00	57,805.00	94.61%
lectricity iasoline iesel Fuel upplies onerType Fee ech Supplies il & Grease iepair Parts ires & Tubes	391	5,000.00	6,777.17	6,777.17	100.00%
asoline iesel Fuel upplies onerType Fee ech Supplies bil & Grease iepair Parts ires & Tubes	420	3,128.76	3,128.76	197.63	6.32%
viesel Fuel upplies onerType Fee ech Supplies bil & Grease tepair Parts ires & Tubes	430	156,500.00	156,500.00	83,409.20	53.30%
upplies onerType Fee ech Supplies bil & Grease tepair Parts ires & Tubes	450	4,000.00	4,000.00	3,330.00	83.25%
ionerType Fee iech Supplies Dil & Grease Repair Parts ires & Tubes	460	2,000.00	2,000.00	1,945.00	97.25%
iech Supplies Dil & Grease Repair Parts Tires & Tubes	510	850,994.17	696,321.95	453,147.91	65.08%
Dil & Grease Repair Parts Tires & Tubes	515	25,963.57	8,000.00	4,089.56	51.12%
tepair Parts irres & Tubes	519	500.00	500.00	429.13	85.83%
ires & Tubes	540	1,000.00	1,000.00	126.00	12.60%
	550	3,000.00	3,461.00	3,704.00	107.02%
	560	1,000.00	1,000.00	22.00	2.20%
ood	570	7,072,002.83	7,034,655.82	5,011,331.45	71.24%
Commodities	580	1,200,000.00	1,200,000.00	0.00	0.00%
V Mat L/T \$1000	622	170.00	1,170.00	394.93	33.75%
quip \$1000 Over	641	41,925.08	76,925.08	46,765.21	60.79%
quip L/T \$1000	642	68,158.40	74,169.34	71,384.73	96.25%
ptr Hdwr <\$1000	644	20,000.00	6,200.00	6,197.18	99.95%
echRel FFE<1000	649	2,500.00	2,500.00	2,096.77	83.87%
ehicles	652	25,000.00	57,449.73	0.00	0.00%
ap Remodig	681	378,599.52	580,029.56	247,461.93	42.66%
oftware >1000	691	2,500.00	0.00	0.00	0.00%
Dues And Fees	730	30,364.00	19,364.00	13,997.77	72.29%
Oth Pers Srvcs	750	23,003.65	23,003.65	23,003.65	100.00%
nd Cst/Misc Ex		225,000.00	0.00	0.00	0.00%
Aisc Ex/Ind Cst	790	0.00	225,000.00	205,255.40	
Total Gen Sup Srvc	790 792		17,515,371.47	12,262,127.41	
Total EXPENDITURES	790 792	17.515.371.47		12,262,127.41	70.01%
Fund Balance June 30, 2020		17,515,371.47 17,515,371.47	17.515.371.47		
		17,515,371.47 17,515,371.47 5,377,996.53	17,515,371.47 5,377,996.53	3,063,132.48	

22,893,368.00 15,325,259.89 66.94%

<u>CLAY COUNTY SCHOOL BOARD</u> SPECIAL REVENUE FUNDS - OTHER STATEMENT OF REVENUE 07/01/2019 thru 03/31/2020

		Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Federal Direct	Miscellaneous Federal Direct	3199	0.00	731,062.05	79,206.15	10.83%
Federal Direct -	Total		0.00	731,062.05	79,206.15	
Fed thru Local &	Career And Technical Education	3201	304,780.00	328,349.00	90,832.17	27.66%
State	Adult General Education	3221	230,914.31	230,914.31	165,734.52	71.77%
	English Literacy And Civics Ed	3222	33,234.00	33,234.00	13,885.66	41.78%
	Title II	3226	1,088,628.59	1,088,628.59	576,747.89	52.98%
	IDEA	3230	8,932,749.00	8,932,749.00	4,740,913.20	53.07%
	Title I - Elem & Secondary Edu	3240	5,676,388.97	6,472,042.23	3,215,319.96	49.68%
	Title III	3241	160,028.00	160,028.00	100,466.51	62.78%
	Twenty-First Century Schools	3242	713,674.88	918,111.40	505,094.04	55.01%
	Federal Through Local Revenue	3280	0.00	5,422.49	0.00	0.00%
	Other Federal Thru State	3290	801,808.80	380,784.43	315,754.60	82.92%
Fed thru Local ar	nd State - Total		17,942,206.55	18,550,263.45	9,724,748.55	
Total Revenue			17,942,206.55	19,281,325.50	9,803,954.70	50.85%

STATEMENT OF EXPENDITURES AND TRANSFERS CLAY COUNTY SCHOOL BOARD SPECIAL REVENUE FUNDS - OTHER 07/01/2019 thru 03/31/2020

Expense

	Acct#	Original Budget	Amended Budget	Salaries	Emp Benefits	Pur Services	Eng Services	Mat Supplies	Cap Outlay	Other Transfers	Totals	% OF Budget
Basic FEFP K-12	5100	4,819,698.36	5,656,723.19	1,583,303.08	515,934.77	144,310.63	0.00	271,757.93	152,341.36	3,797.04	2,671,444.81	47.23%
Exceptional	5200	4,943,713.47	5,190,763.96	1,798,920.02	663,303.31	165,297.79	0.00	22,177.54	3,661.85	0.00	2,653,360.51	51.12%
Applied Technology	5300	248,360.00	271,929.00	0.00	0.00	2,035.00	0.00	8,150.73	63,526.92	2,250.00	75,962.65	27.93%
Adult General	5400	104,482.78	104,482.78	39,694.15	14,917.49	00.00	00.00	500.00	00.00	4,082.00	59,193.64	56.65%
Other Instruction	5900	69,169.58	210,920.58	96,083.40	16,884.35	384.00	0.00	2,782.78	00.0	0.00	116,134.53	55.06%
Student Support Services	6100	1,916,449.79	1,806,957.21	668,174.29	208,812.22	38,835.07	0.00	29,552.93	0.00	2,730.75	948,105.26	52.47%
Instructional Media	6200	11,024.53	3,434.72	00.0	00.0	00.00	0.00	0.00	0.00	0.00	0.00	0.00%
Inst & Curric Dev Services	6300	2,228,751.68	2,238,046.28	1,028,811.66	294,223.34	21,899.79	0.00	3,134.76	00.0	59.00	1,348,128.55	60.24%
Inst Staff Training Services	6400	2,514,214.45	2,512,833.10	669,503.95	182,832.36	416,989.00	0.00	15,178.62	244.56	30,489.50	1,315,237.99	52.34%
Instruction Related Technology	6500	00.0	93,090.40	0.00	0.00	00.00	0.00	0.00	00:0	00.00	0.00	%00.0
General Administration	7200	634,870.12	631,449.06	0.00	0.00	00.00	0.00	0.00	00.00	288,071.02	288,071.02	45.62%
School Administration	7300	87,151.93	87,151.93	31,898.15	6,059.13	00.00	0.00	0.00	00.00	00.0	37,957.28	43.55%
Central Services	7700	32,605.96	32,810.33	00.00	0.00	741.37	0.00	0.00	0.00	0.00	741.37	2.26%
Pupil Transportation Services	7800	86,100.90	195,119.96	43,176.38	7,393.26	9,771.00	50,034.45	0.00	0.00	0.00	110,375.09	56.57%
Operation Of Plant	0062	242,613.00	242,613.00	00.00	00.00	169,787.00	0.00	6,455.00	00.0	00.0	176,242.00	72.64%
Administrative Technology Svcs	8200	3,000.00	3,000.00	0.00	0.00	3,000.00	0.00	0.00	00.00	0.00	3,000.00	100.00%
Community Services	9100	0.00	00.0	00.00	0.00	00.00	0.00	0.00	0.00	0.00	0.00	0.00%
Total Expense		17,942,206.55	19,281,325.50	5,959,565.08	1,910,360.23	973,050.65	50,034.45	359,690.29	219,774.69	331,479.31	9,803,954.70	50.85%

CLAY COUNTY SCHOOL BOARD SELF INSURANCE FUND STATEMENT OF REVENUE, EXPENDITURES, AND TRANSFERS 07/01/2019 Thru 03/31/2020

REVENUE AND TRANSFERS

Local Sources					
	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Interest Incl Profit On Inves	3430	71,250.00	71,250.00	114,592.88	160.83%
Charges For Services	3481	2,546,106.00	2,546,106.00	1,959,970.81	76.98%
Total Local Sources		2,617,356.00	2,617,356.00	2,074,563.69	
Total REVENUE AND TRANSFE	RS	2,617,356.00	2,617,356.00	2,074,563.69	
Fund Balance July 1, 2019		5,069,117.00	5,069,117.00	5,069,117.00	
GRAND TOTAL	1	7,686,473.00	7,686,473.00	7,143,680.69	92.94%

EXPENDITURES

Gen Sup Srvc

GRAND TOTAL

The second					
	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Workmans Comp	240	1,306,260.00	1,306,260.00	915,610.52	70.09%
Pro & Tech Serv	310	169,293.00	169,293.00	139,699.48	82.52%
Ins & Bond Prem	320	1,120,553.00	1,120,553.00	964,224.04	86.05%
Total Gen Sup Srvc		2,596,106.00	2,596,106.00	2,019,534.04	
Total EXPENDITURES		2,596,106.00	2,596,106.00	2,019,534.04	
FUND BALANCE				9	
Fund Balance					
	Acct #	Original Budget	Amended Budget		
Fund Balance June 30, 2020	2750	5,090,367.00	5,090,367.00	5,124,146.65	
Total Fund Balance		5,090,367.00	5,090,367.00	5,124,146.65	

7,686,473.00

7,686,473.00

7,143,680.69

92.94%

SOFTWARE

			_	MARCH, 2020					
	LOCATION	BEG BALANCE	NEW PURCHASE	VALUE ADD	OTHER	TRANFER IN	TRANSFER OUT	DELETIONS	ENDING BALANCE
0311	0311 KEYSTONE HEIGHTS JR/SR HIGH	2,500.00							2,500.00
0341	0341 CLAY HIGH SCHOOL	5,599.00							5,599.00
0371	0371 WILKINSON JUNIOR HIGH	1,255.23							1,255.23
0501	0501 TYNES ELEMENTARY	1,512.50						×	1,512.50
0541	0541 RIDEOUT ELEMENTARY	7,605.95							7,605.95
0551	0551 FLEMING ISLAND HIGH SCHOOL	3,385.00		£.					3,385.00
0611	0611 OAKLEAF JUNIOR HIGH	37,921.00							37,921.00
0661	0661 OAKLEAF HIGH SCHOOL	20,895.00							20,895.00
9005	9005 EXCEPTIONAL STUDENT EDUCATION	1,105.82							1,105.82
9006	9008 ADULT COMMUNITY EDUCATION	1,295.00							1,295.00
9010	9010 TRANSPORTATION	38,383.84							38,383.84
9020	9020 OFFICE OF SUPPORT SERVICES	4,495.38							4,495.38
9121	9121 MAINTENANCE	13,800.00							13,800.00
9022	9022 OPERATIONS	62,910.00							62,910.00
9023	9023 FACILITY PLANNING & CONSTRUCT	21,441.02							21,441.02
9040	9040 INFORMATION SERVICES	3,999,629.38		57,315.31					4,056,944.69
9050	9050 BUSINESS AFFAIRS	11,240.83							11,240.83
9110	9110 FOOD & NUTRITION SERVICES	41,095.00							41,095.00
								-	
	TOTAL	4,276,069.95	0.00	57,315.31	0.00	0.00	0.00	00.00	4,333,385.26

FURNITURE/EQUIPMENT

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	LOCATION	BEG BALANCE	NEW PURCHASE	VALUE ADD	OTHER	REINSTATED	TRANFER IN	TRANFER IN TRANSFER OUT	DELETIONS	ENDING BALANCE
20 FL YOUTH C	0020 FL YOUTH CHALLENGE ACADEMY	4,120.00								4,120.00
0021 GREEN COV	GREEN COVE SPRINGS JUNIOR HIGH	316.545.20		469.00						317,014.20
0071 CHARLES E	CHARLES E BENNETT ELEMENTARY	116,149.68	2,155.00							118,304.68
11 BANNERMA	0111 BANNERMAN LEARNING CENTER	143,426.04				5				143,426.04
0201 ORANGE PA	ORANGE PARK ELEMENTARY	138,558.15								138,558.15
32 GROVE PAF	0232 GROVE PARK ELEMENTARY	139,071.58								139,071.58
0241 W E CHERR	W E CHERRY ELEMENTARY	184,076.10	4,895.00					2,485.00		186,486.10
0252 ORANGE PARK HIGH	ARK HIGH	1,188,413.57	2,155.00		7,300.00		2,674.00			1,200,542.57
61 DOCTORS I	0261 DOCTORS INLET ELEMENTARY	169,649.92								169,649.92
71 MIDDLEBUR	0271 MIDDLEBURG ELEMENTARY	210,875.30						-		210,875.30
01 KEYSTONE	0301 KEYSTONE HEIGHTS ELEMENTARY	298,825.11								298,825.11
11 KEYSTONE	0311 KEYSTONE HEIGHTS JR/SR HIGH	674,948.60						6,076.50		668,872.10
0331 S BRYAN JE	S BRYAN JENNINGS ELEMENTARY	183,359.02	×							183,359.02
0341 CLAY HIGH SCHOOL	SCHOOL	841,594.23			2,199.00				12,662.72	831,130.51
0351 LAKESIDE JUNIOR HIGH	UNIOR HIGH	385,080.93								385,080.93
0352 LAKESIDE E	LAKESIDE ELEMENTARY	195,282.35							_	195,282.35
61 ORANGE PA	0361 ORANGE PARK JUNIOR HIGH	361,845.80								361,845.80
0371 WILKINSON JUNIOR HIGH	JUNIOR HIGH	418,918.25								418,918.25
0381 MONTCLAIR ELEMENTARY	R ELEMENTARY	120,293.36								120,293.36
91 MIDDLEBUF	0391 MIDDLEBURG HIGH SCHOOL	1,268,157.25	19,702.01						21,676.55	1,
0401 RIDGEVIEW ELEMENTARY	/ ELEMENTARY	198,138.46	3,650.00					4,624.62		197,163.84
0411 CLAY HILL ELEMENTARY	ELEMENTARY	215,822.19								215,822.19
0431 RIDGEVIEW HIGH SCHOOL	HIGH SCHOOL	1,004,227.16								1,004,227.16
51 LAKE ASBU	0451 LAKE ASBURY ELEMENTARY	194,050.76								194,050.76
0471 ROBERT MI	ROBERT M PATERSON ELEMENTARY	164,975.00			4,174.00					169,149.00
0481 LAKE ASBUI	LAKE ASBURY JUNIOR HIGH	572,992.02	3,478.08		-	-		6,250.00	6,793.67	563,426.43
0491 WILKINSON ELEMENTARY	ELEMENTARY	234,816.39								234,816.39
0501 TYNES ELEMENTARY	MENTARY	202,699.38	2,699.99							205,399.37
0511 MCRAE ELEMENTARY	EMENTARY	197,223.91	1,299.00				2,325.00			200,847.91
0521 FLEMING IS	FLEMING ISLAND ELEMENTARY	187,226.51					2			187,226.51
0531 THUNDERB	THUNDERBOLT ELEMENTARY	229,281.94					6,076.50			235,358.44
0541 RIDEOUT ELEMENTARY	LEMENTARY	141,828.94								141,828.94
121 FLEMING IS	0551 FLEMING ISLAND HIGH SCHOOL	991,767.75						4,090.00		987,677.75
171 SWIMMING	0571 SWIMMING PEN CREEK ELEMENTARY	125,207.55								125,207.55
191 ARGYLE EL	0591 ARGYLE ELEMENTARY SCHOOL	149,381.49								149,381.49
01 COPPERGA	0601 COPPERGATE ELEMENTARY	160,780.82						-		160,780.82
0611 OAKLEAF JUNIOR HIGH	UNIOR HIGH	494,227.93			10,352.95				1,469.94	503,110.94
121 OAKLEAF V	0621 OAKLEAF VILLAGE ELEMENTARY	300,786.38								300,786.38
131 SHADOWLA	0631 SHADOWLAWN ELEMENTARY	237,652.84							4,095.00	
11 DISCOVER	0641 DISCOVERY OAKS ELEMENTARY	650,971,86								650,971.86
OTATIAN ICL			00 001 0							CONTRACT TIME IN CONTRACTOR CONTRACTOR CONTRACTOR

FURNITURE/EQUIPMENT

								Г	
LOCATION	BEG BALANCE NEW PURCHASE	PURCHASE	VALUE ADD	OTHER	REINSTATED	TRANFER IN	TRANSFER OUT	DELETIONS	ENDING BALANCE
0661 OAKLEAF HIGH SCHOOL	1,472,314.29								1,472,314.29
0769 ST JOHNS COUNTRY DAY	25,893.80								25,893.80
7005 CLAY VIRTUAL - ACADEMY	38,204.90								38,204.90
9000 SCHOOL BOARD	29,272.33								29,272.33
9002 CAREER AND TECHNICAL EDUCATION	22,238.57								22,238.57
9003 DEPT OF INST RESOURCES STEM	53,101.74	2,541.65							55,643.39
9004 STUDENT SERVICES	52,823.27								52,823.27
9005 EXCEPTIONAL STUDENT EDUCATION	216,895.09								216,895.09
9006 DEPT OF ELEMENTARY EDUCATION	20,770.49					37,502.13			58,272.62
9007 K12 ACADEMIC SERVICES	17,080.66					4,652.65			21,733.31
9008 ADULT COMMUNITY EDUCATION	70,148.06								70,148.06
9009 SCH IMPROVEMENT & PROF DEVEL	44,019.76			-			5		44,019.76
9010 TRANSPORTATION	453,111.10					6,250.00			459,361.10
9014 INSTRUCTIONAL MEDIA SERVICES	1,709.50								1,709.50
9016 SUPERINTENDENT/DEPUTY SUPER	36,950.12								36,950.12
9020 OFFICE OF SUPPORT SERVICES	13,050.07								13,050.07
9021 MAINTENANCE DEPARTMENT	584,955.78					4,090.00			589,045.78
OPERATIONS	148,819.32					4,624.62	2,325.00		151,118.94
FACILITY PLANNING & CONSTRUCT	34,127.12	5,073.22							39,200.34
CODE ENFORCEMENT	7,398.27								7,398.27
SCHOOL POLICE DEPARTMENT	316,465.15								316,465.15
9030 PRINT CENTER	64,262.81								64,262.81
9040 INFORMATION SERVICES	2,274,776.08	19,378.71							2,294,154.79
9050 BUSINESS AFFAIRS DIVISION	105,080.98								105,080.98
9060 HUMAN RESOURCES	73,936.12								73,936.12
9104 DEPT OF HEALTH & MILITARY SERV	53,874.60			-			44,828.78		9,045.82
9106 TITLE 1	16,664.31								16,664.31
9110 FOOD & NUTRITION SERVICES	227,459.06					2,485.00		5,981.00	223,963.06
9111 INSTRUCTIONAL DIVISION	28,411.83	v							28,411.83
9113 TEACHER TRAINING CENTER FIH	8,488.00								8,488.00
TEACHER LEARNING CENTER OPHS	5,505.98								5,505.98
TOTAL	0,000 21,10	00 101 01	00 001	010010		00 000 00	70 073 07	57 670 00	21 1RG 570 83

County Public Schools	AudioVisual
Clay Co	A

		Ending Balance	2,402.11	10,039.04	1,792.00	5,792.87	2,658.00	9,650.45	1,069.20	11,237.85	3,149.99	6,221.21	54,012.72
	Monthly	Deletions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	×	Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	00.0	0.00
Augio V Isual		New Purchase	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	00.00	0.00
		Begin Balance	2,402.11	10,039.04	1,792.00	5,792.87	2,658.00	9,650.45	1,069.20	11,237.85	3,149.99	6,221.21	54,012.72
		Location Number	0111 BANNERMAN LEARNING CENTER	0252 ORANGE PARK HIGH	0311 KEYSTONE HEIGHTS JR/SR HIGH	0341 CLAY HIGH SCHOOL	0361 ORANGE PARK JUNIOR HIGH	0391 MIDDLEBURG HIGH SCHOOL	0431 RIDGEVIEW HIGH SCHOOL	0481 LAKE ASBURY JUNIOR HIGH	0551 FLEMING ISLAND HIGH SCHOOL	0661 OAKLEAF HIGH SCHOOL	

04/01/2020 09:27:10

03/31/2020

Delete Date Range 03/01/2020

Period Date Range 03/01/2020 03/31/2020

	Ending Balance 2,550.85 36,712,454.52	36,715,005.37		-
	Monthly Deletions 0.00 154,308.47	154,308.47		
	Other 0.00 0.00	0.00		03/31/2020
Vehicles	New Purchase 0.00 7,562,398.90	7,562,398.90		Delete Date Range 03/01/2020
	Begin Balance 2,550.85 29,304,364.09	29,306,914.94		03/01/2020 03/31/2020
	Location Number 0391 MIDDLEBURG HIGH SCHOOL 9010 TRANSPORTATION			04/01/2020 09:24:27 Period Date Range 03/
	Ц 0		Page 260 of 338	10

Clay County Public Schools



School Board of Clay County

May 7, 2020 - Regular School Board Meeting

Title

C10 - Budget Amendment for Month Ending March 31, 2020

Description

Florida State Board of Education Administrative Rule 6A-1.006 requires that the School Board approve amendments to the district school budget whenever the function and object amounts in the accounts prescribed by the State Board are changed from the original budget approved by the School Board. The Budget Amendments are procedurally necessary to update our budget to reflect changes as outlined in the attached statements.

Gap Analysis

The monthly budget amendments show compliance to the district's amended budget as of the month end reported and meet State and School Board financial reporting requirements.

Previous Outcomes

It has been past (normal) practice to provide budget amendemtns, in accourdance with Florida State Board of Education Administrative Rule 6A-1.006.

Expected Outcomes

The monthly budget amendments are provded to meet stewardship responsibilities of the district for reporting and accountability of the district budget.

Strategic Plan Goal

The district ensures fiscal responsibility and equitable distribution of resources.

Recommendation

Approval of the Budget Amendments as presented for March 31, 2020.

Contact

Dr, Susan M. Legutko Assistant Superintendent for Business Affairs (904) 336-6721

Financial Impact

As presented

Review Comments

Attachments

Budget Amendments March 2020.pdf



900 WALNUT STREET, GREEN COVE SPRINGS, FL 32043 P (904) 336-6500 F (904) 336-6536 W oneclay.net

SUPERINTENDENT OF SCHOOLS

Addison G. Davis

BOARD MEMBERS:

Janice Kerekes, District 1 Carol Studdard, District 2 Tina Bullock, District 3 Mary Bolla, District 4 Ashley Gilhousen, District 5

CLAY COUNTY SCHOOLS **RESOULTION TO AMEND DISTRICT BUDGET FISCAL YEAR 2019-2020** FOR MONTH ENDING MARCH 31, 2020

Florida State Board of Education Administrative Rule 6A-1.006 requires that the School Board approve amendments to the district school budget whenever the function and object amounts in the accounts prescribed by the State Board form are changed from the original budget approved by the School Board. The Budget Amendments are procedurally necessary to update our budget to reflect changes as outlined in the attached statements.

FUND	DESCRIPTION
GENERAL FUND (100)	THE GENERAL FUND IS THE LARGEST FUND WITHIN THE ACCOUNTING STRUCTURE OF THE SCHOOL DISTRICT. IT IS USED TO REPORT THE DISTRICT'S DAILY, MONTHLY AND ANNUAL FINANCIAL OPERATIONS OF THE SCHOOLS AND DISTRICT OFFICE.
GENERAL FUND VOTED MILLAGE (105)	THE VOTED MILLAGE FUND ARE FUNDS APPROVED BY THE CLAY COUNTY VOTERS TO SUPPORT SAFETY AND SECURITY AND OTHER OPERATIONAL EXPENDITURES.
DEBT SERVICE (2XX)	DEBT SERVICE FUNDS ARE USED TO ACCOUNT FOR AND REPORT FINANCIAL RESOURCES THAT ARE RESTRICTED, COMMITTED OR ASSIGNED TO EXPENDITURES FOR THE DISTRICT'S PRINCIPAL AND INTEREST PAYMENTS FOT ITS' BOND, ALSO KNOWN AS OUTSTANDING DEBT.
CAPITAL PROJECTS FUND(3XX)	CAPTIAL PROJECT FUNDS ARE USED TO ACCOUNT FOR AND REPORT FINANCIAL RESOURCES THAT ARE RESTRICTED, COMMITTED OR ASSIGNED TO EXPENDITURES FOR MAJOR CAPITAL OUTLAYS, INCLUDING THE ACQUISTION OR CONSTRUCTION OF CAPITAL FACILITIES AND THEIR CAPITAL ASSETS.
SPECIAL REVENUE FOOD SERVICE (410)	SPECIAL REVENUE FUNDS, FOOD SERVICES ARE USED TO ACCOUNT FOR AND REPORT THE PROCEEDS OF SPECIFIC REVENUE SOURCES THAT ARE RESTRICTED OR COMMITTED TO EXPENDITURES FOR THE FOOD SERVICES OPERATIONS.
SPECIAL REVENUE OTHER (420)	SPECIAL REVENUE FUNDS, OTHER ARE USED TO ACCOUNT FOR AND REPORT THE PROCEEDS OF SPECIFIC FEDERAL REVENUE SUCH AS TITLE I, TITLE II, TITLE III THAT ARE RESTRICTED OR COMMITTED TO EXPENDITURES FOR THE SPECIFIC PROGRAM.



RESOLUTION TO AMEND DISTRICT BUDGET

FISCAL YEAR 2019-2020 GENERAL FUND FUND 100

DISCOVERING ENDLESS POSSIBILITIES Clay County District Schools is an Equal Opportunity Employer.

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(S)	COLL			OL BOARD OF CLA ON TO AMEND DIS)ET	
				ISCAL YEAR 2019-			
HE.				GENERAL FUND			
1000	CTATE OF COMPANY			ONTH ENDING MAR			
the second s	Func Obj	Adopted	Budget Adj	Working Budget	Func / Obj		
100 100	3280 000 3310 000	297,585.00 190,446,268.00	-	297,585.00 190,446,268.00	3280000 3310000	Federal Through Local Revenue Florida Educ Finance Program	
100	3315 000	469,160.00	-	469,160.00	3315000	Workforce Development	
100	3317 000	11,000.00	-	11,000.00	3317000	Workforce Performance Incentiv	
100	3350 000	2,275,119.00	-	2,275,119.00	3361000	School Recognition	
100	3390 000	939,217.18	-	939,217.18	3390000	Miscellaneous State Revenue	
100	3410 000	55,378,026.00	-	55,378,026.00	3411000	District School Taxes	
100	3430 000	800,000.00	-	800,000.00	3430000	Interest Incl Profit On Inves	
100	3440 000	106,874.24	-	106,874.24	3440000	Gifts Grants & Bequests	
100	3460 000	4,633.09	435.60	5,068.69	3462000	Postsecondary Voc Course Fees	
00	3460 000	21,182.50	-	21,182.50	3469000	Other Student Fees-Summer Rec	
00	3470 000	19,450.90	-	19,450.90	3479000	Other Schl Class Fees	
00	3490 000	1,636,334.92	-	1,636,334.92	3490000	Miscellaneous Local Sources	
00	3724 000	10,680,670.00	-	10,680,670.00	3724000	Capital Lease Agreements	
00	5100 120	22,563,657.00	-	22,563,657.00	5100120	Bsc FEFP K-12-Teacher Salary	
00	5100 121	5 8	1.77		5100121	Bsc FEFP K-12-Tech Perform Pay	
00	5100 125	69,990.34	-	69,990.34	5100125	Bsc FEFP K-12-Tutoring Salary	
00	5100 128	8,280.97	-	8,280.97	5100128	Bsc FEFP K-12-Ss Classrm Teac	
00	5100 130	3,774.49	21 -	3,774.49	5100130	Bsc FEFP K-12-Other Certified	
00	5100 150	122,127.67	-	122,127.67	5100150	Bsc FEFP K-12-Aide	
00	5100 155	2,416.85	159.75	2,576.60	5100155	Bsc FEFP K-12-Tutoring Salary	
00	5100 210	1,950,009.14	-	1,950,009.14	5100210 5100220	Bsc FEFP K-12-Retirement Bsc FEFP K-12-Social Security	
00	5100 220	1,928,059.99	-	1,928,059.99	5100220	· · · · ·	
00	5100 230 5100 240	2,583,601.95	-	2,583,601.95 321,494.18	5100230	Bsc FEFP K-12-Workmans Comp	
00	5100 240	321,494.18 3,000.00		3,000.00	5100240	Bsc FEFP K-12-Pro & Tech Serv	
00	5100 313	1,216,916.79	-	1,216,916.79	5100313	Bsc FEFP K-12-Prof Srvcs - Su	
00	5100 330	36,255.65		36,255.65	5100330	Bsc FEFP K-12 - Field Trip	
00	5100 331	1,492.07		1,492.07	5100331	Bsc FEFP K-12-Trvl In Cnyt	
00	5100 332	4,580.00	-	4,580.00	5100332	Bsc FEFP K-12-Trvl Out/County	
00	5100 334	18,835.00		18,835.00	5100334	Bsc FEFP K-12-Registration Fee	
00	5100 350	89,586.76	-	89,586.76	5100350	Bsc FEFP K-12-Repairs And Mai	
00	5100 360	56,293.31		56,293.31	5100360	Bsc FEFP K-12-Rentals	
00	5100 369	761,733.94	39.00	761,772.94	5100369	Bsc FEFP K-12-Tech Rentals	
00	5100 371	4,794.83	-	4,794.83	5100371	Bsc FEFP K-12-Stamps	
00	5100 390	110,410.26	-	110,410.26	5100390	Bsc FEFP K-12-Othr Purch Srvc	
00	5100 391	47,586.94	19,000.00	66,586.94	5100391	Bsc FEFP K-12-Printing	
00	5100 393	1,042,084.66	-	1,042,084.66	5100393	Bsc FEFP K-12-Purchased Srvcs	
00	5100 510	1,801,424.89	140,000.00	1,941,424.89	5100510	Bsc FEFP K-12-Supplies	
00	5100 514	711.52	-	711.52	5100514	Bsc FEFP K-12-Computer Repair	
00	5100 515	47,804.28	1,318.74	49,123.02	5100515	TonerType Fee	
00	5100 519	10,946.01	-	10,946.01	5100519		
00	5100 520	1,199,913.81	2,067.64	1,201,981.45	5100520		
00	5100 521	879,784.66	-	879,784.66	5100521	Bsc FEFP K-12-Textbooks-Non S	
00	5100 529	1,553,355.41	5 -	1,553,355.41	5100529	Bsc FEFP K-12-Tech Textbooks Bsc FEFP K-12-Periodicals	
00	5100 530	5,445.43	10 -	5,445.43 137.28	5100530 5100612	Bsc FEFP K-12-Periodicals Bsc FEFP K-12-Books Exist Lib	
00	5100 612 5100 621	137.28 1,271.81	-	1,271.81	5100612	BSC FEFP K-12-BOOKS EXIST LID BSC FEFP K-12-AV Mat \$1000/Ovr	
00	5100 621	11,882.83	-	11,882.83	5100621	Bsc FEFP K-12-AV Mat \$1000/OVI Bsc FEFP K-12-AV Mat L/T \$1000	
00	5100 622	45,451.02	-	45,451.02	5100641	Bsc FEFP K-12-Equip \$1000 Over	
00	5100 641	283,785.63	-	283,785.63	5100642	Bsc FEFP K-12-Equip L/T \$1000	
00	5100 643	3,585.70		3,585.70	5100643	Bsc FEFP K-12-Comp Hdw >\$1000	
00	5100 644	262,534.45	3,845.55	266,380.00	5100644	Bsc FEFP K-12-Cptr Hdwr <1000	
00	5100 648	3,759.54		3,759.54	5100648	Basic-Tech Rel Fix/Equip >1000	
00	5100 649	5,546.47	0-	5,546.47	5100649	Basic-Tech Rel Fix/Equip <1000	
00	5100 681	400.00	-	400.00	5100681	Basic K12-Non-Cap Remodlg	
00	5100 692	136.78	-	136.78	5100692	Bsc FEFP K-12-Software <1000	
00	5100 730	533,464.22	-	533,464.22	5100730	Bsc FEFP K-12-Dues And Fees	
00	5200 120	1,767,229.50	-	1,767,229.50	5200120	Exceptional-Teacher Salary	
00	5200 150	1,352,889.48	-	1,352,889.48	5200150	Exceptional-Aide	
00	5200 160	793.14	-	793.14	5200160	Exceptional-Other Support	
100	5200 210	393,390.14	-	393,390.14	5200210	Exceptional-Retirement	
100	5200 220 5200 230	363,267.47 501,472.48		363,267.47 501,472.48	5200220 5200230	Exceptional-Social Security Exceptional-Group Insurance	

RESOLUTION TO AMEND DISTRICT BUDGET FISCAL YEAR 2019-2020 GENERAL FUND FOR MONTH ENDING MARCH 31, 2020 Fund Func Obil Adopted Budget Adi Working Budget Func / Obi	
GENERAL FUND FOR MONTH ENDING MARCH 31, 2020	
Fund Fund Ohi Adopted Budget Adi Working Budget Fund (Ohi	
	Desc
100 5200 240 62,856.00 - 62,856.00 5200240 Exceptional-Wo 100 5200 310 404,590.00 - 404,590.00 5200310 Exceptional-Pro	
100 5200 310 404,590.00 - 404,590.00 5200310 Exceptional-Pro 100 5200 311 5,000.00 - 5,000.00 5200311 Exceptional-Pro	
100 5200 330 8,562.37 - 8,562.37 520030 Exceptional - Fi	
100 5200 350 21,024.73 - 21,024.73 5200350 Exceptional-Re	
100 5200 369 175,147.08 - 175,147.08 5200369 Exceptional-Ter	ch Rentals
100 5200 371 210.00 - 210.00 5200371 Exceptional-Sta	
100 5200 390 1,040.00 - 1,040.00 5200390 Exceptional-Ott	
100 5200 391 638.23 - 638.23 5200391 Exceptional-Pri	-
100 5200 450 - - 5200450 Exceptional-Ga 100 5200 510 92,068.15 - 92,068.15 5200510 Exceptional-Ga	
100 5200 515 2,291.37 26.11 2,317.48 5200515 TonerType Fee	
100 5200 519 1,294.58 - 1,294.58 5200519 Exceptional-Te	
100 5200 521 129,065.88 - 129,065.88 5200521 Exceptional-Te:	xtbooks-Non S
100 5200 529 450.00 - 450.00 5200529 Exceptional-Ter	
100 5200 530 813.61 - 813.61 5200530 Exceptional-Pe	
100 5200 539 51.95 - 51.95 5200539 ESE-Tech Peri	
	2-AV Mat L/T \$1000
100 5200 641 18,955.50 - 18,955.50 5200641 ESE K-12-Equi 100 5200 642 45,202.69 - 45,202.69 5200642 ESE K-12-Equi	
100 5200 644 9,064.27 - 9,064.27 - 9,064.27 5200644 Exceptional-Cp	
	el Fix/Equip <1000
100 5200 730 1,266.08 62.80 1,328.88 5200730 Exceptional-Du	ies And Fees
100 5200 750 35,567.78 - 35,567.78 5200750 Exceptional-Oth	
	Teacher Salary
100 5300 210 515.52 - 515.52 5300210 Applied Tech -	
100 5300 220 10,021.93 - 10,021.93 5300220 Applied Tech - 100 5300 240 87.04 - 87.04 - 87.04 Applied Tech -	-Workmans Comp
	Pro & Tech Serv
	Prof Srvcs - Su
100 5300 330 3,165.00 - 3,165.00 5300330 Applied Tech -	Field Trip
	- Trvl Out/Count
100 5300 333 1,028.00 - 1,028.00 5300333 Applied Tech -	
	Registration Fe
100 5300 350 7,821.95 - 7,821.95 5300350 Applied Tech - 100 5300 360 2,495.00 - 2,495.00 5300360 Applied Tech -	Repairs And Mai
100 5300 369 260,508.54 - 260,508.54 - 260,508.54 - 260,508.54 - 260,508.54	
	Othr Purch Srvc
100 5300 391 152.35 - 152.35 5300391 Applied Tech -	Printing
100 5300 399 2,100.00 - 2,100.00 5300399 CTE-TechOthP	
100 5300 420 2,231.16 - 2,231.16 5300420 Applied Tech -	
100 5300 450 541.10 - 541.10 5300450 Applied Tech -	
100 5300 510 130,350.48 - 130,350.48 5300510 Applied Tech - 100 5300 519 8,461.99 - 8,461.99 5300519 Applied Tech -	
	-Textbooks-Non S
	-Other Matl/Supp
	2-AV Mat L/T \$1000
	12-Equip \$1000 Over
	12-Equip L/T \$1000
	Comp Hdw > \$1000
	Cptr Hdwr <1000 I Fix/Equip >1000
	Fix/Equip <1000
방법 방법 - 이 방법 방법 - 이 방법 방법 방법 - 이 방법 -	Renov-NonCap
	2-Software <1000
	-Dues And Fees
100 5400 120 46,449.89 - 46,449.89 5400120 Adult Gen -Tea	
100 5400 160 9,900.00 - 9,900.00 5400160 Adult Gen -Oth	
100 5400 210 3,848.84 22.02 3,870.86 5400210 Adult Gen -Re 100 5400 220 6,221.95 - 6,221.95 5400220 Adult Gen -So	
100 5400 220 6,221.95 - 6,221.95 5400220 Adult Gen -So 100 5400 240 3,882.70 - 3,882.70 5400240 Adult Gen -Wo	
100 5400 334 695.26 (304.74) 390.52 5400334 Adult General-f	
	pairs And Mai
	ch Rentals

(S)				L BOARD OF CLA)ET	
				SCAL YEAR 2019-			
HER			505.110	GENERAL FUNE			
Fund	Func Obj	Adopted	Budget Adj	NTH ENDING MAR Working Budget			
100	5400 378	105.36	Budget Auj	105.36	5400378	Adult Ed-Cell Phones	
100	5400 390	36,337.00	480.00	36,817.00	5400390	Adult Gen -Othr Purch Srvc	
100	5400 391	77.97		77.97	5400391	Adult Gen -Printing	
100	5400 510	1,788.23	-	1,788.23	5400510	Adult Gen -Supplies	
100	5400 515	3,532.03	750.00	4,282.03	5400515	TonerType Fee	
100	5400 519	118.98	-	118.98	5400519	Adult Gen -Tech Supplies	
100	5400 529	3,922.20	-	3,922.20	5400529 5400530	Adult Ed -Tech Textbooks Adult Gen -Periodicals	
100 100	5400 530 5400 622	1,875.00 268.84	-	1,875.00 268.84	5400530	Bsc FEFP K-12-AV Mat L/T \$1000	
100	5400 649	304.74	304.74	609.48	5400649	Adult-Tech Rel Fix/Equip <1000	
100	5400 692	972.77	-	972.77	5400692	Bsc FEFP K-12-Software <1000	
100	5400 730	4,038.73	2,000.00	6,038.73	5400730	Adult Gen -Dues And Fees	
100	5400 750	13,845.02	-	13,845.02	5400750	Adult Gen -Oth Pers Srvcs	
100	5500 120	10,762.35	-	10,762.35	5500120	Pre K-Teacher Salary	
100	5500 150	1,873.87	-	1,873.87	5500150	Pre K-Aide	
100	5500 220	966.68		966.68	5500220	Pre K-Social Security	
100	5500 313	4,019.37	-	4,019.37	5500313 5500330	Pre K-Prof Srvcs - Su Pre K - Field Trip	
100 100	5500 330 5500 360	4,859.79 285.00	25.00	4,884.79 285.00	5500330	Pre K-Rentals	
100	5500 369	810.00	-	810.00	5500369	Pre K-Tech Rentals	
100	5500 390	150.00	-	150.00	5500390	Pre K-Othr Purch Srvc	
100	5500 510	12,957.41	-	12,957.41	5500510	Pre K-Supplies	
100	5500 515	500.00	-	500.00	5500515	TonerType Fee	
100	5500 521	618.98	-	618.98	5500521		
100	5500 530	333.90	-	333.90	5500530	Pre K Periodicals	
100	5500 622	742.80		742.80	5500622 6100110	Bsc FEFP K-12-AV Mat L/T \$1000	
100 100	6100 110 6100 130	152,449.00 583,390.50		152,449.00 583,390.50	6100110	Pupil Per Srvcs-Administrator Pupil Per Srvcs-Other Certifie	
100	6100 150	11,011.65		11,011.65	6100150	Pupil Per Srvcs-Aide	
100	6100 160	237,721.56		237,721.56	6100160	Pupil Per Srvcs-Other Support	
100	6100 210	39,597.30		39,597.30	6100210	Pupil Per Srvcs-Retirement	
100	6100 220	39,303.82	-	39,303.82	6100220	Pupil Per Srvcs-Social Securit	
100	6100 230	50,502.12	-	50,502.12	6100230	Pupil Per Srvcs-Group Insuranc	
100	6100 240	5,733.62		5,733.62	6100240	Pupil Per Srvcs-Workmans Comp	
100	6100 310	692,750.12	-	692,750.12	6100310	Pupil Per Srvcs-Pro & Tech Ser	
100	6100 313	100.00	100.00	200.00 211.02	6100313 6100331	Pupil Per Srvcs-Prof Srvcs - S Pupil Per Srvcs-Travel InCnty	
100 100	6100 331 6100 332	211.02 600.00		600.00	6100332	Pupil Per Srvcs-Travel OutCnty	
100	6100 350	3,235.00		3,235.00	6100350	Pupil Per Srvcs-Repairs And Ma	
100	6100 360	525.00	525.00	1,050.00	6100360	Pupil Per Srvcs-Rentals	
100	6100 369	58,062.90	-	58,062.90	6100369	Pupil Per Srvcs-Tech Rentals	
100	6100 371	964.58	-	964.58	6100371	Pupil Per Srvcs-Stamps	
100	6100 378	16,650.00	-	16,650.00	6100378	Pupil Per Srvcs-Cell Phones	
100	6100 391	848.80		848.80	6100391	Pupil Per Srvcs-Printing	
100	6100 393	-	571.00	571.00	6100393	Pupil Per Srvcs-Purchased Srvc	
100	6100 510	11,921.23	-	11,921.23 60.00	6100510 6100514	Pupil Per Srvcs-Supplies Pupil Per Srvcs-Computer Repai	
100 100	6100 514 6100 515	60.00 399.29	199.29	598.58	6100514	TonerType Fee	
100	6100 515	519.43	-	519.43	6100519	Pupil Per Srvcs-Tech Supplies	
100	6100 550	202.00	-	202.00	6100550	Pupil Per Srvcs-Repair Parts	
100	6100 590	179.95	-	179.95	6100590	Pupil Per Srvcs-Other Matl/Sup	
100	6100 622	89.98	89.98	179.96	6100622	Bsc FEFP K-12-AV Mat L/T \$1000	
100	6100 641	3,370.00	-	3,370.00	6100641	PUPL PER SVC-Equip \$1000 Over	
100	6100 642	5,692.68	119.07	5,811.75	6100642	PUPL PRSN SVCS-Equip L/T \$1000	
100	6100 643	9,348.61	-	9,348.61	6100643 6100644	Pupil Per Svc-Comp Hdw>\$1000 Pupil Per Srvcs - Cptr Hdwr <1	
100	6100 644 6100 649	361.52 152.37	3. - 727	361.52 152.37	6100644	Pupl -Tech Rel Fix/Equip <1000	
100 100	6100 649	18,463.00	-	18,463.00	6100652	Student Srvcs-Vehicles	
100	6100 730	144.20	-	144.20	6100730	Pupil Per Srvcs-Dues And Fees	
100			-	924.66	6100750	Pupil Per Srvcs-Oth Pers Srvcs	
100	6100 750	924.66					
100	6100 750 6150 160	26,317.69		26,317.69	6150160	Parent Involvem-Other Support	
100 100	6150 160 6150 210	26,317.69 3,679.06	-	26,317.69 3,679.06	6150210	Parent Involvem-Retirement	
100	6150 160	26,317.69	-	26,317.69			

S	CORT				OL BOARD OF CLA		SET						
	C H			FISCAL YEAR 2019-2020									
ALL AND	TEE			FOR MO	GENERAL FUNE								
Fund	Func (Obi	Adopted	Budget Adj	Working Budget	Func / Obj							
100	6150 2	240	621.14	-	621.14	6150240	Parent Involvem-Workmans Comp						
100	6150 3		4,000.00	-	4,000.00	6150310	Parent Involvem-Pro & Tech Ser						
100 100	6150 3 6150 3		1,000.00 500.00	-	1,000.00 500.00	6150371 6150390	Parent Involvem-Stamps Parent Involvem-Othr Purch Srv						
100	6200 1		24,797.46	-	24,797.46	6200130	Inst Media-Other Certified						
100	6200 1		9,997.43	-	9,997.43	6200160	Inst Media-Other Support						
100	6200 2		444.68	-	444.68	6200210 6200220	Inst Media-Retirement Inst Media-Social Security						
100 100	6200 2 6200 2		2,732.33 75.08	-	2,732.33 75.08	6200220	Inst Media-Workmans Comp						
100	6200 3		7,438.32	500 500	7,438.32	6200313	Inst Media-Prof Srvcs - Su						
100	6200 3		3,860.20	×-:	3,860.20	6200350	Inst Media-Repairs And Mai						
100	6200 3 6200 3		160 719 06		- 160,718.06	6200360	Inst Media-Rentals						
100 100	6200 3		160,718.06 593.84	-	593.84	6200369 6200390	Inst Media-Tech Rentals Inst Media-Othr Purch Srvc						
100	6200 5		14,054.65	20 0 1	14,054.65		Inst Media-Supplies						
100	6200 5		2,164.49		2,164.49	6200519	Inst Media-Tech Supplies						
100 100	6200 5 6200 6		34.00 190,995.81	20 - 0	34.00 190,995.81	6200530 6200612	Inst Media-Periodicals Inst Media-Books Exist Lib						
100	6200 6		2,336.96	-	2,336.96	6200612	Inst Media-Library Books-E						
100	6200 6		4,611.28	8 -	4,611.28	6200622							
100	6200 6		14,642.37	·	14,642.37	6200641	INST MED K12-Equip \$1000 Over						
100 100	6200 6		39,296.90	1 749 64	39,296.90	6200642	INST MEDIA-Equip L/T \$1000						
100	6200 6 6200 6		(832.54) 15,919.67	1,748.64	916.10 15,919.67	6200643 6200644	Inst Media-Comp Hdw > \$1000 Inst Media - Cptr Hdwr <1000						
100	6200 6		-	-	-	6200648	Media-Tech Rel Fix/Equip >1000						
100	6200 6		1,960.62	6.97	1,967.59	6200649	Media-Tech Rel Fix/Equip <1000						
100 100	6200 6 6200 7		356.00 490.00	-	356.00 490.00	6200692 6200730	Bsc FEFP K-12-Software <1000 Inst Media-Dues And Fees						
100	6200 3		381.05		381.05	6250391	Film Lib -Printing						
100	6200 6		991.20	2=	991.20	6250644	Film Lib - Cptr Hdwr <1000						
100	6300 1		-		-	6300110	Inst/Curr Dev -Administrator						
100 100	6300 1 6300 1		124,149.50		124,149.50	6300130 6300131	Inst/Curr Dev -Other Certifie Inst/Curr Dev -OthCertPerfrom						
100	6300 1		165,068.50		165,068.50	6300160	Inst/Curr Dev -Other Support						
100	6300 2	210	22,730.76		22,730.76	6300210	Inst/Curr Dev -Retirement						
100	6300 2		3,261.33		3,261.33	6300220	Inst/Curr Dev -Social Securit						
100 100	6300 2 6300 2		38,922.10 1,882.24		38,922.10 1,882.24	6300230 6300240	Inst/Curr Dev -Group Insuranc Inst/Curr Dev -Workmans Comp						
100	6300 3		4,438.55		4,438.55	6300331	Inst/Curr Dev-Trvl In Cnty						
100	6300 3		3,547.41	-	3,547.41	6300350	Inst/Curr Dev -Repairs And Ma						
100	6300 3		4,783.95		4,783.95	6300369	Inst/Curr Dev -Tech Rentals						
100 100	6300 3 6300 3		450.00 1,695.20	-	450.00 1,695.20	6300371 6300372	Inst/Curr Dev -Stamps Inst/Curr Dev -Wireless Plan						
100	6300 3		2,000.00	-	2,000.00	6300372	Inst/Curr Dev -Cell Phones						
100	6300 3	390	500.00	~	500.00	6300390	Inst/Curr Dev -Othr Purch Srv						
100	6300 3		850.00	-	850.00	6300391	Inst/Curr Dev -Printing						
100 100	6300 5 6300 5		173.00 1,925.49	-	173.00 1,925.49	6300510 6300515	Inst/Curr Dev -Supplies TonerType Fee						
100	6300 5		189.97	-	189.97	6300519	Inst/Curr Dev - Tech Supplies						
100	6300 5	539	260.00	-	260.00	6300539	Inst/Curr Dev-Tech Periodicals						
100	6300 5		67.75	-	67.75	6300590	Inst/Curr Dev -Other Matl/Sup						
100 100	6300 6 6300 6		4,532.00 29,622.38		4,532.00 29,622.38	6300641 6300642	INST CURR-Equip \$1000 Over INST CURR-Equip L/T \$1000						
100	6300 6		3,659.91	1000 8-	3,659.91	6300643	Inst/Curr Dev-Comp Hdw > \$1000						
100	6300 6	644	11,473.30	11 <u>-</u>	11,473.30	6300644	Inst/Curr Dev - Cptr Hdwr <100						
100	6300 6		989.97		989.97	6300649	Curri-Tech Rel Fix/Equip <1000						
100 100	6300 6 6300 7		177.35 5,069.60	10.00	177.35 5,079.60	6300692 6300730	Bsc FEFP K-12-Software <1000 Inst/Curr Dev -Dues And Fees						
100	6400 1		1,000.00	-	1,000.00	6400110	Inst Stf Trning-Administrator						
100	6400 1		34,526.80	-	34,526.80	6400120	Inst Stf Trning-Teacher Salary						
100 100	6400 1 6400 1		435,327.54 2,838.00		435,327.54 2,838.00	6400130 6400150	Inst Stf Trning-Other Certifie Inst Stf Trning-Aide						
100	6400 2		36,370.44	-	36,370.44	6400150	Inst Stf Trning-Retirement						
100	6400 2		36,399.05	-	36,399.05	6400220	Inst Stf Trning-Social Securit						

E.	- COLOR		SCHOO	OL BOARD OF CLA	Y COUNTY		
3				ON TO AMEND DIS		GET	
HE				GENERAL FUND			
6140	CTTT CAR		FOR MC	NTH ENDING MAR			
	Func Obj	Adopted	Budget Adj	Working Budget			
100	6400 230	45,026.11		45,026.11	6400230	Inst Stf Trning-Group Insuranc	
100 100	6400 240 6400 310	6,700.63 45,500.00	2,500.00	6,700.63 48,000.00	6400240 6400310	Inst Stf Trning-Workmans Comp Inst Stf Trning-Pro & Tech Ser	
100	6400 313	132,815.31	2,300.00	132,815.31	6400313	Inst Stf Trning-Prof Srvcs - S	
100	6400 331	2,820.00	-	2,820.00	6400331	Inst Stf Trning-TrvI In Cnty	
100	6400 332	67,280.11	-	67,280.11	6400332	Inst Stf Trning- TrvI Out/Coun	
100	6400 333	30,831.52	-	30,831.52	6400333	Inst Stf Trning - TvI Out/Stat	
100	6400 334	58,374.22	-	58,374.22	6400334	Inst Stf Trning-Registration F	
100	6400 369	102,785.75	-	102,785.75	6400369	Inst Stf Trning-Tech Rentals	
100 100	6400 390 6400 391	2,890.00 600.00	-	2,890.00 600.00	6400390 6400391	Inst Stf Trning-Othr Purch Srv Inst Stf Trning-Printing	
100	6400 510	8,925.43	-	8,925.43	6400510	Inst Stf Trning-Supplies	
100	6400 590	7,861.43	-	7,861.43	6400590	Inst Stf Trning-Other Matl/Sup	
100	6400 621	0.01	-	0.01	6400621	STF TRNG-AV Mat \$1000/Ovr	
100	6400 644	10,364.52	-	10,364.52	6400644	Inst Stf Trning - Cptr Hdwr <1	
00	6400 649	3,875.98	in a state of the	3,875.98	6400649	PD-Tech Rel Fix/Equip <1000	
00	6400 730	16,100.00	6,000.00	22,100.00	6400730	Inst Stf Trning-Dues And Fees	
100	6500 110	1,239.62	-	1,239.62	6500110	Inst Rel Tech-Administrator	
00	6500 220 6500 313	94.84	-	94.84 5,000.00	6500220 6500313	Inst Rel Tech-Social Security Inst Rel Tech-Substitutes	
00	6500 313 6500 369	5,000.00 473,643.90	·	473,643.90	6500313	Inst Rel Tech-Tech Rentals	
100	6500 390	38,463.34	_	38,463.34	6500390	Inst Rel Tech-Othr Purch Srvc	
00	6500 399	42,989.00	-	42,989.00	6500399	Inst Rel Tech-TechOthPurchSrvc	
100	6500 514	1,500.00	1,500.00	3,000.00	6500514	Inst Rel Tech-Computer Repair	
00	6500 519	28,787.92	-	28,787.92	6500519	Inst Rel Tech-Tech Supplies	
00	6500 643	8,269.67	-	8,269.67	6500643	Inst Rel Tech-Comp Hdw > \$1000	
100	7100 310	240,076.22	(1,299.00)	238,777.22	7100310	Board-Pro & Tech Serv	
100	7100 311	135,725.00	-	135,725.00	7100311 7100331	Board-Legal Fees & Re Board-Travel-In County	
100 100	7100 331 7100 360	2,000.00 1,299.00	1,299.00	2,000.00 2,598.00	7100351	Board-Rentals	
100	7100 369	4,700.00	1,295.00	4,700.00	7101369	Sch Brd Atry K-12-Tech Rentals	
100	7100 530	850.00	-	850.00	7101530	Sch Bd Atty - Periodicals	
100	7200 332	32.00	-	32.00	7200332	General Admin-Out of County	
100	7200 350	606.00	-	606.00	7200350	General Admin-Repairs And Mai	
100	7200 378	2,500.00	-	2,500.00	7200378	General Admin-Cell Phones	
100	7200 390	8,550.00	-	8,550.00	7200390	General Admin-Othr Purch Srvc	
100	7200 510	2,517.00	-	2,517.00	7200510	General Admin-Supplies General Admin-Periodicals	
100 100	7200 530 7200 540	125.00 57.00		125.00 57.00	7200530 7200540	Superintendent -Oil & Grease	
100	7200 540	53.00		53.00	7200550	Superintendent-Repair Parts	
00	7200 644	102.99		102.99	7200644	SUP - Cptr Hdwr <100	
100	7300 110	83,383.52		83,383.52	7300110	School Admin-Administrator	
100	7300 160	75,685.28	-	75,685.28	7300160	School Admin-Other Support	
00	7300 210	7,333.74	-	7,333.74	7300210	School Admin-Retirement	
100	7300 220	12,349.67	-	12,349.67	7300220	School Admin-Social Security	
100	7300 230	7,620.60	-	7,620.60	7300230	School Admin-Group Insurance	
100	7300 240	1,027.34	-	1,027.34	7300240 7300331	School Admin-Workmans Comp School Admin-Trvl In Cnty	
100 100	7300 331 7300 332	2,004.53 758.75	100.00	2,004.53 858.75	7300331	School Admin - Trvl Out/County	
100	7300 352	1,951.00	-	1,951.00	7300350	School Admin-Repairs And Mai	
100	7300 360	2,620.42	466.12	3,086.54	7300360	School Admin-Rentals	
100	7300 369	491.95	-	491.95	7300369	School Admin-Tech Rentals	
100	7300 371	906.67	-	906.67	7300371	School Admin-Stamps	
00	7300 390	275.41	-	275.41	7300390	School Admin-Othr Purch Srvc	
00	7300 391	477.01		477.01	7300391	School Admin-Printing	
100	7300 510	4,324.63	-	4,324.63	7300510	School Admin-Supplies	
100 100	7300 515 7300 519	240.00 566.06	40.00	280.00 566.06	7300515 7300519	TonerType Fee School Admin-Tech Supplies	
100	7300 519	593.41	-	593.41	7300530	School Admin-Periodicals	
100	7300 590	120.00	-	120.00	7300590	School Admin-Other Matl/Supp	
100	7300 622	175.00	-	175.00	7300622	Bsc FEFP K-12-AV Mat L/T \$1000	
100	7300 641	6,297.09	3,700.00	9,997.09	7300641	SCH ADMIN-Equip \$1000 Over	
100	7300 642	9,793.49	-	9,793.49	7300642	SCH ADMIN-Equip L/T \$1000	
100	7300 644	7,037.62	-	7,037.62	7300644	School Admin - Cptr Hdwr <1000	

RESOLUTION TO AMEND DISTRICT BUDGET EXCAL YEAR 2019-200 CONTRAL FUND TOT MODE 1 DISTRICT BUDGET EXCAL YEAR 2019-200 CONTRAL FUND TOT MODE 1 TOT INTO FAIL FUND TOT MODE 1 Budget Adj. UNITED TOT 7000 F40 Budget Adj. UNITED TOT 7000 F40 DISTRICT BUDGET EXCAL YEAR 2019 DESC SCAL-TECH FAIL SCALE TOT 7000 F40 DISTRICT BUDGET EXCAL YEAR 2019 TOT FOR FAIL FOR TOT FOR FAIL TOT 7000 F10 EXCAL TECH FAIL SCALE FOR TOT FAIL FOR TOT FAIL FAIL TOT FAIL FOR	(See	COLL			DL BOARD OF CLA		ΞET
FOR MONTH ENDING MARCH 31, 2020 Fund Func, Dig. Auget add, add Fund Func, Dig. Auget add, add, add, add, add, add, add, add	EC2						
Fund Fund Fund Fund Fund Fund Fund Column 200 100 7300 662 400.00 - 400.00 7300692 Sch47-Ech RE Hizkapin 1000 070 730 730 16.05605 (79.00) 16.426.05 7300730 Schol Adminication Data Schol Adminication Schol Ad	ALER A						
100 200 649 166.84 2 168.84 200044 Stadt Fib/Equip Y-1000 700 730 16.305.05 (79.00) 16.426.05 7300730 School Ardmin-Dues And Fees 700 740 373 2.713.00 - 2.713.00 7400.376 Fac.4,2/Const-Supplies 700 740 515 1.000.00 - 1.000.00 7400.519 Fac.4/Const-Supplies 700 740 515 1.000.00 - 1.000.00 7400.519 Fac.4/Const-Supplies 740 642 4.3973.22 - 4.3.972.32 Fac.4/2.000 - 16.000 7400 644 1.600.00 - 16.479.00 Fac.4/2.001 Fac.4/2.001 Fac.4/2.001 7400 740 670 61.479.00 - 61.479.00 Fac.4/2.001	Fund	Eunc Ohi	Adopted				
100 7200 730 16.905.05 700.730 Schol Admin-Dues And Fees 100 7400 510 22.399.16 (500.00) 21.899.16 7400.510 Fac Ad/Const-Supplies 100 7400 510 22.399.16 (500.00) 7400.515 ToneType Fee 100 7400 519 500.00 500.00 7400.515 ToneType Fee 100 7400 642 2.133.42 2.486.84 7400817 Fac Ad/Const-Opt Haw <1000 100 7400 642 43.972.32 - 43.972.32 7400847 Fac Ad/Const-Opt Haw <1000 100 7400 670 61.479.00 - 61.479.00 7400.700 Fac Ad/Const-Opt Haw <1000 100 7400 670 2.255.15 - 32.255.17 745.670 Nor Fach Hage Nav-NonCa 100 7400 670 32.255.17 - 32.255.17 745.670 Faci Hage Dept-Tres NonCa 100 7400 684 680.00 - 6.600.07 740.6				-			
100 7400 736 2,713,00 7400,778 Fac AgConst-Cell Phones 100 7400 615 1,000,00 - 1,000,00 Fac AgConst-Supplies 100 7400 615 1,000,00 - 1,000,00 7400,015 Fac-Tech Supplies 100 7400 622 2,183,42 4,386,84 7400,827 Fac-Tech Supplies 100 7400 642 43,972,32 - 43,972,32 7400,874 Fac AgConst-Cept How (*1000) 100 7400 644 16,000,00 - 16,000,00 Fac AgConst-Cept How (*1000) 100 7400 672 483,234,19 - 443,224,19 7400,877 Fac AgConst-Leet Phone Capt How (*1000) 100 7400 730 500,00 - 650,00 7400,730 Fac AgConst-Leet Phone Capt How (*100) 100 7400 30 66,00 - 660,07 7407,736 Facil Bidg Dept-Tech Service 17400 644 6,000,00 - 640,000 -							
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100 7400 519 500.00 1.000.00 7400.619 FAC-Tech Supplies 100 7400 642 2.133.42 2.43.872.32 7400.642 FAC ACQ CONST-Equip UT \$1000 100 7400 644 16.000.00 7400.644 FAC ACQ CONST-Equip UT \$1000 100 7400 670 61.479.00 - 61.479.00 7400.670 FAC AQC CONST-Equip UT \$1000 100 7400 682 646.756.00 - 646.756.00 7400.670 FAC AQC Const-Dence And Feers 100 7400 700 16.675.00 - 12.255.15 7407.701 Faci Bidg Dept-Foa Tech S Faci Bidg Dept-Foa Tech S 100 7400 670 422.255.15 - 32.255.17 7407.730 Faci Bidg Dept-Cel Phones 100 7400 660 - 465.00 7407.860 Faci Bidg Dept-Cel Phones 100 7400 661 608.00 - 608.00 7408.814 Fac Tech-Non-Cap Remodig 100 7400 661 608.00<				(500.00)			
100 7400 622 2,183.42 2,183.42 4,386.84 7400622 Facilities -W/ Mit LT \$1000 100 7400 644 16,000.00 - 16,000.00 7400642 FAC ACC CONST-Equip LT \$1000 100 7400 672 483,234.19 - 483,234.19 7400677 Fac AgC Const-Imprv. Not Bidg 100 7400 670 32,255.15 - 32,255.15 7400750 Fac AgC Const-Hemod/Renoval 100 7400 30 16,675.00 - 16,675.00 7407350 Facil Bidg Dept-Tech Service 100 7400 30 16,675.00 - 425.00 7407350 Facil Bidg Dept-Tech Service 100 7400 360 480.00 - 600.00 7408.84 Fac Tech-Copt Hower Store 1010 7500 311 500.00 - 600.00 7400.864 Fac Tech-Non-Cap Remod/Renoval 1020 7500 311 500.00 - 7500.317 Fiscal Strves-Stanps 1020 7400				500.00			· · · · · · · · · · · · · · · · · · ·
100 7400 644 16,000.00 - 16,000.00 7400847 Fac Ag/Const-Topyr. Net Hdwr <1000 100 7400 672 483,234.19 - 483,234.19 7400677 Fac Ag/Const-Topyr. Net Hdwr <1000							
100 7400 61 479.00 740072 Fac Ag/Const-Import Not Bidg 100 7400 622 463,726.00 - 646,756.00 7400672 MTT cent-Non Cap Remord/Renov-NonCa 100 7400 670 32,255.15 - 32,255.15 7400570 Fac Ag/Const-Dues And Fees 100 7400 30 66.00 - 16,675.00 Tech Structure 100 7400 350 66.00 - 480.00 7407360 Facil Bidg Dept-Fee Service 100 7400 378 480.00 - 480.00 7407360 Facil Bidg Dept-Fires Tubes 100 7400 644 5,000.00 - 500.00 7500371 Fiscal Strucs-Tuber Merr<1000	100	7400 642	43,972.32	2 -			
100 7400 672 483,234.19 - 483,234.19 740072 MNT Tech-Non Cap Remod/Renoval 100 7400 700 32,255.15 - 32,255.15 7400730 Fac AgCConst-Remod/Renoval 100 7400 700 32,255.15 - 32,255.15 7400730 Fac Bildy Dept-Tech Service 100 7400 30 16,675.00 - 450.00 740736 Faci Bildy Dept-Tech Service 100 7400 36 68.00 - 450.00 740736 Faci Bildy Dept-Tech Service 100 7400 644 6,000.00 - 60.00.00 740864 Faci Tech-Agr-Cap Remodig 100 7400 644 6,000.00 - 50.00 7400874 Faci Tech-Agr-Cap Remodig 100 7500 31 50.00 - 25.00 7500374 Fiscal Srvcs-Stell Phones 100 7500 51 3,750.00 - 5,760.00 7500315 Tech-Mor-Cap Remodig 100 7500				-			
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100 7400 670 32,255.15 - 32,255.15 7406570 Voc Facilities-Impr. Not Bidg 100 7400 350 66.00 - 66.00 740730 Facil Bidg Dept-Foc Service 100 7400 560 425.00 - 426.00 740736 Facil Bidg Dept-Foc IPones 100 7400 664 6.000.00 - 6.000.00 7408644 Fac Tech-Von-Cap Remodig 100 7400 644 6.000.00 - 500.00 750031 Fiscal Sros-Stamps 100 7500 31 500.00 - 500.00 750037 Fiscal Sros-Stamps 100 7500 515 3.750.00 - 3.750.00 7500515 TonerType Fee 100 7500 519 501.00 - 3.750.00 7500317 Eacl Sros-Stamp LT Stome 100 7500 519 501.00 - 2.00.07 7501318 Eft Acctg-Stamps 100 7500 519 501.00				-			
100 7400 350 66.00 - 66.00 7407350 Facil Bidg Dept-Tech Service 100 7400 560 425.00 - 425.00 7407560 Facil Bidg Dept-Tires Tubes 100 7400 644 6.000.00 - 6.000.00 7408641 Faci Tech-Appt Hdwr 10000 100 7400 644 6.000.00 - 600.00 7408641 Faci Tech-Appt Hdwr 10000 100 7500 31 500.00 - 500.00 7500331 Fiscal Strocs-Strol In Chty 100 7500 378 720.00 - 720.00 7500516 TonerType Fee 100 7500 515 3.750.00 - 3.170.00 7501371 Bgt & Acctg-Stamps 100 7500 31 2.00.00 - 2.951.87 751510 Bgt & Acctg-Tech Supplies 100 7500 511 2.54.7 - 2.621.22 7501510 Bgt & Acctg-Tech Supplies 100 7500 521.02				-			• • • • • • • • • • • • • • • • • • •
100 7400 378 480.00 - 480.00 7407378 Facil Bldg Dept-Cell Phones 100 7400 644 6,000.00 - 660.00.00 7405861 Faci Bldg Dept-Cell Phones 100 7400 681 668.00 - 668.00 7405861 Faci Bldg Dept-Cell Phones 100 7500 371 25.50 - 25.00 7500371 Fiscal Strucs-Cell Phones 100 7500 510 5.629.00 - 5.629.00 7500510 Fiscal Strucs-Cell Phones 100 7500 513 3.750.00 - 3.750.00 7500510 Fiscal Strucs-Cell Phones 100 7500 513 3.750.00 - 3.170.00 7500311 Bgt & Acctg-Stamps 100 7500 311 200.00 - 2.951.87 7501519 Bgt & Acctg-Stamps 100 7500 519 62.47 7501519 Budget & Acctg-Tech Supplies 100 7600 10 5.012.32 -				1			
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100 7400 681 608.00 - 608.00 7408681 Fact EnchAnn-Cap Remodig 100 7500 331 500.00 - 500.00 7500371 Fiscal Srves-Toll In Cnty 100 7500 371 25.50 7500374 Fiscal Srves-Stamps 100 7500 515 3,750.00 - 3,750.00 Fiscal Srves-Cell Phones 100 7500 519 501.00 - 501.00 Fiscal Srves-Tech Supplies 100 7500 519 501.00 - 3,170.00 7501371 Bgt & Acctg-Stamps 100 7500 519 501.00 - 2,951.87 7501510 Bgt & Acctg-Supplies 100 7500 519 62.47 - 2,951.87 7501510 Bgt & Acctg-Supplies 100 7600 10 13,600.86 7600110 Food Srves-Acdial Scurity 100 7600 10 13,600.86 7600110 Food Srves-Acdial Scurity 100 7600				-			
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	Func Obj	Adopted	Budget Adj	Working Budget	Func / Obj	
100 100	7700 160 7700 220	53,012.00 4,056.00	-	53,012.00 4,056.00	7733160 7733220	Trans S/D- Trvl In Cnty Trans S D -Social Security
100	7700 220	848.00	-	848.00	7733240	Trans S D -Workmans Comp
100	7700 310	6,000.00	-	6,000.00	7733310	Transp SD-Pro & Tech Ser
100	7700 332	6,300.00	-	6,300.00	7733332	Trans S D - Trvl Out/County
100	7700 334	2,000.00	-	2,000.00	7733334	Trans S D -Registration Fee
100 100	7700 510 7700 621	1,000.00 5,000.00	-	1,000.00 5,000.00	7733510 7733621	Trans S D -Supplies Trans S D - Cap Audiovisual
100	7700 621	1,000.00	-	1,000.00	7733622	Trans S D-Non-Cap Audiovisual
100	7700 332	8,170.00	-	8,170.00	7737332	Bad S D - Trvl Out/County
100	7700 333	3,000.00		3,000.00	7737333	Bad SD - Tvl Out/State
100	7700 334	5,500.00	-	5,500.00	7737334	Bad SD - Travel Registra
100	7700 331	3,156.00		3,156.00	7739331	Board Member-Trvl In Cnty
100 100	7700 332 7700 333	16,000.00 3,000.00	-	16,000.00 3,000.00	7739332 7739333	Board Member - Trvl Out/County Board Member - Tvl Out/State
100	7700 333	5,275.00	-	5,275.00	7739334	Board Member-Registration Fee
100	7700 510	2,505.00		2,505.00	7760510	Internal Srvcs-Supplies
100	7700 644	210.00	-	210.00	7760644	Internal Srvcs - Cptr Hdwr <10
100	7700 510	69,650.28	-	69,650.28	7762510	Av Prnting Ctr-Supplies
100	7700 378	950.00	-	950.00 56.38	7763378 7763519	Prop Records-Cell Phones Property Records-Tech Supplies
100 100	7700 519 7700 652	56.38 32,278.00	-	32,278.00	7763652	Property-Vehicles
100	7700 692	137.51	· .	137.51	7763692	Software L/T \$1000
100	7700 331	300.00	-	300.00	7764331	
100	7700 644	208.51	-	208.51	7764644	Risk Mngmnt - Cptr Hdwr <10
100	7800 110	35,000.00	-	35,000.00	7800110	Pup Trans Srvcs-Administrator
100	7800 160	5,642,130.53		5,642,130.53	7800160	Pup Trans Srvcs-Other Support
100 100	7800 210 7800 220	8,473.58 489,334.27		8,473.58 489,334.27	7800210 7800220	Pup Trans Srvcs-Retirement Pup Trans Srvcs-Social Securit
100	7800 220	11,120.60		11,120.60	7800230	Pup Trans Srvcs-Group Insuranc
100	7800 240	1,644.43		1,644.43	7800240	Pup Trans Srvcs-Workmans Comp
100	7800 310	24,400.00	24,400.00	48,800.00	7800310	Pup Trans Srvcs-Pro & Tech Ser
100	7800 360	20,363.60		20,363.60	7800360	Pup Trans Srvcs-Rentals
100	7800 378	8,000.00 28,187.70	1,392.90	8,000.00 29,580.60	7800378 7800460	Pup Trans Srvcs-Cell Phones Pup Trans Srvcs-Diesel Fuel
100 100	7800 460 7800 519	100.00	1,392.90	29,580.00	7800400	Transportation-Tech Supplies
100	7800 644	10,000.00		10,000.00	7800644	Pup Trans Srvcs - Cptr Hdwr <1
100	7800 649	22,814.00	22,814.00	45,628.00	7800649	Transp-Tech Rel Fix/Equp <1000
100	7800 651	10,680,670.00	•	10,680,670.00	7800651	Pup Trans Srvcs-School Buses
100	7800 653	1,000.00		1,000.00	7800653	Pup Trans Srvcs-Vehicles
100	7800 692	48,200.00	48,200.00	96,400.00 6,500.00	7800692 7800730	Bsc FEFP K-12-Software <1000 Pup Trans Srvcs-Dues And Fees
100 100	7800 730 7900 160	6,500.00 247,875.71	-	247,875.71	7900160	Op Of Plant-Other Support
100	7900 210	24,241.37		24,241.37	7900210	Op Of Plant-Retirement
100	7900 220	18,523.39	-	18,523.39	7900220	Op Of Plant-Social Security
100	7900 230	14,386.45	:	14,386.45	7900230	Op Of Plant-Group Insurance
100	7900 240	2,566.28	2 .	2,566.28	7900240	Op Of Plant-Workmans Comp
100	7900 310 7900 313	348,188.21 120,046.11	-	348,188.21 120,046.11	7900310 7900313	Op Of Plant-Pro & Tech Serv Operations-Prof Srvcs-Subs
100 100	7900 313	20,573.53	-	20,573.53	7900313	Op Of Plant-Repairs And Mai
100	7900 360	693.92	10 - 1	693.92	7900360	Operations -Rentals
100	7900 378	7,174.00	-	7,174.00	7900378	Op Of Plant-Cell Phones
100	7900 390	561,523.24	345.00	561,868.24	7900390	Op Of Plant-Othr Purch Srvc
100	7900 450	12,124.15	-	12,124.15 374,718.23	7900450 7900510	Op Of Plant-Gasoline Op Of Plant-Supplies
100 100	7900 510 7900 511	374,161.29 59,098.94	556.94	59,098.94	7900510	Op Of Plant-Supplies
100	7900 511	77.64	-	77.64	7900519	Op Of Plant-Tech Supplies
100	7900 540	80.90	29.00	109.90	7900540	Op Of Plant-Oil & Grease
100	7900 550	1,265.28	266.00	1,531.28	7900550	Op Of Plant-Repair Parts
100	7900 560	378.00	17.00	395.00	7900560	Op Of Plant-Tires & Tubes
100	7900 622	484.50	-	484.50	7900622	Bsc FEFP K-12-AV Mat L/T \$1000
100 100	7900 641 7900 642	12,555.00 8,038.76	-	12,555.00 8,038.76	7900641 7900642	OP OF PLANT-Equip \$1000 Over OPS OF PLANT-Equip L/T \$1000
100	7900 642	25,320.34	-	25,320.34	7900643	Op Of Plant-Comp Hdw > \$1000
		20,020.01				

1 AS	COUL			OL BOARD OF CLA		
5				ON TO AMEND DIS		ET
				FISCAL YEAR 2019-		
A FROM	TELES A			GENERAL FUND		
	E OI			ONTH ENDING MAR		Pass
	Func Obj		Budget Adj	Working Budget	Func / Obj	Desc Ops-Tech Rel Fix/Equip <1000
00	7900 649 7900 653		83.85	152.37 251.55	7900649 7900653	Operations-Vehicles
100	7900 653			14,219.00	7900653	OPRTNS-NONCAP REMOD/RENOV/REPA
100	7900 682		· · ·]	738.27	7900692	Operations-Software <1000
00	7900 692		4.60	101.77	7900692	Op Of Plant-Dues And Fees
00	7900 730		4.60	1,632.00	7900750	Op Of Plant-Oth Pers Srvcs
00	7900 750			999.25		SSO Dept-Support Salary
00	7900 100			76.44	7901220	SSO Dept-Support Salary SSO Dept-FICA
00	7900 220		-	52.808.58	7901220	Tech Communications
00	7900 378		-	915,405.88	7906378	Tech Communications
00	7900 379		2,925.00	5.850.00	7906379	Operations Scho-Othr Purch Srv
00	8100 360		5,000.00	54,000.00	8100360	Maint Of Plant-Rentals
00	8100 360		5,000.00	30,518.58	8100360	Maint of Plant-Rentals
00	8100 309			2,500.00	8100309	Maint Of Plant-Othr Purch Srvc
00	8100 510		-	859,930,11		
00	8100 510		-	130.00	8100519	Maint Of Plant-Supplies
00	8100 622			44,474.27	8100622	Bsc FEFP K-12-AV Mat L/T \$1000
00	8100 644			1,727.42	8100644	Maint Of Plant - Cptr Hdwr <10
00	8100 649			104.50		Maint-Tech Rel Fix/Equip <1000
00	8100 652		-	77,310.00		Maint Of Plant-Vehicles
00	8100 682		-	6,000.00		MAINT-NONCAP REMOD/RENOV/REPA
00	8200 350		164.00	2,827.53	8200350	Admin Tech Svcs-Repairs And Ma
00	8200 350		509.00	6,518.00	8200350	
00	8200 430			4,737.37	8200450	Admin Tech Svcs-Gasoline TonerType Fee
00	8200 515		-	4,737.37		Admin Tech Svcs-Oil & Grease
00	8200 540		228.00	2,456.00		
00	8200 550		228.00	1,006.84	8200550	Admin Tech Svcs-Repair Parts
00	8200 853		32.40	938.20	8200653	Admin Technology-Vehicles Admin Tech Svcs-Dues And Fees
00	9100 150		32.40	57.776.06		Community Srvcs-Aide
00	9100 130			3,500.00		Community Srvcs-Alde
00	9100 210			288.87		Community Srvcs-Retirement Community Srvcs-Social Securit
00	9100 220			43,584,61		Community Srvcs-Social Securit Community Srvcs-Group Insuranc
00	9100 230			43,584.01		Community Srvcs-Group Insurance Community Srvcs-Pro & Tech Ser
00	9100 310		387.76	581.64		Community Srvcs-Prof & Tech Ser Community Srvcs-Prof Srvcs - S
00	9100 513		301.10	15,350.00		Community Srvcs-Prof Srvcs - S Community Srvcs-Supplies
00	9100 510			133.10		Com Svcs FEFP K-12-Periodicals
00	9100 530		961.90	1,923.80	9100530	Bsc FEFP K-12-Periodicals
00	9100 622		901.90	1,923.80		COMM SVCS-Equip L/T \$1000
00	9100 642			350.00		Com Svcs-Dues And Fees
00	9100 750	10,000.00		10,000.00	9100750	Community Srvcs-Oth Pers Srvcs
00	5100 750	10,000.00		10,000.00	3100750	Community Sives-Our Fers Sives



RESOLUTION TO AMEND DISTRICT BUDGET

FISCAL YEAR 2019-2020 GENERAL FUND – ONE MILL FUND 105

DISCOVERING ENDLESS POSSIBILITIES Clay County District Schools is an Equal Opportunity Employer.

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- ST	SCHOOL BOARD OF CLAY COUNTY RESOLUTION TO AMEND DISTRICT BUDGET										
					CAL YEAR 2019-202						
ELE	E SA	/			ONE MILL						
10000	COLLEGE CENT			FOR MONT	HENDING MARCH	31, 2020					
Fund	Func	Obj	Adopted	Budget Adj	Working Budget	Func / Obj					
105	7400	378	1,000.00	-	1,000.00	7400378	Fac Aq/Const-Cell Phones				
105	7400	510	59,000.00	(1,000.00)	58,000.00	7400510	Fac Aq/Const-Supplies				
105	7400	672	296,500.00	-	296,500.00	7400672	MNT Tech-Non Cap Remod/Renovat				
105	7400	682	1,422,201.51	-	1,422,201.51	7400682	Fac Aq/Const-Remod/Renov-NonCa				
105	7900	310	21,000.00	-	21,000.00	7900310	Op Of Plant-Pro & Tech Serv				
105	7900	510	36,925.00	-	36,925.00	7900510	Op Of Plant-Supplies				
105	7900	641	26,311.20	-	26,311.20	7900641	OP OF PLANT-Equip \$1000 Over				
105	7900	160	736,680.47	-	736,680.47	7901160	SSO Dept-Support Salary				
105	7900	210	61,566.99	-	61,566.99	7901210	SSO Dept-Retirement				
105	7900	220	58,162.63	. .	58,162.63	7901220	SSO Dept-FICA				
105	7900	230	84,126.01	-	84,126.01	7901230	SSO Dept-Group Ins				
105	7900	240	11,015.83	-	11,015.83	7901240	SSO Dept-Workers Comp				
105	7900	510	698.02	-	698.02	7901510	SSO Dept-Supplies				
105	7900	160	1,622,399.49	-	1,622,399.49	7915160	School Police-Other Support				
105	7900	210	413,384.37	-	413,384.37	7915210	Chief of Police-Retirement				
105	7900	220	123,840.54	-	123,840.54	7915220	Chf of Police-Social Security				
105	7900	230	186,575.91	-	186,575.91	7915230	Chf of Police-Group Insurance				
105	7900	240	22,516.21	-	22,516.21	7915240	Chief of Police-Workmans Comp				
105	7900	310	354,335.00	-	354,335.00	7915310	Police Chief-Prof & Tech Srv				
105	7900	332	1,000.00	1,000.00	2,000.00	7915332	Chief of Police-Travel				
105	7900	378	23,788.00	-	23,788.00	7915378	Police Dept-Cell Phones				
105	7900	515	500.00	-	500.00	7915515	TonerType Fee				
105	7900	540	4,004.00	-	4,004.00	7915540	PD Dept-Oil & Grease				
105	7900	550	2,576.00	-	2,576.00	7915550	Police Chief -Repair Pts				
105	7900	560	4,000.00		4,000.00	7915560	Police Dept-Tires & Tubes				
105	7900	652	1,321,502.88	31,477.88	1,352,980.76	7915652	Chief of Police Vehicles				
105	7900	653	2,849.40		2,849.40	7915653	Chief of Police-Vehicles				
105	7900	692	118,403.98	-	118,403.98	7915692	Police Dept-Software <1000				
105	7900	730	494.53		494.53	7915730	Police Chief -Dues and Fees				
			-								



RESOLUTION TO AMEND DISTRICT BUDGET

FISCAL YEAR 2019-2020 DEBT SERVICE FUND 2XX

DISCOVERING ENDLESS POSSIBILITIES Clay County District Schools is an Equal Opportunity Employer.

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SCHOOL BOARD OF CLAY COUNTY RESOLUTION TO AMEND DISTRICT BUDGET FISCAL YEAR 2019-2020 DEBT SERVICE FOR MONTH ENDING MARCH 31, 2020							
Fund	Func	Obj	Adopted	Budget Adj	Working Budget	Func / Obj	Desc
299	3630	000	1,615,559.42	-	1,615,559.42	3630000	Transfer From Capital Projects
299	9200	710	1,543,323.21	-	1,543,323.21	9200710	Debt Service-Redempt Of Prnc
299	9200	720	72,236.21	-	72,236.21	9200720	Debt Service-Interest



RESOLUTION TO AMEND DISTRICT BUDGET

FISCAL YEAR 2019-2020 CAPITAL PROJECTS FUND 3XX

DISCOVERING ENDLESS POSSIBILITIES Clay County District Schools is an Equal Opportunity Employer.

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S	E E E E			RESOLUTION TO FISCA CAP FOR MONTH	DARD OF CLAY COU D AMEND DISTRICT L YEAR 2019-2020 ITAL PROJECTS ENDING MARCH 37	BUDGET	
Fund	Func	Obj	Adopted	Budget Adj	Working Budget	Func / Obj	
340	7400	682	20,632.73	-	20,632.73	7404682	MNT Tech-Non Cap Remod/Renovat
360	3320	000	26,794.37		26,794.37	3325000	Interest On Undistrib CO & DS
360	7400	631	798,515.31		798,515.31	7400631	Fac Aq/Const-Dir Purch Bldgs
370	7400	630	110,000.00	30,000.00	140,000.00	7400630	Fac Aq/Const-Bldg & Fixed Eq
370	7400	642	205,884.38	<u>~</u>	205,884.38		FAC ACQ CONST-Equip L/T \$1000
370	7400	672	1,186,449.82	-	1,186,449.82	7400672	MNT Tech-Non Cap Remod/Renovat
370	7400	681	736,839.39	-		7400681	Fac Aq/Const-Non-Cap Remodlg
370	7400	682	2,925,767.13	50,000.00	2,975,767.13	7400682	Fac Aq/Const-Remod/Renov-NonCa
370	7400	683	290,000.00	-	290,000.00	7400683	Fac Aq/Const-Dir Prch-Caprem
370	7400	684	139,000.00	-	139,000.00	7400684	Dir Prch-Non Cap Remodeling
370	7400	682	475,484.80	-	475,484.80	7404682	MNT Tech-Non Cap Remod/Renovat
370	7400	644	50,000.00	-	50,000.00	7408644	Fac Tech - Cptr Hdwr <1000
370	7900	682	40,000.00	<u> </u>	40,000.00	7900682	OPRTNS-NONCAP REMOD/RENOV/REPA
370	9200	720	20,200.00	-	20,200.00	9200720	Debt Service-Interest
370	9700	920	1,615,559.42	-	1,615,559.42	9700920	Xfer Of Funds-Xfer To Dbt Svc
392	7400	642	188,677.11	-	188,677.11	7408642	FAC TECH-Equip L/T \$1000
392	7400	644	1,874.25	-	1,874.25	7408644	Fac Tech - Cptr Hdwr <1000
392	7400	682	181,177.59	9.	181,177.59	7408682	Fac Tech-Non Cap Remod/Renovat
392	7400	691	839,399.08	-	839,399.08	7408691	Bsc FEFP K-12-Software >1000
392	7400	692	765,817.02	-	765,817.02	7408692	Bsc FEFP K-12-Software <1000
399	3390	000	-	-	-	3390000	Miscellaneous State Revenue
399	7400	672	20,952.00	-	20,952.00	7410672	Fac Acq Non-cap Impr < 500,000
399	7400	682	38,048.61	-	38,048.61	7410682	Non-Cap Remodeling < 500,000

RESOLUTION TO AMEND DISTRICT BUDGET

FISCAL YEAR 2019-2020 SPECIAL REVENUE – FOOD SERVICE FUND 410

DISCOVERING ENDLESS POSSIBILITIES Clay County District Schools is an Equal Opportunity Employer.

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				RESOLUTION TO FISCAL FO	ARD OF CLAY COU AMEND DISTRICT I YEAR 2019-2020 OD SERVICE ENDING MARCH 31,	BUDGET	
Fund	Func	Obj	Adopted	Budget Adj	Working Budget	Func / Obj	Desc
410	7600	313	48,495.00	-	48,495.00	7600313	SFS-Prof Srvcs - Subs
410	7600	331	5,500.00	-	5,500.00	7600331	Food Srvcs-Travel-in county
410	7600	390	49,595.00	-	49,595.00	7600390	Food Srvcs-Othr Purch Srvc
410	7600	391	6,777.17	-	6,777.17	7600391	Food Srvcs-Printing
410	7600	510	216,417.61	(40,000.00)	176,417.61	7600510	Food Srvcs-Supplies
410	7600	550	3,461.00	-	3,461.00	7600550	Food Srvcs-Repair Parts
410	7600	570	3,618,070.79	-	3,618,070.79	7600570	Food Srvcs-Food
410	7600	622	1,170.00		1,170.00	7600622	FNS-AV Mat L/T \$1000
410	7600	641	76,925.08	-	76,925.08	7600641	FOOD SVCS-Equip \$1000 Over
410	7600	642	74,169.34	-	74,169.34	7600642	FOOD SVCS-Equip L/T \$1000
410	7600	652	57,449.73	(36,926.00)	20,523.73	7600652	Food Srvcs-Vehicles
410	7600	681	580,029.56	93,863.18	673,892.74	7600681	Food Srvcs-Non-Cap Remodlg
410	7600	750	23,003.65	-	23,003.65	7600750	Food Srvcs-Oth Pers Srvcs
410	7600	792	225,000.00	225,000.00	450,000.00	7600792	Food Srvcs-Misc Ex/Ind Cost

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RESOLUTION TO AMEND DISTRICT BUDGET

FISCAL YEAR 2019-2020 SPECIAL REVENUE – FEDERAL PROGRAMS FUND 42X

DISCOVERING ENDLESS POSSIBILITIES Clay County District Schools is an Equal Opportunity Employer.

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FEE	OT			SCHOOL BOA	RD OF CLAY COUN	ITY		
SC			R		AMEND DISTRICT E	BUDGET		
H M					YEAR 2019-2020			
A Mar	TTE STAN				EVENUE - FEDERA NDING MARCH 31,			
Fund	Func	Obj	Adopted	Budget Adj		Func / Obj	Desc	
420	3201	000	328,349.00	-	328,349.00		Career And Technical Education	16572-4
420	3220	000	230,554.00	-	230,554.00	3221000	Adult General Education	
420	3226	000	1,079,181.00	-	1,079,181.00	3226000	Eisenhower Math And Science	
420	3240	000	501,516.47	-	501,516.47	3240000	Title I - Elem & Secondary Edu	
420	3240	000	160,028.00	- 1	160,028.00 782,462.51	3241000 3242000	Title III Twenty-First Century Schools	
420 420	3240 3290	000 000	782,462.51 329,169.00	-	329,169.00	3290000	Other Federal Thru State	
420	5100	120	756,437.90	-	756,437.90	5100120	Bsc FEFP K-12-Teacher Salary	
420	5100	120	54,762.00	-	54,762.00		Bsc FEFP K-12-Academic Sup	
420	5100	125	10,497.17	-	10,497.17		Bsc FEFP K-12-Tutoring Salary	
420	5100	130	4,515.00	-	4,515.00		Bsc FEFP K-12-Other Certified	
420	5100	132	4,605.00	-	4,605.00	5100132	Bsc FEFP K-12-Other Cert Sup	
420	5100	150	489,399.59	-	489,399.59	5100150	Bsc FEFP K-12-Aide	
420	5100	210	113,664.11	-	113,664.11	5100210	Bsc FEFP K-12-Retirement	
420	5100	220	108,980.26	-	108,980.26	5100220	Bsc FEFP K-12-Social Security	
420	5100	230	106,016.80	-	106,016.80	5100230 5100240	Bsc FEFP K-12-Group Insurance Bsc FEFP K-12-Workmans Comp	
420	5100 5100	240 313	17,041.08 17,762.40	-	17,041.08 17,762.40		Bsc FEFP K-12-Workmans Comp Bsc FEFP K-12-Prof Srvcs - Su	
420 420	5100	330	44,188.53	(1,000.00)	43,188.53	5100330		
420	5100	334	1,420.00	(1,000.00)	1,420.00	5100334	Bsc FEFP K-12-Registration Fee	
420	5100	350	7,486.38	-	7,486.38	5100350	Bsc FEFP K-12-Repairs And Mai	
420	5100	360	300.00	-	300.00	5100360	Bsc FEFP K-12-Rentals	
420	5100	369	58,279.95	-	58,279.95	5100369	Bsc FEFP K-12-Tech Rentals	
420	5100	370	500.00	-	500.00	5100370	Bsc FEFP K-12-Communications	
420	5100	390	5,640.75	-	5,640.75	5100390	Bsc FEFP K-12-Othr Purch Srvc	
420	5100	391	100.00	-	100.00	5100391	Bsc FEFP K-12-Printing	
420	5100	393	13,452.73	-	13,452.73	5100393	Bsc FEFP K-12-Purchased Srvcs	
420	5100	510	473,032.55		473,032.55 1,041.17	5100510 5100515	Bsc FEFP K-12-Supplies TonerType Fee	
420 420	5100 5100	515 519	1,041.17 1,681.50		1,681.50	5100519	Bsc FEFP K-12-Tech Supplies	
420	5100	520	18,705.01		18,705.01	5100520	Bsc FEFP K-12-Textbooks, St	
420	5100	521	119,410.92		119,410.92	5100521	Bsc FEFP K-12-Textbooks-Non S	
420	5100	530	9,852.44	-	9,852.44	5100530	Bsc FEFP K-12-Periodicals	
420	5100	622	4,608.54	-	4,608.54	5100622	Bsc FEFP K-12-AV Mat L/T \$1000	
420	5100	641	3,754.41	-	3,754.41	5100641	Bsc FEFP K-12-Equip \$1000 Over	
420	5100	642	2,961.47	-	2,961.47	5100642	Bsc FEFP K-12-Equip L/T \$1000	
420	5100	643	4,895.00	-	4,895.00	5100643	Bsc FEFP K-12-Comp Hdw >\$1000	
420	5100	644	250,097.56	-	250,097.56 380.37	5100644 5100649	Bsc FEFP K-12-Cptr Hdwr <1000 Basic-Tech Rel Fix/Equip <1000	
420 420	5100 5100	649 672	380.37 1,048.99	-	1.048.99	5100649	Non Cap Remod/Renovat	
420	5100	692	769.65	-	769.65	5100692	Bsc FEFP K-12-Software <1000	
420	5100	730	3,670.00	-	3,670.00	5100730	Bsc FEFP K-12-Dues And Fees	
420	5200	120	1,431,422.90	-	1,431,422.90	5200120	Exceptional-Teacher Salary	
420	5200	150	1,271,919.19	-	1,271,919.19	5200150	Exceptional-Aide	
420	5200	210	234,382.72	-	234,382.72	5200210	Exceptional-Retirement	
420	5200	220	219,281.80	-	219,281.80	5200220	Exceptional-Social Security	
420	5200	230	22,241.20	-	22,241.20	5200230	Exceptional-Group Insurance	
420	5200	240	38,844.28	-	38,844.28	5200240	Exceptional-Workmans Comp	
420	5200	369	5,334.00	-	5,334.00 29,352.15	5200369 5200510	Exceptional-Tech Rentals Exceptional-Supplies	
420	5200	510 369	29,352.15 2,035.00	-	29,352.15	5300369	Applied Tech -Tech Rentals	
420 420	5300 5300	510	48,860.00	429.95	49,289.95	5300510	Applied Tech -Supplies	
420	5300	521	49,878.40	425.55	49,878.40	5300521	Applied Tech -Textbooks-Non S	
420	5300	622	3,165.80	-	3,165.80	5300622	Bsc FEFP K-12-AV Mat L/T \$1000	
420	5300	642	8,399.36	-	8,399.36	5300642	APP TECH K-12-Equip L/T \$1000	
420	5300	644	85,660.54	3,795.19	89,455.73	5300644	Applied Tech - Cptr Hdwr <1000	
420	5400	210	4,856.37	-	4,856.37	5400210	Adult Gen -Retirement	
420	5400	220	4,387.16	-	4,387.16	5400220	Adult Gen -Social Security	
420	5400	230	7,621.00	-	7,621.00	5400230	Adult Gen -Group Insurance	
420	5400	240	819.25	-	819.25 100.00	5400240 5400369	Adult Gen -Workmans Comp Adult Gen -Tech Rentals	
420	5400	369	100.00	-	100.00	0400309	Addit Gen - Teon Kentais	

SCHOOL BOARD OF CLAY COUNTY										
RESOLUTION TO AMEND DISTRICT BUDGET										
FISCAL YEAR 2019-2020 SPECIAL REVENUE - FEDERAL										
FOR MONTH ENDING MARCH 31, 2020										
Fund	Func	Obj	Adopted	Budget Adj	Working Budget	Func / Obj				
420	5400	371	50.00	-	50.00					
420	5400	390	78.00	-	78.00	5400390	Adult Gen -Othr Purch Srvc Adult Gen -Supplies			
420 420	5400 5400	510 520	685.00 103.00		685.00 103.00		Adult Gen -Textbooks, St			
420	5400	643	2,032.00	_	2,032.00		Adult Gen-Comp Hdw > \$1000			
420	5400	644	4,513.00	-	4,513.00	5400644	Adult Gen - Cptr Hdwr <1000			
420	5400	750	7,722.00	-	7,722.00	5400750	Adult Gen -Oth Pers Srvcs			
420	5900	120	93,381.25	-	93,381.25	5900120	Other Instructi-Teacher Salary			
420	5900	150	72,103.00	-	72,103.00	5900150	Other Instructi-Aide			
420	5900	210	13,914.33		13,914.33	5900210	Other Instructi-Retirement			
420 420	5900 5900	220 240	12,708.19 3,311.49	-	12,708.19 3,311.49	5900220 5900240	Other Instructi-Social Securit Other Instructi-Workmans Comp			
420	5900	369	384.00	-	384.00	5900369	Other Instructi-Tech Rentals			
420	5900	390	9,555.00		9,555.00	5900390	Other Instructi-Othr Purch Srv			
420	5900	510	5,563.32	-	5,563.32	5900510	Other Instructi-Supplies			
420	6100	130	59,656.81	-	59,656.81	6100130	Pupil Per Srvcs-Other Certifie			
420	6100	160	683,365.27	<u>_</u>	683,365.27		Pupil Per Srvcs-Other Support			
420	6100	210	74,778.59		74,778.59		Pupil Per Srvcs-Retirement			
420	6100	220	66,781.36	-	66,781.36	6100220	Pupil Per Srvcs-Social Securit			
420	6100	230	18,337.12	-	18,337.12	6100230	Pupil Per Srvcs-Group Insuranc			
420 420	6100 6100	240 310	12,482.13 15,429.00	-	12,482.13 15,429.00	6100240 6100310	Pupil Per Srvcs-Workmans Comp Pupil Per Srvcs-Pro & Tech Ser			
420	6100	590	3,368.70	-	3,368.70	6100590	Pupil Per Srvcs-Other Matl/Sup			
420	6100	730	160.00		160.00	6100730	Pupil Per Srvcs-Dues And Fees			
420	6100	750	2,900.00	-	2,900.00	6100750	Pupil Per Srvcs-Oth Pers Srvcs			
420	6110	130	8,210.00	-	8,210.00	6110130	Social Wrk Srvcs-Other Certifi			
420	6110	210	678.00	-	678.00	6110210	Social Wrk Srvcs-Retirement			
420	6110	220	628.00	-	628.00	6110220	Social Wrk Srvcs-Soc Sec			
420	6110	240	117.00	-	117.00	6110240	Social Worker-Workmans Comp			
420	6110	330	1,000.00		1,000.00	6110330	Social Workers - Field Trip			
420 420	6120 6120	130	2,539.00		2,539.00	6120130 6120210	Guidance-Other Certifie Guidance Srvc-Retirement			
420	6120	210 220	210.00 194.00		210.00 194.00	6120210	Guidance Srvc-Social Securit			
420	6120	240	36.00		36.00	6120220	Guidance Srvc-Workmans Comp			
420	6150	120	850.30	-	850.30	6150120	Parent Involvem-Teacher Salary			
420	6150	160	406.75		406.75	6150160	Parent Involvem-Other Support			
420	6150	210	106.47	240	106.47	6150210	Parent Involvem-Retirement			
420	6150	220	460.17	-	460.17	6150220	Parent Involvem-Social Securit			
420	6150	240	132.38	-	132.38	6150240	Parent Involvem-Workmans Comp			
420	6150	310	3,000.00	-	3,000.00	6150310	Parent Involvem-Pro & Tech Ser			
420	6150	330	500.00	-	500.00	6150330	Parent Involvem - Field Trip			
420 420	6150 6150	390	12,143.00	2 	12,143.00	6150390 6150391	Parent Involvem-Othr Purch Srv Parent Involvem-Printing			
420	6150	391 510	55,056.44		(0.00) 55,056.44	6150591	Parent Involvem-Supplies			
420	6150	590	400.00	-	400.00	6150590	Parent Involvem-Other Matl/Sup			
420	6150	641	2,367.78	2,367.78	4,735.56	6150641	PARENT INVLVM-Equip \$1000 Over			
420	6150	750	5,000.00	-	5,000.00	6150750	Parent Involvem-Oth Pers Srvcs			
420	6200	210	11.84	-	11.84	6200210	Inst Media-Retirement			
420	6200	220	10.70	-	10.70	6200220	Inst Media-Social Security			
420	6200	240	1.99	-	1.99	6200240	Inst Media-Workmans Comp			
420	6200	641	70 404 00	(2,880.00)		6200641	INST MED K12-Equip \$1000 Over			
420	6300	110	79,434.00		79,434.00	6300110 6300160	Inst/Curr Dev -Administrator			
420 420	6300 6300	160 210	53,358.25 135,431.96	-	53,358.25 135,431.96	6300160	Inst/Curr Dev -Other Support Inst/Curr Dev -Retirement			
420	6300	220	12,457.75	-	12,457.75	6300210	Inst/Curr Dev -Social Securit			
420	6300	230	14,573.34	-	14,573.34	6300230	Inst/Curr Dev -Group Insuranc			
420	6300	240	2,329.69		2,329.69	6300240	Inst/Curr Dev -Workmans Comp			
420	6300	310	5,648.80	-	5,648.80	6300310	Inst/Curr Dev -Pro & Tech Ser			
420	6300	330	250.00	-	250.00	6300330	Inst/Curr Dev - Field Trip			
420	6300	331	3,881.00	-	3,881.00	6300331	Inst/Curr Dev-Trvl In Cnty			
420	6300	332	140.00		140.00	6300332	Inst/Curr Dev - Trvl Out/Coun			

SCHOOL BOARD OF CLAY COUNTY RESOLUTION TO AMEND DISTRICT BUDGET										
FISCAL YEAR 2019-2020										
SPECIAL REVENUE - FEDERAL										
	FOR MONTH ENDING MARCH 31, 2020									
Fund 420	Func 6300	Obj 369	Adopted 17,900.00	Budget Adj	Working Budget 17,900.00	Func / Obj 6300369	Desc Inst/Curr Dev -Tech Rentals			
420	6300	378	200.00	_	200.00	6300378	Inst/Curr Dev -Cell Phones			
420	6300	390	636.64	361.34	997.98	6300390	Inst/Curr Dev -Othr Purch Srv			
420	6300	510	4,981.52	(882.33)	4,099.19	6300510	Inst/Curr Dev -Supplies			
420	6300	519	144.44	-	144.44	6300519	Inst/Curr Dev - Tech Supplies			
420	6300	642	-	-	-	6300642	INST CURR-Equip L/T \$1000			
420	6300	730	59.00	-	59.00 36,491.68	6300730 6400120	Inst/Curr Dev -Dues And Fees Inst Stf Trning-Teacher Salary			
420 420	6400 6400	120 130	36,491.68 602,564.78	-	602,564.78	6400120	Inst Stf Trning-Other Certifie			
420	6400	210	43,255.35	-	43,255.35	6400210	Inst Stf Trning-Retirement			
420	6400	220	42,042.20	-	42,042.20	6400220	Inst Stf Trning-Social Securit			
420	6400	230	22,511.00	-	22,511.00	6400230	Inst Stf Trning-Group Insuranc			
420	6400	240	8,200.56	<u>1</u> 0	8,200.56	6400240	Inst Stf Trning-Workmans Comp			
420	6400	310	190,625.92		190,625.92	6400310	Inst Stf Trning-Pro & Tech Ser			
420	6400	313	104,062.93	(93,090.40)	10,972.53	6400313	Inst Stf Trning-Prof Srvcs - S			
420	6400	330	1,500.00 7,000.00	-	1,500.00 7,000.00	6400330 6400331	Inst Stf Trning - Field Trip Inst Stf Trning-TrvI In Cnty			
420 420	6400 6400	331 332	71,266.38	-	71,266.38		Inst Stf Trning- TrvI Out/Coun			
420	6400	333	28,021.28	anterio Martino Martino	28,021.28	6400333	Inst Stf Trning - Tvl Out/Stat			
420	6400	334	50,340.00	.=:	50,340.00	6400334	Inst Stf Trning-Registration F			
420	6400	369	9,841.26	-	9,841.26	6400369	Inst Stf Trning-Tech Rentals			
420	6400	390	2,582.99	-	2,582.99	6400390	Inst Stf Trning-Othr Purch Srv			
420	6400	391	1,730.88	-	1,730.88	6400391	Inst Stf Trning-Printing			
420	6400	393	20,325.74	15,315.41	35,641.15	6400393	Inst Stf Trning-Purchased Srvc			
420	6400	510	3,186.00	-	3,186.00	6400510	Inst Stf Trning-Supplies			
420	6400	590	7,029.76	-	7,029.76	6400590 6400644	Inst Stf Trning-Other Matl/Sup Inst Stf Trning - Cptr Hdwr <1			
420 420	6400 6400	644 649	-			6400649	PD-Tech Rel Fix/Equip <1000			
420	6400	730	50,100.00	-	50,100.00	6400730	Inst Stf Trning-Dues And Fees			
420	6500	682	88,410.40	88,410.40	176,820.80	6500682	INS TECH-NONCAP REMOD/RENO/REP			
420	6500	692	4,680.00	4,680.00	9,360.00	6500692	Bsc FEFP K-12-Software <1000			
420	7200	790	1,302.80	-	1,302.80	7200790	General Admin-Ind Cst/Misc Ex			
420	7200	792	606,520.41	-	606,520.41	7200792	General Admin-Misc Ex/Ind Cst			
420	7300	110	64,680.00	-	64,680.00	7300110	School Admin-Administrator			
420	7300 7300	210 220	5,478.40 4,948.02	-	5,478.40 4,948.02	7300210 7300220	School Admin-Retirement School Admin-Social Security			
420 420	7300	220	11,120.59	-	11,120.59	7300230	School Admin-Group Insurance			
420	7300	240	924.92		924.92	7300240	School Admin-Workmans Comp			
420	7700	210	1,016.40	-	1,016.40	7731210	Non-Instruc SD -Retirement			
420	7700	220	918.00	-	918.00	7731220	Non-Instruc SD -Soc Security			
420	7700	240	171.60	-	171.60	7731240	Non-Instruc SD - Work Comp			
420	7700	332	1,303.00		1,303.00	7731332	Non-Instr S D - Trvl Out/Count			
420	7800	160	66,130.25	-	66,130.25 5,320.33	7800160 7800210	Pup Trans Srvcs-Other Support Pup Trans Srvcs-Retirement			
420 420	7800 7800	210 220	5,320.33 4,858.88	-	4,858.88	7800210	Pup Trans Srvcs-Social Securit			
420	7800	240	1,281.76	-	1,281.76	7800240	Pup Trans Srvcs-Workmans Comp			
420	7800	360	11,747.25	-	11,747.25	7800360	Pup Trans Srvcs-Rentals			
420	7800	460	35,758.50	-	35,758.50	7800460	Pup Trans Srvcs-Diesel Fuel			
420	7900	510	72,826.00		72,826.00	7900510	Op Of Plant-Supplies			
421	3190	000	731,062.05	-	731,062.05	3199000	Miscellaneous Federal Direct			
421	3280	000	5,422.49	-	5,422.49	3280000	Federal Through Local Revenue			
421 421	3290 5100	000 120	- 26,000.00	-	- 26,000.00	3290000 5100120	Other Federal Thru State Bsc FEFP K-12-Teacher Salary			
421	5100	210	2,217.85		2,217.85	5100120	Bsc FEFP K-12-Retirement			
421	5100	220	1,991.67	-	1,991.67	5100220	Bsc FEFP K-12-Social Security			
421	5100	240	540.98	-	540.98	5100240	Bsc FEFP K-12-Workmans Comp			
421	5100	331	300.00	-	300.00	5100331	Bsc FEFP K-12-Trvl In Cnyt			
421	5100	391	5.00	-	5.00	5100391	Bsc FEFP K-12-Printing			
421	5100	510	54,448.27	-	54,448.27	5100510	Bsc FEFP K-12-Supplies			
421	5100	521	58,742.78	(10 600 02)	58,742.78	5100521	Bsc FEFP K-12-Textbooks-Non S Bsc FEFP K-12-AV Mat L/T \$1000			
421	5100	622	5,719.10	(19,699.03)	(13,979.93)	5100622	050 FEFF N-12-AV Wat L/1 \$1000			

SCHOOL BOARD OF CLAY COUNTY RESOLUTION TO AMEND DISTRICT BUDGET											
FISCAL YEAR 2019-2020											
El El Car	SPECIAL REVENUE - FEDERAL FOR MONTH ENDING MARCH 31, 2020										
Fund	Func	Obj Adopted Budget Adj Working Budget Func / Obj Desc									
421	5100	644	237,496.29	25,000.00	262,496.29	5100644	Bsc FEFP K-12-Cptr Hdwr <1000				
421	5100	649	3.000.00	20,000.00	3,000.00	5100649	Basic-Tech Rel Fix/Equip <1000				
421	5100	692	153.90	153.90	307.80	5100692	Bsc FEFP K-12-Software <1000				
421	5200	310	772.00	-	772.00	5200310	Exceptional-Pro & Tech Serv				
421	5200	510	4,290.49	(360.00)	3.930.49	5200510	Exceptional-Supplies				
421	5200	644	360.00	360.00	720.00	5200644	Exceptional-Cptr Hdwr <1000				
421	6100	130	80,580.09	-	80,580.09	6100130	Pupil Per Srvcs-Other Certifie				
421	6100	210	6,780.06	-	6,780.06	6100210	Pupil Per Srvcs-Retirement				
421	6100	220	6,076.52	-	6,076.52	6100220	Pupil Per Srvcs-Social Securit				
421	6100	230	9,959.94	121	9,959.94	6100230	Pupil Per Srvcs-Group Insuranc				
421	6100	240	1,135.67	-	1,135.67	6100240	Pupil Per Srvcs-Workmans Comp				
421	6100	310	14,500.00	-	14,500.00	6100310	Pupil Per Srvcs-Pro & Tech Ser				
421	6100	331	848.47	-	848.47	6100331	Pupil Per Srvcs-Travel InCnty				
421	6100	510	111.99	-	111.99	6100510	Pupil Per Srvcs-Supplies				
421	6100	730	12,000.00	-	12,000.00	6100730	Pupil Per Srvcs-Dues And Fees				
421	6400	120	21,600.00	-	21,600.00	6400120	Inst Stf Trning-Teacher Salary				
421	6400	130	21,500.00		21,500.00	6400130	Inst Stf Trning-Other Certifie				
421	6400	210	1,821.00	-	1,821.00	6400210	5				
421	6400	220	3,297.00	-	3,297.00	6400220	Inst Stf Trning-Social Securit				
421	6400	230	2,473.00	-	2,473.00	6400230	Inst Stf Trning-Group Insuranc				
421	6400	240	616.00	-	616.00	6400240	Inst Stf Trning-Workmans Comp				
421	6400	310	6,000.00	-	6,000.00	6400310	Inst Stf Trning-Pro & Tech Ser				
421	6400	313	27,586.06	-	27,586.06	6400313	Inst Stf Trning-Prof Srvcs - S				
421	6400	332	14,749.31	-	14,749.31	6400332	Inst Stf Trning- Trvl Out/Coun				
421	6400	333	26,541.92	-	26,541.92	6400333	Inst Stf Trning - Tvl Out/Stat				
421	6400	334	9,100.00	200.00	9,300.00	6400334	Inst Stf Trning-Registration F				
421	6400	510	3,829.60	-	3,829.60	6400510	Inst Stf Trning-Supplies				
421	6400	692	300.00	-	300.00	6400692	Bsc FEFP K-12-Software <1000				
421	7700	333	204.37		204.37	7731333	NonInstr Stf Dev-Tvl Out/State				



School Board of Clay County

May 7, 2020 - Regular School Board Meeting

Title

C11 - Ascension St. Vincent's Near Site Clinic Agreement

Description

Previous Agreement approved and signed January 2016

Medical Services Agreement- Contract Period is for a three (3) year period from May 1, 2020 through April 30, 2023 with the option to automatically be extended for additional one-year (1) terms upon mutual agreement, in writing. Agreement established for free medical services for all employees of the Clay County District Schools, including diagnosis and treatment of acute illnesses, chronic disease coaching, Immunizations/flu vaccinations, etc.

Gap Analysis

The original agreement was with St. Vincent's Health System, a Florida not for profit corporation, the new agreement is with Ascension St. Vincent's Health System, a Florida not for profit corporation.

Previous Outcomes

Prior approved agreement will expire but it was used successfully during the past term to provide confidential and free medical care to employees.

Expected Outcomes

The Board to approve the Medical Services Agreement with Ascension St. Vincent's Health System, a Florida not for profit corporation.

Strategic Plan Goal

The district ensures fiscal responsibility & equitable distribution of resources.

Recommendation

The Clay County School Board approve the renewal of the Medical Services Agreement with Ascension St. Vincent's Health System, a Florida not for profit corporation.

Contact

Dr. Susan Legutko Assistant Superintendent of Business Affairs (904)284-6571 susan.legutko@myoneclay.net

Financial Impact

The near site clinics are fully funded from our Wellness budget which is funded from carrier wellness funding.

Review Comments

Attachments

Medical Services Agreement 2020.pdf

CONTRACT R	EVIEW	FORM	И ("CRF"))		BOARD MEETING DATE: WHEN BOARD APPROVAL IS REQUIRED DO NOT PLACE ITEM ON AGENDA UNTIL REVIEW IS COMPLETED		
Date Submitted: 4/15/2020								
Contract Initiator (Name of Person	Overseeing t	he Contrac	t): Sheila G	ann T	elephon	e Number: 66747		
School/Department Submitting Co	ntract:	nsuranc	e / Wellnes	ss Committee				
Vendor/Contractor Name: A	scension	St. Vin	cent's					
Contract Title: Medical	Services	Agreeme	nt / Near S	ite Clinic :	Servic	es		
Contract Type: New 🕮 Renew Contract Term: 3 year term Contract Cost:	al 🗆 Ameno (May 1, 2 Pay	dment 🗆 020 - Apr	Extension	Date Original	Contracion(s): Au	Past Contract t Approved: February 2016 ito extend 1 year terms		
Varies month to month as	s needed							
A Stream of Stream								
Funding Source: Wellness dollars generate	Funding Source: Wellness dollars generated by Health Insurance Companies							
Strategic Plan Tie-in Explanatio		nee? Y	es N	No				
The purpose of this agreem	ient is to pro	vide "Free	e medical to e	mpioyees.				
CONTRACT REQUIRED DOCUMN Completed Contract Review F SBAO Template Contract or or SIGNED 2018 Addendum A (if *This Statement MUST BE included in the the same shall govern and prevail over Certificate of Insurance (COI) COI must list the School Board of Clay CC General Liability = \$1,000,000 Econ Morkers' Compensation = \$100, [If exempt from Workers' Compensation provide Workers' Compensation coverage	orm ther Contract (not an SBAO To he body of the Con any conflicting terri for General Lia ounty, Florida as a acch Occurrence & S binned Single Limit (000 Minimum n Insurance, vendo	with all bass emplate Cor tract: "The terr ns and/or cond bility & Wo a Additional Ins 2,000,000 Genu \$5,000,000 for	ic and mandator htract)* Ins and conditions of Acd ditions herein stated.") rkers' Compensal ured and Certificate Ho eral Aggregate. Charter Buses).	Idendum A are hereby in tion that meet thes alder. Insurer must be rai	e require ted as A- or b	ments: better.		
Approvals			Comments					
Purchasing Department	Approved	Denied						
Review Date:								
Risk Management Department	Approved	Denied						
Review Date:								
School Board Attorney	Approved	Denied						
Review Date:								
Information & Technology Dept.	Approved	Denied						
Review Date:								
Business Affairs Division	Approved	Denied						
Review Date:								

Contract Review Form, Nov 2018, SBAO

MEDICAL SERVICES AGREEMENT NEAR SITE CLINIC SERVICES (Exclusive)

THIS AGREEMENT (this "Agreement") is made effective as of the 1st day of May 2020 (the "Effective Date"), by and between Clay County School Board, ("Company") and Ascension St. Vincent's Health System, a Florida not for profit corporation ("Provider").

ARTICLE 1: RECITALS

1.1 Company is the owner and operator of various locations around Provider's clinics located at 1545 Branan Field Road, Suite 1, Middleburg, Florida 32068, and 1570 Island Lane, Fleming Island, Florida 32003, (collectively, the "Facility") and currently desires certain health care services (the "Services") for its employees (the "Company Patients") working in close proximity to the Facility.

1.2 Provider is the owner and operator of the Facility, and currently provides or plans to provide health care services at the assigned locations within Clay County (the "Service Area").

1.3 Provider's physicians (the "Physicians") and nurse practitioners, physician assistants, and similar personnel (the "Allied Health Professionals," and together with the Physicians, the "Medical Personnel" or "Provider Staff") are all employees of Provider and duly licensed, if applicable, and qualified to provide the Services within the Service Area.

1.4 Company desires to retain Provider to perform such services, and Provider desires to perform such services on the terms and conditions set forth herein.

NOW, THEREFORE, in consideration of the mutual covenants contained herein, it is agreed as follows:

ARTICLE 2: INCORPORATION OF RECITALS, EXHIBITS, ETC.

The parties agree that the recitals are true and correct, are hereby incorporated, and shall remain true and correct through the term of this Agreement. The parties also agree that any referenced exhibits, schedules, documents, or instruments are hereby incorporated.

ARTICLE 3: PROVISION OF SERVICES

Company hereby retains Provider to be the exclusive provider of the Services (unless otherwise noted in this Agreement) within the Service Area, and Provider hereby agrees to provide the Services. The Services shall include (i) such duties and responsibilities as are specified in <u>Exhibit A</u> and (ii) all duties and responsibilities reasonably related thereto. Nothing in this Agreement is intended or shall mean that Provider or any Provider Staff is an agent, officer, owner, or director of Company.

ARTICLE 4: CERTAIN COVENANTS OF PROVIDER

4.1 <u>Performance of Services</u>. Provider is retained to perform or supply the Services under this Agreement. Provider and Provider Staff shall devote sufficient time and attention to providing the Services in a quality, efficient, and economical manner. Provider shall be responsible for the competent performance of the Services by Provider Staff. Provider shall provide the Services in accordance with the performance standards specified in this Agreement and in the <u>Exhibits</u>, if any, as may be reasonably modified from time to time after agreement between Company and Provider.

4.2 <u>Provider Qualifications</u>. Provider shall hold all necessary or customary licenses and certifications to provide the Services.

4.3 <u>Provider Staff</u>. Each Provider Staff shall hold all necessary or customary licenses and certifications to provide the Services.

4.4 <u>Conduct</u>. Provider and Provider Staff shall adhere to the rules of medical ethics, all applicable Federal, state, and local laws, rules, and regulations, all applicable requirements of licensing or designated certifying organizations. Provider and Provider Staff shall conduct themselves in a professional and cooperative manner in all matters concerning the Services.

4.5 <u>Reporting</u>. With respect to the Services, Provider shall be responsible to and report to the President of Company or their designee.

ARTICLE 5: CERTAIN COVENANTS OF COMPANY

5.1 <u>Compensation</u>. Company shall pay Provider in accordance with <u>Exhibit B</u>.

5.2 <u>Working Facilities</u>. Company shall not be required to furnish Provider with any facilities, services, or ancillary personnel.

ARTICLE 6: CERTAIN MUTUAL AGREEMENTS REGARDING SERVICES

6.1 <u>Duties of Provider</u>. Changes to the Services will require the mutual consent of Company and Provider.

6.2 <u>Davs and Hours of Work</u>. The schedule for the Services is specified in Exhibit A.

6.3 <u>Fees and Billing</u>. Provider may bill for all covered services listed in Exhibits, and may bill for non-covered services provided to Company Patients in accordance with its normal procedures.

6.4 <u>Authority</u>. No party shall have the authority to enter into contracts binding upon the other or to create debts or obligations on behalf of the other.

6.5 <u>Independent Medical Judgment</u>. Nothing contained herein is intended to interfere with the exercise of independent medical judgment by Provider or Provider Staff.

6.6 <u>Ownership and Retention of Files, Documents, and Medical Records</u>.

(a) All medical records (collectively, "Medical Records") created by Provider, if any, while performing the Services under this Agreement shall belong to Provider.

(b) Provider shall complete patient care documentation for all Services provided hereunder in a timely manner which thoroughly and accurately reflects the condition and treatment of the patient. Provider will maintain all records and reports as required by

applicable laws, regulations, and in accordance with chart completion guidelines, policies and procedures.

ARTICLE 7: INDEPENDENT CONTRACTOR

Each party shall be regarded as an independent contractor for all purposes, including, without limitation, income tax and employment tax purposes, and shall represent such status to third parties. Neither party shall withhold any portion of the other's compensation for income, employment, or other tax purposes. Neither party shall provide health, workers' compensation, or unemployment insurance, or any other benefits to the other. This Agreement shall not make either party an agent, employee, partner, or joint venturer of or with the other, and neither party shall bind or transact business in the other's name, or make representations or commitments on the other's behalf without prior written approval.

ARTICLE 8: TERM AND TERMINATION

8.1 <u>Term</u>. Unless earlier terminated, this Agreement shall be for a term of 3 year(s), beginning on the Effective Date.

8.2 <u>Automatic Extensions</u>. This Agreement shall automatically be extended for additional one-year terms unless either Provider or Company elects to give written notice to the other party of intention to not renew the Agreement not less than 30 calendar days prior to the expiration date of the then current term.

8.3 <u>Termination by Notice</u>. This Agreement shall continue until either Provider or Company elects to terminate after first giving not less than 30 calendar days written notice to the other party of intention to terminate.

8.4 <u>Termination upon Breach</u>. In the event either party gives written notice to the other that such other party has substantially and materially breached the terms of this Agreement, and such breach shall not have been cured within 30 calendar days of the giving of such notice, the party giving such notice shall have the right to terminate this Agreement at any time thereafter upon written notice of such termination to the other party. If the breach cannot be cured within 30 calendar days and the breaching party is diligently pursuing a cure, the breaching party shall be entitled to such additional time as is necessary to affect a cure, but in no event exceeding 60 additional days. Provider shall only be provided with 1 additional opportunity to cure a material breach which is the same as, or substantially similar to, a prior breach.

8.5 <u>Effect of Termination</u>. Upon termination of this Agreement, neither party shall have any further obligation hereunder except for (i) obligations accruing prior to the date of termination, and (ii) obligations or covenants contained herein that are expressly intended to extend beyond the term of this Agreement, including, without limitation, covenants relating to confidentiality.

ARTICLE 9: STANDARD PROVISIONS

9.1 <u>Remedies</u>. In the event of a breach of this Agreement, the parties acknowledge that the injury to the other would be irreparable, and the monetary amount of damage therefrom would be difficult or impossible to determine. Each party shall have all remedies available at law or equity, specifically including, without limitation, entitlement as a matter of course to an injunction or similar equitable relief, without bond or with a nominal bond if allowed by law.

9.2 <u>Avoidance of Violations: Modification</u>. Notwithstanding any provision of this Agreement, the parties shall not violate any applicable laws, rules, or regulations, including those relating to Medicare, Medicaid, similar Florida programs, or the provision of health care or medical services. The parties shall modify this Agreement to the extent necessary to comply with such laws, rules, and regulations.

9.3 <u>Fair Market Value Remuneration; Self-Referral and Anti-kickback</u>. Any remuneration exchanged between the parties shall at all times (i) be commercially reasonable and represent fair market value for rendered services or purchased items, (ii) be determined in a manner that does not take into account (directly or indirectly) the volume or value of any referrals or any other business generated between the parties, and (iii) comply with the "set in advance" requirements of applicable laws, rules, and regulations. No ownership interest or compensation arrangement exists indirectly between Ascension Affiliate and Provider or Provider Staff for purposes of the Stark Act or the rules and regulations thereunder other than as set forth or referenced in this Agreement. Notwithstanding anything in this Agreement to the contrary, the parties (including Provider Staff) shall not be obligated or required to refer patients or other business to the other parties.

9.4 <u>Indemnification</u>. Each party (the "Indemnitor") shall indemnify the other and its board members, officers, employees, and agents (collectively, the "Indemnitee") for any and all damages, liabilities, costs, and expenses (including, but not limited to, attorneys' fees) reasonably incurred by or awarded against Indemnitee which relate to a claim or proceeding against Indemnitee based on the negligent or wrongful conduct of Indemnitor or their employees or agents (each, a "Claim"). This indemnification is effective only if (i) Indemnitee promptly notifies Indemnitor in writing of any known Claim, whether threatened or actual (or Indemnitor is not materially prejudiced by failure to receive prompt written notice of such Claim), (ii) Indemnitee fully cooperates with Indemnitor (at Indemnitor's expense) in the defense of any such Claim, (iii) Indemnitor controls the defense against any such Claim, unless the interests of the parties materially differ or Indemnitor's counsel is not reasonably acceptable to Indemnitee, and (iv) Indemnitee's damages, liabilities, costs, and expenses are not paid by insurance or otherwise covered by a third party. This provision shall survive the termination of this Agreement.

9.5 <u>Confidentiality</u>. Except to the extent required by law or court order, the parties agree to maintain strict confidentiality with regard to any and all information that comes into their possession as a result of this Agreement or any details pertaining to this Agreement. This provision shall survive the termination of this Agreement.

9.6 <u>Notices</u>. Any and all notices and other communications required or permitted by this Agreement shall be given in writing and shall be addressed as described below. All such communications shall be sufficient in all respects if sent within the applicable time frame and: (i) personally delivered, (ii) sent by telecopy, facsimile transmission, or other electronic means of transmitting written documents, (iii) sent by registered or certified U.S. mail, return receipt requested and postage prepaid, or (iv) by private overnight mail courier service. Delivery shall be deemed to occur (i) upon actual receipt if personally delivered or sent via overnight courier (or the date the addressee fails or refuses to accept delivery), (ii) the next business day after transmission if electronically transmitted (and sender shall bear the burden of proof of delivery), or (iii) upon the date of delivery indicated on the receipt issued by the relevant postal service if sent by registered or certified U.S. mail.

If to Provider, to:

Tracey Gatzke Director Ascension St. Vincent's HealthWorks 5501 Roosevelt Blvd. Jacksonville, FL 32244

If to Company, to:

Sheila Gann Coordinator of Benefits Clay County District Schools 900 Walnut Street Green Cove Springs, FL 32043

9.7 <u>Notice of Claims</u>. Provider shall give written notice to the other party, as soon as practicable, of any lawsuit, claim, or patient complaint which involves, or may involve, the Services.

9.8 <u>Amendment</u>. No amendment to this Agreement shall be effective unless it is in writing, attached to, or made a part of this Agreement, and executed by a duly authorized representative of each party.

9.9 <u>Assignment</u>. This Agreement and all of the provisions hereof shall be binding upon and inure to the benefit of the parties and their respective successors and permitted assigns. However, neither this Agreement nor any of the rights, interests or obligations hereunder shall be assigned by any party hereto without the prior written consent of the other party. Notwithstanding the foregoing, this Agreement may be assigned by Company to an entity controlling, controlled by, or under common control with Company, without Provider's consent.

9.10 <u>Entire Agreement</u>. This Agreement and the exhibits, schedules, documents, certificates and instruments referred to herein, embodies the entire agreement and understanding of the parties in respect of the transactions contemplated by this Agreement. There are no restrictions, promises, representations, warranties, covenants or undertakings, other than those expressly set forth or referred to herein. This Agreement supersedes all prior agreements and understandings between the parties with respect to such transactions.

9.11 <u>No Third-Party Rights</u>. This Agreement is intended solely for the benefit of the parties hereto and shall not be deemed to create any rights in any other person or entity.

9.12 <u>Severability</u>. If any provision or portion of this Agreement shall become invalid or unenforceable for any reason, there shall be deemed to be made such minor changes in such provision or portion as are necessary to make it valid or enforceable. The invalidity or unenforceability of any provision or portion hereof shall not affect the validity or enforceability of the other provisions or portlons hereof.

9.13 <u>Counterparts</u>. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original, but all of which shall constitute one instrument.

9.14 <u>Captions</u>. The captions of this Agreement are for convenience only and are not a part of this Agreement and do not in any way limit or amplify the provisions of this Agreement.

9.15 <u>Interpretation</u>. Whenever the context of any provision shall require it, the singular number shall include the plural number, and vice-versa, and the use of any gender shall include any other or all genders as used in this Agreement. This Agreement has been negotiated at arm's length. Any rule of law or legal decision that requires interpretation of ambiguities against the drafting party is not applicable and is hereby waived. The provisions of this Agreement shall be interpreted in a reasonable manner to affect the purpose of the parties to this Agreement.

9.16 <u>Prevailing Party Entitled to Attorneys' Fees and Costs</u>. With regard to any legal disputes arising out of or related to this Agreement, the prevailing party shall receive from the non-prevailing party(ies) all reasonable legal fees, costs, charges, and expenses incurred, including reasonable attorneys' fees, whether from the initial request for redress or through trial, appeal, and collection.

9.17 <u>Waiver of Compliance</u>. Except as otherwise provided in this Agreement, any breach by a party may only be waived by the other party in a written instrument signed by the waiving party. Such waiver shall not operate as a waiver of, or estoppel with respect to, any subsequent or other breach.

9.18 <u>Applicable Law and Courts</u>. This Agreement shall be governed by the internal laws of the State of Florida (without regard to conflict of laws or similar concepts). Jurisdiction and venue shall lie, and all legal proceedings shall be brought in courts of competent jurisdiction in and for Jacksonville, Florida.

9.19 <u>Cooperation</u>. The parties agree to cooperate and execute all documents to implement and carry out the provisions of this Agreement.

9.20 Insurance. Provider shall, at all times and at its own expense, maintain: (i) professional liability insurance covering Provider and Physicians in the minimum amounts of \$1,000,000 per claim and \$3,000,000 annual aggregate; (ii) Worker's Compensation Insurance as required by the State of Florida; and (iii) Comprehensive General Liability with limits of \$1,000,000 each occurrence and \$2,000,000 general aggregate written. Said insurance shall provide that Company shall receive not less than twenty (20) days' notice prior to any cancellation or reduction of coverage. Prior to the Effective Date and from time to time thereafter at the request of Ascension Affiliate, Provider shall provide Company with certificates of insurance evidencing the foregoing coverages and provisions. If Provider maintains coverage through a claims-made policy, the retroactive date should not be later than the first date Provider provides Services under this Agreement. In the event that Provider changes insurance carriers, this Agreement is terminated, or coverage otherwise will cease, Provider shall purchase an extended reporting period endorsement for a term of no fewer than three (3) years (or the equivalent by maintaining its current policy for such time period, obtaining prior acts coverage under a new policy, etc.). The provisions of this Section shall survive expiration or other termination of this Agreement, regardless of the cause of such termination.

9.21 <u>Ethical and Religious Directives</u>. The parties acknowledge that Provider is a member of Ascension Health and therefore: (a) Provider is obligated to conduct its operations in a manner consistent with the Ethical and Religious Directives for Catholic Health Care Services as promulgated by the United States Conference of Catholic Bishops, Washington,

D.C., of the Roman Catholic Church or its successor ("<u>Ethical and Religious Directives</u>"); and (b) the principles and beliefs of the Roman Catholic Church are a matter of conscience to Provider. It is the intent and agreement of the parties that neither this Agreement nor any part hereof shall be construed to require Ascension Affiliate to violate the Ethical and Religious Directives in its operation and that all parts of this Agreement must be interpreted in a manner that is consistent with the Ethical and Religious Directives. While performing Services pursuant to this agreement, Provider and Provider Staff shall provide Services in accordance with such Ethical and Religious Directives.

9.22 <u>Corporate Compliance</u>. Provider has in place a Corporate Responsibility Program ("Program") which has as its goal to ensure that Provider complies with federal, state and local laws and regulations. The Program focuses on risk management, the promotion of good corporate citizenship, including the commitment to uphold a high standard of ethical and legal business practices, and the prevention of misconduct, and a copy of the Program is available for review at jaxhealth.com in the Patients and Visitors section. Provider acknowledges Provider's commitment to corporate responsibility and agrees that Provider and Provider Staff will not act or conduct business in a manner that requires Provider to violate or act in a manner that contravenes the Program. Provider agrees to conduct all business transactions which occur pursuant to this Agreement in accordance with the objectives of the Program.

9.23 <u>Changes in Law; Legal Compliance; Tax Exempt Status</u>. Notwithstanding any other provision of this Agreement, in the event of any legislative or regulatory change or determination, whether federal or state, which has or would have significant adverse impact on Provider in connection with the performance of this Agreement, or in the event that performance by Provider of any term, covenant, condition or provision of this Agreement should for any reason be in violation of any statute, regulation, or otherwise be deemed illegal, or in the event Provider determines that its tax-exempt status or any tax-exempt bond may be adversely impacted by this Agreement. If the parties fail to reach an agreement satisfactory to both parties within fifteen (15) days of the request for renegotiation, Company may terminate this Agreement upon five (5) days' prior written notice to Provider or sooner if required by law.

9.24 <u>Master List</u>. Ascension Affiliate maintains a master list of contracts that is regularly updated and centrally available for review by the Secretary of the Department of Health and Human Services upon request. The master list is maintained in a manner that preserves the historical records of contracts. If Company and Provider have entered into more than one arrangement that meets the requirements of the personal service arrangements exception noted in 42 C.F.R. § 411.357(d), the master list maintained by Provider is intended to conform to the requirements of 42 C.F.R. § 411.357(d)(ii).

9.25 <u>Access to Records</u>. Provider hereby agrees that during the term of and for four (4) years after the completion of services under this Agreement, Provider will as required by law retain and make available upon written request by the Secretary of Health and Human Services, the Comptroller General or any other of their duly authorized representatives, any contracts, books, documents and records that are necessary to certify the nature or extent of the cost of the Services provided hereunder. Further, if Provider subcontracts any of his duties arising from this Agreement with a value or cost of Ten Thousand Dollars (\$10,000) or more over a twelve (12) month period, with a related organization, each such subcontract shall contain a clause to the effect that until the expiration of four (4) years after the furnishing of services pursuant to such subcontract, the related organization shall make available, upon written request, to the

Secretary of Health and Human Services, the Comptroller General, any other licensing or accrediting agency, or any of their duly authorized representatives, the subcontract, the books, and documents and records of such organization that are necessary to verify the nature and extent of such costs. The provisions of this Section shall survive expiration or other termination of this Agreement, regardless of the cause of such termination.

[Intentionally blank]

Signature Page to Near-Site Services Agreement

IN WITNESS WHEREOF, the parties have caused this Agreement to be duly executed as of the Effective Date.

Company: Clay County School Board

By: Name: Title:
PROVIDER: Ascension St. Vincent's Healthworks
By: Name:

Exhibit A Services

<u>Clinic Services</u>. Provider shall provide one licensed, certified MD, DO, PA, or ARNP and appropriate support staff at the locations and schedule listed below. The services will be available to qualified Company Patients only. The available services will include:

- o Diagnoses, management, and treatment of Acute Illness and Injury
- o Prescription/Medications for acute illness and injury (no controlled substances)
- Physical Examinations as necessary for acute care (not women well or annual well exams)
- o Screening labs, blood pressure, blood sugar, and cholesterol
- o Immunizations such as Hep B, Flu, pneumonia, TD and Tdap
- o Individualized Health Coaching and education
- o Fast Track referrals to Ascension St. Vincent's Primary Care Network
- o Additional services may be added upon mutual consent of Provider and Company

Schedule and Locations. The Services will be available at the locations and times below:

- Ascension St. Vincent's Primary Care Clinic Fleming Island 1570 Island Lane, Fleming Island, Florida 32003
 - o Monday: 1:00pm to 5:00pm
 - o Wednesday: 2:00pm to 6:00pm
- Ascension St. Vincent's Primary Care Clinic Branan Field 1545 Branan Field Road, Suite 1, Middleburg, Florida 32068
 - o Tuesday: 10:00am to 1:00pm and 2:00pm to 6:00pm

Additional locations and hours may be added at the mutual consent of the Provider and Company.

Exhibit B Compensation

Fees.

- <u>General Fees</u>. Company shall pay Provider a fee of \$125 per hour for the Clinic Hours. Fees will be invoiced monthly, and will be payable within 30 days.
- <u>Charting Fees.</u> Company shall also pay Provider \$90 per hour administration fee for charting and similar administrative work that falls outside of the regularly scheduled clinic hours. Fees will be invoiced monthly, and will be payable within 30 days.
- <u>Additional Fees.</u> Company shall pay Provider according to the fee schedule set forth below. Company agrees to pay other fees associated with lab work or testing necessary to care for Company Patients that may not be listed on this fee schedule. Fees will be invoiced monthly, and will be payable within 30 days.

SERVICE	FEE
CLINIC HOURS	\$125
ADMINISTRATIVE HOURS	\$90
CMP - COMPREHENSIVE METABOLIC PANEL	\$15
HEPATITIS B CORE ANTIBODY (IgM)	\$20
HEPATITIS PANEL, ACUTE	\$75
INFLUENZA ASSAY W/ OPTIC	\$20
BLOOD DRAW	\$0
CAPILLARY BLOOD DRAW	\$0
GLUCOSE BLOOD TEST	\$7
LIPID PROFILE	\$20
SPECIMEN HANDLING	\$0
THERAPEUTIC, PROPHYLACTIC, OR DIAGNOSTIC	\$26
REMOVAL OF IMPACTED EAR WAX	\$30
SCREEN FOR PAP SMEAR	\$30
HPV, HIGH RISK	\$41
URINE PREGNANCY TEST	\$15
TRANSFERRIN	\$25
IRON, SERUM	\$25
PSA	\$30
TSH ULTRASENS 3RD GEN	\$15
MAGNESIUM, BLOOD	\$32
MICROALBUMIN	\$35
CREATINE URINE	\$16
ANTINUCLEAR ANTIBODY (ANA)	\$30
RAPID STREP TEST	\$30

SCREENING LABS and IMMUNIZATIONS

1 1		1
H PYLORI, IGG	\$10	
THYROID PANEL W/O TSH	\$20	
THYROID PEROXIDASE AB	\$40	
TOTAL TESTOSTERONE	\$35	
ТЗ ИРТАКЕ	\$7	
T4, TOTAL	\$7	
T4, FREE	\$20	
GLYCATED HEMOGLOBIN A1C	\$15	
RAPID PLASMA REAGIN	\$8	
URIN ACID, BLOOD	\$20	
VITAMIN B12 & FOLATE	\$60	
VITAMIN D, 25-OH LEVEL	\$41	
VITAMIN D, 1-25 OH-A	\$18	
SED RATE	\$9	
CBC	\$10	
CBC +DIFF	\$10	*
URINALYSIS	\$20	
B-12 INJECTION	\$60	
INFLUENZA VACCINE	\$35	
TETANUS VACCINE	\$48	
TDAP VACCINE	\$50	
MMR VACCINE	\$85	
HEP B VACCINE (EACH)	\$100	
HEP A VACCINE (EACH)	\$100	
PNEUMOVAX	\$120	
TB SKIN TEST	\$25	
EKG	\$20	
WOUND CARE KIT	\$17	
LACERATION KIT	\$15]



May 7, 2020 - Regular School Board Meeting

Title

C12 - Deletion of Certain Items Report - April, 2020

Description

The items listed have been surveyed by the Coordinator of Property Control, at the request of the Cost Center Property Manager, and the recommended disposition is noted. These items are either obsolete, unusable or beyond economical repair. These items should be removed from active inventory and disposed of in the manner indicated. Deletions are for property items received in the month of March, 2020.

Gap Analysis

N/A

Previous Outcomes

Property Records followed State mandate on trackable assets, Chapter 274.05.

Expected Outcomes

Tangible Personal Property shall be controlled and supervised from acquisition through transfer or disposal. Disposal of property shall be in accordance with Section 274.05, Florida Statutes. All deletions of items with a value of \$1,000.00 or more will be approved by The School Board of Clay County prior to disposition - School Board Policy Section 5.03C.

Strategic Plan Goal

Goal 2: Strategy 2.4; Ensure effective and efficient use of resources for fiscal stability.

Recommendation

Approve Deletion of Certain Items Report - April, 2020 as submitted.

Contact

Dr. Susan Legutko, Assistant Superintendent for Business Affairs (904)-336-6721 susan.legutko@myoneclay.net

Financial Impact

Provides additional storage space and eliminates the need to account for unusable property. Reduces the dollar value of Tangible Personal Property.

Review Comments

Attachments

Ø Deletion-Report-April-2020.pdf

Clay County Public Schools Monthly Deletion Report For Month Ending: 04/30/2020

		1 of Women Enging: 04/30/2	2020			
DisposalMethodTagLCTN0232GROVE PA	RK ELEMENTARY		<u>Acquisition</u> <u>Date</u>	<u>Disposal</u> <u>Date</u>	<u>Purchase</u> <u>Amount</u>	<u>Depreciation</u> <u>Value</u>
Junk/Parts 00090211 COPIER: DIGITAL W/		Furniture, Fixtures & Equipment	10/03/2006	04/01/2020	2,596.00	2,596.00
					2,596.00	0.00
					,	
	EMENTARY	Furniture, Fixtures & Equipment	08/13/2009	04/01/2020	1,587.58	1,587.58
Surplus Sale 09000815 STUDENT STATION:	COMPUTER	Furniture, Fixtures & Equipment	08/15/2009	04/01/2020		
					1,587.58	2,596.00
LCTN 9010 TRANSPOR	RTATION					
Surplus Sale B0000648 BUS: SCHOOL 71 PAS	SENGER C-2	Motor Vehicles	06/28/2007	04/01/2020	62,727.50	62,727.50
Surplus Sale B0000685 BUS: SCHOOL 65 PAS	SENGER 2009	Motor Vehicles	07/24/2008	04/01/2020	77,154.24	77,154.24
Surplus Sale B0000712 BUS: SCHOOL 71 PAS	SENGER 2010	Motor Vehicles	06/11/2009	04/01/2020	83,560.08	83,560.08
Surplus Sale B0000717 BUS: SCHOOL 71 PAS	SENGER 2010	Motor Vehicles	06/11/2009	04/01/2020	83,560.08	83,560.08
Surplus Sale V0000295 SEDAN: 4 DR CHEVR	OLET IMPALA	Motor Vehicles	06/26/2008	04/01/2020	3,834.33	3,834.33
Surplus Sale V0000320 SEDAN: 4DR CHEVRO	OLET IMPALA 20	Motor Vehicles	04/22/2010	04/01/2020	2,087.23	1,913.29
					312,923.46	312,423.81
Total Furniture Total Vehicles	Total Audio Visual	Total Software			Totals for D	eletion Report
4,183.58 312,923.46	0.00	0.00			317,107.04	315,019.81
·····					,	,
Note:MARCH 2020 DELETIONS						
Disposal Method Descriptions:						
JUNK/PARTS - Part(s) of an asset are used and remainde	or of part(s) are sold, recycled or di	sposed				
TRADE-IN - Vendor issues a credit towards a new purcha						
THEFT/VANDALISM - Items stolen or broken (police re	-					
MISSING - Items lost and are not found during property i						
SURPLUS SALE - Items that are outdated, not working o ENTERED IN ERROR- Not used	or obsolete. Items are either sold, r	recycled or disposed				
ENTERED IN ERROR- NOT used						
TRANSFER/DONATION - From Clay County District to	o an Outside Agency (Approved b	y Board or Superintendent)				
DESTROYED - Fire/Natural Disaster, etc.						

THRESHOLD (ex. \$750 TO \$1000)





May 7, 2020 - Regular School Board Meeting

Title

C13 - BID to be Awarded

Description

Award BID as required per FS 287, DOE 6A-1.012 and School Board Policy

a. Fresh Delivered Produce - County Wide Bid #20-SFS-09: Contract Period is for a one (1) year period from August 1, 2020 through July 31, 2021 with the option to renew for (3) 1 year periods upon mutual agreement, in writing. Bid established for the purchase and delivery of fresh, high quality, seasonal and local produce to our schools ordered by School Food Service. The vendor awarded is the lowest most responsive and responsible qualified bidder meeting specifications.

Gap Analysis

The District requires contractors to provide services to ensure our ??facilities and equipment are maintained and functional. The District requires vendors to provide products to ensure our students and staff receive the items to meet their needs.

Previous Outcomes

The piggyback Bid will expire but it was used successfully during the past terms to provide quality services and products to the district.

Expected Outcomes

Upon approval by the Board, we expect the vendor to provide quality services and products at the terms and conditions listed in the Bid.

Strategic Plan Goal

Goal 2; Strategy 2.4; Ensure effective and efficient use of resources for fiscal stability.

Recommendation

Award BID as follows: a. Fresh Delivered Produce - County Wide Bid #20-SFS-09:

-Gordon Food Service, 1410 Gordon Food Service Drive, Plant City, FL 33563

Contact

Dr. Susan Legutko, Assistant Superintendent for Business Affairs, Phone: (904)336-6721, Email: susan.legutko@myoneclay.net

Financial Impact

a. Fresh Delivered Produce - County Wide Bid #20-SFS-09: Estimated \$1,500,000.00 for Contract Period from School Food Service Revenue

Review Comments

Attachments



May 7, 2020 - Regular School Board Meeting

Title

C14 - Approve Advertisement and Notice of Intent to adopt proposed revisions to School Board Policy 5.02A, Business Affairs Purchasing

Description

School Board Policies outlines rules and procedures to ensure the efficient operation of the school district. The School Board and Superintendent met collectively in a workshop setting and developed the proposed changes. The Board intends to adopt the proposed revisions following a public hearing to take place on June 25, 2020.

Gap Analysis

All Board Policies are reviewed periodically to ensure they are up to date and compliant with current applicable laws and regulations.

Previous Outcomes

The Board policies have been reviewed and/or revised in the past.

Expected Outcomes

The proposed amendments to Board policies will be adopted by the Board and implemented appropriately.

Strategic Plan Goal

The district ensures fiscal responsibility and equitable distribution of resources.

Recommendation

Approve the advertisment and Notice of Intent to Adopt proposed amendments to Board policies following the public hearing in June 2020.

Contact

Dr. Susan Legutko, Assistant Superintendent to Business Affiairs, (904) 336-6722, susan.legutko@myoneclay.net

Financial Impact

None

Review Comments

Attachments

Ø Approval to Advertise and Adopt_Notice of Public Hearing Policy 5.02A.pdf

SCHOOL BOARD OF CLAY COUNTY, FLORIDA

APPROVAL TO ADVERTISE/NOTICE OF INTENT TO ADOPT AMENDMENTS TO SCHOOL BOARD POLICY 5.02A, Business Affairs, General Policies, Purchasing

Approval to Advertise: The School Board of Clay County, Florida ("the Board") approves the advertisement of proposed amendments to Board Policy 5.02A, Business Affairs, General Policies Purchasing.

Purpose & Effect: The proposed amendments are intended to simplify, update, and ensure alignment of School Board Policies with state law, federal law, State Board of Education Rules, and other applicable rules and regulations.

Access to Text of Proposed Amendments: The full text of the proposed amendments is available for inspection and copying by the public in the Office of the Superintendent for Clay County District Schools, located at 900 Walnut Street, Green Cove Springs, Florida 32043. The full text is also available via the School District's website at <u>www.oneclay.net</u> under the School Board Meeting Links, School Board Agendas - June 25, 2020. The Superintendent is authorized to correct technical errors in grammar, numbering, section designations, and cross-references as may be necessary to reflect the intention of such Policy amendments.

Rule Making Authority: The Board is authorized to adopt the proposed amendments under sections 120.54, 1001.31, and 1001.32 of the Florida Statutes.

Laws Implemented: The laws implemented by the above-referenced Board Policies and proposed amendments are noted under each section of the Policy.

Person(s) Originating Policy Changes: The proposed amendments were originated by the Superintendent and his designee(s) in collaboration with the School Board Attorney.

Public Hearing: The Board intends to formally adopt the proposed amendments to its Policies following a public hearing. *The public hearing shall be held on Thursday, June 25, 2020,* during the course of the Board's regular meeting, which begins *at 6:00 p.m.* and takes place in the Boardroom at the Teacher In-service Training Center at Fleming Island High School, 2233 Village Square Parkway, Orange Park, Florida.

Any person requiring special accommodations to attend or participate in public meetings should advise the School District at least 48 hours before the meeting by contacting the Superintendent's Office at (904) 336-6508. If you are hearing or speech impaired, you may contact the District by email addressed to bonnie.onora@myoneclay.net or by calling (904) 336-6584 (TDD).

If a person decides to appeal any decision made by the Board with respect to any matter considered at the meeting, he or she will need a record of the proceedings, and, for such purpose, he or she may need to ensure that a verbatim record of the proceedings is made, which record includes the testimony and evidence upon which the appeal is to be based.



May 7, 2020 - Regular School Board Meeting

Title

C15 - Pre-Qualification of Contractors

Description

Section 1013.46 of Florida Statutes requires School Boards to pre-qualify contractors prior to their being able to bid on construction projects for the district. The rules for pre-qualification are stipulated in the State Requirements for Educational Facilities (SREF). The attached list identifies the contractors to be approved this month. As this is an annual requirement, the attached list may contain both new contractors and contractors seeking to renew their pre-qualification status. Per Florida Statutes, only those contractors currently pre-qualified at the time of bidding may bid on a School Board construction project.

Gap Analysis

Contractor Pre-Qualification is an annual requirement.

Previous Outcomes

CCDS complies with contractor pre-qualification as required by Florida Statutes and SREF (State Requirements for Educaional Facilities).

Expected Outcomes

CCDS will remain in compliance by certifying the contractors recommended for pre-qualification meet the requirements of Section 1013.46 FS, the State Requirements for Educational Facilities (SREF) and School Board Policy.

Strategic Plan Goal

Ensure effective management of the organization, operations, an facilities to maximize the use of resources and promote a safe, efficient, and effective learning environment for Clay County Students.

Recommendation

Approve the attached Contractor Pre-qualification list.

Contact

Bryce Ellis, Interim Assistant Superintendent for Operations, (904) 336-6853, bryce.ellis@myoneclay.net

Financial Impact

None.

Review Comments

Attachments

@ Table for Board Backup Contractor Prequal, 5.7.20.pdf

SBCC PRE-QUALIFIED CONTRACTORS

The following contractors are being submitted to the School Board for Contractor Pre-Qualification approval having met all requirements of Chapter 1013.46 F. S., as determined by the Pre-Qualification Committee consisting of Bryce Ellis, Phil Hans, Bertie Staefe, Chris Deely-Isais and Janice Kerekes. The pre-qualification certification is valid for one year from the end of the month in which Board approval is obtained.

COMPANY	TRADE CATEGORY	BOND LIMIT	EXPIRATION DATE
BBG Contracting Group, Inc.	Roofing Contractor	\$12,000,000.00	May 31, 2021
C.C. Borden Construction, Inc.	General Contractor	\$18,000,000.00	May 31, 2021
Jenkins Roofing, Inc.	Roofing and Building Contractor	\$3,000,000.00	May 31, 2021
Parrish McCall Constructors, Inc.	General Contractor	\$150,000,000.00	May 31, 2021
Reliant Roofing, Inc.	Building and Roofing Contractor	\$1,000,000.00	May 21, 2021



May 7, 2020 - Regular School Board Meeting

<u>Title</u>

C16 - Lake Asbury Junior High School Hurricane Retrofit Agreement 2019

Description

This Agreement is a joint venture with the Clay County Board of County Commissioners, the Clay County School Board and Charles Perry Partners, Inc. to create much needed Enhanced Hurricane Protection Areas (EHPA) in Clay County.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

This agreement will allow Lake Asbury Junior High School to serve as a special needs hurricane shelter.

Strategic Plan Goal

Ensure effective management of the organization, operations, and facilities to maximize the use of resources and promote a safe, efficient, and effective learning environment for Clay County students.

Recommendation

Approve Lake Asbury Junior High School Hurricane Retrofit Agreement 2019

Contact

Bryce Ellis, Interim Assistant Superintendent Operations, (904) 336-6853, bryce.ellis@myoneclay.net,

Financial Impact

No financial impact to the Clay County School Board. This is funded by a Clay County grant.

Review Comments

Attachments

@LAJH Hurrican Retrofit Agreement.pdf

Clay County Agreement/Contract No. 2019/2020-77

LAKE ASBURY JUNIOR HIGH SCHOOL HURRICANE RETROFIT 2019

THIS CONTRACT for LAKE ASBURY JUNIOR HIGH SCHOOL HURRICANE RETROFIT 2019 (the Contract) is entered into as of the 23^{H} day of January 2020, by and between Clay County, a political subdivision of the State of Florida, by and through its Board of County Commissioners (the County), the School District of Clay County, Florida, by and through the Clay County School Board (the School District), and Charles Perry Partners, Inc. (the Contractor), whose address is 8200 N.W. 15th Place, Gainesville, Florida 32606.

SECTION 1. PURPOSE AND PROJECT

1-1. The Contractor, in consideration of the payments agreed to be made by the County, hereby covenants and agrees to furnish and deliver all material, and to perform all the work and labor required for the following project in accordance with this Contract and the governing documents identified below:

LAKE ASBURY JUNIOR HIGH SCHOOL HURRICANE RETROFIT 2019 (the Project).

SECTION 2. GOVERNING DOCUMENTS

- 2-1. For purposes of this Contract, the "Bid Solicitation" shall mean the County's Bid No. 18/19-23 including all addendum and clarifications thereto. The "Specifications" shall mean the written specifications for the Project incorporated into the Bid Solicitation. The Contractor shall construct the Project all in accordance with the Specifications. In performing the work of the Project, the Contractor shall also comply with and conform to all requirements set forth in the bid instructions provided in the Bid Solicitation. The Contractor shall complete the Project and shall perform the work contemplated in this Contract in strict conformity with the following documents which are attached or if not, incorporated by reference and made a part hereof:
 - (a) The Bid Solicitation Bid No. 18/19-23 and Clarification No. 1 issued October 22, 2019;
 - (b) The Contractor's Response to the Bid Solicitation dated November 4, 2019. Although, the entire Contractor's Response is included and adopted by reference to this Contract, for ease of reference a portion of Contractor's Response is attached as Exhibit A; and
 - (c) The Scrutinized Companies Certification (attached as Exhibit B).

All documents described above are kept on file in the office of the Clay County Purchasing Division. This Contract and all of the documents enumerated above together comprise this Contract.

SECTION 3. INDEMNIFICATION

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- 3-1 The Contractor shall fully protect, indemnify and hold harmless the County and the School District and all of their principals, employees, officers, and servants (collectively, the Indemnitees), from and against any and all liabilities, damages, losses and costs, including, but not limited to, reasonable attorney's fees, to the extent caused by the negligence, recklessness, or intentional wrongful misconduct of Contractor and persons employed or utilized by Contractor in the performance of this Contract. The provisions of this paragraph shall survive any termination of this Contract.
- 3-2. With respect to any indemnification by the County provided under this Contract, any such indemnification shall be subject to and within the limitations set forth in Section 768.28, Florida Statutes, and to any other limitations, restrictions and prohibitions that may be provided by law, and shall not be deemed to operate as a waiver of the County's sovereign immunity. The School District shall not be required to indemnify any party to this Contract. Upon default of the Contractor, the County agrees to indemnify the School District for any loss or damage, including attorney's fees and costs, related to this Contract and shall ensure that the work which is the subject of this Contract shall be performed without any cost to the School District and that said work shall be completed as specified.
- 3-3. Nothing in this Contract or any of the documents identified in Section 2-1 shall be construed as providing any subcontractor, as defined in Section 9, with any rights or remedies against the County or the School District or any of their employees, principals, officers or agents for nonpayment or otherwise.

SECTION 4. CONTRACT AMOUNT

- 4-1. For purposes of this Contract, the Contract Amount is defined as the Contract Price set forth in subsection 4-2 as adjusted by approved supplemental Contracts (Supplemental Contracts).
- 4-2. In consideration of the premises, the County agrees to pay all associated construction costs, as identified in the Bid Solicitation and the Contractor's Response, to the Contractor for the Project herein when fully completed. The total price for the work of the Project is \$168,750.00 (the Contract Price.) Payments are to be made upon presentation of the proper certificates detailing the work completed to the County Representative upon the terms set forth in the Specifications provided in the Bid Solicitation.
- 4-3. Whenever any change or combination of changes in the Specifications results in an increase or decrease in the original quantities set forth in the Specifications or the Bid Solicitation, and the work added or eliminated is of the same general character as that shown on the original Specifications, the Contractor shall accept payment in full at the

original Contract unit prices for the actual quantities of work performed.

- 4-4. Supplemental Contracts shall be used to clarify the Specifications to provide for major quantity differences which result in the Contractor's work effort exceeding the original Contract amount, to provide for unforeseen work, or alterations in the Specifications which could not reasonably have been contemplated or foreseen in the original Specifications, to provide a safe and functional facility, to settle Contract claims, and to make the Project functionally operational in accordance with the intent of the original Contract. No work covered by a Supplemental Contract shall be performed before the County Representative gives written authorization. Such written authorization shall set forth the prices agreed upon and other pertinent information and shall be reduced to a written Supplemental Contract promptly. No payment shall be made on a Supplemental Contract prior to County approval of the document. In addition, the County shall make no payment for any unauthorized work.
- 4-5. In that the County is a governmental agency exempt from sales and use taxes, the County shall pay no such taxes. The County shall provide proof of its exempt status upon reasonable request.

SECTION 5. TIMELY PERFORMANCE

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- 5-1. The Contractor agrees to perform all necessary work as provided for in this Contract, the Specifications, and the Bid Solicitation.
- 5-2. The date on which days will begin to be charged to the Project (the Notice to Proceed Date) shall be either (1) the 10th calendar day from the date of issuance by the County Representative of the initial notice to begin work or, (2) the date on which the Contractor actually begins work, whichever date is the earlier.
- 5-3. The Contractor shall accomplish final completion of the Project on or before the 154th calendar day after the Notice to Proceed Date (the Final Completion Date). Any extension of the Final Completion Date will require a subsequent agreement of the parties.
- 5-4. The Contractor shall provide a certificate of insurance as required in the Bid Solicitation, naming Clay County, a political subdivision of the State of Florida and its Board of County Commissioners, and the School District of Clay County and its members of the School Board, as their interests may appear, as additional insureds under general liability.
- 5-5. A Supplemental Contract shall be used when a time extension is required due to any unforeseen circumstances; provided, Supplemental Contracts shall not be used for time extensions requested by the Contractor under circumstances or conditions attributable to the Contractor. Such Supplemental Contract shall set forth the agreed amount of time for such extension.

SECTION 6. DEFAULT

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- 6-1. In case of default on the part of the Contractor, actions for all damages and expenses, including accounting, engineering and legal services, together with any and all other costs incurred in connection with such default, shall lie against the Contractor.
- 6-2. If the Contractor fails to begin the work under this Contract as of the Notice to Proceed Date or fails to perform the work with sufficient workmen and equipment or with sufficient materials to assure the prompt completion of this Contract or performs the work unsuitably or neglects or refuses to remove materials or to perform anew such work as may be rejected as unacceptable and unsuitable, or discontinues the prosecution of the work, or fails to resume work which has been discontinued within a reasonable time after notice to do so, or becomes insolvent or is declared bankrupt, or files for reorganization under the bankruptcy code, or commits any act of bankruptcy or insolvency, either voluntarily or involuntarily, or allows any final judgment to stand against it unsatisfied for a period of ten calendar days, or makes an assignment for the benefit of creditors, or for any other cause whatsoever fails to carry on the work in an acceptable manner, the County Representative will give notice in writing to the Contractor of such delay, neglect, default or opinion.
- 6-3. If the Contractor, within a period of ten calendar days after the notice described in subsection 6-2, shall not proceed to correct the conditions of which complaint is made the County shall, upon written certificate from the County Representative of the fact of such delay, neglect, default or opinion and the Contractor's failure to correct such conditions, have full power and authority, without violating this Contract, to take the prosecution of the work out of the hands of the Contractor and to declare this Contract to be in default.
- 6-4. This Contract is to be binding upon the County and upon the Contractor, their heirs, successors, administrators, or assigns and is voidable and may be terminated by the County if the provisions of the statutes and documents incorporated herein relative thereto are not complied with.
- 6-5. Termination of this Contract or a portion hereof under the provisions incorporated herein shall not relieve the Contractor of its responsibilities for the completed portion or concerning any just claims arising out of the work performed.

SECTION 7. TERMINATION

7-1. The County may terminate this Contract or any amendment hereto at its convenience without cause. In the event of termination the Contractor will be compensated for acceptable work authorized and completed prior to the date of termination.

SECTION 8. TIME

8-1. Time for completion of the work is of the essence. The parties hereto mutually understand and agree that time is of the essence in the performance of this Contract

for construction. The Contractor shall at all times carry out its duties and responsibilities as expeditiously as possible and shall begin, perform and complete its services so that the work is finally completed by the Completion Date.

SECTION 9. PARTIAL PAYMENTS

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- 9-1. The Contractor may request payment no more than once monthly, based on the amount of work done or completed. All partial estimates and payments found to be in error shall be subject to correction in the estimates and payments subsequent thereto, and in the final estimate and payment. Payments will be made in accordance with the Local Government Prompt Payment Act. Payment requests by the Contractor shall be filed in accordance with the schedule provided by the County to match the meeting schedule of the Board.
- 9-2. The amount of such payments shall be the total value of the Project work completed to the date of the estimate, less an amount retained and less payments previously made. The amount retained shall be determined in accordance with Section 255.078, Florida Statutes, as follows:
 - (a) The County may withhold from each progress payment due to be made to the Contractor under this Contract an amount not to exceed 10 percent of said payment as retainage until 50 percent completion of the work of the Project has been achieved.
 - (b) After 50 percent of the work of the Project has been achieved, the County may withhold from each progress payment thereafter due to be made to the Contractor under this Contract an amount not to exceed 5 percent thereof as retainage. The term "50 percent completion" means the point at which the County has expended 50 percent of the Contract Amount as adjusted by approved Supplemental Contracts, together with all costs associated with existing change orders and other additions or modifications to the construction services provided for in this Contract.
 - (c) After 50 percent of the work of the Project has been achieved, the Contractor may present to the County a payment request for up to one-half of the retainage held by the County. The County shall promptly pay such amount to the Contractor, unless the County has grounds, pursuant to subsection (6) of Section 255.078, Florida Statutes, for withholding such payment of retainage.
- 9-3. Prior to submitting any request for payment, the Contractor shall certify that all subcontractors and suppliers performing any of the work or supplying any of the materials with respect to the Project have received their pro rata share of previous periodic payments to the Contractor for all work completed and materials supplied. This certification shall be in the form designated by the County. The Contractor shall within 10 days of receipt of progress payments pay all subcontractors and suppliers performing any of the work or supplying any of the materials with respect to the Project their pro rata shares of the payment for all work completed and materials supplied. The term

"subcontractor", as used herein, shall also include persons or firms supplying materials or equipment incorporated into the work or stockpiled in the vicinity of the Project for which partial payment has been made by the County, and work done under equipment rental Contracts.

- 9-4. Nothing in this Contract or in any of the documents identified in subsection 2-1 shall be construed as providing any subcontractor, as defined in subsection 9-3, with any rights or remedies against the County or any of its employees, principals, officers or agents for nonpayment or otherwise.
- 9-5. The Contractor acknowledges that in the budget for each fiscal year of the County during which the term of the Contract is in effect a limited amount of funds are appropriated which are available to make payments arising under the Contract. Any other provisions of the Contract to the contrary notwithstanding, and pursuant to the provisions of Section 129.07, Florida Statutes, the maximum payment that the County is obligated to make under the Contract from the budget of any fiscal year shall not exceed the appropriation for said fiscal year.

SECTION 10. RECOVERY RIGHTS AND RECORDS

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- 10-1. The County reserves the right should an error be discovered in the partial or final estimates, or should proof of defective work or materials used by or on the part of the Contractor be discovered after the final payment has been made, to claim and recover from the Contractor by process of law, such sums as may be sufficient to correct the error or make good the defects in the work and materials.
- 10-2. All records pertaining to the Project shall be retained by the Contractor for a period of five years from the date of final acceptance of the Project. Upon request, all such records shall be made available to the County or its representatives. For the purposes of this Contract, records shall include all books of account, supporting documents and papers deemed necessary by the County to assure compliance with the provisions of this Contract. Any other provisions of this Contract or any of the documents identified in subsection 2-1 to the contrary notwithstanding, in the event litigation pertaining to this Contract is commenced during the five year period, the records retention period provided herein shall be extended until the litigation, including any appeal proceedings related thereto, is finally concluded.
- 10-3. The Contractor acknowledges the County's obligation under Art. 1, Section 24, Florida Constitution, and Chapter 119, Florida Statutes, as from time to time amended (together, the Public Records Laws), to release public records to members of the public upon request. The Contractor acknowledges that the County is required to comply with the Public Records Laws in the handling of the documents and materials created under the Contract and that the Public Records Laws control over any contrary terms in the Contract. In accordance with the requirements of Section 119.0701, Florida Statutes, the Contractor covenants to comply with the Public Records Laws, and in particular to:

(a) Keep and maintain public records required by the County to perform the services required under the Contract;

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- (b) Upon request from the County's custodian of public records, provide the County with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in Chapter 119, Florida Statutes, or as otherwise provided by law;
- (c) Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the Contract term and following completion of the Contract if the Contractor does not transfer the records to the County; and
- (d) Upon completion of the Contract, transfer, at no cost, to the County all public records in possession of the Contractor or keep and maintain public records required by the County to perform the services. If the Contractor transfers all public records to the County 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 County, upon request from the County's custodian of public records, in a format that is compatible with the information technology systems of the County.

The Contractor's failure to comply with the requirements of Section 10 shall be deemed a material breach of the Contract, for which the County may terminate the Contract immediately upon written notice to the Contractor.

- 10-4 The Contractor acknowledges the provisions of Section 119.0701(3)(a), Florida Statutes, which, as applicable to the County and the Contractor, require as follows:
 - (a) A request to inspect or copy public records relating to the Contract must be made directly to the County. If the County does not possess the requested records, the County shall immediately notify the Contractor of the request, and the Contractor must provide the records to the County or allow the records to be inspected or copied within a reasonable time;
 - (b) If the Contractor does not comply with the County's request for records, the County shall enforce the contract provisions in accordance with the Contract; and
 - (c) If the Contractor fails to provide the public records to the County within a reasonable time, the Contractor may be subject to penalties under Section 119.10, Florida Statutes.

IF THE CONTRACTOR HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THE CONTRACTOR'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THE CONTRACT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS AT (904) 278-4754, publicrecords@claycountygov.com, POST OFFICE BOX 1366, GREEN COVE SPRINGS, FLORIDA 32043.

SECTION 11. SUBCONTRACTORS

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11-1. Subcontractors not listed in the Contractor's Response may only be utilized in connection with this Contract during the Contract period upon receiving PRIOR WRITTEN CONSENT from the County, and only for reasonable cause, as judged by the County.

SECTION 12. AUTHORITY TO SUSPEND WORK

12-1. The County Representative shall have the authority to suspend the work, wholly or in part, for such period or periods as may be deemed necessary, due to unsuitable weather or other conditions which are considered unfavorable for the prosecution of the work. Should the County be prevented or enjoined from proceeding with work either before or after the start of construction by reason of any litigation or other reason beyond the control of the County, the Contractor shall not be entitled to make or assert claim for damage by reason of said delay, but time for completion of the work will be extended to such reasonable time as the County may determine will compensate for time lost by such delay with such determination to be set forth in writing.

SECTION 13. PRESERVATION OF PROPERTY

13-1. The Contractor shall preserve from damage all property along the line of work, or which is in the vicinity of or is in any way affected by the work, the removal or destruction of which is not called for by the Specifications. This applies to public and private property and whenever such property is damaged as a result from the performance of the work, or through the negligence of the Contractor, it shall be immediately restored to a condition similar or equal to that existing before such damage or injury was done by the Contractor, and at its own expense, or it shall make good such damage or injury in an acceptable manner.

SECTION 14. FAILURE TO RESTORE DAMAGED PROPERTY

14-1. In case of failure on the part of the Contractor to restore such property, or to make good such damage or injury, the County Representative may upon 48 hours notice, proceed to repair, rebuild or otherwise restore such property, as may be deemed necessary, and the cost thereof will be deducted from any moneys due or which may become due the Contractor under the Contract. Nothing in this clause shall prevent the Contractor

from receiving proper compensation for the removal, damage or replacement of any public or private property as long as such work is authorized by the County Representative, provided that such property has not been damaged as a result from the performance of the work or through fault of the Contractor, its employees or agents.

SECTION 15. AUDIT OF CONTRACTOR'S RECORDS

- 15-1. The County reserves the right to conduct any audit of the Contractor's records pertaining to the Project deemed necessary by the County. Such an audit, or audits, may be conducted at any time prior to final payment, or thereafter pursuant to Section 10. The County may also require submittal of the records from either the Contractor, or any of its subcontractors or both. The Contractor shall make the aforementioned requirement a provision in its Contracts with all subcontractors. For purposes of this Contract, records shall include all books of account, supporting documents and papers deemed necessary by the County to assure compliance with the provisions of this Contract.
- 15-2. Failure of the Contractor or subcontractor to comply with these requirements may result in disqualification or suspension from quoting and bidding for future contracts or disapproval as a subcontractor at the option of the County.
- 15-3. The Contractor shall assure that each of its subcontractors will provide access to the subcontractor's records pertaining to the Project upon request by the County.

SECTION 16. HEADINGS

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16-1. The headings of the sections contained in this Contract and in its attachments and other documents incorporated by reference are for the purpose of convenience only and shall not be deemed to expand, limit or change the provisions contained in such sections, attachments or incorporated documents.

SECTION 17. CHOICE OF LAW/FORUM

- 17-1. The terms and conditions hereof, and the subsequent performance hereunder, shall be construed and controlled exclusively in accordance with the laws of the State of Florida. Jurisdiction shall be limited to the courts of the State of Florida, and venue shall lie exclusively in Clay County, Florida.
- 17-2. In the event either party shall retain an attorney to litigate on its behalf against the other party regarding the enforcement or interpretation of this Contract or regarding the rights, remedies, obligations or liabilities of the parties arising under this Contract, or seeking damages or some other remedy pertaining to the Contract, the party prevailing on the majority of its claims, or which successfully defends against a majority of the other party's claims, shall be entitled to an award of reasonable attorney's fees and costs against the other party, including fees and costs incurred from the date of referral of the dispute to the prevailing party's attorney through the conclusion of litigation, or incurred in bankruptcy or on appeal.

SECTION 18. SEVERABILITY

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18-1. In the event one or more provisions of this Contract are declared invalid, the balance of this Contract shall remain in full force and effect.

SECTION 19. ACCEPTANCE OF FINAL PAYMENT

19-1. The Contractor's acceptance of the final payment by the County hereunder shall be considered as a release in full of all claims against the County or any of its officers, principals, employees, members or agents arising out of or by reason of work done or material furnished under this Contract. The Contractor will then be released from further obligation except as provided in Sections 10 and 20.

The County shall not be obligated to remit final payment under this Contract until the following items have been submitted to and approved by the County in proper form and substance:

- (a) Releases of Liens or equivalent proof of payments to subcontractors and suppliers;
- (b) Completed punch-list generated from final inspection;
- (c) Contractor's Warranty and any warranties from third parties; and
- (d) Certificate of Final Payment.

SECTION 20. WARRANTY AND REPAIR COVENANT

20-1. The Contractor binds itself to use such materials and to so construct the work and improvements of the Project that same will be and remain in good repair and condition for a period of two years after the date of completion and acceptance of all improvements by the Clay County Board of County Commissioners, and agrees that it will repair or reconstruct said improvements at its sole expense necessitated within that time by any fault of materials, specifications, methods or processes employed in the construction thereof, and the Contractor further agrees and binds itself that said improvements for such term shall be and remain in good serviceable condition, free from any defects that will impair its usefulness and should same, at period, in the judgment of the Board any time within said of County Commissioners, whose judgment shall be final and conclusive, become defective and be not in a good serviceable condition, free from any defects that will impair its usefulness by reason of any defective materials, workmanship, specifications, methods, or processes, then the Board of County Commissioners shall cause to be served upon the Contractor a notice in writing to repair such improvements or portions thereof, or to reconstruct the same and put same in satisfactory and good condition, and the Contractor shall promptly comply therewith at its sole expense.

Any warranty provided by the Contractor or for which the Contractor is responsible is limited only by such terms and conditions as may be expressly stated in the warranty document and the Contract.

SECTION 21. WASTE MATERIAL DISPOSAL

21-1. The Contractor shall make all arrangements necessary to accomplish off-site disposal of all debris or waste generated by the work of the Project, all at no additional cost to the County.

SECTION 22. COUNTERPARTS

22-1. This Contract may be executed simultaneously in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument and Contract.

SECTION 23. ASSIGNABILITY

23-1. The Contractor shall not assign any of its rights or duties under this Contract to any other party without the prior written consent of the County, which consent may be withheld by the County for any or no reason. Any such assignment attempted by the Contractor without such prior written consent shall be null and void. If the Contractor attempts to assign any such rights or duties without securing such prior written consent, this Contract may be declared terminated by the County.

SECTION 24. THIRD PARTY BENEFICIARIES

24-1. Any other provisions of this Contract to the contrary notwithstanding, no third party beneficiaries are intended or contemplated under this Contract or in any of the documents identified in subsection 2-1, and no third party shall be deemed to have rights or remedies arising under this Contract or such documents against either party to this Contract.

SECTION 25. SCRUTINIZED COMPANIES

25-1. In accordance with Section 287.135, Florida Statutes, the County shall have the option of terminating this Contract, if the Contractor is found to have submitted a false certification as provided under 287.135(5); been placed on the Scrutinized Companies that Boycott Israel List or is engaged in a boycott of Israel; been placed on the Scrutinized Companies with Activities in Sudan List or the Scrutinized Companies with Activities in the Iran Petroleum Energy Sector List; or been engaged in business operations in Cuba or Syria.

SECTION 26. OWNER JOINDER AND AUTHORIZATION

26-1. The School District is the owner of Fleming Island High School. The School District

joins in this Contract for the purpose of authorizing the County and the Contractor to enter upon its property for the purpose of allowing the Contractor to perform the work contracted for in this Contract on the Fleming Island High School premises. Contractor agrees that it will look solely to the County for payment for the work performed under this Contract.

IN WITNESS WHEREOF, each of the parties has caused this Contract to have been executed on its behalf as of the day and year first above-written.

CLAY COUNTY, a political subdivision of the State of Florida, by and through its Board of County Commissioners

By: Gayward F. Hendry Its Chairman

ATTEST FOR THE COUNTY:

Howard Wanamaker, County Manager and Clerk of the Board of County Commissioners

CHARLES PERRY PARTNERS, INC.

Math 1. By:

Matthew Webster, Principal Its <u>Executive Mac</u>President / Paula M

SCHOOL DISTRICT OF CLAY COUNTY, FLORIDA, by and through the Clay County School Board

By:

Carol Studdard Its Chairman

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Exhibit A

"REVISED" BID FORM <u>BID NO. 18/19-23</u> LAKE ASBURY JUNIOR HIGH SCHOOL HURRICANE RETROFIT 2019

PRICE SHEET/CORPORATE DETAILS:

Ξ.

The undersigned, hereinafter called "Bidder", having visited the site of the proposed project and familiarized himself with the conditions, nature and extent of the Work, and having examined carefully the drawings, specifications, and other Contract Documents with the Bond Requirements therein, proposes for the project referenced above to furnish all labor, materials, equipment and other items and services, in full accordance to complete the said work within the time limits specified for the following bid price:

BASE BID: \$ 168.	150.00		Dollars
Amount Written in Words:	one hundred	Sixty eight	thousand,

Seven hundred fifty dolears and %00.

Proposals require a five (5%) percent bid bond and may not be withdrawn after the scheduled opening time for a period of (30) days. There is enclosed a certified check, cashier's check, or Bid Bond in the total amount of not less than five (5%) percent of the Base Bid payable to the Board of County Commissioners of Clay County as a guarantee for the purpose set out in Request for Bid Instructions.

Failure to complete all fields may result in your bid being rejected as non-responsive.

es Perry Partners Inc.				
8200 N.W. 15th Place				
Gainesville, Florida 32606				
886-9902				
am.carle@cppi.com				
William Carle				
DPD Manager				
William Carle				
11-4-19				

ADDENDA ACKNOWLEDGMENT:

Clarification 1 Addendum No.	Date: 10/22/19	Acknowledged by: _	W.C.	
Addendum No.	Date:	Acknowledged by:		
Addendum No.	Date:	Acknowledged by: _		

19	of	40
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FORM FOR LIST OF SUBCONTRACTORS <u>BID NO. 18/19-23,</u> LAKE ASBURY JUNIOR HIGH SCHOOL HURRICANE RETROFIT 2019

1.1 LIST OF SUBCONTRACTORS FORM

LIST OF SUBCONTRACTORS

1997) 1997)

DATE: November 4, 2019

This list is an integral part of the bid submitted by: (Bidder to insert his full name and address)

For the Construction of:

The undersigned, hereinafter called "Bidder", lists below the names of the subcontractors who will perform the phases of the work indicated:

DIVISION O	F CONTRACT	NAME/ADDRESS OF SUBCONTRACTOR
Metal Gates	Country Boy F	Fence Co.
Electrical	Waddington &	& Son Inc.

Proof of each Subcontractor's State License shall be provided. The General Contractor shall provide above subcontractors within 24 hours of the bid award.

Section 00001 Page 20 of 40

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Scrutinized Companies Certification

[Clay County Bid No. 18/19-23, LAKE ASBURY JUNIOR HIGH SCHOOL HURRICANE RETROFIT 2019]

Name of Company:¹ Charles Perry Partners, Inc.

(Seal)

In compliance with subsection (5) of Section 287.135(5), Florida Statutes (the Statute), the undersigned hereby certifies that the company named above is not participating in a boycott of Israel as defined in subsection (1) of the Statute; is not on the Scrutinized Companies with Activities in Sudan List or the Scrutinized Companies with Activities in the Iran Petroleum Energy Sector List as referred to in subsection (2) of the Statute; and is not engaged in business operations in Cuba or Syria as defined in subsection (1) of the Statute.

Insert Name of Company:

Charles Perry Partners, Inc.

By:

Matthew Webster

Its EXELYINE VICE PARIODIT

Form date 04-19-16 REVISED: 04-24-19

¹ "Company" means a sole proprietorship, organization, association, corporation, partnership, joint venture, limited partnership, limited liability partnership, limited liability company, or other entity or business association, including all wholly owned subsidiaries, majority-owned subsidiaries, parent companies, or affiliates of such entities or business associations, that exists for the purpose of making profit.





May 7, 2020 - Regular School Board Meeting

Title

C17 - Schematic/Preliminary/Final (Phase I, II, and III) Plans and Specifications for the District Office Renovation/Remodeling: Operations Building 1 West End Renovations

Description

Each phase or combination of phases is submitted to the School Board for review and approval. The plans have received staff review and are complete to Schematic/Preliminary/Final (Phase III) stage.

Gap Analysis

N.A

Previous Outcomes

Individual departments have the opportunity to express needs during plan review in order to design a project that will meet user's expectations.

Expected Outcomes

Schematic, Preliminary and Final Plan review allows for participation from a variety of departments to ensure any program changes are incorporated into the design.

Strategic Plan Goal

Ensure effective management of the organization, operations, and facilities to maximize the use of resources and promote a safe, efficient, and effective learning environment for Clay County students.

Recommendation

Approve Schematic/Preliminary/Final (Phase III) Plans and Specifications for the District Office Renovation/Remodeling: Operations Building 1 West End Renovations

Contact

Bryce Ellis, Interim Assistant Superintendent Operations, (904) 336-6853, bryce.ellis@myoneclay.net, David Kramer, Project Manager, (904) 336-6849, david.kramer@myoneclay.net

Financial Impact

As budgeted in the Educational Facilities Plan for \$400,000.00. The architect's cost estimate is \$230,096.00.

Review Comments

Attachments



May 7, 2020 - Regular School Board Meeting

Title

C18 - Change Order #1 (Direct Purchasing) for Doctors Inlet Elementary School Cafeteria Expansion

Description

Direct purchasing change orders are almost always deductive and are the sole initiative of the owner. These change orders represent the purchase of materials and/or equipment directly by the School Board in order to save the sales tax. The direct purchases are deducted from the original contract in the form of a change order.

Gap Analysis

N/A

Previous Outcomes

Sales tax savings have been used in the past to fund capital projects that may otherwise have not been funded.

Expected Outcomes

Money saved with sales tax savings will be used for capital projects that may otherwise have not been funded.

Strategic Plan Goal

Ensure effective management of the organization, operations, and facilities to maximize the use of resources and promote a safe, efficient, and effective learning environment for Clay County students.

Recommendation

Approve Change Order # 1.

Contact

Bryce Ellis, Interim Assistant Superintendent Operations, (904) 336-6853, bryce.ellis@myoneclay.net, David Kramer, Project Manager, (904) 336-6849, david.kramer@myoneclay.net

Financial Impact

This deduction to the construction contract in the amount of \$286,869.56 will not impact the budget. A total tax savings in the amount of \$17,004.78 is realized as a result of this direct purchasing change order.

Review Comments

Attachments

Ø DIS Cafeteria Expansion CO 1.pdf

■AIA^{*} Document G701^{**} – 2017

Change Order

PROJECT: (Name and address)	CONTRACT INFORMATION:	CHANGE ORDER INFORMATION:
Doctors Inlet Elem Cafeteria Expansion	Contract For: General Construction	Change Order Number: 1
2634 C.R. 220, Middleburg, FL 32068	Date: November 07, 2019	Date: 5-7-2020
OWNER: (Name and address) Clay County School Board 900 Walnut St, Green Cove Springs, FL 32043	ARCHITECT: (Name and address) Brian Boatright Architect, Inc 914 Plainfield Ave, Orange Park, FL 32073	CONTRACTOR: (Name and address) F&G Construction Genl Contractors, Inc 2734 Edison Ave, Jacksonville, FL 32254

THE CONTRACT IS CHANGED AS FOLLOWS:

(Insert a detailed description of the change and, if applicable, attach or reference specific exhibits. Also include agreed upon adjustments attributable to executed Construction Change Directives.)

Change Order 1 is associated with Owner Direct Purchasing - see attached spreadsheet.

The original Contract Sum was The net change by previously authorized Change Orders The Contract Sum prior to this Change Order was The Contract Sum will be decreased by this Change Order in	the amount of	\$ \$ \$ \$	2,198,000.00 0.00 2,198,000.00 286,869.56
The contract Sum will be ucchased by this Change Order will be The Contract Time will be unchanged by zero (0) days.		\$	1,911,130.44

The new date of Substantial Completion will be July 14, 2020

NOTE: This Change Order does not include adjustments to the Contract Sum or Guaranteed Maximum Price, or the Contract Time, that have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.

Brian Boatright Architect	F&G Construction General Contractors	Clay County School Board
ARCHITECT (Firm name)	CONTRACTOR (Firm name)	OWNER (Firm name)
SIGNATURE /	SIGNATURE	SIGNATURE
Brian O. Boatright, President	Amy Austin, President /	Carol Studdard, Board Chair
PRINTED NAME AND TITLE	PRINTED NAME AND TITLE	PRINTED NAME AND TITLE
4-16-2020	4/17/20	5-7-2020
DATE	DATE	DATE

Change Order # 01

DIRECT PURCHASING CAFETERIA EXPANSION AT DOCTORS INLET ELEMENTARY SCHOOL C-7-18/19

F & G Construction General Contractor 2734 Edison Avenue Jacksonville, FL 32254

DEDUCTION	\$11,519.20	\$11,595.52	\$12,239.58	\$13,948.71	\$13,735.11	\$6,622.00	\$10,972.72	\$6,346.40	\$42,450.00	\$9,787.16	\$13,628.89	\$17,962.30	\$33,433.27	\$24,324.00	\$5,421.39	\$46,393.81	\$6,489.50
AVINGS (1%)	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00
SAVINGS (6%) SAVINGS (1%)	\$649.20	\$653.52	\$689.98	\$751.71	\$774.63	\$372.00	\$618.27	\$356.40	\$2,400.00	\$551.16	\$768.62	\$1,013.90	\$1,889.62	\$1,374.00	\$304.04	\$2,623.23	\$364.50
<u>AMOUNT</u>	\$10,820.00	\$10,892.00	\$11,499.60	\$13,147.00	\$12,910.48	\$6,200.00	\$10,304.45	\$5,940.00	\$40,000.00	\$9,186.00	\$12,810.27	\$16,898.40	\$31,493.65	\$22,900.00	\$5,067.35	\$43,720.58	\$6,075.00
VENDOR	Ferguson Enterprises	Canam Steel Corporation	Noland Company Inc.	Best Block LLC	Cash Building Material	Malone Steel Corporation	HD Supply Construction	Argos USA LLC	Southern Air Specialties Inc.	. Cemex, Inc.	L&W Supply	Fogleman Builders Supply	Genesis Door and Hardware Inc.	Johnson Controls Inc.	Graybar Electric Co. Inc.	World Electric Supply Inc.	Applied Mechanical Equipment
<u>P.O. #</u>	P2005945	P2006109	P2006756	P2006777	P2006783	P2006949	P2006950	P2006951	P2007165	P2007327	P2007328	P2007399	P2007739	P2008199	P2008242	P2008368	P2008350
REQ.#	27977	28221	128682	029016	029040	029381	029387	029388	029559	029802	029804	2029882	2030318	X030928	2031045	R031189	R031101
RE	RO	R	Å	ጟ	Ŕ	፳	æ	æ	æ	æ	œ	ĽĽ.	œ	ш.	Ľ.	ι ι .	LL_

\$286,869.56

\$850.00

\$16,154.78

\$269,864.78

TOTAL DEDUCTED FROM CONTRACT:



May 7, 2020 - Regular School Board Meeting

Title

C19 - Change Order #2 for Doctors Inlet Elementary School Cafeteria Expansion

Description

Change Orders are initiated by the Contractor, Architect/Engineer or Owner, and may increase or decrease the scope of the project as defined by the plans and specifications. Change Orders are reviewed by the Architect/Engineer and staff prior to submission to the School Board for approval. This change order addresses unforeseen conditions encountered and other change of scope issues.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

Construction will proceed immediately translating to an on time completion.

Strategic Plan Goal

Ensure effective management of the organization, operations, and facilities to maximize the use of resources and promote a safe, efficient, and effective learning environment for Clay County students.

Recommendation

Approve Change Order # 2.

Contact

Bryce Ellis, Interim Assistant Superintendent Operations, (904) 336-6853, bryce.ellis@myoneclay.net, David Kramer, Project Manager, (904) 336-6849, david.kramer@myoneclay.net

Financial Impact

This change order will increase the contract amount by \$49,054.71. Architect fees will increase by \$3,924.38 as a result of this change order. These funds are available and budgeted in the Educational Facilities Plan.

Review Comments

Attachments

Ø DIS Cafeteria Expansion CO 2.pdf

AIA^* Document G701^{**} – 2017

Change Order

PROJECT: (Name and address) Doctors Inlet Elem Cafeteria Expansion 2634 C.R. 220, Middleburg, FL 32068	CONTRACT INFORMATION: Contract For: General Construction Date: November 07, 2019	CHANGE ORDER INFORMATION: Change Order Number: 2 Date: 5-7-2020	
OWNER: (Name and address) Clay County School Board 900 Walnut St, Green Cove Springs, FL 32043	ARCHITECT: (Name and address) Brian Boatright Architect, Inc 914 Plainfield Ave, Orange Park, FL 32073	CONTRACTOR: (Name and address) F&G Construction Genl Contractors, Inc 2734 Edison Ave, Jacksonville, FL 32254	
THE CONTRACT IS CHANGED AS FOLLOW	S:		

(Insert a detailed description of the change and, if applicable, attach or reference specific exhibits. Also include agreed upon adjustments attributable to executed Construction Change Directives.)

Change Order 2 is to address unforeseen conditions and owner requested changes- see attached Proposed Change Order (PCO) summary.

The original Contract Sum was		\$ 2,198,000.00
The net change by previously authorized Change Orders		\$ -286,869.56
The Contract Sum prior to this Change Order was		\$ 1,911,130.44
The Contract Sum will be increased by this Change Order i	n the amount of	\$ 49,054.71
The new Contract Sum including this Change Order will be	,	\$ 1,960,185.15
The Contract Time will be increased by Twenty (20) days		

The Contract Time will be increased by Twenty (20) days. The new date of Substantial Completion will be August 3, 2020

NOTE: This Change Order does not include adjustments to the Contract Sum or Guaranteed Maximum Price, or the Contract Time, that have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.

Brian Boatright Architect ARCHITECT (Firm name)

manok3M SIGNATURE

Brian O. Boatright, President PRINTED NAME AND TITLE

4-16-2020 DATE P&G Construction General Contractors CONTRACTOR (Firm name)

Amy Austin, President / PRINTED NAME AND TIPLE #//1/2D DATE Clay County School Board OWNER (Firm name)

SIGNATURE

Carol Studdard, Board Chair PRINTED NAME AND TITLE

5-7-2020 DATE

DIS Cafeteria Expansion

~.)

* 2

CHANGE ORDER 2

Proposed Change Order (PCO) 1 Proposal Request (PRQ) 1 Lockset changes (Owner requested)\$	3,733.53	0 days
Proposed Change Order (PCO) 2		
Proposal Request (PRQ 5)		
Food service changes - included in PCO 10	N/A	0 days
Proposed Change Order (PCO) 3		
Construction Change Directive (CCD) 4		
Raise footings & remove clay\$	46,410.85	+16 days
Proposed Change Order (PCO) 4		
Proposal Request (PRQ) 2		
Delete stage skirt renovation\$	(6,500)	0 days
Proposed Change Order (PCO) 5		
Construction Change Directive (CCD) 1		
Provide stage/dining room ceiling separation\$	2,024.00	0 days
Proposed Change Order (PCO) 6		
Construction Change Directive (CCD) 2		
Additional south fascia demolition and revision\$	2,444.00	+1 day
Proposed Change Order (PCO) 7 - REJECTED		
Proposal Request (PRQ) 3 & 3A		
Revise existing restrooms to speed construction	-10,623.80-	
Proposed Change Order (PCO) 8		
Proposal Request (PRQ) 4		
Revised & additional existing flooring and wall finish renovation\$	(455.00)	+3 days
Proposed Change Order (PCO) 9		
Construction Change Directive (CCD) 3		
Expansion joints are new CMU/brick intersection with existing\$	2,310.00	0 days
Proposed Change Order (PCO) 10R1		
Proposal Request (PRQ) 5	- •	
Food service changes\$	365.33	0 days
Proposed Change Order (PCO) 11		
Proposal Request (PRQ) 6	(1 000 00)	^
Delete GWB and stud wall at new freezer\$	(1,278.00)	0 days
TOTAL CHANGE ORDER COST\$	49 ,054 .71	20 days



May 7, 2020 - Regular School Board Meeting

Title

C20 - Substantial and Final Completion of Keystone Heights High School Site Improvements (Sanitary Line)

Description

Establish a Substantial and Final Completion date for audit purposes and as required by the State Requirements for Educational Facilities (SREF) and Florida Statutes. The project, as determined by the Project Manager and Project Engineer, has reached Substantial Completion on March 23, 2020 and Final Completion on April 20, 2020 in accordance with the project documents.

Gap Analysis

N/A

Previous Outcomes N/A

Expected Outcomes

Strategic Plan Goal

Ensure effective management of the organization, operations, and facilities to maximize the use of resources and promote a safe, efficient, and effective learning environment for Clay County students.

Recommendation

Approve Substantial and Final Completion Completion.

Contact

Bryce Ellis, Interim Assistant Superintendent Operations, (904) 336-6853, bryce.ellis@myoneclay.net, David Kramer, Project Manager, (904) 336-6849, david.kramer@myoneclay.net

Financial Impact

None.

Review Comments

Attachments

Substantial and Final Completion KHHS Site Imrovements.pdf

School District of Clay County Certificate of Substantial Completion

Having completed all requirements as outlined within the project specifications and drawings, I certify that the project listed below has reached Substantial Completion and has been constructed in accordance with said documents.

Project Title: Site Improvements (Sanitary Line).

School: Keystone Heights Senior

SDCC Project Number: C-4-19/20.

Project Architect/Engineer: CHW Professional Consultants

Project Contractor: D.E.Scorpio Corporation

Date of Substantial. Completion: March 23, 2020.

Ryan Stroh, Senior Project Manager, Scorpio Signature: Contractor

Date 3/23/2020

Monique M. Harth coch

CHW / Monique M. Heathcock, PE

Date ^{03/26/20}

Date 03-30-20

Date 3-30-20

Signature: Architect/Engineer

Signature: Project Manager

Signature: COSD Code

SSD-1-5013 E 04/21/2009

School District of Clay County Certificate of Final Completion

Having completed all requirements as outlined within the project specifications and drawings, I certify that the project listed below has reached Final completion and has been constructed in accordance with said documents.

Project Title: <u>Site Improvements (Sanitary Line)</u>		
School: Keystone Heights Senior		
SDCC Project Number: <u>C-4-19/20</u>		
Project Engineer: <u>CHW Professional Consultants</u>		
Project Contractor: <u>DE Scorpio Corporation</u>		
Date of Final Completion: April 20, 2020		
Act	Date	04/15/2020
Signature: Contractor		
Marique M. Harth coch	Date	04/09/20
Signature: Architect/Engineer		
Dave Rh	Date _	4-16-20
Signature: Project Manager		



May 7, 2020 - Regular School Board Meeting

Title

C21 - Change Order #1 for Keystone Heights High School Intercom/PA System

Description

Change Orders are initiated by the Contractor, Architect/Engineer or Owner, and may increase or decrease the scope of the project as defined by the plans and specifications. Change Orders are reviewed by the Architect/Engineer and staff prior to submission to the School Board for approval. This change order is a days only time extension due to Covid-19 issues.

Gap Analysis

N/A

Previous Outcomes N/A

Expected Outcomes

Construction will proceed immediately translating to an on time completion.

Strategic Plan Goal

Ensure effective management of the organization, operations, and facilities to maximize the use of resources and promote a safe, efficient, and effective learning environment for Clay County students.

Recommendation

Approve Change Order # 1.

Contact

Bryce Ellis, Interim Assistant Superintendent Operations, (904) 336-6853, bryce.ellis@myoneclay.net, David Kramer, Project Manager, (904) 336-6849, david.kramer@myoneclay.net

Financial Impact

This change order will not increase the contract amount. Architect fees will not increase as a result of this change order.

Review Comments

Attachments

@CO1 KHHS Intercom.PA System.pdf

SCHOOL DISTRICT OF CLAY COUNTY CHANGE ORDER NO. 1

Keystone Heights High – Intercom/PA System SDCC PROJECT NAME:

SDCC PROJECT NO: C-8-19/20

The Owner authorized the Contractor to make the following change(s) in the contract dated Jan. 9, 2020.

ORIGINAL CONTRACT AMOUNT: \$191,580.00 REVISED CONTRACT AMOUNT BY PREVIOUS CHANGE ORDER(S): \$ 0

Change(s) and reason(s) for this Change Order: Time extension due to Covid-19. Revise substantial completion date from May 6, 2020 to May 13, 2020. Revise final completion date from June 5, 2020 to June 12, 2020.

Additional Time needed for this Change Order is 7 (Seven) calendar days. Contract Substantial Completion date is May 13, 2020 Final Completion date is June 12, 2020.

For these changes: Add to a Deduct from the Contract in accordance with the conditions of the Contract the sum of: Zero dollars and 00/100.

CURRENT CONTRACT AMOUNT:	\$191,580.00
ADDITION TO CONTRACT:	\$0.00
DEDUCTION TO CONTRACT:	\$0.00
REVISED CONTRACT AMOUNT:	\$191,580.00

ARCHITECT/ENGINEER CERTIFICATION: In my considered professional opinion, as Project Architect/Engineer, the prices quoted in this Change Order are both fair and reasonable and in the proper ratio to the cost of the original work contract under benefit of competitive bidding.

Signature: namir Haddad	Date: 04-16-2020
Architect	

By execution of this Change Order, the Contractor acknowledges that all issues related to compensation and time has been resolved and payment recited herein is full compensation for the work identified in this Change Order.

ACCEPTED:	Signature:	Jerry Anderson	Date:	4.16.2020
	•	Contractor		
	Signature:	Walkh K	Date:_	4-16-2020
		SDCC Project Manager		

School Board Chairman

Date: 4-16 -2020

APPROVED: Signature:

Date:

MIS15010 EFF 7/10/08



May 7, 2020 - Regular School Board Meeting

Title

C22 - Change Order #1 for Keystone Heights Elementary School Intercom/PA System

Description

Change Orders are initiated by the Contractor, Architect/Engineer or Owner, and may increase or decrease the scope of the project as defined by the plans and specifications. Change Orders are reviewed by the Architect/Engineer and staff prior to submission to the School Board for approval. This change order is a days only time extension due to Covid-19 issues.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

Construction will proceed immediately translating to an on time completion.

Strategic Plan Goal

Ensure effective management of the organization, operations, and facilities to maximize the use of resources and promote a safe, efficient, and effective learning environment for Clay County students.

Recommendation

Approve Change Order # 1.

Contact

Bryce Ellis, Interim Assistant Superintendent Operations, (904) 336-6853, bryce.ellis@myoneclay.net,

David Kramer, Project Manager, (904) 336-6849, david.kramer@myoneclay.net

Financial Impact

This change order will not increase the contract amount. Architect fees will not increase as a result of this change order.

Review Comments

Attachments

@ CO 1 KHE Intercom.PA System.pdf

SCHOOL DISTRICT OF CLAY COUNTY CHANGE ORDER NO. 1

SDCC PROJECT NAME: Keystone Heights Elementary – Intercom/PA System

SDCC PROJECT NO: C-7-19/20

The Owner authorized the Contractor to make the following change(s) in the contract dated Jan. 9, 2020.

ORIGINAL CONTRACT AMOUNT: \$ 103.300.00 REVISED CONTRACT AMOUNT BY PREVIOUS CHANGE ORDER(S): \$ 0

Change(s) and reason(s) for this Change Order: Time extension due to Covid-19. Revise substantial completion date from May 6, 2020 to May 13, 2020. Revise final completion date from June 5, 2020 to June 12, 2020.

Additional Time needed for this Change Order is 7 (Seven) calendar days. Contract Substantial Completion date is May 13, 2020 Final Completion date is June 12, 2020.

For these changes: Add to a Deduct from the Contract in accordance with the conditions of the Contract the sum of: Zero dollars and 00/100.

CURRENT CONTRACT AMOUNT:	\$103,300.00
ADDITION TO CONTRACT:	\$0.00
DEDUCTION TO CONTRACT:	\$0.00
REVISED CONTRACT AMOUNT:	\$103,300.00

ARCHITECT/ENGINEER CERTIFICATION: In my considered professional opinion, as Project Architect/Engineer, the prices quoted in this Change Order are both fair and reasonable and in the proper ratio to the cost of the original work contract under benefit of competitive bidding.

Signature: namin Haddad	Date: 04-16-2020
Architect	

By execution of this Change Order, the Contractor acknowledges that all issues related to compensation and time has been resolved and payment recited herein is full compensation for the work identified in this Change Order.

ACCEPTED:	Signature:	Jeugendeuen
	Signature:	Contractor
		SDCC Project Manager

Date: <u>4-16-2020</u>

Date:

APPROVED: Signature:

School Board Chairman

MIS15010 EFF 7/10/08





May 7, 2020 - Regular School Board Meeting

Title

C23 - Interlocal Agreement for Coordinated Planning, Public Educational Facility Siting and Review, and School Concurrency Ordinance in Clay County

Description

An Interlocal Agreement for Coordinated Planning, Public Education Facility Siting and Review and School Concurrency is required by F.S. 163.31777 and Senate Bill 360. It provides clear identity as to the mutual roles and responsibilities of the Clay County Board of County Commissioners, City of Green Cove Springs, Town of Orange Park, Town of Keystone Heights and the School District of Clay County.

Gap Analysis

N/A

Previous Outcomes

Per staff recommendations, the Board has approved previous Interlocal Agreement for Coordinated Planning, Public Educational Facility Siting and Review, and School Concurrency Ordinance.

Expected Outcomes

Based on previous decisions, consent to approve Interlocal Agreement for Coordinated Planning, Public Educational Facility Siting and Review, and School Concurrency Ordinance is expected.

Strategic Plan Goal

Ensure effective management of the organization, operations, and facilities to maximize the use of resources and promote a safe, efficient, and effective learning environment for Clay County students.

Recommendation

Approve the Interlocal Agreement.

Contact

Bryce Ellis, Interim Assistant Superintendent Operations, (904) 336-6853, bryce.ellis@myoneclay.net, James Fossa, Coordinator of Planning & Intergovernmental Affairs, (904) 336-6852, jamesfossa@myoneclay.net

Financial Impact

Unknown at this time.

Review Comments

Attachments





May 7, 2020 - Regular School Board Meeting

Title

Adoption of Consent Agenda

Description

Gap Analysis

Previous Outcomes

Expected Outcomes

Strategic Plan Goal

Recommendation

Contact

Financial Impact

Review Comments

Attachments





May 7, 2020 - Regular School Board Meeting

Title

D1 - Human Resources Special Action

Description

Florida Statutes (F.S. 1012.22(1)(9f), State Board Rules and Clay County School Board Policies require Board notification and/or action regarding decisions and recommendations of the Superintendent related to Personnel matters.

Gap Analysis

N/A

$\frac{\text{Previous Outcomes}}{N/A}$

Expected Outcomes

<u>Strategic Plan Goal</u> Goal 5: Develop and support great educators, support personnel, and leaders.

Recommendation

Approve the action as presented.

$\underline{Contact}$

Brenda G. Troutman, Assistant Superintendent for Human Resources (904) 336 6701 brenda.troutman@myoneclay.net

Financial Impact

None

Review Comments

Attachments

Special Action A 5.7.2020.pdf (Confidential)